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| **Objective 1- To further raise standards in writing, closing the attainment gap between reading and writing.** | | | | | |
| **Problem**  *What is the problem?*  *What needs to change?* | **Intervention Description**  *What are essential, non-negotiables of the intervention? What activities and behaviours will you see when it is working?* | **Implementation Activities**  *How will this be done?*  *What blend of activities are required?* | | **How will you know that it is working?**  *Implementation outcomes*  *How will you know that it is working?*  *What will governors see/who will they talk to?* | **Pupil Outcomes**  *How will pupils, teachers, and the school benefit?*  *What do the final outcomes look like?* |
| **Staff**   * Shared and modelled writing is used across the school but school need to embed training from the TaLK Programmes to support writing development further. * Teacher/TA professional development around feedback to improve writing is necessary so that the quality of writing further improves. * Further exploration around structured interventions to support transcription skills are required. * Staff need to consider the emotional and motivational needs of the children.   **Pupils**   * Pupils lack the basic mechanical skills for writing. They need to further develop their transcription skills – handwriting, spelling and sentence construction. * PP, SEND and in some classes boys have less motivation to write. Research shows that children who enjoy writing are more likely to achieve the expected standard.   **Attainment**   * Attainment in writing is often below that of reading. The gap is particularly more evident for the most disadvantaged, SEND and boys especially in some cohorts. | **Further develop a writing community in school**   * Opportunities and purposes beyond the curriculum for children to write are embedded- competitions, creative writing clubs (KS1 and KS2), school newspaper, writing week. * Provide focussed writing workshops in Spring term and children are motivated to write. * Writing is celebrated beyond the classroom and the profile of writing is raised. * Teachers/TAs hold conferencing with children so that children have opportunities to discuss their work. * Children collaborate through mixed ability pairings to review and plan writing. * Short mini-lessons for SEND/PP/ least motivated writers. * The curriculum has opportunities for children to creatively write and take ownership of their writing. * High expectations for writing at all times through the day.   **Handwriting**   * Explicit daily teaching of handwriting following the scheme of work. * Careful monitoring of pupils’ handwriting to ensure accurate letter formation habits, providing effective feedback to promote efficient and fluent handwriting.   **Spelling**   * Explicit teaching of spelling with a focus on phonics and etymology through a new scheme of work. * Effective intervention provided to close gaps (Fast Track phonics Year 3, spelling bounce back, precision teach where appropriate)   **Explicit teaching of the writing process.**   * Consistent approach to writing embedded across the school. * Focus on drafting, re-reading and editing and this is embedded in the writing sequence. * Children gain regular feedback from teachers and peers.   **Feedback**   * Targeted verbal feedback whilst writing improved quality of writing. * Personalised instruction and swift targeted intervention where necessary. * High quality assessment results in adaptive teaching to pupils’ needs. | **Conduct Ongoing Training**   * Additional training and support for TALK Year 6.(through the year) * Training on handwriting and spelling. (September INSET) * Principles of instruction exemplified for writing. * Training on sentence level instruction for staff. * Year 4 and 5 – trial of place value of punctuation and grammar for whole school approach. (Autumn term) * Clear expectation for conferencing and timetabling regular sessions.   **Coaching/tailor strategies**   * English leader to provide additional support with lesson sequencing, modelling writing and timetabling to include new schemes of work. * Senior leaders offer additional planning support where necessary. * Identify expert teachers to provide modelling of good practice of writing and implementation. These teachers to present at INSETs and share books.   **Monitoring**   * Ongoing monitoring of writing in school including handwriting and spelling. * Ongoing monitoring of the TaLK programme implementation to ensure that this is further embedded. * Regular moderation of writing both in house and through external moderation. * LA school adviser to carry out book scrutiny and correlate against pupil discussions/ lesson observations. * SEND/PP lead to focus on writing development to ensure appropriate interventions and adaptations are made. | | **Short term**   * There is an agreed consistent approach to writing and feedback across the school including the teaching of handwriting and spelling. * There is a clear vision for writing that is shared and understood by teachers and TAs. * Children requiring additional intervention have been appropriately identified and intervention in place. * SEND children have appropriate access to adaptations to support their development. * Year 2-6 teachers using Scode to teach spelling. * EYFS- Year 6 teachers are clear about expectations for handwriting across the curriculum.   **Medium Term**   * Pupil conferencing is in place across the school and children are clear about their next steps. * Pupil discussions demonstrate that pupils are more enthusiastic about their writing. * Feedback in lessons has a measurable impact . * High quality formative assessment * Interventions are appropriate and impacting on learning. * Children’ transcription and sentence construction skills are improving. (Book looks)   **Long Term**   * Children are more fluent writers and more able to focus on writing composition. (Standards of spelling and handwriting improve) * The attainment gap between reading and writing reduces. * Pupils are able to celebrate and share their writing beyond the classroom. | **Short Term**   * Increased understanding of the schools approach to the teaching of writing with a clear vision. * Teachers have clear expectations for the teaching of spelling, handwriting, sentence structure and grammar throughout the school. * There is a clear progression and consistent format of lesson sequencing throughout the writing phase that includes planning, drafting, revising, editing and publishing. * Children show increased engagement with writing in school. * The writing environment promotes and celebrates writing.   **Medium Term**  As above plus:   * Regular feedback through conferencing and immediate verbal feedback motivates children to move learning forward. * All pupils see themselves as successful writers. * Pupils receive high quality modelling and instructional practice. * Appropriate interventions have an impact on pupil progress.   **Long Term**  As above plus:   * All students are highly motivated to write and have an accurate understanding of their next steps. * Increased levels of progress for PP/SEND and boys. * There is a clear and consistent use of the writing phase across the school using principles of instruction. * The attainment gap between reading and writing decreases. |
| Evaluation by the Subject Leader | | | Evaluation by the Standards and Effectiveness Committee | | |
| Autumn term:  Next steps: | | | | | |
| Spring term:  Next steps: | | | | | |
| Summer term:  Next steps: | | | | | |

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| **Objective 2 – To raise standards in spelling and to enable more children to feel confident with spelling.** | | | | | |
| **Problem**  *What is the problem?*  *What needs to change?* | **Intervention Description**  *What are essential, non-negotiables of the intervention? What activities and behaviours will you see when it is working?* | **Implementation Activities**  *How will this be done?*  *What blend of activities are required?* | | **How will you know that it is working?**  *Implementation outcomes*  *How will you know that it is working?*  *What will governors see/who will they talk to?* | **Pupil Outcomes**  *How will pupils, teachers, and the school benefit?*  *What do the final outcomes look like?* |
| - Spelling is problematic for some children across books and when analysing tests.  - More children have been diagnosed with dyslexia so consideration needed to be given to how we teach spelling. | - Introduction of the spelling scheme Scode which is a targeted scheme for children with dyslexia. This will be used from Y2 – Y6 for all children.  - Also look at the app squeebles (suggested by specialist teacher). Liaise with SC on this as it is a paid for app. | - Scode scheme used to teach.  - Investigate squeebles. | | - Monitoring of lessons.  - Monitoring of books, both English and across the curriculum.  - Results in KS2 tests. | - Pupils feel more confident with spelling which reduces cognitive overload. |
| Evaluation by the Subject Leader | | | Evaluation by the Standards and Effectiveness Committee | | |
| Autumn term:  Next steps: | | | | | |
| Spring term:  Next steps: | | | | | |
| Summer term:  Next steps: | | | | | |

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| **Objective 3- To further develop fluency in reading.** | | | | | |
| **Problem**  *What is the problem?*  *What needs to change?* | **Intervention Description**  *What are essential, non-negotiables of the intervention? What activities and behaviours will you see when it is working?* | **Implementation Activities**  *How will this be done?*  *What blend of activities are required?* | | **How will you know that it is working?**  *Implementation outcomes*  *How will you know that it is working?*  *What will governors see/who will they talk to?* | **Pupil Outcomes**  *How will pupils, teachers, and the school benefit?*  *What do the final outcomes look like?* |
| - There are areas in school where children are reading less at home so school needs to help to develop fluency.  - Some children don’t have stamina for reading and therefore the KS2 reading test is a real challenge for them. | - Use of the new guided reading structure.  - All classes visiting the school library weekly.  - All classes having novel time each day.  - More children taking part in the autumn reading challenge. | - Guided Reading plan was introduced to staff in Summer Term 2024.  - Monitoring needs to take place to check that the daily routine is being followed. This will be through book look, walk through, talking to children. | | - Standards in reading will continue to develop.  - More children will complete reading challenge.  - Children will be enthused to read.  - All children have a library book. | - Children will develop fluency in reading.  - More children will enjoy reading.  - Standards in reading will improve.  - Children will develop stamina for reading across the curriculum. |
| Evaluation by the Subject Leader | | | Evaluation by the Standards and Effectiveness Committee | | |
| Autumn term:  Next steps: | | | | | |
| Spring term:  Next steps: | | | | | |
| Summer term:  Next steps: | | | | | |