**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. | | | | | | | | | | |
| **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.** | | | | | | | | | | | | |