



**Subject intent** Our high-quality Writing curriculum promotes high standards of language and literacy by equipping pupils with a strong command of the spoken and written language and which develops their love of literature through widespread reading for enjoyment and inspiration for writing.

**If you were to walk into a Writing lesson at Esher Church School you would see:** lessons with a great text at its core ensuring that objectives for reading and writing, including those for grammar, can have purpose. Meaningful and authentic writing opportunities, whether these are short or long and that the audience is clear. Teachers ensuring that children have the correct grip for writing and that all components of the writing curriculum are modelled and scaffolded as necessary to support independence. Children involved in generating success criteria for a main writing outcome as well as working on their personal targets in writing. Grammar being taught through example and linked to the writing outcome.

<p><b>Successes in 2024-2025</b></p> <ul style="list-style-type: none"> <li>• Embedding the Literacy Tree Curriculum (Writing Roots and Spelling Seeds) to ensure coverage of NC objectives and progression of skills.</li> <li>• The roll out of texts to support the Writing Roots and Spelling Seeds units.</li> <li>• A comprehensive CPD programme to implement initiatives to improve outcomes for pupils in writing.</li> <li>• Phonics – new staff trained in Little Wandle (our SSP).</li> <li>• Use of Expanded Success Criteria and WAGOLLS (models of writing examples) within the Literacy Tree units to support pupils' independence and ensure purpose and audience for writing is clear.</li> </ul>	<p><b>Pupil Premium, British Values, challenge and SEND (implementation)</b></p> <ul style="list-style-type: none"> <li>• We ensure all children are taught using high quality books that offer opportunities for empathy and can aid philosophical enquiry, as a means of developing the spoken language requirements through debate, drama and discussion using the issues raised through, and within, the text.</li> <li>• Individual pupil targets (next steps in writing/ ensuring gaps filled) supported through focused support within lessons.</li> <li>• Implementation of QFT strategies to improve outcomes for those not meeting ARE (inc. 'pinch and flick' to improve handwriting).</li> </ul>	<p><b>Priorities for 2025-2026</b></p> <p>Embedding of key elements of lesson structure:</p> <ul style="list-style-type: none"> <li>• Expand authentic publishing opportunities and showcasing writing</li> <li>• Strengthen consistency while preserving teacher ownership</li> <li>• Deepen impact through PD and reflective practice</li> </ul>
<p><b>Parental engagement (implementation)</b></p> <ul style="list-style-type: none"> <li>• Phonics workshop for parents.</li> <li>• Parents' attendance at class assembly to share learning in writing unit (Y4)</li> <li>• Parents as audience invited to share writing outcome showcase (Y3)</li> </ul>	<p><b>Monitoring, observation and validation, including pupil voice considering progression (impact)</b></p> <p>Lesson observations and Pupil voice indicates that we need to:</p> <ul style="list-style-type: none"> <li>• use of 'pinch and flick' handwriting grip strategy and twice daily practice of the week's handwriting target objectives.</li> <li>• teach how to use 'Complete the Code' charts to support pupils' spelling</li> <li>• share Expanded Success Criteria for writing for a specified purpose and audience</li> </ul>	<p><b>Professional development opportunities</b></p> <ul style="list-style-type: none"> <li>• See above – PD to support the implementation of QFT strategies</li> <li>• Shared Writing as a key ingredient for teaching writing</li> <li>• Providing access for all learners – ensuring gaps are filled and next steps are supported through QFT.</li> </ul>