



Subject routeway

Subject: Writing

Lead: Ben Cook

1. Curriculum intent

At Unity we believe that all children can become skilled writers and communicators. We believe that a secure basis in literacy skills is crucial to a high-quality education and will give our children the tools they need to participate fully as a member of society. By the end of Key Stage 2, our children are ready to move on to the next stage of their education as confident writers who are ready to cope with the demands of the Key Stage 3 curriculum.

2. Implementation

Our writing curriculum follows the requirements and structure of the National Curriculum and guidance from *The Writing Framework* (2025) and *Strong Foundations in the First Years of School* (2024). Exposure to age-appropriate, engaging and challenging texts is ensured through our selection of high-quality picture books and novels for each year group. Our curriculum utilises these high-quality books so that children can write for a range of audiences, genres and purposes. Our progression document maps the National Curriculum objectives for each year group so that staff can create engaging units which ensure they are age appropriate.

Our approach ensures that children experience a progressive, structured programme which follows the principles of exposure, specific spelling and grammar teaching and independent application. They are provided with high quality model texts from which they learn text structure and vocabulary. They record and internalise the language structures needed to write. Teachers use shared and guided writing to develop the ability to write creatively and powerfully. As the children become more competent writers, they work more independently, adding, altering, embellishing and manipulating the original structure. They are then able to decide what they want to write and create their own writing tasks, writing for a range of purposes without a model text.

Our validated synthetic phonics scheme, *Little Wandle Letters and Sounds Revised*, is used from Nursery class, throughout Key Stage 1 and into Key Stage 2 for a small number of children needing ongoing phonics input. This supports children to use their growing phonics knowledge in their writing. This phonics knowledge prepares children for discrete spelling lessons in Year 2 onwards, following the National Curriculum approach to spelling. Spelling is explicitly taught within writing lessons with classes following the Little Wandle scheme or Purple Mash. To ensure continuity, all classes will move onto Little Wandle spelling as the scheme expands to include Key Stage 2.

We use the *PenPals for Handwriting* scheme to support children to access developmentally appropriate, structured handwriting lessons. Building on early mark making, the scheme runs from Reception to Year 6 and fully meets the National Curriculum requirements on handwriting. Handwriting is taught explicitly as part of writing lessons.

3. Inclusion

Our approach to the teaching of writing is highly adaptable to scaffold learning for children with additional needs. We use scaffolding, group/individual adult support and technology (e.g., visualiser, Widgit symbols) to allow our pupils with additional needs to fully access our writing curriculum.

The very small number of children with high levels of specific learning difficulties are offered a personalised curriculum that builds on their strengths and ensures they access as much of the whole class quality first teaching and text exposure as possible.

4. Impact

The objectives for each unit, each year group and for the scheme are clearly set out in our curriculum progression document. Assessment of writing is carried out through formative assessment at the end of each unit. During lessons, teachers check pupils' understanding throughout and identify misconceptions as they arise. Verbal and written feedback is always clear and specific and identifies next steps for the child/group/class.

Moderation of writing judgments is carried out internally and externally with other schools.

5. Professional development

We invested very heavily in staff training for the whole school over and will continue to do so as we implement our new writing system. We are committed to implementing the key points from *the Writing Framework* (2025).

Our planned series of learning walks and observations are linked to a programme staff meetings, coaching, feedback and training.