

# Wellsprings Writing Action Plan 2022/2023



Strengths from 2021/2022	Areas that need development/priorities for 2022/2023	Areas for 2023/2024
<p>A successful BOOK week was organised that inspired and enthused children across the school. Links with music and PSHE. A visiting musician started the week.</p> <p>Opportunities to participate in writing for a purpose was encouraged. Children across the school achieved certificates in the Somerset Literacy Network poetry competition across the school. Winning child (3<sup>rd</sup> place KS1) attended the Poetry awards (Dillington House) and met with a famous author/poet.</p> <p>Across the school more displays are apparent raising the profile of writing, celebrating achievements and good examples of writing.</p> <p>Although nationally there has been a steep fall in writing standards since Covid, we managed to achieve the national average in SATS.</p>	<ul style="list-style-type: none"> <li>Ongoing priority to <b>create as many opportunities to write as possible</b> to support the development of sustained writing. <i>Short writing tasks to ensure children return to developing their writing skills and enjoyment for writing.</i></li> <li>To reintroduce using the '<b>star writer</b>' key phase books. (Autumn 2022)</li> <li>To reintroduce using the <b>whole school writing homework notebooks</b>. (Autumn 2022)</li> <li>To focus on <b>handwriting</b> FS and KS1. Consistencies across the school. Re-evaluate how handwriting is taught EYFS/KS1. To use the RWI resources for handwriting (linked to Oxford Owl site) to allow for daily handwriting opportunities during RWI sessions across KS1.</li> </ul> <p>FS and KS1 classes to raise profile of what makes a good hand writer (how to hold a pencil, how to sit, formation of letters/families/groups.) To create spaces in classrooms for easy access to writing resources to embed skills.</p> <ul style="list-style-type: none"> <li>To encourage <b>handwriting intervention groups</b> from September across the school.</li> <li><b>Spelling</b> - to evaluate the spelling scheme and the resources. Is it being successfully used across the school? (Westover Green - recommended by Somerset Literacy Network.) Ensure that resources can be opened (KS2) with ICT Leads help. To have weekly spellings on display in classrooms this will embed spelling patterns and ongoing discussion opportunities throughout the week. Year 1 - to encourage spellings are sent home weekly.</li> <li><b>Work scrutiny</b> - to look at cross-curricular writing examples, spelling, handwriting.</li> </ul>	<ul style="list-style-type: none"> <li>To continue to look at handwriting across the school and establish interventions if needed.</li> <li>To continue to create 'exciting' writing opportunities across the school. (visitors, competitions, writing for a purpose.)</li> <li>To encourage 'free' writing using writing notebooks at home. Writing for 'fun!'</li> </ul>

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|  | <ul style="list-style-type: none"><li>• <b>Evaluate with SenCo</b> at <b>new spelling assessment</b> introduced by EPB (SENCo) at SEPT INSET 2021. Can we find age related score to put onto</li><li>• To continue with <b>booster writing</b> opportunities for Y6 and Y2 children (priority)</li><li>• <b>Display</b> - To ensure that in each classroom <b>writing expectations</b> are on display. "What do I need in a good piece of writing."</li><li>• <b>Develop vocabulary</b> - To encourage 'words, words, words.' - Word walls.</li><li>• Continued <b>Professional Development for Y2 and Y6</b> teachers to support SATS. Update training</li><li>• To <b>update English policy</b> (with support from all staff, key stage leads, reading leads.)</li><li>• To <b>establish link with KS2 teacher for Writing.</b></li><li>• <b>Resources</b> - dictionaries/thesaurus - to <b>audit and purchase</b> sets for classrooms (priority KS2.)</li></ul> |  |
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<p><b>To raise teachers' expectations of the quality of writing.</b></p> <p>Improve teaching, learning and assessment further by:</p> <p><b>"Raising teachers' expectations of the quality of pupils' writing in other subjects across the curriculum, including spelling in Key Stage 2."</b></p> <p><b>"The quality of writing across the curriculum is inconsistent."</b></p> <p><b>There are times when pupils do not produce the same standard of writing, particularly spelling in Key Stage 2, which holds some pupils back."</b> OFSTED 2019</p>	<p>To have success criteria for 'great' writing on display in each classroom including grammar posters for year group.</p>	<p>Class teachers</p>	<p>Autumn 2022</p>	<p>To re-enforce the expectations of what is expected in each year group in grammar and writing. To support children, teachers and other adults.</p>	
	<p>To create a word wall - to 'collect' words throughout the year to support developing children's vocabulary.</p>	<p>Writing lead</p>	<p>2022/2023</p>	<p>Writing lead to remind staff about resources available and encourage word walls, opportunities to talk and collect words.</p>	
	<p>To provide writing checklist for teachers to start the 'new' academic year.</p>	<p>Writing lead</p>	<p>Autumn 2022</p>		
	<p>To have folders with examples of writing standards for teachers to access and to encourage teachers to access them.</p>	<p>Writing lead and class teachers</p>	<p>2022/2023</p>	<p>To have access to support development of raising teachers' expectations in writing in own year group but also across the school. To be more aware of standards for year groups before and after own.</p>	
	<p>To provide opportunities for teachers to share writing examples from their classes. To look at writing across their Key Stage but also across the school.</p>	<p>All teachers</p>	<p>Staff Meetings/Key phase meetings</p>	<p>To support teachers awareness of writing expectations for year groups.</p>	
	<p>Share and develop knowledge of writing standards for Year groups across the school.</p> <p>Internal moderation</p>				
	<p>To use the school spelling scheme introduced in Summer 2019. Somerset Literacy Network recommended 'Westover Green Scheme.' Y2-Y6</p>	<p>All teachers</p>	<p>Ongoing 2022/2023</p>	<p>To provide a weekly resource of words to learn.. Consistency within the school/classes/year groups.</p>	
	<p>To encourage Y1 to use the spelling lists (SLN) to introduce weekly spellings.</p>		<p>Throughout the year</p>		

	To check spelling resources accessible and working.	Writing lead and ICT lead	Autumn 2022	Resources downloaded again and with support from ICT lead (notebooks reinstalled onto KS2 computers.)	
	To have weekly spellings on display in classrooms.  Y2 - to use look, say, cover, write check format. Provided also for homework to allow for daily opportunities.	All teachers	Throughout the year	To support the teachers' /adults/children within the room own awareness of spellings that week. To allow for a talking point within class. Visual prompt/reminder.	
	To encourage writing displays (in classes and across key stages) successful writing, star writers. To encourage writing across all curriculum subjects.	All teachers	Throughout the year	To encourage discussion about why writing has been selected for display. Talk about what makes it 'great' writing. Children also encouraged to select writing for display, why are they proud?	
	To resume star writing books - collection of writing across the year that is particularly noteworthy.	All teachers	Autumn 2022	To have a celebration of writing across the school. To encourage why we are saying 'well done' to individuals.	
	To encourage 'enjoyment' of writing after Covid.	All teachers	2022/2023	To resume use of 'writing' homework' notebooks. School to provide notebooks to allow for free writing opportunities at home.	
"Pupils' handwriting skills are not developed well enough or	To continue to use RWI handwriting resources (discussed and shared in Oct 2019) Linked to Oxford Owl site.	EYFS leads Writing leads  All teachers TA's	Ongoing all year  Subscription for Oxford	Opportunities to discuss across the school handwriting. More daily short sessions provided, discussion, and importance placed on	

<p>consistently across the school. At times, this reduces the quality of pupils' writing and the fluency to write legibly and neatly for different purposes."</p>			Owl/RWI (yearly)	<p>handwriting by adults across the school. Good modelling from adults.</p> <p>Interventions set up for children 'struggling' at the beginning of the year with handwriting/letter formation. (Children identified Sum 22.)</p>	
	<p>To ensure that handwriting is high priority in EYFS and KS1.</p> <p>'How to hold a pencil, how to sit, how to start and finish letters, handwriting families leading to simple joining.'</p>	<p>EYFS leads Writing leads</p> <p>EYFS/KS1 teachers TA's</p>	Ongoing all year	Writing scrutiny - look at progress of handwriting during the year.	
<p><b>Review and restructure writing policy</b></p> <p><b>(Work with Reading leads/KS leads)</b></p>	<p>-Review ENGLISH policy to ensure it reflects the vision and values of the school. Look at writing, reading, spelling and handwriting</p>	<p>-Writing lead -SLT</p>	<p>2022/2023</p> <p>Leadership time with SLT, EYFS, KS1 &amp; KS2 leads</p>	ENGLISH policy updated and shared with all staff	
	<p>-Staff meeting to share policy with all staff.</p>	<p>-Writing Lead/Reading Lead/KS Leads/HT -Teachers</p>	2022/2023		

## WRITING

Improve teaching, learning and assessment further by:

**"Raising teachers' expectations of the quality of pupils' writing in other subjects across the curriculum, including spelling in Key Stage 2."**

**"The quality of writing across the curriculum is inconsistent."**

There are times when pupils do not produce the same standard of writing, particularly spelling in Key Stage 2, which holds some pupils back."

**"Pupils' handwriting skills are not developed well enough or consistently across the school. At times, this reduces the quality of pupils' writing and the fluency to write legibly and neatly for different purposes."**

OFSTED - July 2019