

Subject Summary—To develop a rigorous and sequential approach to the writing curriculum which enables pupils to write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.

Links to SMSC / BV

- Competition opportunities.
- Pen licence rewards.
- Links to local writers/authors/poets.
- Diversity in whole text studies.
- Self and peer review.

MER (Monitoring, evaluation and review)

Monitoring demonstrates

- Importance given to subject (4 x weekly writing lessons, GAPS sessions delivered).
- Children supported in developing a range of writing skills so that they can write clearly, accurately and coherently.
- Children are equipped with the basic writing skills they need to enable them to be successful beyond primary school.
- Pupils are identified if in need of intervention.

Next Steps

- Ensure consistent teaching of writing.
- Improve cross curricular links.
- Develop the writing journey from drafting to publishing.
- Embed non-negotiables for writing.
- Review the provision for handwriting.
- Introduce a spelling reward scheme

Pupil voice

Children develop a love of writing and are able to talk about what they have written.

Staff Voice

Staff feedback on structure of writing overviews.

SDP priorities for Autumn Term.

- Subject Leader to observe teaching practice.
- Monitoring of books,
- Identify areas of CPD required and offer support to build staff confidence .
- 'Pupil voice' to check depth of learning and consistency across the school.

Assessment

Teacher judgements during lessons to inform teaching

Termly NTS tests in GAPS

Teacher judgement inputted onto Insight each half-term

Termly moderation events to support teacher assessments

When appropriate, use of scaffolding to support assessment of learners

CPD opportunities for self and staff

- Writing courses
- Writing overviews given to staff each half term.
- External CPD opportunities.

Subject	Children who are not age-related	Explanations for these
Year 1	Xxxx Xxx Xxx xxx	Poor Motor skills. Lack of previous experience with sketching/artistic skills Difficulty following instruction Attention span not great enough to complete task Poor fine motor skills, alongside no spacial awareness within pictures
Year 2	Xxxx xxxx	Poor fine motor skills (cutting) Opportunities to practice cutting are given
Year 3	Xxxx Xxxx Xxxx Xxx Xxxx Xxxx	Corey, Maison and Liam struggle with fine motor skills and Junior has a very negative attitude towards art and presentation which he struggles to be proud of his work. Fine motor skills makes it hard for them to sew and construct Struggles with fine motor skills holding different mediums– usually scribbles Lack of concentration and presentation Children given motor breaks to help with concentration
Year 4	Xxxx Xxx Xxx Xx	Poor Motor skills and resilience Poor Motor skills and resilience Poor Motor skills and resilience Poor Motor skills and resilience Extreme behaviour issues Extreme behaviour issues Poor Motor skills and resilience Poor Motor skills and resilience
Year 5	Xxxx Xxx Xx	Poor Motor skills Lack of previous experience with sketching/ artistic skills/ DT skills
Year 6	Xxxx xxx	Poor fine motor skills, alongside very limited knowledge of sketching and proportion skills (Darwin project) Poor fine motor skills, inability to retain multi-step instructions (Rolls Royce Day– engineering and construction)