

Christ Church CofE Primary – Writing Overview

Rationale

“In the same way, let your light shine before others, that they may see your good deeds and glorify your Father in heaven.” — Matthew 5:16



At Christ Church, we believe that every child is uniquely created in the image of God and deserves a curriculum that enables them to flourish academically, socially, morally, and spiritually. Through our SHINE values — to be Successful, Happy, Included, Nurtured, and Enriched — we seek to educate the whole child, helping them to discover their gifts and use them to make a positive difference in the world.

Writing plays a vital role in this vision. It fosters curiosity and imagination, helps children express their understanding of people, places, and ideas, and shows how language and stories continue to shape our lives today. Through writing, children develop empathy, resilience, and respect for diversity as they learn to communicate their thoughts and experiences. They also gain skills in composition, organization, and critical thinking, which prepare them to become articulate, reflective, and responsible citizens.

The Christ Church CofE Offer

Writing at Christ Church is taught through the CUSP English curriculum, which is ambitious, coherent, and evidence-led. It meets and exceeds the

National Curriculum while remaining firmly rooted in our Christian ethos and SHINE values.

The most fundamental goal of the National Curriculum for English is for children to learn to communicate and engage with the world around them confidently and effectively. Our ambition is that pupils will do so meaningfully and with purpose through the high-quality structures and strong ambition in the CUSP English provision.

We believe that writing enables children to express their understanding of God's world and to recognise the responsibilities they hold towards others. Through crafting a wide range of text types, voices, and perspectives, children explore the richness of human experience and develop empathy, resilience, and a strong moral compass.

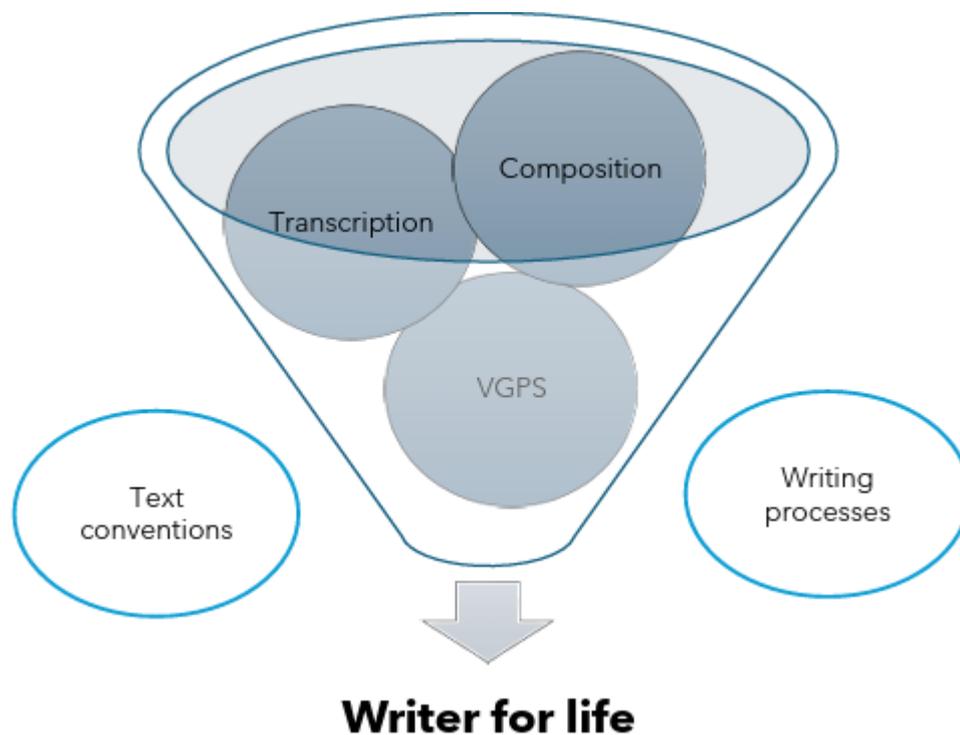
Our writing curriculum promotes cultural capital and supports children in articulating British values of democracy, the rule of law, individual liberty, and mutual respect. It also broadens horizons by encouraging children to write about global themes, represent diverse viewpoints, and interpret the world creatively and thoughtfully. Through writing, pupils learn to think critically, reflect deeply, and communicate responsibly as engaged members of society.

Curriculum Design

Our curriculum is deliberately sequenced to ensure that children build cumulative knowledge and writing expertise over time. From EYFS through Key Stage 2, children revisit and deepen their learning in meaningful ways, developing a secure understanding of the writing process and the ability to make purposeful connections across genres, audiences, and themes.

CUSP Writing has been purposefully built around the principles of evidence-led practice. The curriculum is built on three key foundations: explicit vocabulary instruction, explicit sentence and grammar instruction, and composition. Every unit follows a clear and progressive sequence that

immerses pupils meaningfully in rich and challenging writing experiences, underpinned by high-quality model texts. Pupils have the opportunity throughout their Primary journey to write for a wide range of purposes and audiences, as well as developing extended compositions. This ensures both breadth and depth in their writing experience.



Cognitive science shows that pupils need repeated exposure to key concepts to secure them in long-term memory. In writing, some concepts have greater utility than others, yet traditional approaches have often overemphasised memorising text conventions at the expense of sentence-level mastery. CUSP Writing addresses this through a Reduce and Revisit model, focusing on a smaller number of carefully selected text types that pupils study in depth and revisit to achieve true mastery. This ensures balance and progression across the primary journey—from the playful exploration of language through poetry in Key Stage 1 to more formal text types that prepare pupils for academic writing beyond their primary education. Each text type is studied twice yearly: Block A introduces new concepts, while Block B consolidates and extends learning with increasing independence and creativity.

Strong lesson routines ensure consistent practice across the school and incremental progression in the sophistication of pupils' written work and the demands of how they are asked to plan, draft, edit, and publish their writing. CUSP Writing utilises all that we know about effective writing instruction and provides teachers with the framework to ensure a diet of excellence for all pupils.

In the Early Years, children begin to explore writing through mark-making, storytelling, role-play, and first-hand experiences. This lays the foundation for future writing development. This focus on strong foundations is essential to enable children to flourish in their writing. As children progress through school, they learn to think and work like writers: generating ideas, planning their compositions, choosing vocabulary deliberately, revising for impact, and reflecting critically on their writing choices.

Our approach is driven by our children developing their:

- **Cumulative knowledge** – Children revisit and build on prior learning from EYFS through KS2, progressively developing transcription skills, grammatical accuracy, and authorial voice.
- **Progression and connection** – Learning is sequenced so that skills and concepts are revisited and built upon, allowing children to make meaningful connections between genres, purposes, audiences, and cultural contexts.
- **Substantive and disciplinary knowledge** – Children learn both the key skills of handwriting, spelling, grammar, punctuation, and composition (substantive), as well as how writers make deliberate choices to craft meaning, structure texts, and engage readers (disciplinary).
- **Vocabulary development** – Writing vocabulary (Tier 2 and Tier 3) is taught explicitly, sequentially, and cumulatively, enabling pupils to communicate precisely and creatively across the curriculum.

- **Inclusivity** – High expectations are set for all children, with adaptations for SEND and EAL to ensure access, engagement, and challenge in every aspect of writing.

Structure and Planning

Writing at Christ Church is taught through carefully sequenced daily sessions that build upon prior learning and prepare children for future study. Each lesson revisits previous knowledge, introduces new content, and provides structured opportunities for deliberate practice and application. Explicit teaching of vocabulary, grammar, and compositional techniques ensures that learning is embedded securely in long-term memory.

Our writing curriculum is delivered daily to maximise learning time and secure consistently high outcomes. This approach meets the needs of all children by supporting their growing accuracy, creativity, and confidence as writers, while also reducing cognitive load. It enables pupils to develop depth in their writing by revisiting and refining key skills and strategies over time.

Enrichment experiences such as writing workshops, author visits, publishing opportunities, and participation in national writing events further bring writing to life, fostering creativity, a sense of purpose, and a lasting love of writing beyond the classroom.

Handwriting at Christ Church is taught through the Letter-Join scheme, which provides a consistent, structured, and progressive approach from EYFS to Key Stage 2. Children are introduced to correct letter formation, spacing, and pencil grip from the earliest stages, developing fluency and control as they progress. The scheme supports a smooth transition from print to joined handwriting, ensuring that pupils write legibly, efficiently, and with confidence. Regular, focused practice enables children to develop pride in the presentation of their work, while also reinforcing key spelling

and phonics patterns. Through Letter-Join, we promote handwriting as an essential skill for communication, creativity, and self-expression.

Special Educational Needs and Disabilities

At Christ Church, writing is inclusive and accessible to all. Daily writing sessions and whole-class teaching are adapted to meet the needs of children with SEND, including those in our Focus Provision. Strategies such as visual supports, sentence scaffolds, writing frames, and multi-sensory approaches enable every child to participate fully and make meaningful progress.

Children with English as an Additional Language (EAL) are supported through language scaffolds and explicit vocabulary instruction, ensuring they can access the curriculum and develop the skills and confidence needed to express themselves effectively in writing. High expectations are maintained for all children, with appropriate levels of support and challenge provided to ensure success, creativity, and enjoyment in writing.

Curriculum Impact

Through our writing curriculum, children gain the knowledge, skills, and understanding that prepare them for life beyond Christ Church. They develop curiosity about language, a love of writing, and the ability to think critically about how words can inform, persuade, and inspire. Over time, children become more fluent, reflective, and independent writers who can communicate confidently and creatively for a wide range of purposes and audiences.

Assessment is ongoing and purposeful, with teachers using questioning, discussion, writing conferences, and feedback to monitor progress. Summative assessments ensure clear progression across year groups, while pupil voice allows children to reflect on their writing journey and articulate the techniques, vocabulary, and strategies they have mastered.

Ultimately, the impact of our writing curriculum is seen in the way children leave Christ Church: as confident, enthusiastic, and resilient writers who understand the power of language to shape ideas, influence others, and make a positive difference in the world.

Roles and Responsibilities

The Role of Headteacher

The Headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual children will be met.
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- Proper provision is in place for children with different abilities and needs, including children with SEN

The Role of all other staff

Staff are responsible for delivering a high-quality, broad, and balanced curriculum that meets or exceeds National Curriculum expectations. They will:

- Implement the curriculum in line with this policy, ensuring all children make excellent progress.
- Be responsive to children's needs, making learning personal and relevant.
- Promote strong moral values and encourage children to make a positive impact locally and globally.

- Uphold the highest standards, recognising that our children deserve the very best.

The Role of Families

Parents and carers play a vital role in supporting the curriculum by:

- Encouraging a positive attitude towards learning at home and in school.
- Engaging with the school's curriculum through parents' evenings and communications.
- Supporting home learning and reading to reinforce classroom learning.
- Communicating with the school about any factors affecting their child's ability to access the curriculum.
- Promoting curiosity, resilience, and high aspirations in their child's learning journey.

The Role of Governors

Governors support and monitor the effectiveness of the curriculum by:

- Championing an ambitious, inclusive, and enriching curriculum for all children.
- Monitoring the impact of the curriculum on pupil progress and outcomes through reports, data, and school visits.
- Supporting staff development focused on curriculum design, delivery, and subject leadership.
- Ensuring the curriculum is broad, balanced, and aligned with statutory requirements.
- Holding leaders to account for the coherence, quality, and impact of the curriculum across all phases and subjects.