



Intent

The writing curriculum at St Mary's Primary School is designed to be engaging and effective, utilising the CUSP Unity partnership to maximise our pupils' potential. At the heart of our approach is the reduce and revisit model. This means that we have reduced the number of text types pupils study in favour of revisiting them. These choices have been made with great care to ensure that there is a balance and clear progression throughout their primary journey. Our intent is to foster confident writers who can express themselves clearly and creatively.

Our curriculum will provide for our pupils:

- 1. Purposeful Practice / Hands-On Learning:** We firmly believe in purposeful practice and hands-on learning. This is achieved through a variety of practical writing activities that allow pupils to apply their skills in real-life contexts. By engaging in different writing tasks—be it crafting stories, writing informative pieces, or developing persuasive arguments—students are able to see the relevance of their learning.
- 2. Working Together Well:** Collaboration is another key component in our curriculum. Working together well is encouraged through sharing ideas and peer review sessions. This not only strengthens their interpersonal skills but also allows them to learn from one another's perspectives, leading to richer outcomes in their writing.
- 3. Oracy and Vocabulary Development:** our focus on oracy and vocabulary development is integral to our writing curriculum. We create opportunities for pupils to engage in discussions, share ideas, and expand their vocabulary, all of which contribute significantly to their writing capabilities. By offering an environment rich in language and expression, we help pupils develop a robust skillset that will serve them throughout their educational journeys and beyond.

The writing curriculum at St Mary's equips our pupils with the skills they need to become proficient, confident writers.

Implementation

Leadership

As the writing subject lead, I am passionate about creating an engaging curriculum that inspires pupils to express their ideas and creativity. Writing not only enhances communication skills but also allows pupils to share their thoughts meaningfully. I hope to create an environment where children feel confident taking risks in their writing. Collaborative exercises and constructive peer feedback help build resilience and develop critical thinking alongside essential writing skills. Ultimately, my goal is to ensure every pupil regardless of their background, can thrive as a writer. By celebrating writing in the classroom, we can unlock each child's potential and allow their creativity to flourish.

Organisation

Writing takes place daily in Key stage 2 with an hour-long lesson. In Key Stage 1, it is important to ensure that sufficient time is dedicated to mastering phonics as quickly as possible. This is important because it will help pupils to access the whole curriculum and the world around them. For this reason, we teach a daily 60-minute English lesson. Over a two-week period, 5 of these



lessons should be dedicated to CUSP Reading and 5 to CUSP Writing. We teach 3 Reading lessons in the first week and 2 Writing lessons. Then, in the second week, they would teach 2 Reading lessons and 3 Writing lessons.

Planning

At St Mary's, we have chosen to use CUSP Unity to support our delivery of the writing curriculum.

We use the 6 phases of a CUSP lesson in Writing lessons.

- Connect
- Explain (inc. EVI)
- Example
- Attempt
- Apply
- Challenge

Pupils use Knowledge Notes to help them navigate the lesson. Opportunities for high-quality oracy are built throughout the sequence.

The sequence is organised with a Block A and a Block B. In Block A, pupils meet key concepts for the first time. In Block B, pupils revisit these concepts and build on prior knowledge. High-quality models sit absolutely at the heart of the CUSP Writing curriculum. These are used throughout each unit to exemplify key concepts and as a worked example to model the application of key concepts in context. We know that pupils will be more successful if they have a clear vision and structure to work towards.

Each CUSP Writing unit begins with identifying the context, purpose and audience for pupils' writing. Pupils thrive when they understand this, particularly if the audience is a 'real' audience and they are personally invested in the reason for writing. Pupils are immersed in high-quality models which exemplify each of the concepts that they will learn in context. Teachers zoom into these in each part of their explicit instruction. This means that pupils will be really familiar with the language and structure of the model text before they even think about writing their own.

In Block A, teachers will use the structure of the model text to demonstrate how to plan their own version of the same type of text in a different context. In Block B, teachers can reduce some of this scaffolding so that pupils can practise doing this more independently.

We strongly advocate that pupils spend as much time 'talking the text' as they do writing it. They should have a clear view of exactly what they want to write before they write it, articulating and experimenting with each sentence before pen hits paper. Finally, teachers will model the process of editing for different purposes.

CPD

CUSP Unity Partnership includes multiple online teacher videos to develop subject knowledge, lesson structure and support ongoing CPD for all teachers.

Impact

At St Mary's, we strive for our pupils to be excellent writers. The expected impact of adopting and adapting the CUSP scheme of work is that children will:

- Meet the end of key stage expectations outlined in the national curriculum for Writing.
- By the end of Key Stage 2, pupils should effectively plan, draft, execute, and edit complex texts while sustaining and developing ideas in both narrative and non-narrative forms.
- Promote increased collaboration among pupils, enhancing their writing experience, and prioritise explicit vocabulary instruction, recognising its importance for effective communication.



Assessment in writing is crucial for understanding pupils' engagement. Each unit features an 'Ingredients for Success' checklist, enabling teachers and pupils to assess the extended outcome and identify secure concepts, as well as those needing further instruction. This information can inform future teaching in Block B or subsequent units.

We believe that pupils should leave primary school with a robust writing foundation, equipped to express their thoughts clearly and creatively. Our commitment to high-quality writing instruction will prepare them for future academic challenges and foster a lasting love for writing.

Instilling a life-long love for learning in an inclusive, supportive Christian community.

