



Writing Building an Outstanding Writing School

Key Areas	Strategies	Cost	Evidence for Improvement & Deadlines
1. Sharing of Good Practice	Weekly (10 minute) lesson studies for each teacher focussing on: Modelling, Scaffolding or Grammar (James)	Part of INSET day Cover by LSAs	Expectations set at INSET day. Feedback to be shared at weekly staff meetings.
	Links with other schools to be set up (James initially)	Cover by James	Discussion with other schools about what they use and how effective they are – sharing of best practice - Term 2.
2. Purpose for Writing	New curriculum planning to include opportunities for writing that are linked to projects. (Monitored by James)	Hamilton Trust Website already purchased.	Planning monitoring Term 2 Book monitoring Term 2
	The Boodhun Writing Awards	£15 per ½ term financed by the Boodhun family. £5 by the school.	Quality of writing produced by children trying to get the award.
	Continue with 'Pupil Eye' (Pam)	None	½ termly production
3. Teaching and Learning	Use 'Talk, Text, Try' in a vast majority of lessons.	INSET day	Planning monitoring Term 2 Book monitoring Term 2
	Use of modelling writing.	INSET day	Lesson observations – including observation with Ann Keen (HIP) on March 25 th Feedback from Lesson Study sessions – staff meetings Children interviews – Term 2
	Use of appropriate scaffolding. This is shown by using green print if IT or children to use pens to show starters used etc.	INSET day	
	Continuous focus on grammar. Use of sentence ladders and language.	INSET day	
	Dictionaries to be used in all writing sessions.	INSET day	
	Extended writing opportunities to be available. A usual lesson will allow for at least 40 minutes of writing and longer writing sessions available.	INSET day	

Comment [j1]: Hasn't happened due to time and changes. Will be more important next year with new member of staff.

Comment [j2]: Furneux & Spellbrook. Class 3 done. Class 1 – March. Class 2 TBC

Comment [j3]: Observations etc show interesting topics and approaches to topics.

Comment [j4]: Positive focus for writing.

Comment [j5]: Continuing – excellent quality.

Comment [j6]: Seen in planning and observations. Progress is very strong in writing.

Comment [j7]: Evidence in books and on working walls. Working walls being used by children daily.

Comment [j8]: Done when work is typed.

Comment [j9]: Knowledge of grammar is much improved. Evidence in books, on working walls and displays. The teaching of grammar is embedded in all lessons.

Comment [j10]: Have order Spellits KS2 – long lead time. Still on order.

Comment [j11]: Children able to sustain longer pieces of writing across the school. Children can now easily write for sustained amount of time. Children to use the Albury Author Book to record their end of unit extended writing to ensure that children have this opportunity.



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	<p>Use of fully cursive script to be taught in all classes.</p> <p>Changes to the structure of the day after half term: 9-9.40am – Mechanics (to include reading, phonics and grammar) Playtime 10.45am-11am</p> <p>We have been using Support for Spelling; we would like to raise standards further. We are, therefore, going to follow Spelling Bank document. (Attached for parents to see on the school's website)</p> <p>Collaborative homework to be set in order to involve parents in the writing process.</p>		
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Medium Term Objectives	<ul style="list-style-type: none"> • To create links to local businesses (writing business plans, adverts etc) • Children to enter local and national competitions • Visits – e.g. newspapers etc • Links to local/ children's newspapers 	<p>Unsure</p> <hr/> <p>None</p> <p>Unsure</p>	
Long Term Objectives	<ul style="list-style-type: none"> • Children to win local/ national competitions • Outdoor writing area 	<p>None</p> <p>£6,000 approx.</p>	

Comment [j12]: Special Projects Committee

Comment [j13]: Small hut form EYFS possibly onto field depending on application of funding in different area.

N.B. This is to be used alongside the Reading SDP