

# Priorities: Continue to raise standards in Writing across the school, especially for boys in Key Stage 1 and boys in the EYFS.

## Why have we focused on Writing?

Although attainment and progress in Writing at the end of Key Stage 2 is consistently well above national figures, according to our assessments across the school, Writing is the least strong out of Reading, Writing and Maths in each cohort.

Particular focus areas for us are boys' writing at Key Stage 1 and in the EYFS where there is a difference between boys' and girls' attainment.

## Writing Sequence

We have a real emphasis on shared and modelled writing to demonstrate how good writing should look and how to create this. This is supported by our process for improving writing using rubrics and feedback which is embedded across the writing sequence.

## What are we doing?

### Key Stage 1

In Key Stage 1, we provide 1:1 teacher-led intervention for two afternoons each week during the Spring term to work with identified children. Across the curriculum, there are increased opportunities for writing about the children's own experiences to enable the children to see themselves as writers. Topics and tasks are chosen for their "boy-friendly" appeal.

We are developing the children's use of storytelling language to support their writing.

We have extended our transition arrangements from Reception into Year 1, including creating an outdoor Year 1 area; this was done particularly to support those children who found it more challenging to move from an EYFS environment into Year 1.

### Audience and Purpose

We always look for exciting opportunities to write which are linked, where possible, to the children's final outcomes and exhibitions.

We use engaging "hooks", such as the "Castaway" day in Years 3 and 4 to engage and excite the children, particularly boys, in their writing.

### EYFS

Particular attention is given to "boy friendly" areas which are supported by adults and initiatives are in place to encourage boys to choose to write independently.

There are mark-making opportunities in all areas of the classroom, including outside. Potential learning barriers are identified as soon as possible and appropriate interventions, such as for fine motor control, immediately put into place.

### SPaG

We ensure that SPaG is taught explicitly through the writing sequence, including exemplars, as well as consolidated and applied across the curriculum.

### Intervention

Effective, personalised interventions across the school are delivered by experienced staff.

A small Year 6 English Group provides additional support and structure for some children.

Interventions are closely monitored for impact.

### Vocabulary

Vocabulary is explicitly taught and extended and we ensure that challenging vocabulary is used in our writing exemplars.