



Writing - It's what we do!

Measures taken to ensure the continued improvement of writing at SCCPS&N

A bespoke cross-curricular curriculum that has been implemented to ensure all writing units have both audience and purpose to help children place value in writing.

A curriculum design that reflects best practice advice and our high EAL and SEND needs which focuses on developing the tools of transcription before moving onto extended writing. This means focusing on the following in Year 1:

- Letter formation
- Starting and finishing sentences independently.
- Phonetic spelling and red words
- Basic editing (capital letters, full stops and basic spelling)

A bespoke EYFS Literacy curriculum that focuses on developing the following through a combination of continuous provision, enhanced provision and teacher-led learning:

- Muscle strength and gross motor skills
- GPC correspondence
- Composition
- Creativity
- Vocabulary development
- Fine motor skills
- Letter formation

The design of a robust assessment system that focuses on development of skill and opportunity for 1:1 editing prioritising our vulnerable minority learners. This has and continues to be edited based on feedback and is now fully embedded into our practice.

A review of the structure of an English unit to enable time for editing and feedback : Say it, write it, check it, share it

A new assessment and marking policy, researched and refined over time, to increase effectiveness in terms of teaching and learning.

A new behaviour curriculum that encourages good behaviour for learning and a 'ready to write' approach.

Regular, timetabled book looks and lesson drops.

Support for ECT and new teachers using a coaching approach.

Regular writing moderation across phases with opportunities for staff to feedback on difficulties and required CPD both within school with other schools.

Weekly, dedicated non-contact time for our curriculum leaders to allow pupil conferencing and rigorous monitoring and to ensure that our practice reflects the latest guidance.

Up-to-date progression mapping across phases to include EYFS and is divided into purpose for writing to support more focused planning and teaching.

Curriculum leader attends MAT meetings with a local MAT to gain insight into the latest research and best practice.

Home journals have been designed to support independence in writing and help parent's understand the expectations around writing in their child's Key Stage.

Events to inspire writing including Shakespeare Week, the Poetry Week Poetry Slam, World Book Day and national competitions.

The introduction of our research-based reading and spelling interventions.

An EAL group focused on developing vocabulary to support reading and writing.

Weekly Grammer Hammer sessions to cover grammar skills. Identify areas to address in lesson starters and planning.

Visiting Authors and a Booka book fair – Jake the Storyteller also joins us to share his stories

Low risk/High reward writing challenges throughout the year: Writing for creativity, writing for well-being and writing to share.

Introduction of a handwriting scheme and a new approach to handwriting to allow children to develop confidence and independence in presentation and tool choice (see Handwriting – it's what we do for further information)

Improving links with KS3 to support transition.



New Park Road, Castlefields, Shrewsbury, SY1 2SP

Telephone: 01743 351032

e-mail: admin.cathedral@blessedec.co.uk

website: www.blessededwardcampion.co.uk

