



The Curriculum at Saint Wilfrid's Catholic Primary School

The Intent, Implementation and Impact of our Curriculum – Writing

Intent – Writing at St Wilfrid's Catholic Primary School

At St Wilfrid's, we believe that writing is a fundamental life skill that enables children to express themselves clearly, creatively and with purpose. Our intent is for every child to become a confident and capable writer who can communicate effectively for a range of audiences and purposes, both within school and beyond.

We aim to inspire a love of writing through a curriculum that values imagination, curiosity and high expectations. By exposing children to rich, high-quality texts, we develop their understanding of structure, language and style, helping them to see themselves as real authors.

Our writing curriculum is carefully sequenced to ensure that children build on prior learning and make clear progress in transcription, composition, grammar and vocabulary. Children are encouraged to plan, draft, edit and evaluate their work, developing independence and resilience as writers.

We recognise that every child's writing journey is unique. Teachers plan lessons that meet individual needs and provide targeted support and challenge, ensuring that all pupils—including those who are vulnerable or have additional needs—are able to achieve success.

Through meaningful writing opportunities linked to engaging texts and cross-curricular themes, pupils learn to write with purpose and enjoyment. By the time they leave St Wilfrid's, our children will be able to write fluently and creatively, with a secure command of grammar, punctuation and spelling, and the confidence to use writing as a powerful tool for thinking, learning and self-expression.

Implementation – Writing at St Wilfrid's Catholic Primary School

At St Wilfrid's, writing is taught through a carefully sequenced and consistent approach that builds on prior knowledge and develops children's skills step by step. Using a structured model inspired by Mike Cain's approach, teachers guide pupils through the full writing process—from immersion in rich texts to the final 'Destination Write'.

Each writing unit follows a logical sequence of teaching and learning designed to ensure depth, fluency and creativity:

1. **Reading Comprehension and Immersion**
Every unit begins with high-quality texts that provide the inspiration and model for writing. Children explore the text through reading comprehension activities, analysing structure, vocabulary and author's craft to deepen understanding.
2. **Role Play and Exploration**
Pupils engage in role play and drama to bring texts to life, explore characters and settings, and develop empathy and imagination. Teachers capture strong examples through annotations or video to reflect on and share effective practice.
3. **Explicit Teaching of Skills**
Key grammar, punctuation and composition skills are explicitly taught within context (for example, the use

of noun phrases or varied sentence structures). Teachers model how these features enhance writing and meaning.

4. **Oral and Written Practice**
Pupils practise new skills orally and in writing, experimenting with language, sentence construction and vocabulary to embed learning.
5. **Shared Write**
Teachers and pupils collaborate to co-construct a piece of writing. This shared writing process models high expectations, effective structure and editing techniques, providing a clear scaffold for independent work.
6. **Interim Write**
Pupils complete an independent piece of writing to apply taught skills. Teachers use this as a formative assessment opportunity to identify strengths and next steps.
7. **Evaluation – Edit and Improve**
Children are explicitly taught how to edit and improve their work, focusing on one section at a time. This stage encourages reflection, independence and pride in their writing.
8. **Plan for ‘Destination Write’**
Pupils plan their final piece, drawing on all prior learning and feedback to structure and prepare for their ‘Destination Write’.
9. **‘Destination Write’**
Children independently produce a final, polished piece of writing that demonstrates their mastery of the unit’s focus skills, purpose and audience.
10. **Celebrate and Reflect**
Completed ‘Destination Writes’ are celebrated and shared—through platforms such as SeeSaw, with peers, or at home with parents and carers. Each child works towards individual writing targets; achieving a target three times earns them ‘Target Buster’ status, celebrated within class. Feedback always links to both the learning objective and the child’s personal writing goal, ensuring continuous progression and motivation.

This structured approach ensures that children understand the full writing process, develop ownership of their work, and take pride in their achievements. Over time, they build the confidence, skills and creativity needed to become fluent, purposeful and independent writers.

Impact – Writing at St Wilfrid’s Catholic Primary School

The impact of our writing curriculum at St Wilfrid’s is evident in the growing confidence, independence and creativity of our pupils. Through our carefully structured approach, children are developing a clear understanding of the writing process—from generating ideas and planning, to editing and celebrating their final pieces.

Our consistent teaching model, underpinned by explicit skill instruction and opportunities for purposeful writing, ensures that pupils make sustained progress across all year groups. Writing outcomes are continually monitored through formative and summative assessment, ensuring that teaching responds directly to pupils’ needs.

By the time children reach Upper Key Stage 2, they are able to write with fluency, imagination and control, demonstrating a secure understanding of audience, purpose and style. They are increasingly able to evaluate and refine their own work, showing ownership of their writing and pride in their progress.

Emerging Impact and Evidence from the Year 2 Pilot (2025)

Early indicators from the ongoing Year 2 planning pilot suggest a **positive shift in pupil outcomes and classroom practice**. While full evaluation is still underway, **initial data shows a notable improvement in attainment**:

- **2024 (previous planning scheme):** 50% of Year 2 pupils met age-related expectations
- **2025 (new pilot planning):** 66% of Year 2 pupils met age-related expectations

This **16 percentage point increase** reflects the early impact of the revised planning approach and demonstrates that our refined model of teaching writing is already making a measurable difference to pupil progress.

The pilot has also brought about several key improvements in teaching and learning:

- **Inclusive access:** All children are now able to access learning through carefully structured tasks and clearly modelled lesson sequences.
- **Individual target-setting:** Personalised targets help children celebrate success through small, achievable steps, building confidence and motivation.
- **Fluid grouping:** Teachers can respond swiftly to pupil needs, allowing for targeted support and intervention to close learning gaps.
- **Oracy development:** Dedicated time for talk has been embedded within planning, strengthening pupils' vocabulary, reasoning and communication skills.

Anecdotal feedback from staff has been very positive. Teachers report improved lesson clarity, stronger pupil engagement, and more consistent progression across the cohort. Ongoing monitoring and evaluation will continue throughout the academic year to ensure that the positive trends in attainment and classroom practice are sustained and further enhanced.

At St Wilfrid's, we are proud that our children leave us as confident, capable and enthusiastic writers who can communicate effectively, creatively and with purpose. Our goal is not only to ensure academic success but to nurture a lasting love of language and the written word that will support every child as they continue their learning journey.

Results

	2023	2024	2025
National Reading EXS	73%	74%	75%
School Reading	63%	71%	69%
National Reading HS	29%	29%	33%
School Reading HS	42%	22.6%	21%
National Writing EXS	71%	72%	72%
School Writing EXS	74%	71%	72%
National Writing HS	13%	13%	13%
School Writing HS	21%	16%	17%
School combined GD	21%	9.7%	10%
National GPS EXS	72%	72%	73%
School GPS EXS	84%	68%	86%
National GPS HS	30%	32%	29%
School GPS HS	58%	42%	34%