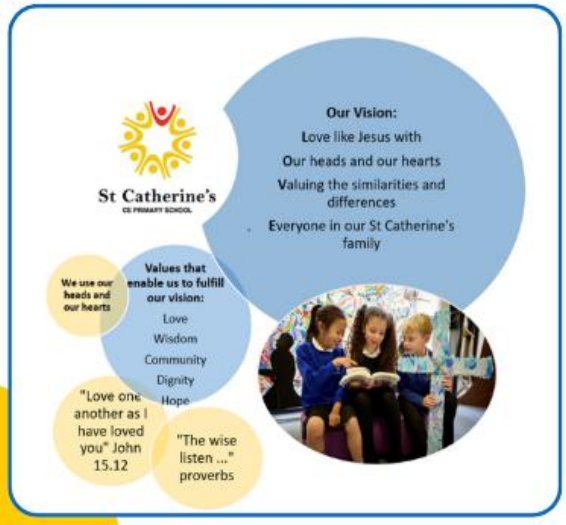
ST CATHERINE'S CE PRIMARY SCHOOL
ENGLISH CURRICULUM OVERVIEW



At the heart of our school's vision lies the guiding principle of Love, which permeates every aspect of our educational journey. We are dedicated to creating a nurturing environment where every pupil has the opportunity to flourish in both reading and writing, honouring and cultivating each child's distinctive voice and boundless potential.

Our carefully crafted, consistent approach to literacy, anchored by the use of Jolly Phonics and Grammar across the curriculum, establishes a solid foundation, empowering our students to become confident, enthusiastic readers. Through the thoughtful exploration of diverse themes, cultures, and perspectives within class texts, group readings, and close reading sessions, our pupils develop a rich empathy and a profound appreciation for the world's vast tapestry.

Beyond reading, we celebrate personal expression through creative writing and poetry, encouraging children to delve into their inner thoughts and emotions with courage and creativity. Drama and role play further enrich this journey, offering vibrant avenues for self-expression and connection. These experiences invite children to inhabit others' perspectives, fostering compassion, confidence, and a deeper understanding of themselves and those around them.

OUR INTENTION IS TO ENSURE THAT THE CHILDREN AT OUR SCHOOL:

- ENJOY IT
- BELIEVE THEY CAN DO IT
- SEE THE PURPOSE IN IT
- DO IT CONFIDENTLY
- CAN DO IT NOW, TOMORROW AND FOREVER

EVERY SUBJECT, EVERY CROSS- CURRICULAR THEME, EVERY ASPECT OF OUR WORK IS AN 'IT'!
EVERY CHILD HAS AT LEAST ONE 'IT' – WE NEED TO FIND IT!

St Catherine's CE Primary School

Writing and Spelling Curriculum Overview

2025 – 2026

1. Our Vision and Rationale

At St Catherine's CE Primary School, we are passionately committed to delivering a dynamic, ambitious and inclusive writing curriculum. Rooted in our vision, *"Learn with our hearts and our heads,"* we believe writing is both an intellectual discipline and a powerful form of personal expression.

Writing enables pupils to think deeply, communicate clearly and develop confidence in their own voice. Our curriculum is carefully sequenced to ensure that knowledge and skills build cumulatively from Reception to Year 6.

In line with the Writing Framework 2025, we place equal emphasis on:

- Transcription – handwriting and spelling
- Composition – articulating, structuring and refining ideas

By securing transcriptional fluency, we free pupils to focus on meaning, audience and creativity.

2. Inclusive Writing: Supporting Pupils with SEND

We are unwavering in our commitment to inclusion. Every pupil, including those with SEND and more complex needs, is fully included in writing instruction.

High-Quality First Teaching

Inclusive classroom practice is the foundation of our approach. Teachers:

- Model writing explicitly and frequently
- Break learning into manageable, sequential steps
- Provide guided practice before independent application
- Use clear success criteria

Identifying and Removing Barriers

Teachers proactively identify barriers which may include:

- Transcriptional barriers – handwriting fluency, spelling accuracy
- Compositional barriers – generating ideas, structuring sentences, vocabulary selection

Adaptations may include:

- Sentence frames and vocabulary banks
- Visual prompts and structured scaffolds
- Pre-teaching of key vocabulary
- Alternative recording methods
- Additional modelling and rehearsal
- Spelling interventions

Provision is reviewed regularly through collaboration between class teachers and the SENCO. Where appropriate, external professionals and assistive technology are used to ensure equitable access.

Our aim is not to lower expectations, but to remove barriers so that every child develops a positive identity as a writer.

3. The Importance of Reception

The Reception year forms the bedrock of writing success. We prioritise the essential building blocks that will sustain pupils throughout their primary education.

Key Foundations in Reception

- **Oral composition** – saying sentences aloud before writing
- **Correct letter formation** – explicitly taught from the start
- **Spelling and punctuation** – embedded through phonics and daily practice

Pupils engage in:

- Structured small-group writing instruction
- Daily Phonics Sessions
- Daily Handwriting sessions (including gross and fine motor activities)
- Opportunities for independent drawing and writing

By keeping instruction clear, structured and consistent, we ensure that children develop secure transcriptional and compositional foundations.

4. Vocabulary Development

Vocabulary lies at the heart of our writing curriculum. A rich vocabulary enhances comprehension, strengthens expression and deepens thinking.

Our Approach to Vocabulary

- Exposure to **high-quality model texts** across genres
- Explicit vocabulary teaching across subjects
- Exploration of word meaning, morphology and usage
- Structured approaches such as Word Aware
- Regular opportunities for discussion and rehearsal

Vocabulary is not incidental; it is deliberately planned, revisited and applied in writing.

5. Transcription: Handwriting and Spelling

Fluent transcription reduces cognitive load and enables pupils to focus on communicating meaning.

Handwriting

Handwriting is taught progressively and consistently.

In Early Years and KS1:

- Printed letter formation is explicitly taught.
- Strong emphasis is placed on correct posture and pencil grip.
- Links between phonics and letter formation are reinforced.

As pupils develop:

- Cursive writing is introduced from year 3 .
- Joins are explicitly taught and practised.
- Fluency and legibility are prioritised.

Daily practice and consistent expectations to ensure high standards of presentation across the school.

Spelling

Spelling is taught explicitly and systematically from Year 2 to Year 6 using:

- Jolly Grammar and Spelling
- Spelling Shed

Jolly Grammar and Spelling provides structured, rule-based instruction aligned to National Curriculum expectations. Spelling Shed supports consolidation, retrieval practice and independent application through engaging activities.

Structure of Spelling Teaching

Spelling instruction includes:

- Explicit teaching of spelling rules and patterns
- Study of prefixes, suffixes and root words
- Retrieval and dictation practice
- Application within extended writing
- Regular consolidation across a two-week cycle

Pupils record and practise focus spellings regularly to strengthen retention.

"Have a Go" Culture

We actively promote independence and resilience. Pupils are encouraged to:

- Attempt ambitious vocabulary
- Apply known spelling rules
- Self-correct during editing
- Use classroom supports effectively

Spelling working walls display current rules, common exception words and examples to support independence.

6. Composition and Writing Instruction

Writing at St Catherine's is built around carefully structured sequences inspired by high-quality texts.

Collaborative Planning

Planning is undertaken collaboratively across year groups to ensure:

- Clear progression
- Consistency of expectations
- Responsive adaptation to pupil need

Elicitation tasks inform teaching and ensure learning is pitched appropriately.

Sentence-Led Approach

We prioritise mastery at the sentence level before moving to extended composition.

Pupils learn to:

- Construct sentences orally
- Write sentences accurately
- Develop paragraphs with cohesion
- Organise complete texts effectively

This approach ensures clarity, control and confidence.

The Writing Process

Pupils are explicitly taught the full writing process:

- Planning
- Drafting
- Revising
- Editing
- Publishing

In Key Stage 2, editing is embedded within the learning cycle. Pupils respond to high-quality verbal feedback and refine their work using blue pen. “Hot tasks” may be published to celebrate achievement and progress.

7. Grammar and Progressive Development

Grammar is taught explicitly and purposefully, always linked to writing outcomes.

Pupils develop understanding at:

- Word level – nouns, verbs, adjectives, adverbs, pronouns
- Sentence level – varied structures, statements, questions and commands
- Section level – conjunctions and cohesive devices
- Text level – paragraphing, sequencing and layout features

Punctuation expectations are high, and pupils are supported in applying a growing range accurately to enhance clarity and impact.

Knowledge is revisited regularly to ensure long-term retention.

8. Spoken Language as the Foundation of Writing

Spoken language underpins all writing development.

Across the school, pupils:

- Rehearse sentences aloud before writing
- Participate in structured discussion
- Work with learning partners
- Explain and justify their ideas

By connecting reading into writing sequences, pupils develop a deeper understanding of how language works before applying it independently.

9. Monitoring, Assessment and Review

Writing is monitored through:

- Marking and Feedback
- Regular book scrutiny and moderation
- Pupil progress meetings
- Targeted assessment of spelling and grammar
- Ongoing professional development

Assessment should inform teaching and ensures all pupils make sustained progress from their starting points.

This policy is reviewed annually to ensure alignment with current practice, best practice and national guidance.

Conclusion

At St Catherine's CE Primary School, writing is both a skill to be mastered and a voice to be nurtured. Through explicit instruction, ambitious vocabulary development, systematic spelling teaching and inclusive practice, we enable every child to grow as a confident, capable and reflective writer.

In doing so, we remain true to our vision: helping every pupil to learn with both their hearts and their heads.