



English Writing

We strive to ensure that all children become confident, purposeful writers who can communicate effectively for a range of audiences. Writing is a complex process, so our curriculum focuses on securing foundational skills to reduce cognitive load and develop fluency. Through exposure to high-quality model texts, pupils learn to craft their writing with clarity, creativity and control. Our approach is underpinned by research from the [EEF Guidance Report](#), [Ofsted's English Report](#) and [Strong Foundations](#).

Intent

We aim to:



Ensure our children are confident and effective communicators – at Holywell, we believe every child can be a writer with purpose and clarity!

Encourage children to write meaningfully across a range of disciplines, audiences and purposes, showing adaptability and thoughtfulness in their work.

Develop a rich and ambitious vocabulary for our children to express ideas clearly, creatively and precisely.

Prepare our children for the demands of Key Stage 3 and beyond through a curriculum that nurtures strong, independent writers.

Ensure all staff have access to high-quality CPD to support effective and consistent teaching practices.

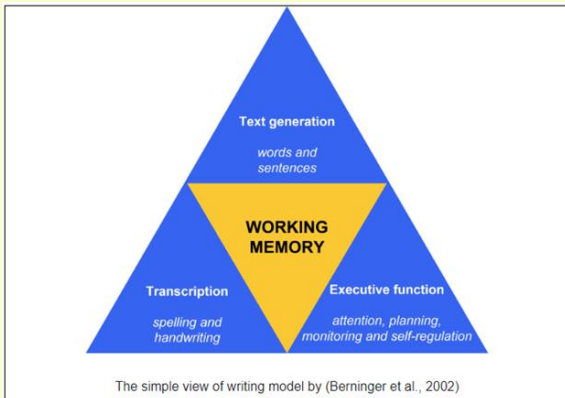
Implementation

How we achieve our aims:



Ambitious Curriculum for All

Holywell's writing curriculum is deliberately ambitious and ensures children develop as writers:



Substantive Knowledge

A spiral approach aligned with the National Curriculum, revisiting key concepts at greater depth as children progress:

- grammatical terms and word classes
- punctuation
- tenses
- word level
- sentence level
- text level
- standard English

Disciplinary Knowledge

We develop pupils' ability to think like writers by:

- teaching transcription skills alongside composition through oral rehearsal, vocabulary generation and sentence construction;
- modelling writing as a flexible process:
 1. Planning – audience, purpose and structure;
 2. Execution – drafting with accurate transcription and thoughtful vocabulary;
 3. Revising – editing for meaning, accuracy and impact, with opportunity to revisit stages as needed.

Curriculum Links

As a core subject, writing runs across the curriculum, enabling children to develop their writing in different disciplines. This is particularly evident in subjects that require written communication and expression. Examples include:

- Science: recording and explaining findings.
- Design Technology: writing evaluations.
- History: creating reports about historical events.
- Geography: writing geographical descriptions and explanations.

Enrichment

We enhance our writing curriculum through:

- writing competitions;
- opportunities to publish work in various ways, such as in writing portfolios, oral performances, displays, newsletters, competitions or sending work externally;
- engaging experiences to prompt writing, including field trips, special events, and guest speakers;
- house writing challenges that promote collaborative projects.

Inclusive and Adaptive Teaching

All pupils access high-quality learning through adaptive teaching and targeted support. Teaching prioritises equity of access, not simplification of content. Progression is based on secure understanding and readiness.

Support

- Scaffolded support (model texts, word banks, sentence stems)
- Oral rehearsal and structured talk to support composition
- Adult modelling and guided writing
- Targeted interventions to support transcription and composition
- Visual supports and working walls to aid independence

Challenge

- Greater independence in planning, drafting and editing
- Reduced reliance on model texts
- Opportunities to experiment with language, structure and style
- Greater depth questioning to extend thinking
- Writing for a range of audiences and purposes with increasing control

Assessment

Assessment is used to identify gaps quickly and adapt teaching:

- Formative assessment in every lesson
- Live marking to address misconceptions
- Ongoing feedback to inform next steps
- Half-termly teacher assessment and moderation

Effective Teaching in Writing

Teaching follows the Holywell lesson structure:

- **Connect:** revisit prior learning in grammar, punctuation and vocabulary
- **Model:** teacher demonstrates writing using high-quality model texts and shared writing
- **Practice:** pupils engage in guided and independent writing, applying taught skills
- **Consolidate:** pupils review, edit and improve their writing

Additional features:

- Oral rehearsal to develop ideas before writing
- Explicit teaching of vocabulary and sentence construction
- High-quality modelling and think-aloud strategies
- Use of model texts to explore audience, purpose and structure
- Gradual release from guided to independent writing

Home Learning

To promote confidence and fluency in writing, the focus of our home learning is on spelling practice and consolidation. This includes:

- Practicing high-frequency and key vocabulary words in EYFS and KS1.
- Spelling patterns and rules in KS2.

Subject Leadership

Resources

- High quality model texts
- Knowledge organisers
- Dictionaries
- Thesauruses
- Spell It dictionaries
- Base slides
- Word mats

CPD

CPD ranges from professional discussions, in-house training, external courses and online subject knowledge videos accessible through CUSP.

Quality Assurance

We quality assure through:

- Pupil book study
- Learning walks
- Book looks
- Staff voice
- Data analysis
- CLPE assessment
- Writing moderation.

Impact

Our outcomes:



Children show enjoyment and curiosity in writing, engaging actively and taking pride in their work.

Children use precise and ambitious vocabulary to express their ideas clearly, considering audience and purpose.

Children develop strong transcription and composition skills that support learning across the curriculum and prepare them for secondary school.

All children make progress from their starting points, knowing more and remembering more over time, with most achieving age-related expectations or better.

Teaching teams are confident in delivering the writing curriculum, using effective strategies to support and challenge all learners.