



Writing Curriculum Intent and Implementation

Writing Curriculum Intent

At Our Lady's Catholic High School, we believe that writing is a powerful act of thinking, learning, and communication. Our writing curriculum aims to enable every student to express themselves clearly, accurately, and confidently across a range of contexts, audiences, and disciplines. In line with the National Curriculum, we recognise writing as a key means through which students make sense of knowledge, deepen understanding, and participate fully in academic life.

We are committed to ensuring that every learner becomes a writer who can craft language purposefully and precisely. Writing is not just a skill but a habit of mind, empowering students to clarify ideas, shape arguments, and influence the world around them.

Our writing curriculum promotes inclusion and ambition for all. Every pupil, including those who are disadvantaged or have special educational needs and disabilities (SEND), is supported to become a confident and independent writer. Through writing, pupils develop critical thinking, creativity, and resilience, enabling them to achieve academically and flourish personally.

Writing Curriculum Implementation

Writing is taught, modelled, and valued across the curriculum. Every teacher is a teacher of writing, and each subject takes responsibility for developing the forms and conventions of writing relevant to its discipline. Writing instruction is embedded in departmental schemes of work and sequenced from Key Stage 3 to Key Stage 4 to ensure clear progression and increasing independence. This whole-school approach reflects strong leadership and governance, ensuring that writing remains a consistent and collaborative priority supported by professional development and monitoring.

Disciplinary Literacy

Our approach to writing is guided by the EEF's Improving Literacy in Secondary Schools report. We recognise that effective writing varies across subjects and that each discipline values distinct forms of communication. Teachers model how to "write like a scientist", "write like a geographer", or "write like a historian", using scaffolds and sentence-level instruction to support complex ideas. Writing is explicitly taught and practised within subject contexts to ensure accuracy, coherence, and flair. This strengthens curriculum and teaching and ensures all pupils can demonstrate understanding within each discipline.

Oracy and Writing

Drawing on Voice 21 and Alex Quigley's Closing the Writing Gap, talk is used deliberately as a bridge to writing. Students rehearse ideas aloud, test vocabulary, and organise arguments through structured discussion before writing. Teachers use oracy to improve coherence, structure, and tone, helping students adapt from spoken to written language. This approach builds confidence, supports behaviour for learning, and contributes to pupils' personal development and well-being.



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Vocabulary

Explicit vocabulary instruction underpins our writing curriculum. Teachers plan for the teaching of tier 2 words (high-utility academic vocabulary) and tier 3 words (subject-specific terminology). Students meet and apply new vocabulary through reading, talk, and writing. Word walls, morphology, and etymology help pupils become word-conscious, precise writers. This approach supports achievement and ensures access to an ambitious, language-rich curriculum for all.

Spelling, Handwriting, and Presentation

Accurate spelling, fluent handwriting, and clear presentation are expected across all subjects. Teachers model high standards and provide opportunities for practice, proofreading, and correction. Pupils who need support receive targeted intervention to build stamina, fluency, and confidence. These routines promote inclusion, achievement, and a sense of pride in learning.

Explicit Instruction and Feedback

Teachers explicitly teach the writing process: planning, drafting, revising, and editing. Model texts and scaffolds make expert thinking visible. As pupils grow in confidence, scaffolds are gradually removed to encourage independence. Feedback focuses on content, clarity, and craft. Students are taught to edit for accuracy, vocabulary choice, punctuation, and structure, supported by peer and self-assessment routines. This promotes resilience, reflection, and sustained progress.

Grammar and Punctuation

Teachers provide clear instruction on how grammar and punctuation shape meaning. Through modelling and deliberate practice, students learn how to vary sentence structure, use punctuation effectively, and write with precision and creativity. This focus on linguistic control strengthens curriculum quality and supports achievement outcomes across all subjects.