



Shining Together Through Courage, Connection and Curiosity.

Guided by Christian values, we inspire every child to let their light shine through a love of learning.

'Let your light shine for all to see' Matthew 5:16

Writing

Intent

At Huby, we believe that every child can become a confident, purposeful and creative writer. Writing is a fundamental means through which children communicate their ideas, express their thoughts and feelings, make sense of the world and share their learning with others. We want our children to develop a genuine love of writing and to recognise that their words have the power to inform, entertain, persuade, inspire and make a difference.

Our writing curriculum is designed to equip children with the knowledge, vocabulary and skills they need to write fluently and effectively for a range of purposes and audiences. Through carefully sequenced learning, children develop their understanding of sentence structure, grammar, punctuation, spelling, handwriting, vocabulary and composition alongside the creativity and confidence to use these skills purposefully.

We want every child to **shine as a writer**. Through writing, children develop the **courage** to share their own ideas and voice, the **curiosity** to explore language, texts, experiences and perspectives, and the **connection** to communicate meaningfully with others and understand experiences beyond their own.

Our curriculum is ambitious for all pupils. We recognise that children learn to write at different rates and may require different levels of support, but we maintain high expectations for every child. Adaptation, scaffolding, explicit teaching and appropriate challenge enable pupils to make progress while developing increasing independence.

Through a rich range of fiction, non-fiction and poetry, children encounter high-quality vocabulary, diverse experiences, different perspectives and inspiring authors. We want pupils to become writers who read as writers, make deliberate choices about language and structure, edit thoughtfully and take pride in the quality and presentation of their work.

Ultimately, we want our pupils to leave Year 6 able to write clearly, accurately and creatively, but also to understand **that their voice matters**. We want them to have the courage to **let their light shine** through their writing.

Implementation

Our writing curriculum is carefully sequenced from EYFS to Year 6 so that children progressively develop the knowledge, skills and independence required to become successful writers.

We use **Pathways to Write** as the foundation for our writing curriculum. Units provide a structured progression of genres, vocabulary, grammar, punctuation and composition skills while allowing teachers to make meaningful links to reading, the wider curriculum and pupils' experiences.

Teachers use high-quality texts and carefully selected stimuli to immerse pupils in the language, structure and features of different genres. Children explore what makes writing effective before applying their learning independently.

The Writing Process

Across school, pupils are explicitly taught that effective writing is a process. They are supported to:

Explore → Plan → Draft → Edit → Improve → Publish/Share

Teachers model writing and think aloud so that pupils understand not only **what** successful writers do, but **why** particular choices are effective.

Lessons provide a balance of:

- * explicit teaching of vocabulary, grammar, punctuation and sentence structure
- * discussion and oral rehearsal
- * exploration of high-quality model texts
- * teacher modelling
- * shared and guided writing
- * opportunities for supported practice
- * independent application
- * editing and improving
- * opportunities to celebrate and share writing.

EYFS

In EYFS, children develop the foundations for writing through rich opportunities for mark-making, drawing, developing fine-motor control, oral language and communication.

Writing is embedded throughout provision, indoors and outdoors, and children are encouraged to give meaning to the marks they make. Phonics teaching develops children's understanding of sounds and their ability to represent these through writing.

Adults model writing and vocabulary in meaningful contexts and encourage children to talk about, rehearse and record their ideas.

Key Stage 1

In KS1, children develop increasing fluency and confidence in writing sentences and short texts for different purposes and audiences.

Children build on their phonics knowledge and develop their spelling, handwriting, grammar and punctuation alongside composition. Writing is supported through oral rehearsal, vocabulary development, modelled and shared writing, and carefully structured opportunities for independent application.

Children encounter a broad range of narrative, non-fiction and poetry genres and begin to make increasingly deliberate choices about vocabulary and sentence structure.

Key Stage 2

In KS2, pupils build increasing independence, sophistication and control as writers.

Through Pathways to Write, children encounter increasingly challenging texts and writing purposes. They develop their ability to adapt vocabulary, grammar, structure and tone according to audience and purpose.

Teachers explicitly model increasingly sophisticated writing choices and provide opportunities for pupils to experiment with language and structure. Children are encouraged to develop their own authorial voice while maintaining accuracy in spelling, punctuation and grammar.

Pupils increasingly take responsibility for planning, drafting, editing and improving their writing. They learn to evaluate their own work and make purposeful changes rather than simply correcting errors.

Vocabulary and language

Vocabulary development is integral to our writing curriculum. Through reading, discussion and explicit teaching, pupils encounter ambitious and subject-specific vocabulary and are encouraged to use new language accurately and purposefully.

Teachers identify key vocabulary within each unit and provide opportunities for pupils to hear, discuss, rehearse and apply new words.

Spelling, grammar and punctuation

Spelling, grammar and punctuation are taught both explicitly and within the context of writing. Pupils are expected to understand the grammatical choices they make and apply the conventions of Standard English accurately.

Spelling is taught systematically in line with the school's chosen spelling approach and the expectations of the National Curriculum.

Handwriting and presentation

Pupils are taught to form letters accurately and develop fluent, legible handwriting. As handwriting becomes increasingly fluent, pupils develop pride in the presentation of their work and understand that presentation supports the effective communication of their ideas.

Inclusion and adaptation

We recognise that barriers to writing can arise from a range of factors, including language development, SEND, fine-motor difficulties, working memory, spelling and transcription.

Teachers adapt teaching appropriately while maintaining high expectations. This may include:

- * oral rehearsal
- * sentence stems
- * vocabulary banks
- * modelled examples
- * word banks
- * scaffolds and writing frames
- * assistive technology where appropriate
- * targeted intervention
- * additional opportunities for practice
- * appropriate challenge for pupils working beyond age-related expectations.

The aim of support is always to develop pupils' independence and confidence rather than create dependency.

Spiritual Development Through Writing

Spiritual development is deliberately woven through our writing curriculum. Writing provides children with opportunities to reflect on themselves, understand others, appreciate beauty and consider questions that go beyond the immediate.

We use the Mirrors, Windows, Doors and Candles model to help teachers identify and plan meaningful spiritual opportunities within writing units.

Mirrors – Looking at ourselves

Writing provides opportunities for children to reflect on their own experiences, thoughts, feelings, values and choices.

Pupils may:

- * write reflectively about their experiences
- * explore emotions and personal responses through poetry and narrative
- * consider their own strengths, hopes and aspirations
- * reflect on choices made by characters and compare these with their own choices
- * develop the courage to express their own ideas and opinions.

Through these experiences, pupils develop self-awareness and the confidence to let their own light shine.

Doors – looking at others

Through literature and writing, pupils encounter people, cultures, experiences and perspectives that may be different from their own.

Pupils are encouraged to:

- * explore different perspectives
- * develop empathy
- * consider experiences beyond their own
- * write from different viewpoints
- * explore issues of justice, fairness, responsibility and community
- * recognise the value and dignity of others.

This develops **connection** and helps pupils understand that every person's story and voice has value.

Windows – Looking at the wider world and exploring possibilities

Writing opens doors to new ideas, experiences and possibilities.

Pupils are encouraged to use their **curiosity** to:

- * imagine different worlds and possibilities
- * explore unfamiliar ideas
- * ask questions
- * experiment with language
- * consider how situations could be changed or improved
- * use writing as a means of influencing and communicating with others.

Children learn that writing can open doors to learning, creativity and new ways of thinking.

Candles – Looking beyond ourselves

Writing also provides opportunities for pupils to consider deeper questions about life, meaning, faith, values and the world around them.

Where appropriate, pupils may explore:

- * questions of right and wrong
- * hope, courage, forgiveness and compassion
- * human responsibility
- * the impact our choices have on others
- * questions raised by literature and lived experience
- * Christian values and Biblical perspectives
- * the beauty, wonder and complexity of creation.

These opportunities are not added artificially to writing lessons. Instead, teachers identify where the content of a text, genre or writing purpose naturally provides an opportunity to pause, reflect and consider something beyond the immediate task.

Impact

The impact of our writing curriculum is seen in pupils who:

- * write confidently for a range of purposes and audiences
- * communicate their ideas clearly and effectively
- * apply their knowledge of grammar, punctuation and spelling accurately
- * use increasingly ambitious and precise vocabulary
- * make deliberate choices about language and structure
- * write with increasing fluency and independence
- * edit and improve their own work thoughtfully
- * take pride in the presentation and quality of their writing
- * draw on their reading to inspire and strengthen their own writing
- * demonstrate resilience when writing becomes challenging
- * have the courage to share their ideas and develop their own voice
- * show curiosity about language, texts and the world around them
- * demonstrate empathy by considering different perspectives
- * recognise that their words can communicate, influence, entertain and make a difference.

Assessment is used to identify what pupils know, understand and can apply, and to inform subsequent teaching. Teachers use ongoing formative assessment alongside appropriate summative assessment to identify gaps, misconceptions and next steps.

Pupil books, writing outcomes, moderation, lesson visits, pupil voice and assessment information are used to evaluate the effectiveness of the writing curriculum and inform ongoing improvement.

By the end of Year 6, we want every child to leave Huby knowing that they **have a voice, their ideas have value and they can use their words to let their light shine.**