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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.
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| 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: |