



Subject Report 2025-2026

Subject	Writing	Report prepared by	Emma Hislop and Lucy Goodchild
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Overview of the year:

Key messages from the year (2025- 2026):

- After consultation with staff in Spring 1 (2025), a new planning and teaching structure was implemented in Spring 2 (2025).
- This structure has continued to be embedded and refined within the Autumn Term with a whole school INSET, staff meetings and LSA meetings to support delivery of teaching and planning:
 - INSET on the planning and teaching cycle.
 - Staff meetings – planning a skills lesson, modelling and metacognition, regular book looks.
 - LSA meetings – handwriting expectations and overview of the planning and teaching cycle.
- Writing drop ins have been set up half termly since September 2025 by the Subject Lead to support planning on a 1:1 basis.
- Oak Academy spelling has been implemented in KS2 from September 2025 and this has been monitored through observations and conversation with staff to provide feedback.

Curriculum: Intent, implementation, Impact

Intent

The teaching of Writing at The Cambridge is designed to give pupils the key skills that enables them to develop an enjoyment and pleasure in writing and provide a foundation for their communication throughout their school career and beyond. To achieve this, we are focused on making writing interesting, exciting and purposeful by engaging the children through exciting writing opportunities. The teaching of writing provides explicit teaching of skills which is needed to create innovative and independent written pieces. Writing can inspire children’s minds through literature, fostering positive behaviours and attitudes toward learning, whilst developing our key learning characteristics of being brave, innovative, collaborative and taking ownership.

In Writing, A Cambridge Pupil will leave with:

Key Skills	Qualities
<ul style="list-style-type: none"> • Communication through speech and written word showing confidence and bravery to use a high standard of English and adventurous vocabulary across the curriculum and in a range of situations. • Creativity and innovation across writing with accurate grammar and spelling. We also aim for the children to be able to read as writers and write as readers. Children will also be able to use grammar skills progressively in a variety of different genres. • Collaboration with peers to generate ideas and reflect on their writing to improve and amend. 	<ul style="list-style-type: none"> • Enthusiasm for writing with the confidence to discuss the wide range of text types and authors. We aim for the children to believe that they are writers. • Curiosity to explore new texts which support writing for different purposes and be able to use these independently. • Ownership to use text as a tool for developing creativity and to gain a deeper understanding of areas of interest, for expanding knowledge or to develop their stamina for writing.

Implementation

Genres taught across each year group:

	AT1	AT2	SP1	SP2	SU1	SU2
EYFS		Develop vocabulary Tell me a story - retelling stories Use new vocabulary through the day. Letter formation	Ask’s how and why questions Letter formation	Describe events in detail – time connectives Retelling stories through talk for writing, changing characters and endings. Letter formation	Re-read some books so children learn the language necessary to talk about what is happening in each illustration and relate it to their own lives Letter formation	Letter formation

Y1	Narrative	Diary Entry	Setting description	Narrative	Narrative	Explanation text
	Non-Chronological Report	Poetry	Instructions	Recount	Non-Chronological Report	Letter
Y2	Narrative	Narrative – Newspaper report	Non-Chronological Report (NCR)	Character Description	Biography	Letter
	Poetry	Poetry	Diary	Instructions	Explanation text	Poetry
Y3	Instructions	Setting Description	Narrative	Diary Entry	Newspaper Report	Persuasive letter
	Narrative	Non-Chronological Report	Explanation text		Poetry - haiku	Character Description
		Poetry				
Y4	Non-Chronological report (brochure)	Setting description	NCR (factfile)	Narrative (traditional tale format)	Instructions	Newspaper Report
	Narrative - Persuasive brochure	Diary entry	Poetry	Poetry	Poetry - Kenning	Diary entry
			Biography			
Y5	Narrative	Newspaper report	Diary entry	Persuasive letter	Setting description	Non-Chronological Report – Leaflet
	Non-Chronological Report	Poetry – Classic Rhyming Poem	Instructions		Letter – informal	Narrative
			Poetry		Poetry - calligram	
Y6	Setting Description	Setting Description	Instructions	NCR	First person recount	Setting Description
	Diary	Narrative with speech	Setting Description	Persuasive letter	Explanation text	Character Description
	Letter	NCR	Narrative with speech	Balanced Argument	Narrative with speech	Biography
	Residential Recount	First Person Recount				

Rationale for curriculum organisation:

Each year group has a progressive skills-based curriculum which focusses on the skills taught explicitly in line with the National Curriculum objectives and the genre of writing which is taught for 1 hour each day. Throughout their time at The Cambridge, children will revisit the same genre in different contexts with skills and features that become more progressive as they move through the school. To embed these skills, children will also revisit the same skill across multiple genres within the year and sometimes in subsequent years. Children are also exposed to a rich and diverse selection of literature texts which are used as model texts to inspire their writing. The model texts are composed using skills and features outlined on the Whole School Overview documents which are suited to the children's ages and abilities.

In Lower School, writing comprises of a 3 week learning cycle at The Cambridge – Exploration Week, Implementation Week and Application Week. During exploration week, the children will learn the model text through use of a text map as a class and they will then write this from memory using skills that they already know. Within Implementation week, the children will be taught the explicit skills required for that genre of writing and the relevant expectations for that year group outlined by the National Curriculum. Teachers introduce new learning (using the skills outlined on the Whole School Overview document) by explicitly modelling the expected skill to the children. Children then have the opportunity to complete some short burst writes to come up with their own innovated short sentences or phrases during these lessons. The children will learn between 4-6 skills (depending on their year group) in this phase. This then equips the children with independent examples which they can then use in their independent writing in Application week. The final week of the cycle in Lower School is Application Week. Children will be able to use a variety of planning methods to plan their writing using some examples that they generated in week two. The children will then use their plan to write their own independent piece of writing which shows them

demonstrating the skills that they have learnt during this unit. Children will then be shown how to edit their work, the criteria of which they need to edit which relates to the skills that they have been taught will also be modelled and then children will have the opportunity to publish their work. At times, the children will also be able to fulfil the purpose of their writing; for example, sharing their writing with another class or posting their letter to their intended recipient.

In Upper School, writing comprises of a 2 week cycle: Implementation Week and Application Week. These weeks undertake the same structure as Lower School to provide consistency across the school. Some children in Upper School will have the text map as a scaffold to support them during the skills-based and independent writing phases of the cycle. The children will also discuss audience of their writing as well as the purpose.

Spelling is taught discretely taught twice a week for 30 minutes. In addition, some children also access Rapid Catch Up and Phonic interventions which supports spelling where there are gaps. Handwriting is taught 3 times a week for 15 minutes however letter formation and relevant joins for each year group are modelled and addressed in each lesson during fast feedback. The letter joins and formation that the children are working on relevant to their year groups is modelled by teachers at all times.

What have you done to ensure that every skill is covered?

Following on from staff feedback, it was evident that the teachers needed more support to ensure all of the explicit skills within the National Curriculum were taught at an appropriate level for their year group. When considering the need for the development of skills to be shown, the subject lead looked at the National Curriculum for each year group and matched these objectives to genres to ensure that the relevant year group objectives were being covered and created a Whole School Overview. Alongside this, the subject lead matched the model texts to genres and also allocated features to these genres which were progressive across the school. This supported staff with knowing the explicit skills that needed to be taught in each genre on a half termly basis. By allocating features of model texts, this supported staff with knowing exactly what to include in their model texts which then supports the skill development phase of the writing cycle. When assessing writing, teacher will then assess against these skills which will then mean that each of the National Curriculum objectives have been assessed at least once. A medium-term planning document was also provided to teachers which shows the 3 week cycle (Lower School) and the 2 week cycle (Upper School), where the skills will be explicitly taught as well as opportunities for publishing and to fulfil the purpose as this gives an overview of the 3 week writing cycle.

Through monitoring by the Subject Lead, planning is checked with the Whole School Overview to ensure triangulation and if there are any gaps where the skill has not been taught, this is addressed and supported to include the skill in another genre.

Impact

Staff have been receptive to the new planning and teaching sequence and have reported throughout several units of seeing progress of the children within their classes. Teachers have shared that the planning cycle is helpful in delivering explicit teaching which has supported both teacher and pupil confidence. Through half termly monitoring of planning and book looks, it is evident that the children are making progress in their independent writes in Application Week as they have been able to use their short burst writes from Implementation Week to support them. During lesson observations in the Spring Term 2026, teachers were observed to be teaching the skills explicitly using feedback from staff meetings and the whole school INSET. Due to the very recent launch, only being halfway through the first Academic year of this cycle and only have 1 data drop so far, the effectiveness of this approach will need time to be continuously monitored and assess the impact as a whole however I am looking forward to seeing the improvements throughout this academic year.

What does marking and assessment look like in your subject? How do you know this has been effective for children’s progress?	What CPD have you received / research have you carried out in your subject area? What has been the impact of this on the children?
<p>Teachers are assessing writing continuously throughout the term. Teachers use feedback sheets to monitor the progress that children have made during individual lessons which then supports the teachers with an understanding of who needs additional support or challenge. From September 2025, TAFs have been introduced for teachers to assess the writing completed in Application Week. Teachers then use this TAF to support their assessment data for those children who are on track and to identify those who need additional support.</p>	<ul style="list-style-type: none"> • The subject lead has been given some time out of class to refine the whole school overview, complete monitoring of planning and books, to prepare staff meeting sessions and to conduct moderation meetings with years 1-4. • The subject lead has also used research found on the EEF website to share and use methods that have shown to be effective.

<p>During lessons, fast feedback allows for teachers to give feedback in the moment about a concept within a child’s writing. This could be related to the learning intention (skill) or something that the children should already know. This fast feedback approach ensures that misconceptions can be addressed before they become embedded incorrectly. Since Autumn 2 2025, the policy was adapted to introduce the children self-assessing their own work by identifying where they have used the specific skill the in Implementation and Application week. This has been modelled by the teachers but still needs developing as this is a relatively new addition.</p>	
<p>What Performance Information is monitored? What are the 3 questions are you considering for future developments?</p>	<p>How are Fundamental British Values, the Cambridge Learning Characteristics and personal development promoted within your subject?</p>
<p>Monitoring of writing has taken place in many forms, such as:</p> <ul style="list-style-type: none"> • Book Looks • Staff surveys • Pupil voice • Learning walks • Looking at planning and medium-term plans • Observing data on Arbor • Moderation meetings with Year 1-4. <p>Key questions:</p> <ol style="list-style-type: none"> 1. What does effective scaffolding for SEND and disadvantaged children look like in writing? 2. How is writing developed in EYFS to support new learning and transition into Year 1? 3. What does effective modelling look like in writing? How is this different for each year group? 	<p><u>Fundamental British Values</u></p> <p>The writing curriculum at The Cambridge ensures that children have their own voice to share and express their own ideas. Children are encouraged to work collaboratively together using shoulder partners and face partners and an environment is promoted where children are able to share feedback fairly and equally. Scaffolds are provided where needed to ensure that there is accessibility to all.</p> <p><u>The Cambridge Learning Characteristics (BICO)</u></p> <p>Children are encouraged to be brave when sharing their thoughts and ideas for changes to vocabulary or grammar structures within their independent writing. Children are supported to be innovative and take ownership of their learning in the skill development phase by using the modelled examples of the teachers to create their own ideas using short burst writes. This then supports them to be innovated in their independent pieces. Collaboration is also a key part of writing as children are reminded to use their peers as coaches to develop vocabulary and check their work.</p> <p><u>Opportunities for Personal Development</u></p> <p>Children were invited to take part in the BBC 500 words story competition. We had 10 entries and one of these entries made it into the top 500 entries. A book of these stories is available within the school library.</p>