

WRITING ACTION PLAN

YEAR 2023/24

PRIORITY: RAISE STANDARDS AND PROGRESS IN WRITING <small>Related to school aims</small>											LEADER: REBECCA STEVENSON		
TARGETS: Specific M easurable A chievable R ealistic T ime-related													
KEY ASPECTS:													
Success criteria	Action(s) to be taken	Who is responsible?	Who is involved?	Start/finish dates	Resources: Time, copying, class assistant etc.		Monitoring of implementation			Evaluation against success criteria			
						Cost/source	How?	Who?	When?	How?	Who?	When?	
Success is:						Cost/source	How?	Who?	When?	How?	Who?	When?	
Understand how staff feel about teaching writing	In staff meeting, ask staff what is working well, what is not working well.	RS	Teaching staff	13.11.23		£0				Take notes about feedback from staff	RS	13.11.23	
Understand what the impact of The Write Stuff is in Yellow Class.	Trial TWS in Yellow Class – at least one fiction and one non-fiction (sentence stacking lessons and independent phase for both).	RS	Rebecca Stevenson Jodie Flynn	09.23 – 12.23		£0	Reflective practice	RS	After each independent writing phase	Compare writing from before/after	RS	Jan 2024	
1. To have completed direct training modules with Jane Considine. 2. A clear view of the guiding principles of The Write Stuff approach.	Training pathway: Flexible access option: 5 day online course www.janeconsidine.com (time commitment = 2 hours per day approx).	RS JF					Training Unit plans	Attendance at staff meeting / INSET					

<p>Each class to set up a writing board: Sentence Stacking board and Plot Point/ Shape board using The Writing Rainbow and lenses.</p>	<p>Provide each staff member with resources for their board to ensure consistency across the school.</p>	<p>RS</p>		<p>Spring 1</p>	<p>Fairly resource heavy initially.</p>	<p>Shade 'O' Meter resources Digital writing rainbow symbols:</p>	<p>Use a staff meeting time to look at each other's displays and feedback.</p>	<p>Teaching Staff</p>	<p>Spring 2</p>			
<p>A marked improvement in sentence structure, cohesion and paragraphing.</p>	<p>Before starting The Write Stuff approach, task the pupils to an independent write. For parity, set up a writing situation where all pupils of differing ages from reception to year 6, write a story relating to the same film.</p>	<p>RS</p>	<p>All teaching staff</p>	<p>Spring 1</p>	<p>A selection of writing photocopied and given to RS to file for comparison purposes at a later date.</p>		<p>Comparison of the initial writing task and writing at the end of a term using TWS.</p>	<p>RS JF</p>	<p>Spring 2/ Summer 1</p>			
<p>The three chunked lesson approach is well established from year 1 upwards.</p>	<p>Pupils have the three learning chunks explained alongside how each chunk is made up of initiate = teacher model = demonstration writing enable = pupil writing.</p>				<p>SL time</p>		<p>Book Looks (work scrutiny) reveal that the pupils have a deep understanding of how effort with word collecting (thinking side) improves the effectiveness and structure of their sentences (writing side). Book Looks show an improvement in the standard of vocabulary used for precision and desired effects.</p>	<p>RS</p>	<p>Summer 1</p>			

--	--	--	--	--	--	--	--	--	--	--	--	--

Overall evaluation of progress:

Further action required:

