

Impact

The impact on our children is that they have the knowledge and skills to be able to write successfully for a variety of purposes and audiences by the end of Key Stage 2. This is evident in whole school moderation. With the implementation of the sequential writing curriculum, pupils' knowledge, skills and understanding is developed each year as they progress through different key stage phases. As a result, children become more confident writers and have the ability to plan, draft and edit their own work. By the end of key stage 2, children have developed a writer's craft, they enjoy sustained writing and can manipulate language, grammar and punctuation to create effect. As all aspects of English are an integral part of the curriculum, cross curricular writing standards are transferrable skills into other subject areas within the school; lesson visits and book looks show consolidation of skills and a deeper understanding of how and when to use specific language, grammar and punctuation.

Teachers use formative and summative assessments at specified points throughout the year as an integral part of the teaching and learning process and link it clearly to the children's next steps.

- Formative assessment uses National Curriculum statements (through BROMCOM) and End of Key stage statements.
- Individual Writing portfolios evidence pupils writing development from EYFS through to Year 6 successfully progression of knowledge, skills and understanding within writing.

Teachers use formative and summative assessments at specified points throughout the year as an integral part of the teaching and learning process and link it clearly to the children's next steps.

- Formative assessment uses National Curriculum statements (through BROMCOM) and End of Key stage statements.
- Individual Writing portfolios evidence pupils writing development from EYFS through to Year 6 successfully progression of knowledge, skills and understanding within writing