

# To raise the proportion of pupils meeting the expected standard in Writing across the school.

June 2018

## Background

- Attainment in writing was particularly low at the end of KS1 in July 2017 at only 55% pupil achieving ARE.
- Pupils had a lack of creativity and stamina for independent pieces of writing.
- Spellings and Handwriting were also key elements that were holding pupils back.

## Success Criteria

- At least 70% of pupils are at or above ARE in writing by the end of the academic year 2017-2018.
- Majority of pupils will make at least 6 steps progress by July 2018.

## Actions

- Provided pupils with more opportunities for writing through a scaffolded approach.
- Explored **Talk for Writing** strategies and developed own planning or where possible incorporated this in existing English Hamilton plans
- Reintroduced a more systematic approach to weekly spellings that followed the phonics scheme of work.
- Introduced **Letterjoin** as a consistent approach to handwriting across the school.

## Results so far...

Year Group	LVA - Spring 2	
	ARE % or above	Progress
REC	12.5	4.5
YR1	82.3	2.6
YR2	72.2	5.5
YR3	44.0	3.4
YR4	60.0	4.2

## Conclusions

- Attainment in in writing for KS1 is good and on track towards end of year targets.
- KS2 attainment is low due to the complex needs of a group of pupils in both Year 3 and 4.
- Attainment in Reception is also low but there will be more opportunities for writing in the summer term so this should increase.

## Future Actions

- Use more **Talk for Writing** strategies.
- Look at developing own English plans that are more creative and engaging with eventually using Hamilton only as a supplement.
- Continue with weekly spellings.
- Continue using and embedding handwriting through **Letterjoin**. Start early in Reception from the onset and not in the summer term.