

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 (fiction, non-fiction and poetry) • 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: Achieving for Children, Spelling Shed, Spelling Shed Spag, Centre for Literacy in Primary Education (CLPE), CLPE’s Power of Reading, Literary Curriculum</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 • targeted interventions, eg. Dyslexia Gold, Little Wandle <p>Punctuation and grammar include:</p> <ul style="list-style-type: none"> • standalone lessons using Spelling Shed’s Spag scheme • weekly activities set for homework (including CGP SPaG book), which are applied across the curriculum <p>Composition includes:</p> <ul style="list-style-type: none"> • exposure to a variety of high-quality texts, including fiction, non-fiction and poetry • teaching of the writing process across a range of genres; analysing text types, planning and drafting, editing, improving and publishing • children focussing on their individual targets to improve their writing • 1:1 writing conferences between pupils and teacher to improve writing • adaption to suit 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>Quick recaps: Regular Flashback 4s (eg. including recall from yesterday, this week, last month, last year)</p> <p>for spelling includes:</p> <ul style="list-style-type: none"> • weekly spelling tests from the Spelling Shed scheme • termly testing of statutory spelling 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"> • regular monitoring by SLT and subject leads on a timetabled cycle • 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