

# How Can We Improve Writing In The Early Years?

## Background

- **Whole School Priority:** Developing the use and understanding of vocabulary which will improve attainment and progress in reading and writing.
- Pupil outcomes are improving across Literacy however there are still areas which are barriers to raising this further still. In order to improve we need to conduct a review and restructure the teaching

## Success Criteria

- To raise attainment in reading and writing with a focus on attainment and engagement of underachieving groups.
- To further develop communication skills and language to support enquiry, reasoning and social communication.
- To ensure pupils are able to articulate their knowledge, views and understanding clearly in an age-appropriate way.
- To ensure % of YR pupils working at the expected standard in reading and

## Concerns and Barriers

- Children achieving the ELG for writing dropped to 74% in July 2018.
- Lack of evidence of 'Expected Writing' and insufficient moderation with Y1 teachers to back up judgements.
- Children have entered Y1 with inflated levels and without the necessary skills to tackle the demands of the Curriculum, in turn leading to un-realistic end of year expectations at KS1.
- *"Children should only be writing through child led activities and*

## Actions and Impact

- ~~Staff were able to research~~ to ensure interventions the national average.
- ~~to ensure the potential of the writing they and the children could aspire to.~~ Staff were able to research and Early Years settings, enabling them to ensure the potential of the writing they and the children could aspire to.
- A weekly teacher led writing activity helped children develop a more positive attitude towards writing giving them the scaffolding to undertake more writing activities throughout their free play.
- Staff reviewed topics taught. One new topic 'Monsters and Magic' enthused a number of the reluctant boys to independently write letters and notes back to our mystery visitor.
- 'Fantastics in Foundation' training, focussed on increasing children's range of vocabulary. The children embraced the strategies and have begun to use a greater range of vocabulary when discussing texts.
- The introduction of a Literacy book ensured that all the children's writing was collated in one place and evidence

## Next Steps and Ways Forward

- Final data has not yet been submitted but provisional data is showing the number of children achieving the expected standard in writing is likely to be higher than the previous year's data.
- Some of the children (boys) identified as having speech and

Cohort	No. of Pupils (B/G)	EYFSP	Communication and Language	Boys	Girls	Literacy	Boys	Girls
2018 - 19	42 (22/21)	EEXBA Baseline Data	95%	91%	100%	43%	19%	70%
		End of EYFS Data (National)	93%	86%	100%	77%	68%	91%

- For this to be sustainable, it is important that we:
  - Try to keep the continuity of staff teaching in Foundation.
  - Provide opportunities for FS to visit other settings.
  - Ensure the non-negotiables continue, e.g. Literacy book, weekly adult led writing tasks, moderation.
  - Continually review topics taught and the ongoing provision of the classroom to make it more conducive and inspiring for

Cohort	No. of Pupils (B/G)	EYFSP	Communication and Language	Boys	Girls	Literacy	Boys	Girls
2015 - 16	59 (30/29)	EEXBA Baseline Data	58%	61%	54%	41%	29%	54%
		End of EYFS Data (National)	90%	83%	99%	76% (72.1)	60%	93%
2016 - 17	48 (22/26)	EEXBA Baseline Data	80%	68%	89%	56%	77%	68%
		End of EYFS Data (National)	100%	100%	100%	85% (72.8)	86%	85%
2017 - 18	58 (31/27)	EEXBA Baseline Data	73%	68%	79%	52%	48%	57%
		End of EYFS Data (National)	99%	99%	100%	74% (73.3)	74%	74%