



Writing Curriculum

Scope	Components- content and skills to be taught
- National Curriculum coverage - Deliberate decisions made in a Long Term Plan for each year group about what is taught. This includes text types and grammar and punctuation as well as outlining the spelling and handwriting. We follow the TPAT Writing Curriculum.	- Foundational skills are taught through the RWI Get Writing Programme. Key knowledge is identified through the LT plans showing progression from EYFS to Year 2 - Vocabulary is carefully picked out showing progression, building on year on year.
Lesson sequencing	
- Each unit lasts a number of weeks and follows the sequence from the TPAT curriculum – Ignite and Immerse, Model and Master, Craft and Create - Lessons have a dictation / key skills element and a main learning objective.	Children will have access to texts which are at or slightly above their ability to ensure they are accessible and allow for children to make progress. Texts are adapted if needed for children working below the expected standard.
Retrieval	Enrichment
The key skills element of the lesson is planned and systematic to give opportunities for prior learning to be retrieved.	- Wow starts are included in each unit which gets the children excited about the text. - Out of school visits are planned for some units where this will enhance the learning.
CPD	SEND Adaptations
The Writing lead has been part of the development of the TPAT writing curriculum and has led inset days and coaching sessions with staff in school.	- Barrier to learning are identified early. Adaptations made for children who may find recording challenging, including use of technology - SEND Adaptations and Speech and Language support for children where speech affects writing sounds. - SEND Adaptations specifically for handwriting including pencil grips and use of technology - Colourful semantics used as a writing adaptation for children who find forming sentences tricky.
Monitoring	Assessment
- Monitoring schedule in place for Writing - Monitoring of planning and/or lesson observations shows that the intended curriculum is enacted - There is evidence of children showing knowledge and understanding in books / folders - Children can talk about books they have read and about the writing process. - Pupil conferencing shows that children can talk through the learning ensuring that the knowledge matches the focus areas in the units taught.	- Formative assessment through verbal questions throughout the lesson planned in to assess knowledge and understanding - End of unit assessment writing
Impact	
- The intended writing curriculum is enacted - Children have developed a love of reading and writing and can talk about the process enthusiastically - Children are knowing more, understanding more and doing more aligned to end points decided on by school - The writing curriculum is accessible to all children	



Truro and Penwith
Academy Trust