

Improving outcomes in writing, especially for boys

Identification

Actions

Outcomes/Impact

Evaluation/Review/Develop

Year End data shows that the gender gap between the current Y1 and Y3 is particularly high. Y2 and 4 more in line with National.

Identify specific boys in each year group who did not meet age-related expectation last year

Look at School Development Plan agreed by Governors and create English Subject Action Plan for the year

Pupil Voice Survey and Staff Writing Audit

Planning Monitoring/Learning Walks/Book Scrutiny

Focus on securing fine motor, reading and phonics skills, starting in EYFS. Focus on engaging parents with this.

Target setting meeting in Autumn Term with a focus on setting more challenging targets for a small group of boys in each year group who almost met ARE last year

Action Plan focuses on: prompt marking and verbal feedback, improving children's ownership of their writing through editing and half-termly assessment opportunities.

Change the perception of the children that good handwriting is the only indicator of success in writing – focus on planning and editing in every class.

Remodel writing curriculum to include greater emphasis on teacher modelling (shared/guided writing) and Quality Texts.

Phonics workshops for parents have been received positively. Extra time for fine motor activities early on is developing confidence and ability.

Expectations of what these boys could achieve were raised. Extra support (guided writing groups) in some lessons given to ensure they had clear models for writing

Children are more aware of what constitutes 'good' writing and what the expectations are for their age group. Boys have responded particularly well to this.

Children and staff developing a vocabulary of what makes a good writer.

This has been more time-consuming than expected and a tight budget has limited the amount of texts we are able to purchase.

We intend to develop our handwriting policy to ensure fluency of transcription does not hinder boys' progress. EYFS data on writing has been moderated and shows improvement.

We expect end of year data to show a reduced gap between boys and girls in writing. High expectations and focus on certain boys will need to continue next year.

A consistent model for editing throughout the school still needs to be embedded. Half-termly assessment grids have been standardised and show children's progress.

Repeat survey to be completed at the end of the academic year – continue to raise the profile of writing.

Staff meetings have been planned for end of Summer Term and into next year. Teachers enthusiastic about developing the curriculum

My Leadership

Attending CPD on boys' writing, grammar for writing, and creating a whole school writing ethos. Disseminating information gained from these to staff in meetings and through peer mentoring and observation.

Securing extra funding, with the agreement of the Governors, for reading books for our school scheme in order to inspire boys to read a range of inspiring books as a way into writing. Raising the profile of reading by introducing the Reading Half Hour

Leading the creation of a new writing curriculum, based on Quality Texts, with a focus on teaching GPS and composition through immersing children in excellent text models

Raising the profile of writing in the school. Whole school Handwriting Heroes board changed half termly with stickers/names in newsletter. Every class to have a writing wall