

The Holy Family Catholic Primary School

"Love Jesus, love learning, love each other"



Writing

English Rationale at Holy Family

Writing composition is a fundamental life skill that equips children to become lifelong learners. Our approach aims to develop culturally literate children, preparing them for further education and beyond.

At Holy Family, the writing curriculum is rooted in our *Good Book Journey*, ensuring that writing is inspired by high-quality, rich and diverse texts. These texts expose learners to a wide range of genres and foster a love of literature, supporting children to become confident, creative and ambitious writers.

Curriculum Design

- The teaching of writing reflects many of Rosenshine's principles of instruction. Lessons begin with an exemplary text (WAGOLL – What a Good One Looks Like) to model high expectations. This is followed by identifying a 'toolkit' relevant to the genre type, helping children identify the purpose, structure, form and vocabulary of the genre in small, manageable steps.
- Writing is taught through a plan, draft, edit, publish cycle, within which grammar, punctuation and sentence construction (GPS) are taught both explicitly and implicitly. This structure allows pupils to build on prior knowledge while applying skills independently.
- Vocabulary development is embedded across reading and writing lessons. Explicit activities extend children's spoken, receptive and written vocabulary, ensuring that all teaching at Holy Family is language-rich.

The Good Book Journey

Writing in each year group is inspired by high-quality, diverse texts, sequenced termly to allow progressive development of GPS skills and writing knowledge. Classes also explore additional literary enrichment, including film units, Poetry Weeks, Non-fiction November and Shakespeare Week. These activities broaden cultural literacy, develop pupils' understanding of narrative and non-narrative forms, and provide opportunities to engage with a wide range of vocabulary and ideas.

The Writing Process

The Writing Process combines Jane Considine's *The Write Stuff* research with Rosenshine's instructional principles, tailored to the needs of our diverse cohorts, including pupils with SEN, EAL and attendance challenges. The approach focuses on developing oracy, vocabulary and a love of storytelling.

1. **Immerse** – Full immersion in the class text develops engagement, creativity and speaking and listening skills.
2. **WAGOLL** – Provides a model of effective writing. They are carefully sequenced to ensure progression in sentence construction, GPS, authorial effect and whole-text composition. The English Lead disseminates WAGOLLs each term to ensure skills are mapped progressively across the year and across year groups. This maintains continuity, coverage and a balanced approach to narrative and non-narrative writing.

3. **Features & Boxing Up** – Children explore the structure and layout of a text to identify a genre's 'shape' and plan to replicate it in their own writing. They then identify language features, style, tone and techniques that contribute to the effect of the writing.
4. **Plan, Draft, Publish** – Lessons use scaffolded planning stages, drafting and reviewing, incorporating self-checking and editing. This ensures pupils build independence while applying writing skills effectively.
5. **Shared Writing** – Between planning and drafting stages, teachers model writing explicitly, verbalising thought processes to scaffold sentence construction, grammar and authorial techniques.

The FANTASTICS



The FANTASTICS acronym summarises nine aspects of writing: **Feeling, Asking, Noticing, Touching, Action, Smelling, Tasting, Imagining, Thinking.**

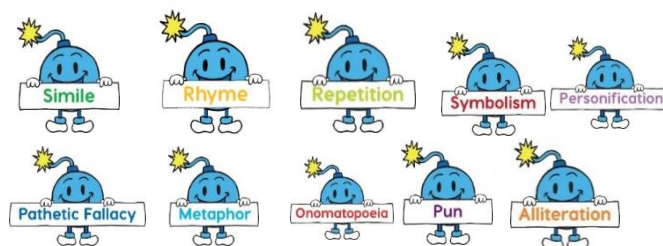
Even before pupils can write independently, they secure understanding of word meanings through pictures and discussion. The FANTASTICS framework helps pupils focus their ideas, ignite their senses and broaden their vocabulary, which they then incorporate into their own writing. Pupils are also encouraged to find and use ambitious word choices through 'word collecting' activities. A language-rich environment underpins this process.

The BOOMTASTICS

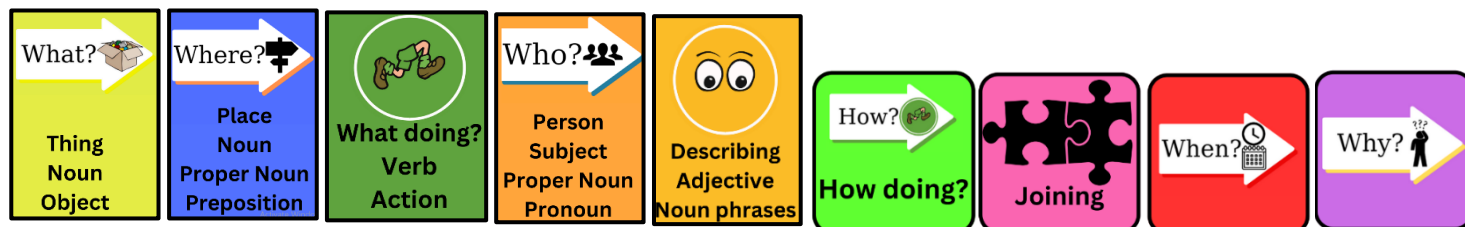
The BOOMTASTICS framework develops pupils' awareness of techniques authors use to engage readers and add drama or poetic effect to writing. These techniques help pupils structure their work, develop their writing voice and consider purpose and audience.

The BOOMTASTICS are progressively introduced across Key Stage 1 and Key Stage 2:

- **KS1** – Onomatopoeia, Alliteration, Rhyme, Repetition, Simile
- **KS2** – All KS1 techniques, plus Metaphor, Pathetic Fallacy, Pun, Personification, Symbolism



Colourful Talk



- A visual structured approach to sentence construction and language adapted from Language Through Colour and Colourful Semantics.
- Supports planning, rehearsal and confident writing for all learners especially those needing additional language scaffolding.
- Embedded in 1:1, small group and whole-class teaching across subjects through lesson planning, displays and word banks.

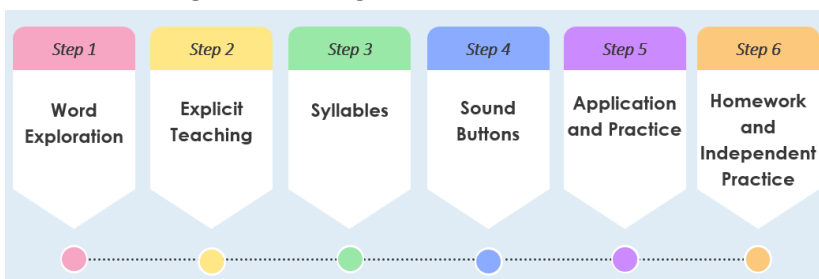
Sentence Time



- Timetabled three times per week as early work.
- Focuses on explicit GPS instruction at the sentence level without the immediate expectation to generate extended ideas.
- Pupils identify parts of speech and punctuation using Colourful Talk symbols where appropriate.
- Skills are reinforced regularly building confidence and accuracy to be applied in subsequent writing.

Spelling

The teaching of spelling follows a **6-step approach**:



The spelling curriculum uses *Spelling Shed* resources, reviewed and adapted by the English Lead to align with RWI practices.

Handwriting

EYFS and KS1

- Pupils follow the *Read Write Inc.* Handwriting Village programme.
- Focus is on visualisation to aid memorisation using picture hooks, phrases, mnemonics and family groups of letters with similar formations.
- Handwriting is taught in daily, timetabled sessions to establish consistent formation habits.

KS2

- Handwriting transitions into the "3 Zones" approach: Sky, Grass, Ground, condensing the seven RWI letter families into three age-appropriate categories.
- Teachers model correct formation at all opportunities, and handwriting practice is integrated into Spelling and Sentence Time activities.
- Reference is made to model displays to reinforce correct formation and support independent practice.