



**St Vincent's Catholic
Primary School**

To love, serve and learn as Jesus shows us

Writing Curriculum Document

Intent

At St Vincent's, our intention is to deliver a high-quality, skills-focused, creative, and progressive Writing curriculum where every child is supported to make strong and sustained progress. We aim to create a learning environment where every pupil feels valued, encouraged, and empowered to reach their full potential as confident and capable communicators.

We are committed to ensuring all pupils become proficient users of the English language—developing their reading, writing, speaking, and listening skills in a way that deepens understanding, strengthens long-term learning, and equips them to apply their skills with confidence and independence.

English at St Vincent's is not confined to daily discrete lessons; it is embedded across the entire curriculum. We strive for excellence in English across all subjects, ensuring high standards and a consistent approach to literacy throughout every area of learning.

Throughout their time with us, pupils acquire a broad vocabulary, a strong understanding of grammar and punctuation, and the ability to spell accurately by applying the rules and patterns they have learned. We place a strong emphasis on writing with purpose and clarity—teaching children to write clearly, accurately, and coherently, adapting their language and style for a range of contexts, audiences, and purposes. Presentation and pride in their written work are consistently reinforced.

How is Writing is taught at St. Vincent's

From Nursery to Year 6, we follow Pathways to Write.

Pathways to write offers:

- Mixed age group planning
- Six detailed units of work for each year group
- Units linked to engaging and diverse texts
- Progressive development of vocabulary, reading and writing skills through the mastery approach
- Links to the wider curriculum
- Challenge for greater depth writers and opportunities to make adaptations for pupils working below
- Contributions to the development of cultural capital
- Full coverage of grammar and punctuation for each year group
- Clear modelled and shared writing examples for teachers to drawn upon
- Assessment opportunities
- A focus on prior learning (Gateway keys)
- A focus on year group national curriculum expectations (Mastery keys)
- A focus on a range of text types and the features the children need to use to effectively write in this form - vocabulary, manipulating sentences and tense, structure (Feature keys)

Pedagogy

What a unit of work looks like at St Vincent's

- Teachers have a clear understanding of the sequence of learning within each unit. They have a clear focus on the skills the children need to develop in each lesson of the unit and how the skills are developed across the unit. Teachers have a view of the end point of each unit of work and use high impact learning strategies to enable the children to achieve this goal
- Teachers have a clear understanding of prior knowledge and skills. At the beginning of the year, teachers carry out a baseline writing task and assess writing against the Gateway Keys
- Teachers mark all pieces of work in line with the marking policy: degree of achievement against the learning objective (ensuring next steps for that child are understood and acted upon by the teacher); the child knows what they did well and how to improve; where necessary, questions are asked and the children respond in red pen, spellings, grammatical and punctuation errors are highlighted to the child
- Interventions and adaptations are put into place to support children working below the expected standard

What a lesson looks like at St Vincent's:

1. We begin by looking at marking from the previous lesson
2. Recap of prior learning/highlighting of any teaching points from the previous lesson
3. New content teaching. To ensure high impact learning, teachers can make effective adaptations to the scheme
4. Modelling of writing task. Teachers will ensure high engagement, discussion and contributions from the children (while ensuring the modelled write focuses on the Mastery Keys for that year group)
5. Independent learning. Children should feel confident to apply their learning. Scaffolds may be put in place: word banks, sequencing support. During this time, the teacher and teaching assistants will work with small groups or support the learning of the whole class by giving targeted support as a result of assessment observations

Verbal feedback (live marking) may take place during a lesson, where a teacher or teaching assistant looks at a child's piece of work with that child. They may highlight successes and discuss any aspects to review. The teacher could make changes to the work while discussing with the child, or the child can make changes independently with a red pen.

6. Mini review points led by the teacher provide opportunities to consolidate learning, highlight misconceptions, share successes for other children to "magpie"
7. Sharing of children's work. Children will listen and discuss positive elements of the work shared.

Cycle plan

2024 - 2025	Cycle B, Year 5 and 6 Cycle A
2025 - 2026	Single age group planning, Year 3/4 Cycle A, some texts from Cycle A
2026 - 2027	Cycle B

Curriculum Overview 2024 - 2025

Year group	Autumn term		Spring term		Summer term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS Cycle B	Peace at Last by Jill Murphy	The Three Little Pigs by Mara Alperin	Naughty Bus	The Pirates are Coming! by John Condon	Gigantosaurus by Jonny Duddl	Romeosaurus and Juliet Rex by Mo O'Hara
1/2 Cycle B	Look Up! by Nathan Bryon	The Great Fire of London by Emma Adams and James Weston	Grandad's Camper by Harry Woodgate	My Name is Not Refugee by Kate Milner	Tidy by Emily Gravet	Usborne Young Reading - The Tempest Retold by Rosie Dickins
3/4 Cycle B	Seal Surfer by Michael Foreman	Winter's Child by Graham Baker-Smith, Ice Palace by Robert Swindells	Escape from Pompeii by Christina Balit	Big Blue Whale by Nicola Davies, This Morning I Met a Whale by Michael Morpurgo	Amazing Rivers by Julie Vosburgh Agnone and Kerry Hyndman	The Merchant of Venice From A Stage Full of Shakespeare Stories by Angela McAllister
5/6 Cycle A	Queen of the Falls by Chris Van Allsburg,	Beowulf by Michael Morpurgo	Kai and the Monkey King by Joe Todd-Stanton	The Darkest Dark by Chris Hadfield	The Paperbag Prince by Colin Thompson	???????

Curriculum Overview 2025 - 2026

Year group	Autumn term		Spring term		Summer term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS Cycle A	I'm Going To Eat This Ant by Chris Naylor-Ballesteros	(The Naughty Bus by Jan Oke) - On the road with Mavis and Marge by Niamh Sharkey; You can't take an elephant on the Bus by Patricia Cleveland Peck; The train ride by June Crebbin	The Gingerbread Man by Mara Alperin	Hattie Peck: The Journey Home by Emma Levey	Supertato by Sue Hendra	The Whale Who Wanted More by Rachel Bright
1 Single age planning (Some from Cycle A)	Lost and Found by Oliver Jeffers	Nibbles: The Book Monster by Emma Yarlett	The Lion Inside by Rachel Bright	The Curious Case of the Missing Mammoth by Ellie Hattie	Toys in Space by Mini Grey	Goldilocks and Just the One Bear by Leigh Hodgkinson
2 Single age planning	Troll Swap by Leigh Hodgkinson, Trolls Go Home by Alan MacDonald	The Owl Who Was Afraid of The Dark by Jill Tomlinson, (and Chapter version)	The Dragon Machine by Helen Ward, How to Train Your Dragon (2010 film), The Dragonsitter by Josh Lacey	Major Glad, Major Dizzy by Jan Oke, Naughty Amelia Jane by Enid Blyton	The Last Wolf by Mini Grey	Grandad's Secret Giant by David Litchfield
3/4 (Cycle A)	Gorilla by Anthony Browne	Leon and the Place Between by Grahame baker smith & Angela McAllister	The Fossil Girl by Catherine Brighton	Koji's Island by The Literacy Company & Amazing Islands by Sabrina Weiss & Kerry Hyndman	Alba The Hundred Year Old Fish by Lara Hawthorne	Blue John By Berlie Doherty
5 Single age planning	Queen of the Falls by Chris Van Allsburg, Good Night Stories for Rebel Girls by Elena Favilli and Francesca Cavallo	The Lost Happy Endings by Carol Ann Duffy	Arthur and the Golden Rope by Joe Todd-Stanton	The Darkest Dark by Chris Hadfield	The Paperbag Prince by Colin Thompson	The Hunter By Paul Geraghty
6 Single age planning	Star of Fear, Star of Hope by Jo Hoestlandt, Erika's Story by Ruth Vander Zee	Can We Save the Tiger? by Martin Jenkins	The Selfish Giant by Oscar Wilde & Ritva Voutila	Island: A Story of the Galapagos by Jason Chin, Jemmy Button by Alix Barzelay	Manfish by Jennifer Berne, Great Adventurers by Alastair Humphreys	Sky Chasers by Emma Carroll

Curriculum Overview 2026 - 2027

Year group	Autumn term		Spring term		Summer term	
EYFS Cycle B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Peace at Last by Jill Murphy	The Three Little Pigs by Mara Alperin	Let's all Creep through Crocodile Creek by Jonny Lambert	The Pirates are Coming! by John Condon	Gigantosaurus by Jonny Duddl	Romeosaurus and Juliet Rex by Mo O'Hara
1/2 Cycle B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Look Up! by Nathan Bryon	The Great Fire of London by Emma Adams and James Weston	Grandad's Camper by Harry Woodgate	My Name is Not Refugee by Kate Milner	Tidy by Emily Gravet	Usborne Young Reading - The Tempest Retold by Rosie Dickins
3/4 Cycle B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Seal Surfer by Michael Foreman	Winter's Child by Graham Baker-Smith, Ice Palace by Robert Swindells	Escape from Pompeii by Christina Balit	Big Blue Whale by Nicola Davies, This Morning I Met a Whale by Michael Morpurgo	Amazing Rivers by Julie Vosburgh Agnone and Kerry Hyndman	The Merchant of Venice From A Stage Full of Shakespeare Stories by Angela McAllister
5/6 Cycle B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	King Kong by Anthony Browne	The Place For Me: Stories about the Windrush generation by K.N. Chimbiri	Shackleton's Journey by William Gril	Island by Jason Chin	Plastic Planet by Georgia Amson- Bradshaw	Sky Chasers by Emma Carroll