



## WHOLE SCHOOL

Is writing data collected and analysed to determine pupils' attainment in the full range of writing skills and their ability to complete extended writing tasks? Is this compared with national data trends?

Does a focus on writing form part of the School Improvement Plan and Departmental Improvement Plans?

Is there a policy for improving writing skills in all subjects based on analysis of the school's data?

Is current research about the teaching of writing shared with teachers, parents/carers and students (as appropriate)?

## CURRICULUM

During curriculum and extra-curricular time, do all subject areas integrate pupils' writing in a range of purposes and a wide variety of forms? These should include modern digital forms.

Does the school's curriculum promote writing in a variety of ways? This may include using tutor time, lunchtime clubs, drop-down days and library sessions?

Does the subject curriculum time give pupils' time for extended writing and opportunities to teach pupils the writing skills of editing and redrafting to produce writing of 'quality'?

Is curriculum time used to focus explicitly on improving spelling, punctuation and grammar and vocabulary in all subject areas?

In all lessons, do teachers use writing to consolidate students' knowledge and understanding of their subject area as well as promoting enjoyment in their subject?

## STAFF

Do teachers design and set writing tasks which are authentic and have a clear purpose, audience and form (genre)?

Do teachers use the sequence of teaching writing to scaffold the writing process?

Do teachers collect and provide high quality examples of writing to illustrate and deconstruct what good writing looks like?

Do teachers use a consistent approach when assessing pupils' writing using the same marking symbols?

Is talk used as a key strategy for developing writing? Do teachers encourage talk about writing in the classroom? For example, discussing models, generating ideas for writing, writing jointly and then comparing and improving their own and peers' work?

Is writing a rich and varied teaching and learning experience that uses active strategies within a multi modal approach?

Are spelling, grammar and punctuation taught in an engaging and contextualised way within writing to illustrate their effect? It should go beyond simply knowing terms, towards encouraging pupils to enjoy playing with language.

Do teachers explicitly deconstruct example texts, drawing out the language features to develop pupils' knowledge about how to write in that style? Do teachers model the writing process, talking through their writing choices and showing them how to box up a text?

## ETHOS AND ENVIRONMENT

Is the importance of developing writing skills in all subject areas highly visible across the school through displays of a range of writing? This would include pupils' own work with annotations about what makes the writing a success, as well as explicit references to choices about structure, vocabulary and spelling.

## COMMUNITY

Are all teachers, pupils, parents / carers, members of the community used to show how writing is a purposeful and necessary skill? This could be done through participation in cross-curricular writing projects or events.

Does the school's leadership team convince the whole school community of their importance in developing pupils' writing skills, challenging the belief that it is just the job of the English department? This would result in whole-school writing initiatives and a calendar of writing events and activities. It would also result in strong links being made between school, home and supplementary schools.

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