



**LANGUAGE TEAM: WRITING**

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*Be part of something*

*Where everyone is welcome, Where learning is fuelled by creativity, Where great things happen*

	All EXS	GDS	Non PP	PP	SEN
Y6 SATS 2024	80%	15%	80%	70%	38%
Y6 (Y5 NFER DATA)	69%	15%	77%	40%	25%
Y5 (Y4 NFER DATA)	59%	18%	66%	14%	11%
Y4 (Y3 NFER DATA)	60%	10%	65%	40%	20%
Y3 (Y2 SATS TA DATA)	60%	7%	75%	33%	27%



**Improve summative assessment scores from Y2-6 in July 2025**  
**TARGET:**  
 Year 6: 73% (44 children) 17% GLD (10 children)  
 Year 5: 62% (37 children) 20% GLD (12 children)  
 Year 4: 63% (38 children) 13% GLD (8 children)  
 Year 3: 63% (38 children) 10% GLD (6 children)  
 Year 2:

	<u>Dec 2024 EXS / GDS</u> Y6 Y5 Y4 Y3		<u>April 2025 EXS / GDS</u> Y6 Y5 Y4 Y3		<u>July 2025 EXS / GDS</u> Y6 Y5 Y4 Y3
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<p><b>ACTION:</b> To improve the provision for SEND - ensuring that quality curriculum adaptations are taking place and that children with SEND are as independent as possible.</p>	<p><u>To be successful</u></p> <ul style="list-style-type: none"> <li>“Focus Five” approach - set children to focus on each English lesson - quality scaffolding.</li> <li>Padlet being used to record SEND adaptations in writing.</li> <li>Grow the Code Charts / Complete the code being used successfully in KS2.</li> <li>No whiteboard policy - no children to be copying from whiteboards. Their book should represent what they CAN do.</li> <li>Promoting the use of SEND resources in classrooms (pencil grips, talking tins and writing slopes!)</li> <li>Consistent monitoring in classrooms and books from the subject leads.</li> <li>Feedback regularly given to staff (TLT)</li> <li>New staff and ECTs to be supported and coached</li> </ul>
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<p><b>Autumn Actions:</b></p> <ul style="list-style-type: none"> <li>13.9.24 writing subject review day: KS1 phonics books, KS1 lesson observations; KS2 book look</li> <li>16.9.24 &amp; 11.11.24 - SEND monitoring</li> <li>18..24 writing input in TLT - feedback from monitoring</li> <li>3.10.24 TA training - SEND adaptations</li> <li>17.10.24 TA training</li> <li>8.11.24 writing subject review day</li> </ul>	<p><b>Evaluations:</b></p>	<p><b>Spring Actions:</b></p> <ul style="list-style-type: none"> <li>17.1.25 writing subject review day</li> <li>10.3.25 writing subject review day</li> <li>17.3.25 Nfer assessments Y3/4/5 - measuring impact on SEND</li> <li>13.1.25 &amp; 24.2.25 SEND monitoring</li> <li>15.1.25 TLT writing &amp; SEND</li> <li>9.1.25 &amp; 27.2.25 TA training - writing &amp; SEND</li> </ul>	<p><b>Evaluations:</b></p>	<p><b>Summer Actions:</b></p> <ul style="list-style-type: none"> <li>25.4.25 writing subject review day</li> <li>12.5.25 Y6 SATS measuring impact on SEND</li> <li>30 6.25 Nfer assessments Y3/4/5 measuring impact on SEND</li> <li>28.4.25 &amp; 9.6.25 SEND monitoring</li> <li>24.4.25 TA training writing &amp; SEND</li> <li>Working with PINS project</li> </ul>	<p><b>Evaluations:</b></p>
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<ul style="list-style-type: none"> <li>8.11.24 - monitoring of use of Padlet to record SEND adaptations</li> </ul>		<ul style="list-style-type: none"> <li>Working with PINS project</li> <li>Review inclusion box resources</li> </ul>		<ul style="list-style-type: none"> <li>July 25 - Effective transition</li> </ul>	
<p><b>ACTIONS:</b> To implement a progressive and effective handwriting scheme across the school - whole school</p>		<p><b>To be successful</b></p> <ul style="list-style-type: none"> <li>Sue Brown to create a page of handwriting for every classroom's English display and for the English @ TMS.</li> <li>ALL adults to ensure their handwriting style to mirror the handwriting scheme (books, displays, etc).</li> <li>Handwriting in KS1 to follow Little Wandle.</li> <li>Handwriting in KS2 to follow TMS scheme for joins.</li> <li>Handwriting books across KS2, which includes 'handwriting paper' when necessary</li> <li>X3 Handwriting lessons a week.</li> <li>Consistent monitoring in classrooms and books from the subject leads.</li> <li>Feedback regularly given to staff (TLT)</li> <li>New staff and ECTs to be supported and coached</li> </ul>			
<p>Autumn Actions:</p> <ul style="list-style-type: none"> <li>4.9.24 INSET - teaching handwriting to whole staff</li> <li>16.9.24 SB to present handwriting crib sheet to staff</li> <li>CE to monitoring pencil grips / size of paper in SEND monitoring weeks 2/3 of Autumn term</li> <li>8.11.24 writing subject review day</li> <li>EYFS LETTER FORMATION family workshop</li> <li>LW update info for website</li> </ul>	<p>Evaluations:</p>	<p>Spring Actions:</p> <ul style="list-style-type: none"> <li>17.1.25 writing subject review day</li> <li>10.3.25 writing subject review day</li> <li>Any thing else?</li> </ul>	<p>Evaluations:</p>	<p>Summer Actions:</p> <ul style="list-style-type: none"> <li>25.4.25 writing subject review day</li> <li>Impact on end of year statutory assessments monitored</li> <li>Any thing else?</li> </ul>	<p>Evaluations:</p>
<p><b>ACTIONS:</b> To ensure high-quality and consistent marking and feedback is happening throughout English lessons.</p>		<p><b>To be successful</b></p> <ul style="list-style-type: none"> <li>Children know what to do to improve</li> <li>Consistent monitoring in classrooms and books from the subject leads.</li> <li>Feedback regularly given to staff (TLT)</li> </ul>			



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		<ul style="list-style-type: none"> <li>All staff to be following the KS1 and KS2 marking and feedback document (Learning @ TMS)</li> <li>Subject leads to create a marking guidance page on the specifics of marking in books.</li> <li>New staff and ECTs to be supported and coached</li> </ul>			
<p>Autumn Actions:</p> <ul style="list-style-type: none"> <li>13.9.24 writing subject review day: KS1 phonics books, KS1 lesson observations; KS2 book look</li> <li>23.9.24 Learning @ TMS is updated with marking and feedback</li> </ul>	<p>Evaluations:</p>	<p>Spring Actions:</p> <ul style="list-style-type: none"> <li>17.1.25 writing subject review day</li> <li>10.3.25 writing subject review day</li> </ul>	<p>Evaluations:</p>	<p>Summer Actions:</p> <ul style="list-style-type: none"> <li>25.4.25 writing subject review day</li> <li>Evaluate Learning@TMS doc for 25/26</li> </ul>	<p>Evaluations:</p>