




English Curriculum: Writing



Vision: At Windsor Community Primary School, the vision for writing is rooted in developing confident communicators who can express their ideas clearly, creatively and purposefully. Writing is viewed as a vital life skill that enables pupils to participate fully in society. The school’s ethos of *“I can do it!”* underpins writing provision, promoting self-belief, resilience and pride in written outcomes.

	INTENT	IMPLEMENTATION	IMPACT
 Alignment to National Curriculum	<p>Writing is fully aligned with the National Curriculum for English (2014) and EYFS Development Matters, ensuring pupils are taught the required knowledge of transcription, composition, grammar and vocabulary. Statutory expectations are embedded through structured planning that ensures progression from early mark-making to fluent, purposeful writing across genres and subjects.</p>	 Pedagogical Approaches	 Approach to Assessment
		<p>Teaching of writing is explicit, structured and modelled. Teachers use shared writing, guided practice and independent application, with consistent modelling of high-quality examples. Writing is taught as a process—planning, drafting, editing and publishing—so pupils understand how to improve their work overtime. Spelling is taught through ‘Spelling Shed’ medium-term planning and online platform. Handwriting and presentation are explicitly taught through daily practice, through the ‘Ruth Miskin’ Handwriting programme - supported by consistent approaches across EYFS and Key Stages 1 and 2.</p>	<p>Assessment in writing is ongoing and formative. Teachers assess pupils’ work against National Curriculum objectives, using writing outcomes, observation and discussion to identify next steps. Presentation and handwriting are also assessed using the school’s agreed marking system. Assessment information informs planning, targeted interventions and support for individuals and groups.</p>



Sequencing and end points

Writing skills are carefully sequenced to ensure progression from sentence-level work within Sentence Accuracy sessions to extended, purposeful texts. Curriculum maps ensure that key concepts are revisited and built upon across year groups. End points are clearly defined, with pupils expected to write independently, coherently and accurately for a range of audiences and purposes by the end of Key Stage 2, across Foundation Subject areas.









Teacher's Expert Knowledge

Staff have a secure understanding of the writing curriculum and how writing develops over time. Consistent approaches to handwriting, grammar and composition ensure continuity and high expectations. Subject leadership supports staff through guidance, shared resources and regular review, ensuring teaching remains strong and up to date.



Performance Data

Writing outcomes are monitored through teacher assessment and internal tracking systems. Data is used to identify strengths, gaps and trends, informing curriculum adjustments and targeted support. This ensures all pupils are supported to make strong progress in writing.

 <p>Communication Aims</p>	<p>A key driver of Windsor’s curriculum is communication. Oracy underpins writing, with pupils encouraged to talk, discuss and rehearse ideas before writing. This approach supports vocabulary development, sentence structure and confidence in expressing ideas clearly.</p>	 <p>Promoting Discussion and Understanding</p>	<p>Discussion is used as a tool for learning. Pupils explain their ideas, justify choices and respond to feedback, deepening their understanding of writing features and improving outcomes. Drama, debate and collaborative learning support this approach, along with ‘Chatta’ and adapted teaching resources, including ‘Widgit’ to support understanding and encourage talk.</p>	 <p>Pupil’s Work</p>	<p>Pupils produce a wide range of written work across subjects, demonstrating application of writing skills beyond English lessons. Work shows increasing accuracy, fluency and pride, particularly in handwriting and presentation, reflecting high expectations across the school.</p>
 <p>Addressing Social Disadvantage</p>	<p>Writing provision is inclusive and responsive to the needs of Windsor’s diverse, inner-city community. Targeted support, high-quality modelling and equal access to learning ensure that disadvantaged pupils develop the language and writing skills needed to succeed.</p>	 <p>Knowing More and Remembering More</p>	<p>Key writing skills, vocabulary and grammatical concepts are revisited regularly, enabling pupils to embed learning in long-term memory. Writing opportunities across Foundation Subject areas help pupils secure and transfer knowledge.</p>	 <p>Monitoring and Evaluation</p>	<p>The writing curriculum is regularly reviewed by leaders to ensure it remains ambitious, relevant and effective. Monitoring includes scrutiny of work, Book-Looks, learning walks, Pupil Voice, assessment data analysis and evaluation of teaching practices, leading to continuous improvement.</p>



Local Context

Curriculum themes such as *Liverpool* and *Passport to the World* provide meaningful contexts for writing and reflect the school's diverse community. These themes help pupils connect writing to real experiences and cultural identity.



Teacher Assessment

Teacher judgement is central to assessing writing. Staff use consistent criteria to assess progress and attainment, ensuring reliability and clear next steps for pupils. 'Sonar Tracking' is used to record and analyse assessment data.



Actions

Leaders and staff respond to assessment findings by adapting teaching, providing interventions and refining planning. This ensures writing provision continues to meet pupils' needs and raises standards over time.



Enrichment

Writing is enriched through cross-curricular projects, themed learning, drama and real-life audiences. These opportunities motivate pupils, deepen engagement and support the development of confident, purposeful writers.