

ACTION PLAN 2024/25

Date:	26/09/24	Subject/Focus Area:	Writing	Completed by:	Laura Clayton	
Links to Whole School Development Priorities (please tick the last column to show which priority your subject targets link to)	1. To further embed all aspects of continuous provision in Y1					
	2. To improve reading comprehension skills from Y1 to Y6					
	3. To further enhance children's outdoor learning experiences					
	4. To improve editing, spelling and handwriting from Y1 to Y6					x

Vision statement:

We believe English is fundamental, not only to personal and social development, but also to our ability to understand, evaluate, dissect and disseminate knowledge. Consequently, this is essential in developing the ability to communicate effectively in society. At Markeaton Primary School, we are committed to inspiring a love of reading at the heart of English and we aim to instil a passion and enthusiasm for reading for pleasure in every child. With this at the core of our values, we believe we can provide each child with the opportunity to explore the world around them and widen their experience and imagination through reading. We aim to provide children with the skills to critically evaluate texts and explore the tools and techniques employed by the writer. We want our children to leave Markeaton with a rich vocabulary that provides them with the ability to play and manipulate language; recognising the nuance of meaning and how language can be used for a range of purposes. We want children to have the confidence to be able to communicate effectively and get their meaning across in a variety of situations.



Targets <i>(please highlight any targets which strengthen the connectivity of the curriculum)</i>	Implementation <i>How are we going to do it?</i>					Impact <i>What will be the impact and how will we know?</i>	
Objective	Action(s)	Staff	Resources (costs if applicable)	Start date	End date	Success criteria	Monitoring
To further embed the Spelling with Emile spelling program from Y2-6 to ensure coverage and progression.	<ul style="list-style-type: none"> -Continue SWE and ensure every year group is teaching one taught spelling rule per week and one practise session as a minimum -Target commonly misspelt words (eg HFW but not spelling rule). -All year groups to ensure that they are targeting age appropriate HFW when marking and adding commonly mis spelt words to each child's personalised spelling card in their English books) -Further training from Glen regarding assessment opportunities with SWE -Continue spelling bees -Ensure all year groups are allowing time to feedback to children with spelling as a specific focus this year for N? - One fast four to have a spelling focus 	All staff	SWE £250 annual subscription	Oct 2024	July 2025	<ul style="list-style-type: none"> -Timetabled SWE sessions for Y2-6 -each year group has established a set of commonly misspelt words. -Marking demonstrates commonly misspelt words are being identified and children are responding in green pen. -Children's English books have their own spelling card -SWE data shows that tasks are being set weekly for all classes Y2-6. -English N? have a spelling link where appropriate. 	LC <ul style="list-style-type: none"> -Book Looks -SWE data - lesson observations (SWE/Eng lessons) -Planning scrutiniies -Class timetables

<p>To provide further Letterjoin training for staff to ensure handwriting is being consistently delivered from Y2-6.</p>	<ul style="list-style-type: none"> -English Staff meeting to explore the handwriting app and It's potential. -All year groups to teach x2 explicit handwriting sessions per week. -Writing Moderations to consider handwriting in more detail (one book chosen to show progress across the year) -Presentation awards to have a focus and handwriting presentation 	<p>All staff</p>	<p>Letterjoin Subscription £280 annual subscription</p>	<p>Oct 2024</p>	<p>July 2025</p>	<ul style="list-style-type: none"> -Handwriting book scrutinies -Class timetable 	<ul style="list-style-type: none"> -Handwriting book scrutinies -Class timetables
<p>To raise the profile of editing in the writing process.</p>	<ul style="list-style-type: none"> -All writing planning to have at least 1 lesson dedicated to editing writing. -The editing process to be broken down into the 5 'High 5' elements. -The editing process must include a 'teacher station' where children receive small group guidance when editing. -High Five stamp to be rewarded when children edit their work 	<p>All staff</p>	<p>-</p>	<p>Oct 2024</p>	<p>July 2025</p>	<ul style="list-style-type: none"> -Book Looks - lesson observations (Eng lessons) -Planning scrutinies -Class timetables 	<ul style="list-style-type: none"> -Book Looks - lesson observations (Eng lessons) -Planning scrutinies -Class timetables
<p>To ensure that writing moderation is consistent across year groups and show progress throughout the school.</p>	<ul style="list-style-type: none"> -All new staff and new to year group staff to attend writing moderation training throughout the academic year. -All staff to continue to upload writing moderation examples with their moderation notes to Showbie. -Staff on the training to be given the opportunity to 		<p>-Internal cover where possible. In some cases external cover may be required but this will be kept to a minimum</p>	<p>Oct 2024</p>	<p>July 2025</p>	<ul style="list-style-type: none"> -Staff confidence questionnaire -Audit of moderated pieces of writing. 	<ul style="list-style-type: none"> -Staff confidence questionnaire -Audit of moderated pieces of writing.

	<p>feedback to their year group counterpart.</p> <p>-Writing moderation of a range of abilities and at least 1 PP child.</p>						
<p>Provide further CPD opportunities to enhance teaching staff's knowledge, understanding and pedagogy in this subject or parts of this subject they are less confident with.</p>	<p>Staff meeting time</p> <p>Curriculum family meetings</p> <p>Share opportunities for external CPD eg History Association</p>	LC		Sept 24	Jul 25	Staff will be confident teaching the subject	LC ESH IJ
<p>Further enhance my role as subject leader so that I can use monitoring and overview evidence to improve standards in this subject across school and feel confident in a 'deep dive' or equivalent.</p>	<p>Curriculum family meetings</p> <p>Review of final fours and Mags data in subject lead time</p>	LC		Sept 24	Jul 25		LC ESH IJ

Additional Notes