



Writing at Chilham St Mary's

Intent

At Chilham St Mary's, we place great importance on nurturing a life-long love of writing in all children.

We strive to deliver a rich and inspiring writing curriculum where every child is encouraged to reach their full potential, grow in confidence, and achieve success. Through our four-step approach to writing, we guide pupils to become confident and creative "Chilham Writers". Wherever possible, we use stimuli from our class novels or the wider curriculum to engage pupils in their writing, ensuring that writing opportunities are purposeful and connected to the real world.

We believe it is essential that our children develop the skills and knowledge required to write effectively—not only to be 'secondary school ready', but also to gain the confidence to take risks and to become effective, articulate communicators and contributors to society.

Implementation

We Are Chilham Writers

At Chilham St Mary's CEP, we have developed our own writing approach through which our pupils become "Chilham Writers". This process encompasses four key stages:

1. WAGOL (What A Good One Looks Like)

Children are introduced to a high-quality model text known as a WAGOL. During this stage, pupils explore the text through a range of activities that focus on its purpose, tone, style, format, and vocabulary. They also consider the intended audience and genre. The aim of this step is for pupils to become deeply familiar with the model text, enabling them to draw upon

its features when crafting their own writing—thereby increasing their confidence and independence.

2. Skills

Through studying and exploring the WAGOL, pupils identify the composition, punctuation, spelling, and grammatical skills required to produce their own writing. Lessons are then planned to explicitly teach and practise these skills, helping children to become competent, confident, and purposeful writers.

3. First Draft

After learning and practising the relevant skills, pupils plan and write their first draft. During this stage, they are encouraged to use scaffolds such as success criteria checklists, word mats, and SPaG posters to ensure their writing is of a high standard and includes the required features. Pupils first proofread and collaboratively edit their work in pairs or small groups, before receiving teacher feedback.

4. Final Draft

Once pupils have independently edited their writing and responded to teacher feedback, they produce their final draft. This piece of work is then marked by the teacher and celebrated. At this stage, pupils are encouraged to produce independent writing of a high quality that reflects their learning journey.

Writing in EYFS

In Reception, we believe that to become successful writers, children need both the desire to communicate and the physical ability to use a writing tool effectively. To inspire early writing, we carefully plan play-based opportunities throughout our learning environment so that writing becomes a natural part of play and an essential means of communication.

Adults actively engage in children's play, modelling purposeful writing within meaningful contexts and encouraging children to do the same.

Impact

Through our "Chilham Writers" approach, pupils acquire the skills and knowledge needed to become independent and confident writers who meet age-related expectations. By developing confidence and a positive attitude towards writing, they foster a life-long love of writing.

Our cross-curricular approach enables pupils to make connections across subjects, develop awareness of the world around them, and grow into articulate, capable, and effective communicators—well-prepared for the challenges beyond primary education.