



## Writing Curriculum

Scope	Components- content and skills to be taught
<ul style="list-style-type: none"> <li>National Curriculum coverage</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Key knowledge is identified through the LT plans showing progression from EYFS to Year 2</li> <li>Vocabulary is carefully picked out showing progression, building on year on year</li> </ul>
Lesson sequencing	
<ul style="list-style-type: none"> <li>Each unit lasts 1-4 weeks with at least one longer (3-4 week) unit each half term which fully follows the Talk for Writing structure of Imitate and Explore, Innovate and Invent. The lessons are sequenced, building on each other.</li> <li>Lessons each have a learning objective and most of these are based on the grammar / punctuation that is the focus.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>
Retrieval	Enrichment
<ul style="list-style-type: none"> <li>Planned and systematic opportunities for prior learning to be retrieval – from <b>previous units of learning</b></li> <li>Opportunities for prior learning to be retrieval – from <b>previous lessons</b>, within the lesson design</li> </ul>	<ul style="list-style-type: none"> <li>Wow starts are included in each unit which gets the children excited about the text.</li> <li>Out of school visits are planned for some units where this will enhance the learning.</li> </ul>
CPD	SEND Adaptations
<ul style="list-style-type: none"> <li>Evidence of CPD undertaken by lead.</li> <li>Attendance at TPAT Geography Forum.</li> <li>Evidence of CPD provided for staff.</li> </ul>	<ul style="list-style-type: none"> <li>Barrier to learning are identified early.# Adaptations made for children who may find recording challenging, including use of technology</li> <li>SEND Adaptations and Speech and Language support for children where speech affects writing sounds.</li> <li>SEND Adaptations specifically for handwriting including pencil grips and use of technology</li> </ul>
Monitoring	Assessment
<ul style="list-style-type: none"> <li>Monitoring schedule in place for Writing</li> <li>Monitoring of planning and/or lesson observations shows that the intended curriculum is enacted</li> <li>There is evidence of children showing knowledge and understanding in books / folders</li> <li>Children can talk about books they have read and about the writing process.</li> <li>Pupil conferencing shows that children can talk through the learning ensuring that the knowledge matches the focus areas in the units taught.</li> </ul>	<ul style="list-style-type: none"> <li>Formative assessment through verbal questions throughout the lesson planned in to assess knowledge and understanding</li> <li>End of unit assessment writing</li> </ul>
Impact	
<ul style="list-style-type: none"> <li>The intended writing curriculum is enacted</li> <li>Children have developed a love of reading and writing and can talk about the process enthusiastically</li> <li>Children are knowing more, understanding more and doing more aligned to end points decided on by school</li> <li>The writing curriculum is accessible to all children</li> </ul>	



**Truro and Penwith**  
Academy Trust