

Writing 22/23



Subject Intent:

At Sandfield Primary School, we expect all children to write with confidence and accuracy across all genres and various audiences. Children are inspired writers and are able to write using their own creative flair as well recording their ideas with grammatical accuracy and spelling. Children at Sandfield will be exposed to, and use, high level and wide ranging vocabulary choices and will apply all of these skills and strategies across the wider curriculum.

Strengths

- Teaching of early reading in KS1 (OFSTED Report 2022) which supports the early development of writing
- Use of systematic and synthetic phonics programme in KS1, resulting in children developing their stamina in writing earlier
- Consistent use of SPAG terms document written and shared with all staff to ensure consistency
- Help sheets/crib sheets across KS1 and Upper KS2 to support independent writing
- High quality modelled writing in most areas across the school
- Introduction of Letter-Join programme has significantly raised the standards of handwriting in KS1
- WOW experiences to link with writing so that children are writing about what they already know and have experienced
- Use of Wigit and Apple Notes to support children who find writing tricky
- Consistent use of Apple TV across the school so that good models can be shared as well as live opportunities to edit work together
- Clear progression of knowledge and skill in writing

Pupil Premium and SEND

- Progress in writing is poor within this identified group of children – gaps in understanding what a sentence is and use of vocabulary
- Word Aware support group in KS1 to support acquisition of language
- Highly differentiated work in KS2 to support writing in small groups
- Use of Wigit and Apple Notes in supporting children to record their own ideas rather than those of others
- High quality first class teaching supporting all children and modelling use of high level vocabulary
- Use of differentiated support sheets in terms of sentence starters and vocabulary mats to support children in being independent

Areas for Development

- Consistent use of medium planning across the school to ensure all objectives are taught
- Implementation of National Curriculum objective tracker to ensure map the key skills and content being explicitly taught in each genre
- Pushing for mastery in writing through careful planning of genres so that they are explicitly taught and then re-visited where children are expected to write with independence
- Daily handwriting taught in KS2
- A consistent approach to spelling across the school (consulted the trust for further support with this)
- Key spelling and words children should know how to spell are addressed when marking
- Consistent use of feedback and marking sheet to identify progress and identify those children or groups of children who need further support
- Consistent use of Colourful Semantics to support children in the construction of a simple sentence
- Phonics interventions are consistent and that Bug club assessments are being used to monitor progress
- Staff confidence and teacher subject knowledge when teaching writing

Home learning, Parental Engagement + Enrichment

- Use of Seesaw to share children's writing with their families
- Support has been given to parents in terms of how writing is taught at Sandfield (None of our families signed up for this website. Therefore, it was shared via the school website)
- Wow starts carefully planned to support writing, enabling all children to have real life experiences of what they are going to write about
- General uptake of English home learning is low and parents find it very difficult to support their children further at home

Monitoring, Observation and Validation

- Drop ins
- Pupil Progress meetings
- Data drops
- Development and sharing of the children who are falling into the lowest 20% of the class, excluding those children with an EHCP
- SIA visit and subsequent reports refers to the high quality experiences which are used to stimulate writing
- Planning dives to ensure progression in both knowledge and skill
- Regular SLT monitoring of writing to agree next steps and further areas to develop, such as supports, scaffolds and modelled writing

Professional Development Opportunities

- Cross school moderations led by the trust
- SLT writing moderation of children at the EXP standard and those children who are SEND/PP
- Whole staff training
- Peer on peer observations
- CMC completed the Mastery in English course
- Writing Subject Leader course delivered by Primary Lead in Learning Partners

Sandfield Primary School – Curriculum Intent

At Sandfield, we strive to ensure that all children, whatever their background, starting point and life experience, develop a strong grasp of the key learning skills, attitudes and knowledge they need to make an excellent start to their primary education and beyond. Our curriculum is a curriculum for all learners. It is ambitious, broad and balanced, designed to stimulate a love of learning, through challenge, learning together and for all to achieve success. Our curriculum is delivered through carefully crafted experiences of enriching activities, which give children first-hand knowledge, key skills and the rich vocabulary they need to empower their future success.



Writing Data:

	EOY		Aut		Spr	Sum
Y1	66%	7%	55%	7%		
Y2	63%	20%	53%	17%		
Y3	56%	23%	53%	23%		
Y4	77%	30%	55%	26%		
Y5	70%	27%	63%	23%		
Y6	74%	23%	52%	16%		

EYFS (Literacy)

EOY: 69%

Autumn Term: 62%

PP:

Year 6: 3/7 to achieve EXP

Year 5: 2/5 to achieve EXP

Year 4: 4/4 to achieve EXP

Year 3: 1/8 to achieve EXP

Year 2: 1/3 to achieve EXP