**Weald CPS Writing Action Plan**

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| **ACTION PLAN** |
| **Key Improvement Priorities:** **Priority 1:** To develop children’s writing in a variety of genres and across the curriculum. **Priority 2:**  Make explicit links between reading, vocabulary development and writing skills.**Priority 3:** Ensure continuity of progression across all year groups by implementing progression map and writing framework.**Priority 4:** Ensure oracy is prioritised, knowing that vocabulary is fundamental to pupils’ progress.**Priority 5:** To support, monitor and evaluate curriculum delivery in each year group. | **Year**2024-2025**Review Date**Sept 2025 | **Lead, responsible for the plan:** Oliver Barter and Mary Heather |
| **Focus on outcomes. Specific, measurable impact on pupils.** | Success Criteria:* Children able to demonstrate increased knowledge, understanding and ability of writing.
* Children increasingly confident in the use of SPaG, vocabulary and reading in progressing their writing.
* Children have opportunities to write across the curriculum.
* Teachers are aware of and understand the progression of writing from EYFS to Year 6.
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| **Intent** | **Implementation**  | **Time Scale****Start and End dates** | **Training/CPD****needs** | **Resources/Costs/Time** |
| Developing pupils’ ability to produce well-structured writing that is fit for purpose and in line with the formal structures of Standard English (spelling, punctuation and grammar (SPAG)) | Quality of teachers’ planning, use of resources and meaningful assessment. Development of children’s writing ability. | Sept 2024- July 2025 | CPD for teachers and leads of English to see good practice | Cost of CPD and any schemes/resources needed |
| Ensure that cross curricular lessons support the development of writing and ensure that writing opportunities within the broader curriculum are fully developed.  | Quality of teachers’ planning, use of resources and meaningful assessment. Development of children’s writing ability. | Sept 2024- July 2025 | Inset/ staff meeting | Staff meeting time. |
| Making explicit links between reading, vocabulary development and writing skills. | Monitor planning and pedagogy. Ensuring a linked approach within Literacy | Sept 2024- July 2025 | Inset/ staff meeting | Staff meeting time.Subject leader time resources |
| Ensure continuity of progression across all year groups  | Develop progression document and writing framework to be used in and across all year groups; share with teachers and monitor.  | Sept 2024- July 2025 | Inset/ staff meeting | Staff meeting time.Subject leader time resources |
| Ensure oracy is prioritised, knowing that vocabulary is fundamental to pupils’ progress | Prioritise book talk and the exploration of texts from YrR to Yr6; providing planned opportunities for developing spoken language in all subjects. | Sept 2024- July 2025 | Inset/ staff meeting | Staff meeting time.Subject leader time resources |
| Review teaching and learning of the writing and establish subject knowledge of teachers and any CPD needed | Quality of teachers’ planning, use of resources and pedagogy. Development of children’s writing ability. | Sept 2024- July 2025 | CPD for teachers and leads of English for resources and to see good practice | Cost of CPD and any schemes/resources needed |
| Continuously assess children to monitor impact and attainment. | Quality of teachers’ planning, use of resources and meaningful assessment. Development of children’s writing ability. | Sept 2024- July 2025 | Inset/ staff meeting | Staff meeting time.Subject leader time  |
| **Monitoring: Impact** |
| **Who** | **What** | **Where** | **When** | **How** | **External Validation** |
| All teaching staff | Quality of Writing learning and teaching. | Whole School.  | Termly:* Planning review
* Book Looks
* Work Samples

Through a lens term 2 focus on writing | Collate evidence of impact in Monitoring Folder and on Arbor. |  |
| **Evaluation against success criteria.**  |