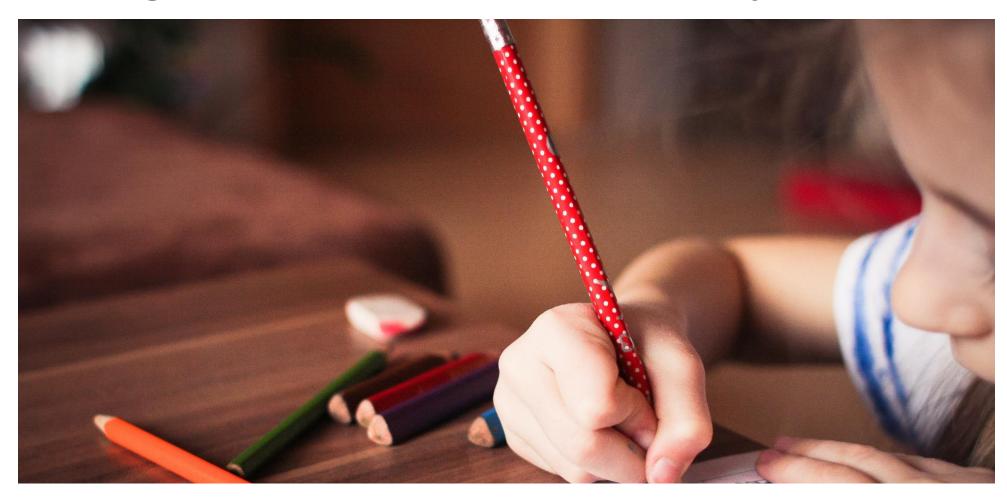


Dandelion Learning

Writing Curriculum Audit Tool – Composition



Writing Curriculum Audit Tool – Composition

Design and Intent	1	2	3	Notes/Actions
An engaging, ambitious and purposeful writing curriculum has been developed by all staff and				
aligned to national curriculum statutory requirements. It is underpinned by research, crafted				
around identified whole school priorities and reflects the school's local context.				
Key research identifying successful elements and strategies to improve writing attainment has				
been explored and disseminated to stakeholders, for example the importance of choice, writing				
for real purposes, use of drama and the importance of talk.				
Research and knowledge of barriers to writing for specific groups of pupils (e.g. boys) are used to				
explore and identify priorities for targeted focus and whole school improvement.				
School leaders keep up to date with new developments in standardised test procedures and				
content to ensure staff and pupils are well prepared for new expectations when developing				
curriculum content.				
Consistency in the organisation of writing is explored, agreed and communicated to all				
stakeholders, for example use of story maps, five part story structure, use of story mountains,				
generic format for non-fiction, etc				
Systems are in place to ensure progression in writing across the whole school is appropriately				
linked to end of key stage attainment. The writing curriculum is coherently planned and				
sequenced to meet the needs of all pupils.				
Implementation	1	2	3	
Writing for real purpose and audience underpin the planning of writing. Writing for a <i>real</i> reason				
in the <i>real</i> world is a key driver in the planning process.				
Talk is a key element underpinning the writing process from articulating and exploring ideas				
through to oral rehearsal and evaluation. Time is explicitly given for talk strategies throughout				
unit planning, for example, opportunities to practise and internalise language through games,				
'talking the text', talk partner response, etc.				
Opportunities for drama and role play are built into teaching and learning both as part of the				
writing process and as performance outcomes.				
A wide range of competitions and events are used to encourage writing for pleasure, purpose				
and audience regularly throughout the year as part of the writing curriculum.				
All staff are confident in their knowledge of curriculum planning for writing and are aware of				
school priorities, class trends and individual pupil needs and interests when developing units of				
work.				
Teacher subject knowledge of different forms of writing in terms of features, structure,				
presentation and language is secure and informs curriculum planning.				

Writing Curriculum Audit Tool – Composition

1	2	3	
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