



INTENT – we aim to...

Subject on a Page – Writing

Aiming High in Faith, Love and Learning



Develop a positive attitude towards communicating through the written word.

Write for 'real' purposes across a range of genres.

Develop fluency and flow to writing that becomes more independent year on year.

Ensure progress from EYFS to Y6 by providing a rich and varied range of quality texts to inspire excellent writing.

Provide opportunities to enrich the pupils' learning and inspire their writing by inviting writers and illustrators into school.

Raise the standard of handwriting and presentation so that pupils take greater pride in their writing.



IMPLEMENTATION – How do we achieve our aims?

Planning: Writing is planned through the Herts for Learning *ESSENTIAL Writing* scheme, which provides a carefully sequenced progression of learning from Year 1 to Year 6. Each unit builds towards a purposeful and authentic final piece of writing, ensuring pupils have a clear audience and reason to write. Planning sequences incorporate opportunities for reading high-quality model texts, practising key skills, and exploring vocabulary before moving into shared, guided, and independent writing. This structured approach ensures pupils revisit and develop prior learning while continually extending their skills. Across the year, children experience a wide variety of genres and purposes for writing, fostering both confidence and creativity as writers.

Recording: English lessons take place daily across the school, and pupils record their learning in a range of meaningful ways. Throughout each writing sequence, children use their English books to gather ideas, plan, and rehearse key skills through short writing tasks such as annotations, vocabulary exploration, note-taking, and drafting. These smaller tasks build towards a polished, extended piece of writing at the end of each unit, in line with the Herts *ESSENTIAL Writing* approach. Every child has their own English book, which provides a clear record of progress, allowing teachers to monitor attainment and identify next steps. Presentation, handwriting and pride in work are consistently encouraged, ensuring pupils see themselves as authors of quality writing. Each book captures the ongoing journey of each pupil as they develop as confident, reflective, and independent writers.

Assessment: At Christ Church School, assessment in writing – formative, summative and live – is integral to pupil progress. Teachers use fast feedback within lessons to identify and address misconceptions immediately, ensuring learning moves forward in real time. Termly assessments provide a clear measure of attainment against age-related expectations and inform future planning. Pupils participate in their own assessment through success criteria, peer, and self-evaluation, helping them take ownership of their progress as developing writers.

Vocabulary: At Christ Church School, we place a strong emphasis on developing rich and ambitious vocabulary to enhance pupils' writing. Through high-quality texts, modelled writing and discussion, children learn how language choices shape meaning and engage the reader. Vocabulary is revisited across subjects and applied in different contexts, helping pupils use new words confidently and independently. Teachers encourage the use of adventurous vocabulary and provide visual supports such as word banks and working walls, enabling children to write with precision, creativity, and confidence.

EYFS: The journey of writing begins here! The recognition of sounds and letters is the first stage leading to pupils writing recognisable and correctly formed letters. They then spell words by identifying sounds in them and represent these with letters. Finally, the pupils can write simple phrases and sentences that can be read by others.

Lesson Structure:

At Christ Church, all lessons follow a consistent 7-part structure designed to support high-quality teaching, clear learning routines, and strong pupil progress. This approach ensures that every lesson has a purposeful flow — from activating prior knowledge to celebrating new learning.

SEND: Our SEN children have full access to English lessons, and our teachers will carefully plan lessons to remove barriers to entry for these children. Teachers and LSAs will be aware of individual targets and needs of their children, and ensure writing lessons are fun, progressive, and meaningful for each child. Written evidence will differ for some children: photos, games, iPads, and scrapbooks are often used at Christ Church to record work and help our SEND children make progress with their writing.



IMPACT – How do we know if we have achieved our aims?

English books show the progress story for each child.

English lessons are inspirational for pupils, and they are fully engaged in their learning.

The range of vocabulary used by the pupils in their written work is rich and diverse.

Children are highly motivated to write and enjoy writing tasks.

Books show that pupils take pride in their work and handwriting across all year groups is improving.

The quality of extended pieces of writing is high, and pupils are gaining confidence in their skills.