

Priority: A whole-school focus on writing ensures standards are raised, particularly in the EYFS and Key Stage 1 and for boys.

Why is this a priority?

Attainment and progress in Writing at the end of Key Stage 2 is consistently above national figures. However, this is not the case in Key Stage 1 where Writing % are lower than Reading or Maths, or in the EYFS where the fewest number of children achieve their ELG in Writing. According to our assessments across the school, Writing is the least strong out of Reading, Writing and Maths in each cohort.

Particular focus areas for us are writing in Key Stage 1 and in the EYFS and for boys.

Key Stage 1

We continue to maintain a clear focus on fluent transcription skills as the foundation for writing and we use dictation to support this. Pupils' composition, vocabulary and SPaG skills are developed through purposeful daily writing tasks linked to the engaging texts used in our Whole Class Reading lessons. These texts, taken from our Reading Spine, are carefully chosen and regularly reviewed to both cover a range of topics which will have strong appeal to our pupils and to ensure they support focused and relevant writing opportunities.

Whole Class Feedback

Whole Class Feedback is an excellent teaching strategy which effectively identifies key teaching points to improve and consolidate pupils' spelling, punctuation and grammar. This is used from Years 1 to Year 6.

Intervention

Effective, personalised interventions across the school are delivered by experienced staff.

A small Year 6 English Group provides additional support and structure for some children.

In Key Stage 1, intervention supports identified children.

Interventions are closely monitored for impact.

SPaG

We ensure that SPaG is taught discretely as well as through the writing sequence, including exemplars, as well as consolidated and applied across the curriculum.

Exciting and Engaging Texts

Much of our English work, particularly in the EYFS and KS1, is based around high-quality texts.

In KS2, we might also engage the children by writing around their current topic and learning.

“What a Good One Looks Like”

We have a real emphasis on shared and modelled writing to demonstrate how good writing should look and how to create this.

EYFS

Pupils who need support with fine motor skills will be identified and supported.

We will continue to provide a range of opportunities for pupils to practise fluent transcription skills (spelling and handwriting) which are the foundation for their progress in writing. Carefully planned dictation opportunities will support spelling knowledge and segmenting skills without cognitive overload and oral activities will focus on teaching and developing a wide range of vocabulary and composition skills.

Vocabulary

Developing pupils' vocabulary is a whole-school focus. Teachers take every opportunity to explicitly teach and extend this and we ensure that challenging vocabulary is used, displayed and referred to often.

What impact will this have?

Headline data for writing at the end of Key Stage 1 will be in line with other subjects and national %.

Pupils achieve the ELG in Writing at least in line with national %.

The % of boys achieving the expected standard in writing in Key Stage 1 and the EYFS will increase.

Standards in writing will improve across the school.