

What checks have you completed? What have they told you? What did you do about it? What is the impact of this?

Checks:

Autumn Term 2024

- Sept 2024 – Whole-school baseline writing review (books FS2–Y6 + curriculum audit)
- Oct 2024 – Early English learning walk (working walls, toolkits, KS1 sentence-level expectations)
- Nov 2024 – KS1 writing learning walk (transcription focus, phonics-to-writing application)
- Nov 2024 – KS2 Writing Moderation (internal & external)

Spring Term 2025

- Jan 2025 – FS2 foundational writing visit (mark making, pencil grip, early sentence work)
- Jan 2025 – Y1 English observation (modelling, oral rehearsal, early sentence construction)
- Jan 2025 – Y2 English observation (scaffolds, transcription, use of purple pen for corrections)
- Feb 2025 – Universal provision check in KS1/KS2 (word mats, working walls, independence tools)
- Mar 2025 – Whole-school cross-curricular writing sample (Geography/History/Science)
- Mar 2025 – KS2 moderation & Y3/Y4 planning day with Dr Jeannie Bulman

Summer Term 2025

- Apr 2025 – Y3 English observation (modelled writing, guided groups, scaffold removal)
- Apr 2025 – Y4 English observation (GPS in context, vocabulary development)
- Apr 2025 – Y5 English observation (cognitive load, sentence-level rehearsal)
- Apr 2025 – Y6 English observation (TAF journey, cohesion & control)
- May 2025 – Whole-school handwriting and presentation review (books FS2–Y6)
- Jun 2025 – KS2 Writing Moderation (end-of-year samples)

Autumn Term 2025

- Sept 2025 – EYFS–KS2 Writing Framework planning days with Dr Jeannie Bulman
- Oct 2025 – PP monitoring (equity, challenge, feedback consistency)
- Oct 2025 – SEND & First 20% scrutiny (ambition, adaptations, learning journeys)
- Nov 2025 – Whole-school writing audit with Dr Jeannie Bulman (transcription, handwriting, interventions)
- Nov 2025 – Autumn 2 writing picture-building & milestone review (SDP-linked)
- Dec 2025 – Handwriting policy implementation check (FS2–Y6)

Spring Term 2026

- Jan 2026 – Writing Framework implementation walk (lesson visits + books)
- Feb 2026 – Internal moderation cycle (TAF alignment FS2–Y6)
- Mar 2026 – EYFS–KS2 writing development day with Dr Jeannie Bulman (planning & next steps)

Next Steps

From these findings, leaders have agreed clear next steps (many captured in SDP Priority 2 and 4):

- **Embed the Writing Curriculum fully** so that every class uses the agreed planning documents, progression and TAFs consistently.
- **Secure transcription for vulnerable writers** through tightly monitored handwriting and spelling interventions, informed by the Handwriting Policy and Writing Framework.
- **Increase the frequency and quality of cross-curricular extended writing**, ensuring expectations match English books.
- **Refine universal provision** so that working walls and toolkits in every classroom actively support independence for PP, SEND and WB boys.
- **Continue to narrow subgroup gaps**, particularly for WB FSM boys, via targeted, time-limited interventions and scaffold removal phases.

Findings

Across this body of evidence, key findings include:

Strengthened teaching and routines

- High engagement and positive relationships in English lessons, with pupils used to purple-pen response to feedback.
- Shared/modelled writing and use of WAGOLs now visible across KS2, with clearer learning journeys in books.

Foundations improving but still a focus

- Daily discrete handwriting in Y1–Y6; stronger progression in books, but some vulnerable writers still find handwriting a barrier and require precise intervention.

Assessment more accurate and robust

- Internal and external moderation confirm teacher judgements as secure and aligned with TAFs; next steps identified (e.g. tense, GDS features) feed into planning.

Universal provision mostly embedded, but not yet perfect

- Working walls, word mats and vocabulary resources are evident and used, though consistency in some classes is still being secured.

Impact on outcomes is strong but uneven

- KS2 writing outcomes and progress are significantly improved vs 2024, with particularly strong gains for disadvantaged Y6 pupils.
- KS1 writing is broadly in line with LA, but greater depth and subgroup performance remain a development area.

Actions Taken

Key actions already taken since Sept 2024 include:

- Introduction of the **new Writing Curriculum and assessment system**; staff trained and supported through CPD and consultancy.
- Development and implementation of the **Writing Framework Action Plan** (interventions, FS2 foundations, policy updates, progression mapping).
- Creation and launch of the **Handwriting Policy 2025–28** with explicit milestones and monitoring expectations.
- A substantial monitoring cycle of lesson visits and book looks FS2–Y6, feeding into feedback, coaching and updated planning.
- Targeted CPD on Rosenshine principles, marking/feedback, modelling and scaffold removal, applied directly to writing lessons.
- **Jeannie Bulman consultancy**: planning days, moderation, full-day audits, and forward calendar of further support.

Impact

To raise motivation and deepen purpose, leaders have introduced deliberate enhancements:

- **Consultant-supported units** with authentic audiences (e.g. letters to authors, persuasive letters about deforestation to government/COP30; storm soundscapes as a stimulus for descriptive writing).
- **Rich hooks and resources** in lessons: soundscapes, high-quality model texts, visual prompts, drama and oral rehearsal before writing.
- **Celebration and publication** through displays, class books and cross-curricular outcomes, with governors and parents seeing writing featured more prominently in school communication.

These enhancements are building writer identity and pride, especially in older pupils who now talk more confidently about themselves as writers.

What to teach and when

The St Luke's Writing Curriculum 2025 sets out a clear progression of content from FS2–Y6, aligned with the DfE Writing Framework and cross-referenced with year group TAFs. It defines:

- **Core transcription content** each term (phonics application, common exception words, handwriting families and joins).
- **Sentence, grammar and vocabulary focus areas** mapped across the year.
- **Text types and purposes**, chosen to spiral key forms (narrative, explanation, persuasion, recount, poetry) rather than “one-off” genre coverage.

Teachers use this to produce year-group planning documents, which are now aligned to curriculum expectations and used in monitoring. In KS2, planning is strengthened further by co-planned units with Jeannie (e.g. Norse mythology reports and poetry in Y3; rainforest narratives and persuasive letters in Y4; storm-based descriptive writing and TAF-driven Y6 units).

Deliberate enhancements to the curriculum

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CPD

Since Sept 2024, Writing has been driven by a significant programme of CPD:

- **Whole-staff CPD with Dr Jeannie Bulman** on the Writing Framework, foundations vs composition, and planning high-quality learning journeys.
- **Moderation CPD:** internal and external moderation cycles, including LA moderation, have improved staff confidence and accuracy in assessing against year-group TAFs.
- **Handwriting and transcription CPD** linked to the new policy, ensuring discrete teaching, clear expectations and shared approaches in every class.
- **Rosenshine-informed lesson design** CPD (modelling, small steps, retrieval, scaffold removal) applied to writing lessons and seen in lesson observations in Y3–Y6.

Staff voice and monitoring indicate markedly improved confidence in planning, teaching and assessing writing, especially in KS2.

Know more, do more and remember more

The writing curriculum is built around pupils knowing, doing and remembering more in both transcription and composition:

- **Transcription:** Handwriting and spelling are taught explicitly and cumulatively, with discrete handwriting from FS2–Y6 and additional phonics-linked transcription in KS1. The Handwriting Policy sets clear annual expectations (EYFS mark-making → fluent, joined script in Y6), with termly milestones and regular picture-building checks.
- **Grammar and sentence construction:** Retrieval is embedded through daily/weekly EGPS warm-ups (e.g. PIXL “3 in 3”), GPS starter tasks and sentence-level practice in context. Lesson feedback in Y3–Y6 shows pupils confidently revisiting non-negotiables (capital letters, full stops), expanded noun phrases, conjunctions and relative clauses before applying them in writing.
- **Composition:** With Jeannie Bulman, staff have redesigned learning journeys around high-quality texts and purposeful outcomes, with clear sequences from immersion → modelling → guided practice → independent writing → editing, which are now visible in books across KS2.

Progress data and moderation evidence indicate that pupils are retaining more of what they're taught, applying grammatical knowledge with increasing accuracy and demonstrating stronger control over longer pieces of writing, particularly in Y6 and Y3/4.



Writing at a Glance

Peter Phillips

November 2025

Our aims and ambitions for the curriculum

Since September 2024, our central ambition has been to move from patchy, genre-led coverage to a coherent, Writing-Framework-aligned curriculum that secures foundational transcription and high-quality composition for every pupil.

At the start of 2024–25, fewer than half of pupils in Year 6 were on track for EXS in writing. Historic inconsistency in planning, progression and assessment meant pupils' outcomes depended too heavily on the class they were in. Over the past year, leaders and staff have:

- Introduced and implemented a new St Luke's Writing Curriculum and whole-school TAF-aligned assessment system.
- Reframed KS1 in particular to emphasise fundamental skills — oral composition, sentence sense, spelling through phonics, and secure letter formation — rather than racing through multiple genres.
- Raised expectations for presentation and handwriting through a new 2025–28 Handwriting Policy, with explicit milestones from EYFS to Year 6.
- Secured a shared approach to modelling, WAGOLLs, editing and toolkits, so children experience consistent writing routines from FS2–Y6.

Impact is already visible in outcomes: KS2 writing TA rose to around 81% EXS in 2025, with 9–10% GDS, significantly higher than the previous baseline and close to, or above, LA averages; KS1 writing is also broadly in line with LA. Progress tracking shows an average of 3.2 steps progress in writing, with Year 6 at +4.22 steps and disadvantaged Y6 pupils making +5.83 steps, closing the gap with peers.

Our ambition now is to embed and sustain this improvement, secure parity in cross-curricular writing, and close the remaining gaps for PP, SEND and WB boys across the school.



Scope and breadth of the curriculum

The writing curriculum is deliberately ambitious and broad:

- It covers the full National Curriculum requirements for transcription and composition and is sequenced so that pupils experience a range of purposes and audiences from FS2–Y6, while revisiting key genres in increasingly sophisticated ways.
- Writing is embedded across the wider curriculum: visit reports note cross-curricular writing in History, Geography and Science, with expectations for standards in foundation subjects matching those in English.
- The handwriting policy and Marking, Feedback and Presentation policy ensure that standards of writing and presentation are upheld in all books, not just English.

Over time, this breadth is building pupils who can write effectively in multiple contexts — not just in the English lesson.

Sequencing of learning – concepts, vocabulary and skills

Sequencing has been a major focus of the journey since Sept 2024:

- **Transcription sequencing:** Reception → Y6 progression in formation, joining, fluency and stamina is now explicit and underpinned by termly milestones. Teachers and leaders use these to build a “picture” of how handwriting is supporting writing more broadly.
- **Sentence and grammar progression:** The Writing Curriculum and TAF-aligned assessment system map how sentence complexity, punctuation and grammatical knowledge build year-on-year. Moderation notes illustrate precise next steps (e.g. tense consistency, wider range of adverbials) feeding directly into subsequent planning.
- **Vocabulary and language:** Lesson feedback in FS2 and KS1 highlights rich vocabulary work around texts, including Tier 2 and topic-specific language, with prompts and word mats enabling pupils to “magpie” vocabulary for their own writing.

This means pupils are now more able to explain how current learning links to what they've done before, and leaders can evidence a golden thread between curriculum documents, lesson design and work in books.