



Dandelion Learning

Writing Curriculum Audit Tool – Composition



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| Design and Intent | 1 | 2 | 3 | Notes/Actions |
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| 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. | | | | |

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| Training for teachers and TAs ensures that staff are confident with the key elements and expectations outlined in the national curriculum e.g. the emphasis on planning, drafting and evaluating and the application of grammar, vocabulary and punctuation for effect. | | | | |
| Teachers model and discuss their own writing habits and attitudes. Teachers share successes and preferences in writing styles and model use of writing journals. | | | | |
| Shared Writing, especially Teacher Demonstration is evident all classrooms. Teachers model the process of writing talking as a writer and sharing thoughts, ideas and choices in composition. | | | | |
| Teachers have sound knowledge of high-quality texts to support the teaching of writing. Discussion, response and exploration of those texts both as a reader and as a writer is firmly embedded in the teaching sequence. | | | | |
| Teachers and leaders use assessment of writing well to inform provision. An effective whole school approach to formative assessment in writing is evident across the school. | | | | |
| Teachers explore the process of drafting, editing and publishing with pupils. Time for publishing, drafting and redrafting are built into the teaching of writing. Strategies for peer and independent review and reflection are developed effectively as part of this process. Pupils draw on feedback making changes and improvements. | | | | |
| Areas of weakness in writing are swiftly identified and addressed through curriculum development, training and targeted intervention where needed. Whole-school priorities are communicated effectively to all stakeholders. | | | | |
| Regular visits from authors are organised to motivate pupils and to provide a focus for events to explore and celebrate writing for all stakeholders. | | | | |
| Workshops and training are available for parents and governors to experience and explore the writing process and understand their pupils' learning journeys in writing. | | | | |
| Impact | 1 | 2 | 3 | |
| Pupils enjoy writing and view it as relevant and purposeful, a vehicle to communicate their ideas creatively. | | | | |
| All pupils make good progress in writing and this is reflected in teacher assessments. | | | | |
| Pupils achieve well in relation to national age-related expectations in writing. | | | | |
| Pupils enjoy talking about their writing and reflecting on the writing of peers. They are keen to develop as writers and improve the effect of their writing on their reading audience | | | | |
| Pupils are able to respond to writing tasks by choosing the form of writing independently and feel well equipped and confident to manipulate form for purpose and audience. | | | | |
| Pupils' writing across the curriculum is of high quality. Writing is published, displayed and celebrated across the school, for example in poetry anthologies, recipe books, class short-story collections, etc. | | | | |