

Chester Park Federation Curriculum Statement: English - Writing

Intent



At Chester Park, we aim to develop confident, resilient writers who can write effectively for a range of purposes and audiences. We support children in becoming writers who can sustain their writing, apply accurate grammar, punctuation, and spelling (GPS), and take ownership of the editing and improvement process.

Our curriculum promotes a positive approach to writing, where pupils are encouraged to see themselves as authors. Writing is linked to high-quality texts, experiences and wider curriculum topics, enabling children to make meaningful connections and write with purpose. We aim to equip pupils with the skills they need to communicate clearly and creatively, preparing them for the next stage of their education and beyond.

Implementation

At Chester Park, there is a clear and consistent approach across the Federation to the teaching of writing, ensuring that key skills are taught progressively and build effectively towards the next stage of learning. High expectations for sustained writing are established from an early age, supported by clear success criteria that help pupils understand how to develop as successful writers.

In Early years and Key Stage 1, there is a strong focus on transcription, spelling, and the development of sustained writing. This provides a secure foundation for pupils as they move into Key Stage 2, where there is an increasing emphasis on composition, including structure, organisation, and authorial voice.

Writing is taught through a carefully sequenced approach that builds on prior learning and develops key skills over time. High-quality texts are central to this approach, providing rich stimuli and strong models of language, structure, and style. Sentence Accuracy sessions are taught to allow pupils to explore vocabulary, sentence construction, and text features in depth before applying these skills in their own writing.

A strong emphasis is placed on the teaching of grammar, punctuation, and spelling. These elements are embedded within writing lessons and taught explicitly, ensuring pupils develop both accuracy and fluency. Children are given regular opportunities to write at length across a range of genres and subjects, promoting purposeful and meaningful writing experiences.

Editing is embedded from Early Years and developed progressively throughout the school. Pupils are supported to review, refine, and improve their work. Teachers provide clear, focused feedback and opportunities for pupils to reflect and respond, strengthening outcomes. To support high-quality writing, *WAGOLLS* (What A Good One Looks Like) are used to model expectations and highlight key features. Language development is further prioritised through immersion in rich and purposeful experiences. The analysis of high-quality language within texts enhances pupils' vocabulary and inspires increasingly confident and sophisticated writing.

Where possible, writing is linked to wider curriculum topics, enabling pupils to apply their skills across different contexts. This approach deepens understanding and helps children recognise the relevance and importance of writing beyond English lessons.

Impact



Children develop a love of writing and are actively engaged in using writing for a range of purposes and audiences.

Pupils are well supported to develop their writing skills across each key stage. They build their writing stamina, develop rich content, and apply accurate grammar, punctuation, and spelling within their independent writing. As a result, most pupils achieve age-related expectations, with some working at greater depth where appropriate. Where pupils are not yet meeting these attainment markers, appropriate provision is put in place to support their progress in line with their individual needs, including those with SEND.