

Trafalgar Infant School: Writing Curriculum Overview

Subject	Intent	Implementation	Impact
<p>English</p> <p>Writing</p> <p>Skills:</p> <p>Transcription</p> <ul style="list-style-type: none"> • Spelling • Handwriting <p>Composition</p> <ul style="list-style-type: none"> • Composition • Spelling • Grammar • vocabulary • punctuation 	<p>The curriculum will ensure children will be able to:</p> <ul style="list-style-type: none"> • write clearly, accurately and coherently • Plan, revise and evaluate their writing • Have an awareness of their audience • Have a wide knowledge and understanding of vocabulary • Be able to communicate effectively • Be able to spell and punctuate their writing correctly • Be able to develop a fast, fluent and consistent handwriting style 	<p>Writing at Trafalgar is skilfully taught through a variety of methods.</p> <p>Opportunities for developing writing skills are through:</p> <ul style="list-style-type: none"> • the systematic, regular and direct teaching of phonics and spelling patterns; • providing regular shared and guided writing sessions in which the skills of text composition are modelled and taught; • providing meaningful opportunities for writing linked to activities across the curriculum; • providing and encouraging children to use high quality writing materials and resources; • encouraging children to use writing in play activities – for example, taking telephone messages, making appointments, writing lists and invitations in the role play area; • adults demonstrating the value of writing by writing notes, captions, lists, and responses to children’s work; • giving children access to a wide range of rich, good quality texts during shared and class and group reading sessions and story times; • providing opportunities for supported independent writing; • displaying and celebrating examples of children’s writing; • giving children the opportunity to experiment and to write spontaneously in personal writing books and diaries; • encouraging children to use word banks, lists and writing frames; • setting clear and realistic writing targets based on the National Literacy Strategy objectives. <p>Timing:</p> <p>Taught across the week</p> <p>Supported by: Centre for Literacy in Primary Education (CLPE), Achieving for Children, Little Wandle</p>	<p>Assessment includes:</p> <p>Spelling</p> <p>Quick recaps: Regular Flashbacks 4s (eg. including recall from yesterday, this week, last month, last year)</p> <ul style="list-style-type: none"> • Daily spelling and writing practice (writing repeater) • ½ termly spelling tests of statutory spelling words <p>Punctuation and Grammar</p> <ul style="list-style-type: none"> • Using the school’s marking policy and providing time for pupils to practice <p>Composition</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 <p>Monitoring:</p> <ul style="list-style-type: none"> • regular monitoring by SLT and subject leads on a timetabled • internal data is scrutinised termly to monitor if children are on track • where individuals fall below levels of attainment, additional