



## Primary Writing Curriculum Overview 2025-2026

### INTENT

#### Vision and Purpose

At KGV, we believe it is our responsibility to ensure that all students grow into confident, fluent writers and readers. We want our pupils to express themselves effectively, both orally and in writing, across a wide range of genres and styles.

Our English curriculum is guided by the school vision: **aim high, believe, learn and achieve**. It is also firmly rooted in the expectations of the National Curriculum.

#### Teaching Writer's Methods

We teach writers' methods explicitly, focusing on language, structure, and form. These elements form the foundation for rich class discussions about complex texts. We believe that pupils must develop a secure understanding of content before exploring the procedural knowledge of how to write. Writers cannot explain the impact of a technique without first understanding the meaning of the text itself.

#### Writing as a Process

At KGV, pupils learn that writing is not a one-step task but a process of drafting, editing, and redrafting. Through this process, they manipulate language, tone, and grammar to suit text type, purpose, and audience.

### IMPLEMENTATION

#### EYFS

In the Early Years Foundation Stage, we recognise that strong physical development underpins early writing skills. Children are supported to develop strength, control, and coordination through a variety of gross and fine motor activities, including play-based and structured exercises. This includes opportunities for mark-making, threading, building, and manipulating tools, as well as focused activities such as kinetic letters, which combine movement and letter formation to enhance muscle memory and pencil control. These experiences help children build the physical foundation necessary for confident and fluent writing. Handwriting is taught explicitly through the Kinetic Letters programme.

Our writing curriculum begins with a **storytelling approach**. We believe children must first *hear* and *speak* stories before they can successfully write them. This provides structured opportunities to embed story structures and grammatical features orally before committing them to paper. We also focus on explicit transcription instruction from the start of Reception as well as spellings.

By the end of **Reception**, our goal is that each child can independently formulate and write a complete sentence based on a familiar story.

## Early Writing in Year 1

In Year 1, the focus remains on oracy before extended writing. At this stage, we reduce cognitive load by encouraging children to concentrate on the logistics of writing:

- applying phonics to spell
- using finger spaces
- forming letters correctly
- applying basic punctuation

This provides a solid foundation before children move into extended sentence construction and creative writing.

## The Write Stuff Programme (Year 1 Summer Term – Year 6)

From **Summer Term 2 of Year 1 onwards**, teachers use *The Write Stuff* by Jane Considine as the basis of writing instruction. This programme provides a **language-rich approach** in which grammar is embedded naturally into writing practice. Teacher modelling is at the heart of the approach, ensuring consistency across all classes.

### Types of Lessons

Every unit includes three lesson types:

- **Experience lessons** – immersive, oral-based exploration
- **Sentence stacking lessons** – teacher-guided construction of high-quality sentences
- **Independent lessons** – application of skills in extended writing

### Chotting

A key feature of *The Write Stuff* is the use of “**chotting**” (**chatting + jotting**). Pupils record their ideas and word choices on the **left-hand page** of their books. These notes capture vocabulary, sentence stems, or fragments of thought. On the **right-hand page**, pupils craft fully constructed, polished sentences. This method encourages creativity while also ensuring accuracy and control in writing.

### The Writing Rainbow

To ensure clarity and consistency, all pupils use the **Writing Rainbow**:

- **FANTASTICS** – ideas and content to write about
- **GRAMMARISTICS** – grammatical features to include
- **BOOMTASTICS** – linguistic features that add depth and sophistication

This shared framework supports pupils in recognising what good writing looks like and in making deliberate writing choices.

### Writing across the Curriculum

We know that confident writers must apply their skills widely. Pupils regularly write in different subjects for a variety of purposes—for example, extended responses in humanities, or experiment

reports in science. In reading lessons, children write in response to texts, deepening their comprehension and analysis.

### **Spelling and Phonics**

We use **Spelling Shed** to deliver spelling instruction, explicitly linking it to our phonics programme. This allows pupils to:

- engage with the full range of phonemes and graphemes
- experiment with phoneme–grapheme correspondences
- apply spelling knowledge in all writing tasks

### **Pedagogy: How We Teach Writing**

Our teaching is underpinned by:

- **explicit instruction**
- **teacher modelling and worked examples**
- **systematic assessment for learning**
- **scaffolding to ensure accessibility**

Teachers adapt *The Write Stuff* lessons to meet the needs of their pupils, ensuring appropriate challenge and developmental progression.

### **Inclusion and Diversity**

We are committed to ensuring all children access a high-quality writing curriculum. This is achieved through:

- mixed attainment teaching, with rich class discussions
- scaffolding, questioning, and concrete aids where needed
- high-quality first teaching with explicit instruction
- use of RMT's (rigorous monitoring trackers) to track and close identified gaps

Our text selections reflect diversity and inclusion. We want pupils to see themselves, their families, and their communities represented in the literature they encounter. Writing units expose students to texts covering a range of protected characteristics.

## **IMPACT**

### **Assessment of Writing**

We assess pupils systematically through:

- responsive teaching and AFL strategies in lessons
- whole-class feedback/ live marking
- termly moderation of writing
- formal assessments to gather robust data

- No More Marking initiative

This information informs re-teaching, pupil progress meetings, and future planning.

### **Continuous Reflection and Improvement**

We regularly review and refine our curriculum through:

- subject-specific CPD
- pupil target-setting meetings
- instructional coaching (weekly action steps for every teacher)

This ensures that our writing curriculum remains high-quality, rigorous, and responsive to the needs of our pupils.