




Writing - Intent, Implementation, Impact

ASPIRE			
Intent	<p>Writing is a crucial part of our curriculum at Tweeddale. We aim to produce enthusiastic writers who are able to express themselves and communicate their thoughts, ideas and intentions accurately in writing. We aspire for our pupils to develop a full understanding of the features of specific genres and a strong, ambitious range of vocabulary. We aim for all pupils to be able to express their thoughts and ideas clearly and creatively. We strive to develop writers who can confidently use the essential skills of spelling, punctuation and grammar, as well as being able to persevere when editing and improving their writing. The inspiration for writing usually comes from a high-quality text the children have read.</p>		
Implementation	What	KS1	KS2
		<p>See separate document, 'Writing Progression Overview' for a detailed breakdown of how Tweeddale Primary School implements the National Curriculum for writing, across both stages and within individual year groups.</p>	
	How	<p>Regular opportunities for extended writing – at least once per fortnight, including careful planning, drafting and redrafting as appropriate to each year group. Writing opportunities based on quality texts, often from published novels, which usually relate to their termly topic and may cover fiction, non-fiction and poetry. Work is assessed by both teachers and peers, to provide immediate constructive, actionable feedback in order to improve it. Children are encouraged to take part in external writing competitions. Author visits provide the opportunity for children to hear how professional authors go about their work.</p>	
Key Knowledge/Skills	<p>By the end of KS1, children should be able to write sentences by rehearsing them out loud; form short narratives based on sequenced events; spell common exception words; transcribe writing legibly; use basic punctuation and begin to edit their work to improve it.</p>	<p>By the end of lower KS2 (Y4), children should be able to plan and redraft their writing; organise paragraphs around a theme; develop a sense of plot and character; proof read for spelling and punctuation errors; use an existing text as a model for their own writing; join handwriting.</p>	<p>By the end of KS2 (Y6), children should be able to build on LKS2 elements by making more deliberate vocabulary choices; write at length to convey character, atmosphere and setting; use a range of cohesive devices between paragraphs; evaluate their own and others' work and offer constructive feedback; write with a growing sense of audience and suitable levels of formality.</p>
Assessment	<p>Teacher assessment against each year group's writing target checklist (though this</p>	<p>Writing is assessed for accuracy of grammar, punctuation and spelling;</p>	<p>Moderation with year partners and with partner schools in the trust to ensure accuracy of assessment. External</p>



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	may start from Spring or Summer in Year 1).	vocabulary; cohesion and overall effectiveness of the composition.	moderation to validate teacher assessment when selected, in Years 2 and 6.
<p style="text-align: center;">Impact</p>	<p>Quality of Education</p>	<p>Behaviour and Attitudes</p>	<p>Personal Development</p>
	Teachers will be able to use published writing or their own work, both at sentence and whole text level, to provide suitable models that enable all learners to produce writing that is appropriate to the given task.	Children will enjoy writing and see it as a form of creativity, self-expression and fun.	Children will understand the importance of writing as a life skill and be competent, confident and creative writers with a sense of audience.