



Sacred Heart Catholic Primary School

Curriculum Statement: Writing



Intent

At Sacred Heart Catholic Primary School, our writing curriculum is ambitious, inclusive and carefully sequenced so that every pupil develops the knowledge, skills and confidence to communicate effectively in writing. It reflects our mission to Love Ourselves, Love Others, Love Learning and Love Our World by enabling pupils to express ideas, participate fully in school and wider society, and develop an individual writer's voice.

We have high expectations for all pupils, including disadvantaged pupils, pupils with SEND, pupils known or previously known to children's social care, pupils with EAL and any pupil who faces barriers to learning or wellbeing. We identify needs and starting points quickly and adapt teaching carefully so that barriers are reduced, gaps close quickly and pupils are prepared for their next stage of education.

The curriculum identifies clear end points and is sequenced to build cumulatively on what pupils have already been taught and learned. Particular attention is given to the foundational knowledge that underpins successful writing: communication and language, transcription, phonics and spelling, handwriting, sentence construction, vocabulary, grammar and punctuation. Spoken language and high-quality reading are central because the language pupils hear, rehearse and discuss supports the quality of language they can compose and write.

Ready Steady Write by Literacy Counts is the principal vehicle for teaching writing. It is used across Years 2–6 and is used in Reception and Year 1 alongside developmentally appropriate opportunities to write in line with pupils' phonics and transcription knowledge. Vocabulary-rich, high-quality texts provide purposeful contexts, models and inspiration for writing for different audiences and purposes.

In line with the School Development Plan and School Self-Evaluation, a key priority for 2026–27 is to continue to embed Ready Steady Write consistently, improve standards in writing, increase the proportion of pupils working at greater depth and strengthen outcomes for lower prior attainers. Our curriculum therefore combines high-quality universal teaching with precise assessment, timely targeted support and appropriate challenge.

Implementation

Curriculum organisation and sequencing

Teachers deliver a coherent writing curriculum in which component knowledge is explicitly taught, modelled, practised, revisited and applied. Ready Steady Write units are aligned to long- and medium-term planning and adapted carefully for Sacred Heart's mixed-age classes while maintaining ambitious year-group expectations and clear progression.

- Units centre on engaging, vocabulary-rich texts and clear writing outcomes.
- Learning is sequenced so pupils build from oral rehearsal and reading as writers towards sentence construction, composition, editing and independent application.
- Grammar, punctuation and spelling are taught in context and revisited so that pupils can use them accurately in their own writing.
- Teachers make links to prior learning and check that prerequisite knowledge is secure before moving pupils on.
- Opportunities to write across science, RE and the humanities support purposeful application without replacing the explicit teaching of writing.

Foundational writing knowledge

Leaders and staff give particular attention to pupils who have not yet secured the foundations in communication and language, spelling and handwriting. In Reception and KS1, phonics and transcription are closely connected to writing; older pupils who need further support continue to receive appropriate teaching and practice.

- Systematic synthetic phonics is taught through Bug Club Phonics, with fidelity to the programme and additional practice for pupils who need it.
- Teachers explicitly model accurate letter formation, handwriting, spelling, sentence construction and punctuation, with sufficient practice to build accuracy and fluency.
- Oral language, vocabulary development and sentence rehearsal are deliberately planned so pupils can formulate and refine ideas before writing.

High-quality teaching

- Explicit instruction and modelled writing: teachers think aloud and make the choices and processes of effective writers visible.
- Shared and guided practice: pupils rehearse new knowledge with appropriate support before working independently.
- Sentence accuracy: regular practice strengthens coherent, grammatically accurate sentence construction and application of punctuation.
- Vocabulary: ambitious vocabulary is taught explicitly, explored in context, rehearsed orally and applied in writing.
- Purpose and audience: pupils study high-quality examples, identify how writers achieve effects and make increasingly deliberate choices in their own writing.
- Editing and revising: pupils are taught how to review meaning, accuracy and effectiveness rather than simply correct surface errors.
- Retrieval and revisiting: teachers return to important prior knowledge so that pupils remember and apply it over time.

Assessment and responsive teaching

Assessment is integral to teaching. Teachers use live assessment, pupils' everyday writing, Ready Steady Write unit outcomes and moderation to establish what pupils know, identify misconceptions or missing knowledge and adapt subsequent teaching. Assessment is used to make changes to teaching and/or the curriculum where necessary, rather than creating unnecessary additional workload.

- Baseline and half-termly pupil progress discussions identify pupils at risk of underachievement and pupils with potential to achieve greater depth.
- Reflecting on Unit outcomes and ongoing sentence-accuracy evidence inform next steps and subsequent planning.
- Internal and BWCAT moderation supports accurate and robust teacher assessment and a shared understanding of standards.
- Targeted support is reviewed for impact and adjusted or intensified when pupils are not making sufficient progress.

Inclusion and adaptive teaching

High-quality teaching is the starting point for all pupils. Teachers know pupils' needs and starting points and make reasonable adjustments or adaptations that enable pupils to access the intended curriculum while retaining ambitious expectations. EHCP outcomes and individual targets are considered when planning and teaching.

- Scaffolds such as oral rehearsal, visual prompts, vocabulary banks, sentence stems and worked examples are used purposefully and reduced as independence grows.
- Pupils with EAL receive accurate language modelling, repeated and recast language, visual support and frequent structured opportunities for talk.
- Pupils with SEND may use assistive technology, explicit small-step instruction, additional practice, flexible grouping and targeted intervention where appropriate.
- Teachers work with the SENCO and use assessment information, including B Squared where appropriate, to identify barriers, set clear outcomes and review progress.

Leadership, monitoring and professional development

The writing leader maintains an accurate understanding of the quality of the curriculum and teaching and takes timely action where improvement is needed. Staff expertise is developed through Ready Steady Write CPD, BWCAT networks, moderation, shared book looks, model lessons and peer observation. Monitoring includes book looks, pupil voice, learning walks and

review of planning and outcomes, with findings feeding directly into the writing action plan and whole-school priorities.

Impact

The intended impact is that pupils become increasingly fluent, accurate, confident and independent writers who can draw on secure foundational knowledge and make deliberate choices for audience and purpose. Pupils' work should demonstrate that the curriculum has been learned: knowledge and skills are remembered, connected and applied with increasing independence across English and the wider curriculum.

Achievement is evaluated from pupils' starting points and through the quality of their responses and work, alongside formative and summative assessment. We expect gaps in communication and language, spelling, handwriting and other foundational writing knowledge to be identified early and to close quickly through high-quality teaching and targeted academic support. Disadvantaged pupils, pupils with SEND and pupils facing other barriers are expected to make suitable progress from their starting points.

The 2026–27 SDP identifies improving writing standards as a whole-school achievement priority. End-of-year targets are 93% EXS+ and 33% GDS in KS1 writing, and 65% EXS+ and 22% GDS in KS2 writing. Leaders will pay particular attention to greater-depth writers and lower prior attainers, using assessment and pupil progress information to ensure that support and challenge are precise and timely.

Subject leadership evaluates both implementation and impact through termly data analysis, book looks, learning walks, pupil voice, planning scrutiny, internal and BWCAT moderation and pupil progress meetings. Findings are used to identify strengths, address inconsistency swiftly, refine curriculum and teaching, and determine professional development. Governors receive information about writing outcomes and the impact of the Ready Steady Write implementation.

Success will be evident when pupils enjoy writing, can articulate what helps them improve, show increasing accuracy and fluency in transcription and composition, and produce purposeful writing of a consistently high standard. Assessment information and moderation will show increasingly secure judgements, improved attainment, stronger greater-depth outcomes and gaps closing for identified groups.

Key 2026–27 success indicators

- Ready Steady Write is implemented consistently across school and adapted effectively for mixed-age classes.
- Assessment is used consistently to check understanding, identify missing knowledge and adapt teaching.
- Pupils secure and apply foundational knowledge in communication and language, spelling, handwriting and sentence construction.
- Pupils with SEND, disadvantaged pupils and other identified groups access ambitious writing and gaps in knowledge and skills close quickly.
- The proportion of pupils achieving expected and greater-depth standards improves in line with SDP targets, with a particular focus on lower prior attainers and greater-depth writing.
- Moderation confirms accurate teacher assessment and monitoring demonstrates sustained improvements in teaching and pupil outcomes.