



Intent	Implementation	Impact
<p>For pupils to take pleasure in writing for a range of real purposes and audiences, using skills and processes that are essential for writing: thinking and reading aloud to check their meaning is clear, and have stamina to produce a quality piece of writing.</p> <p>For pupils to practise spellings using phonics knowledge, and develop independent spelling strategies; forming letters correctly and confidently, eventually writing with a joined fluent style.</p> <p>For pupils know and use grammar terminology and punctuation, to talk about their writing and know how their use of grammar helps a reader to understand and enjoy what they have written.</p>	<p>In EYFS we follow the Read Write Inc phonics scheme. Developing a good knowledge of phonics supports the journey to independent writing. Pupils start by writing initial letters, then label using CVC words. Children are then taught how to write captions and then simple sentences.</p> <p>In KS1/2 we use a clear progression through the writing journey, immersing pupils in the text/genre type and teaching them the skills they need in order to write their final outcome. We do this by using a 3 week, three-phase plan- Reading Phase, Toolkit Phase and Writing Phase. High quality WAGOLLS are used. These include examples of grammar we would like pupils to use, examples of key vocabulary used in context and examples of words using the spelling rules and words from the spelling lists from their year group and previous year groups.</p>	<p>By the time pupils leave our school they will:</p> <ul style="list-style-type: none"> <li>• Make good progress in writing and be well prepared for the KS3 curriculum</li> <li>• Have a love for writing and write for enjoyment</li> <li>• Be able to produce written work in all areas of the curriculum to a high standard</li> <li>• Be confident to write for a range of different purposes</li> </ul>

<h3>How children with additional needs are supported</h3> <p>Children are supported in paired or group work          Pre teaching of key vocabulary          Visual aids          Supported by an adult          Individual adaptations highlighted in IPMs/EHCPs e.g use of technology to type</p>	<h3>How more able children are challenged</h3> <p>Exposing children to a wealth of texts by a range of authors, and of different genres.          High quality WAGOLLS drawing upon reading.          Adult modelling          To use vocabulary choices that are considered, deliberate and appropriate.          Writing from the viewpoint of a different character.</p>
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<h3>The focus in my subject this year is:</h3> <ul style="list-style-type: none"> <li>• The teaching of Spelling, Punctuation and Grammar in order to raise outcomes. Due to the higher level of needs in the 2024 cohort, our SPAG results were lower than in previous years.</li> <li>• The teaching of writing to meet the needs of our more able writers, in order to increase the number of children achieving Greater Depth throughout school.</li> </ul>	<h3>Monitoring plans for my subject this year are:</h3> <p>Writing lesson (week 3) learning walks (November 24)          Book looks (February 25)          Writing focus learning walk with English Governor (April 25)          Pupil voice (June 25)          Monitoring of impact of Ashely Booth and Alison Philipson approaches (July 25)          Moderation (school) Spring 25, Cluster Moderation Spring 25</p>
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## Previous improvements and impact

Training of all staff in RWI phonics has supported spelling across the school.

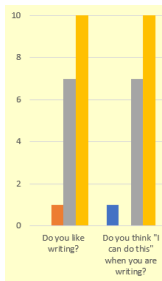
## Current improvements

The teaching of SPAG.  
 Focus on teaching skills to ensure children who are capable of achieving Greater Depth in writing. Identify GD writers  
 Embed the Alison Philipson 3 week writing process in Class 1-3  
 Development of fine motor skills in nursery and reception – low baseline in these areas.

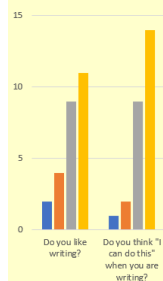
## Ideas for future Improvements

Training for TAs to enable them to feel more confident in supporting children in the writing process – in particular in SPAG.

Class 1

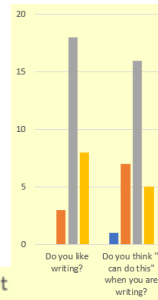


Class 2



## Pupil Voice

Class 3



■ Never ■ Not Really ■ Sometimes ■ Yes a lot

## Data/Outcomes

KS2	ARE Writing	GD Writing	ARE SPAG	GD SPAG
2024	76.9% National 74%	0%	46.2%	23.1%
2023	84% National 71%	16% National 13%	79% National 72%	26% National 30%