

Trafalgar Junior School: Writing curriculum overview

Subject	Intent	Implementation	Impact
<p>English writing</p> <p><i>Skills:</i></p> <p>transcription</p> <ul style="list-style-type: none"> • spelling • handwriting <p>composition</p> <ul style="list-style-type: none"> • composition • grammar • punctuation 	<p>The curriculum will ensure children will be able to:</p> <ul style="list-style-type: none"> • plan, draft, write, evaluate and edit across a range of genres • enjoy writing for a range of audiences and purposes • use appropriate spelling, grammar and punctuation in their writing • write legibly, fluently and with increasing speed 	<p>Supported by: Spelling Shed, Spelling Shed Spag, Centre for Literacy in Primary Education (CLPE), CLPE’s Power of Reading, Literacy Tree, National Association for Teaching of English (NATE), The English Association (EA)</p> <p>Spelling includes:</p> <ul style="list-style-type: none"> • standalone lessons using Spelling Shed to develop a range of strategies to support spelling and for teaching words from the statutory spelling lists • weekly spellings set for homework • handwriting practice and dictation linked to spelling words <p>Punctuation and grammar includes:</p> <ul style="list-style-type: none"> • standalone lessons using Spelling Shed’s Spag scheme • weekly activities set for homework <p>Composition includes:</p> <ul style="list-style-type: none"> • teaching from the Power of Reading and Literacy Tree schemes, which are adapted to maximise the opportunities for writing • exposure to a variety of high-quality texts, including fiction, non-fiction and poetry • teaching of the writing process across a range of genres: immerse, imitate, innovate, improve • children focussing on their individual targets to improve their writing • 1:1 writing conferences between pupils and teacher to improve writing • differentiation and adaptation for all abilities <p>Timing:</p> <ul style="list-style-type: none"> • composition, including application of other English components - taught 5 times a week • spelling, handwriting, grammar and punctuation – all taught weekly 	<p>Assessment:</p> <p>for spelling includes:</p> <ul style="list-style-type: none"> • weekly spelling tests from the Spelling Shed scheme • half termly testing of statutory spelling words • half termly testing of common exception words • statutory testing in year 6 <p>for punctuation and grammar includes:</p> <ul style="list-style-type: none"> • weekly marking and review of homework • statutory testing in year 6 <p>for composition includes:</p> <ul style="list-style-type: none"> • on-going teacher assessment and feedback during lessons to encourage children to self-edit and improve their writing • marking and verbal feedback linked to learning objectives and individual targets, with new targets being updated once old ones have been met • regular moderation of writing by year teams and leadership team • external moderation in year 6 <p>Monitoring:</p> <ul style="list-style-type: none"> • internal data is scrutinised termly to monitor if children are on track • where individuals fall below expected levels of attainment, additional support is provided to accelerate progress