

**Reaching for the Stars with our Writing**

As a school we are focusing on raising standards in Writing, as we recognise that this is the area children are struggling with the most. We have put together an action plan as a staff to address this (which will be constantly evolving as we learn) and aim to increase the proportion of children attaining the expected standard in Writing to be more in line with Reading and Maths, and to increase the proportion of children working at Greater Depth in Writing.

We want children to leave us with good writing skills, in terms of their ability to communicate and convey ideas to an audience. We work by the following principles in teaching children the writing process:

* Teach pupils to write for a variety of purposes and audiences;
* Have high expectations and provide an appropriate level of challenge in sentence formation, punctuation and vocabulary.
* Teach pupils to become fluent with handwriting, spelling, sentence construction, typing and word processing;
* Provide daily cross curricular time to write;
* Create an engaged community of writers.

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| **Priority: To increase the proportion of children achieving the expected standard in Writing to be more in line with Reading and Maths** | | |
| Aim | Actions and Timescales | Outcomes |
| Improve children's engagement and enthusiasm for reading, recognising that to be a good writer, you must be a good reader. | \* Increase the opportunities for children to read for enjoyment in and out of school:  1) Daily reading opportunities (quiet reading, peer reading, reading with an adult, guided reading.  2) Launch of new library space (Jan 19)  3) Bromesberrow Book Borrowing Boxes (Sept 18).  4) Reading zones in classrooms (Sept 18)  5) Summer reading challenge (Summer 18)  6) Extreme reading competition (Autumn 18)  \* Supporting parents to help their child become a 'reader for enjoyment'  7) Curl up with a book event, sharing tips for nurturing and encouraging reluctant readers (Spring 19)  8) Book fairs (Autumn 18)  9) Book recommendations on social feed.  10) Continued good dialogue between teachers and parents.  11) Reading certificate presented to children in assembly, showing how we value this.  SW impact (new actions)  12) Introduce to main entrance area SMSC linked text box (Spring 19)  13) Each class teacher to have an agreed box of texts (mix of poetry and prose) for explicit teaching (Summer 19)  14) A recommended box of books for each class, based on 'if you like this one, give this one a go' philosophy (Spring 19) | A school community who understand the importance of reading and how this can in turn improve writing.  Children who are enthusiastic, skilled and broad readers; with these attributes being transferred into their writing.  A communication friendly school, with an environment which provides opportunities to develop reading and writing in a variety of contexts.  Improved ability in writing in regards to:  spelling, vocabulary, grammar and punctuation, imagination and confidence with text types and genres. |
| To learn new ways as a school to encourage reluctant writers into 'giving it a go'. | Invest in training for staff and link with different schools to learn and develop our curriculum and provision (how we teach writing)  1) Staff training event planned for Autumn 2018 (SA), focusing on supporting children to be motivated writers and write at length.  *Actions from: Book approach adjusted (combined topic to Creative Curriculum and improved presentation, text based approach to be further explored).*  2) Training in Communication Friendly spaces to be shared with all staff, and to develop spaces around the school to provide increased opportunity for children to engage with language, reading and writing  (Spring 19).  3) Link with Swindon Village Primary School to share good practice and learn from their 'power of reading' writing approach (Autumn 18)  Specific actions from this:   1. Tailored training for all staff on SW approach (nurturing writing through the power of reading) involving whole school initial training (leadership and staff) and team teaching approach. 2. Introduce key texts and immersive text based approach across the school, building on our current practice. 3. Have a clear teaching sequence, showing expectations and the 'process' of writing for staff. 4. Re-write SPAG coverage across school and share with staff. 5. Re-launch Alan Peat Exciting Sentences 6. Further improve 'journey of writing' in books. | School is open to learn from others and is confident to try out new approaches to 'narrow the gap' in Writing. This will lead to an improvement in Writing outcomes over time.  Children are resilient writers, who make strong, visible progress in writing.  Staff are skilled at planning for writing and have high expectations and aspirations for children, as visible in books. |
| Have a 'developmental' approach to writing in each class, using different strategies to support writing at different ages (adapting to mixed age classes) | 1) Develop a clear 'journey for writing' for the school, showing what we teach and the tools we use for writing in each class/year (Summer 19)  2) Whole school to use Insight Tracker to be able to assess diagnostically where children are at in their writing journey. | Each child's writing needs are supported at a developmentally appropriate level, taking into account:  \*Communication and speaking and listening skills,  \* a strong, systematic approach to teaching writing,  \* opportunities to write across the curriculum in a variety of contexts, for a range of different purposes and audiences.  \* accurate and diagnostic use of assessment to plan next steps, recognise any gaps or barriers in learning.  This will lead to an improvement in Writing outcomes over time. |
| Improve children's speaking and listening skills | 1) Use Talkboost to support children and parents to develop children's confidence in communicating, and developing their vocabulary.  2) Increase opportunities for Helicopter stories in Class One  3) Use of Apple's and Zippy's Friends and new PSHE Association teaching approach to improve children's ability to communicate and be expressive.  4) Opportunities for drama across the school to improve confidence, diction, intonation and enunciation, as well as an awareness of audience e.g. dedicated time for school plays. | Children's speech and language skills are age appropriate and enable them to read and write fluently for their age.  Children's oral storytelling skills and vocabulary to have improved, with a visible impact being seen in their writing. |