



St Joseph's Catholic Primary School
 Inspiring everyone to **REACH** through
 Faith, Hope, Love

Intent, Implementation and Impact Statement for Writing

At St Joseph's Catholic Primary School, we intend to provide an **aspirational** writing curriculum which is accessible to all children from EYFS through to Year 6, **inspiring everyone to REACH through Faith, Hope and Love**. We deliver lessons that are engaging, **aspirational** and well-resourced to ensure all children, including those with FSM, EAL, PP and SEND, are able to access learning and achieve success. From the earliest stages, we prioritise strong foundations in language, communication and early reading, which are progressively built upon to develop fluency, creativity and independence in writing. Teaching is evidence-informed, using Teaching WalkThrus to model, practise and apply learning in clear, manageable steps, alongside adaptive teaching strategies to scaffold and support all learners. Through **high expectations**, children develop **resilience** and strive for excellence, working both independently and collaboratively. We are dedicated to fostering a love of writing and ensuring that all children become highly competent and confident writers by the end of their primary journey. By providing meaningful writing opportunities linked to real-life experiences, Catholic values and the wider curriculum, children recognise the importance and power of writing in the wider world, preparing them for future learning and a successful transition into secondary school.

Intent	Implementation	Impact
<p>The National Curriculum (2014) forms the basis for all subject teaching, ensuring continuity and progression from EYFS to Year 6 within an age-related curriculum. In addition, teachers ensure that learning is relevant, meaningful and stimulating by delivering the curriculum through aspirational themes and topics. Our carefully sequenced, broad and balanced curriculum, underpinned by inclusive practice and adaptive teaching, provides all children with the opportunity to build upon their experiences and achieve their goals.</p> <p>Through high-quality scaffolding, adaptive strategies and carefully planned support, all learners, including children with SEND, EAL, FSM and disadvantaged pupils, are enabled to access and succeed within the curriculum. We use guidance from the EEF, Teaching WalkThrus and the latest educational research to continuously review and refine our teaching approaches, ensuring they reflect current best practice and support effective modelling, retrieval, questioning and independent application of skills. Our English curriculum has been developed to recognise the importance of English in every</p>	<p>We ensure that our lessons provide many purposeful opportunities for writing and discussion by creating a positive culture in school, where writing is promoted, enjoyed and considered 'a pleasure' for all pupils and they are encouraged to REACH in all they do. Teachers also ensure that cross curricular links with concurrent topic work are woven into the programme of study.</p> <p>Classrooms will be organised so that pupils can work independently, in pairs, small groups or whole class as appropriate to support pupils in their development of their skills.</p> <p>We use a wide variety of experiences, quality texts and adapted resources to motivate and inspire our children all following a scaffolded approach using styles from a range of English schools of thought – Talk for Writing and Big Write. Teachers use evidence-informed Teaching WalkThrus strategies to break learning into small steps, model expectations clearly and support all learners to succeed.</p> <p>All pupils receive a daily English lesson (except on REACH Friday's). The process looks like this:</p> <ol style="list-style-type: none"> 1. Exploring text type – text marking. 2. Retell 3. Big write – initial assessment piece. 4. VCOP session 	<p>The impact and measure of this is to ensure children not only acquire the appropriate age-related knowledge linked to the English curriculum, but also skills which equip them to progress from their starting points, and within their everyday lives encouraging them to REACH in all areas.</p> <p>Long term pupils will:</p> <ul style="list-style-type: none"> • Be confident in the art of speaking and listening and to be able to use discussion to communicate and further their learning. • Enjoy writing across a range of genres. • Pupils of all abilities will be able to succeed in all English lessons because work will be appropriately scaffolded and adapted to suit all needs. • Have a wide vocabulary and be adventurous with vocabulary choices within their writing. • Have a good knowledge of how to adapt their writing based on the context and audience. • Leave primary school being able to effectively apply spelling rules and patterns they have been taught. • Make good and better progress from their starting points in EYFS to achieve their full potential. Pupils of all abilities will succeed.

aspect of daily life and to develop children's love of reading, writing and discussion from EYFS onwards. We prioritise strong foundational skills in oracy, language development, communication, phonics, spelling and early reading, which are progressively built upon throughout the primary phase to develop fluent, resilient and independent writers. We recognise the importance of nurturing a culture where children love to write, take pride in their writing and can clearly and accurately adapt their language and style for a range of contexts, audiences and purposes.

Lessons are engaging, **aspirational** and well-resourced to support all learners and ensure every child can participate fully and achieve success.

We want to inspire children **through Faith, Hope and Love** to be **confident** in the art of speaking and listening and to use discussion to communicate, reflect and further their learning.

Our intent is to enable children to:

- Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.
- Develop a love of writing and express their thoughts and ideas clearly and creatively through the written word.
- Build strong foundational skills in spelling, grammar, punctuation, handwriting and composition which support success across the curriculum.
- Re-read, edit and improve their own writing with increasing **confidence** and independence.
- Confidently use the essential skills of grammar, punctuation and spelling.
- Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.

5. VCOP session
6. Big write – VCOP assessment opportunity
7. Innovation – planning
8. Writing phase – modelled.
9. Writing phase – modelled.
10. Purple Write assessment piece – independently completed after a short break.

Spellings:

- EYFS to Year 6, to use the Unlocking Letters and Sounds format to plan and deliver consistent phonics/spelling sessions.
- Spelling words are practised using Look Cover Write Check (LCWC) sheets at school.
- Pupils are being adventurous with vocabulary choices.
- Pupils are able to acquire strategies to enable them to become independent learners in English (spelling rules and patterns).
- Pupils are able to discuss and to **confidently** present their ideas to each other by talking, being able to elaborate and explain themselves clearly, make presentations and participate in debates.

Display:

- Working Walls are used in all classes from EYFS to Year 6 aiding pupils and guiding them through the process of learning.
- Vocabulary promoted through displays in class, in all curriculum areas, which enhances and encourages a wider use of vocabulary.
- Displays of writing, in class, shared areas and on the school website, giving a purpose and audience, to encourage pride in work and to show that all work is valued.

Resources:

- We will provide appropriate quality equipment for each area of the curriculum. It could include well-chosen resources to support independent work e.g. word banks, spelling guidance sheets, dictionaries, thesauruses, relevant grammar sheets (adverbs, adjectives etc). All learning and activities planned to be accessible to all learners, including those with SEND, G&T, disadvantaged and other factors. Adaptations for

Assessment and Monitoring in English:

- The impact of our English curriculum is measured through the monitoring cycle in school:
- Lesson observations, book monitoring and learning walks
- Skills progressing (grammar and punctuation) throughout the school is evident in children's books.
- Gathering pupil voice – to check understanding, understanding of key skills and knowledge, progression, confidence in discussing English.
- Moderating pupils work in school and in cluster meetings with the LWCET to ensure accurate assessments are made – three times a year. To ensure that this process is robust all trust schools use the LWCET Moderation document created in July 2025.
- Tracking pupils' progress each half term in Reading, Writing, Speaking and Listening and Spelling, Punctuation and Grammar. This informs planning and any intervention needed.
- Pupil progress meetings ensure different groups (including EAL, PP and SEND) and individual progress is monitored, and interventions organised to support good and better progress.
- Parents and carers will understand how they can support spelling, grammar and composition at home, and contribute regularly to homework.

Importantly, monitoring is also used to identify gaps in the curriculum that may need to be addressed across the school, or within individual year groups. Monitoring is an ongoing cycle, which is used productively to provide the best possible English curriculum for our children and to ensure it is inclusive to all.

Role of the co-ordinator:

- Monitor the standards in the subject to ensure that outcomes are at expected levels. This includes those children who are in the lowest 20% to ensure we are closing the attainment gap.
- Provide ongoing support to colleagues.

<ul style="list-style-type: none">• Use discussion in order to learn and confidently elaborate, explain and justify their understanding and ideas.• Become competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.• <p>At St Joseph's Catholic School, our REACH values underpin everything we do. In Writing, children show our REACH values by:</p> <p>Resilience – children persevere and keep going throughout their writing journeys.</p> <p>Empathy – children write with an awareness of different audiences and can 'put themselves in others' shoes' within their writing.</p> <p>Aspiration – children are motivated to create high-quality pieces of writing that incorporate the skills they have learned.</p> <p>Confidence – children have the confidence to edit and improve their work, ask questions and deepen their understanding.</p> <p>High Expectations – children are encouraged to always be the best they can be during writing tasks. Through ambitious teaching, inclusive practice and adaptive support, we aim for all children to make substantial progress from their individual starting points by the end of Key Stage 2.</p>	<p>these groups of children are made to allow access to the Writing Curriculum including resources such as Widgit online.</p>	<ul style="list-style-type: none">• Collate appropriate evidence over time – this should show that pupils' skills and understanding develop over time.• Highlight / Celebrate successes.
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