



WRITING – INTENT, IMPLEMENTATION AND IMPACT

Intent: Ambition and Authorship

At Aston Rowant School, writing is a fundamental pillar of our curriculum. Our intent is for all pupils—from Foundation Stage to Year 6—to become articulate, confident, and fluent writers. We provide a coherently planned curriculum that moves pupils from foundational transcription to sophisticated composition.

Our pupils will:

- Plan, revise, and evaluate their writing with an authorial voice.
- Develop a deep awareness of audience, purpose, and context.
- Master an increasingly wide knowledge of Tier 2 and Tier 3 vocabulary and grammatical structures.
- Leave school with fluent, legible, and speedy handwriting.

Implementation: A Systematic, Text-Led Approach

Our writing curriculum is delivered through a high-quality, text-led approach, ensuring that grammar and composition are taught in a meaningful context.

Early Writing & Transcription

- **Foundational Skills:** Early writing begins with mark-making and progresses to formal letter formation as children begin their phonics journey.
- **Systematic Phonics:** In EYFS and Year 1, we use the Rocket Phonics programme daily. Pupils build from writing individual graphemes to CVC words and eventually short, punctuated sentences.
- **Spelling Progression:** From Year 2 onwards, we follow the National Curriculum spelling guidance. Spelling patterns are explicitly taught, with teachers "tracking back" to address gaps. In Key Stage 2, pupils are grouped by ability to ensure precision in their spelling mastery.

The Writing Journey

- **High-Quality Stimulus:** Every writing unit is rooted in a challenging, high-quality text or rich experience.
- **Modelling (WAGOLL):** Teachers use "**What A Good One Looks Like**" (WAGOLL) to deconstruct genre features. This acts as a scaffold, allowing

children to identify the "ingredients" of successful writing before they begin their own.

- **Mixed-Age Coherence:** In our mixed-age classes, we operate a 2-year rolling cycle. Pupils explore the same core text but are assessed against year-group-specific objectives, ensuring a "no-ceiling" approach to achievement.

Grammar, Punctuation, and Retrieval

- **FERST (First English Retrieval Skills Task):** Every English lesson begins with a FERST task. This ensures that previously taught grammar and punctuation skills are systematically retrieved and embedded into long-term memory.
- **Skills Progression:** All teachers utilise a Skills Progression document to track coverage. Grammar is taught both through discrete focus sessions and through integration within the model text to ensure sophisticated application.

Impact: Mastery and Authorship

The impact of our curriculum is evidenced by pupils who consistently meet and exceed National Curriculum expectations.

- **Attainment:** The percentage of pupils working at ARE (Age-Related Expectations) and Greater Depth is at least in line with national averages.
- **Equity:** There are no significant gaps in progress between different groups of pupils, such as disadvantaged vs non-disadvantaged.
- **Authorship:** Pupils leave Aston Rowant School as proud, articulate writers who can manipulate language to suit a specific audience and purpose.
- **Assessment:** Progress is tracked half-termly via Sonar, using a triangulation of independent writes, "day-to-day observations, and professional judgements.

Inclusion & SEND

We hold the same high ambitions for our pupils with SEND. We follow an "Equal Access" model:

- **Adaptive Scaffolding:** Teachers work with the SENDCO to provide class provision such as word mats, scaffolded planning frames, or assistive technology.
- **Targeted Intervention:** Where gaps are identified, we deploy evidence-based sessions including extra phonics, handwriting support, and additional comprehension groups.