

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

Why is this a priority?

Attainment and progress in Writing at the end of Key Stage 2 is consistently well 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 boys' writing, especially in Key Stage 1 and in the EYFS.

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.

Key Stage 1

Topics and tasks are chosen to have a strong appeal to all pupils.

We continue to maintain a clear focus on pupils' vocabulary development through writing tasks planned in response to exciting and engaging texts e.g. Fox by Margaret Wild.

We will provide opportunities to discretely teach, practise and apply SPaG skills needed to be successful across a range of writing genres.

EYFS

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

We will continue to improve pupils' stamina for writing through regular mark making/writing tasks which are appropriate to their current phonic stage.

We will provide opportunities for pupils to apply developing writing skills independently e.g. Busy Books/Writing Journals/Big Write sessions. At the start of the year, this will be supported 1:1 and, as the year progresses, these sessions will be increasingly independent as the children build towards being ready for Year 1.

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, 1:1 teacher-led intervention for two afternoons each week 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.

Vocabulary

Developing pupils' vocabulary is a whole-school focus. Teachers take every opportunity to explicitly teach and extend this and we

What impact will this have?

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

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

Early literacy skills are at the heart of the curriculum across the EYFS.

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