

Writing Curriculum Impact Statement 25/26



Overall synopsis / developments:

This year we have adopted a new handwriting scheme in Reception that falls in line with our Little Wandle reading scheme. This has enabled us to have a rigorous approach to building those firm foundations in the Early Years. This information has also allowed us identify children who need extra support in a timely fashion and information can be passed over to the new teacher allowing for a smooth transition and seamless approach to supporting those who need the most help. In the new school year, the scheme will be rolled out into Year 1 in September with the hopes of moving into Year 2 early in the year.

KS2 have adopted a new spelling scheme which has proved to work well alongside our writing scheme. This allows pupils to play with words and also the opportunities to practise applying these in their writing tasks. We continue to put a great emphasis on the automaticity of spelling high frequency words to help with the huge cognitive load of writing.

This year was our first full year of teaching writing with Pathways to write which has proven successful. Staff feel supported and are beginning to feel comfortable with the new scheme knowing how to manipulate the resources to fit each classes individual needs.

Subject leadership - CPD, Monitoring and books:

With the release of The Writing Framework at the end of the year Staff have had multiple training sessions lead by the English hub.
Books have become more consistent with the addition of a knowledge organiser for each new core text and a criteria for children in their final independent piece.
We have been asked to visit a local school to help to support them with their English curriculum and another school has reached out to speak specifically about spelling.

Writing in the EYFS:

Our EYFS curriculum has continued to follow a mixture of Drawing Club and Pathways. This year we have introduced Little Wandle handwriting which is working well to support with those early fundamental writing skills.

Data overview for writing

	Reception	End of Key Stage 1	End of Key Stage 2	Whole School
Writing	91.3%	EXS+- 82.8% GDS- 13.8%	EXS+- 77.3% GDS- 22.7%	EXS+- 75.9% GDS- 12.7%

Highlights / Life in all its fullness:

Children's work continues to be displayed in the local community centre.
The children enjoyed writing a whole school story as part of World Book Day.
The whole school enjoyed National Story Telling week ending with a whole school showcase.
The core texts that the children are exposed to cover many different topics across the curriculum and the wider world.
Our school book fair raised enough funds to buy some class sets fo books to support our new English Curriculum.

Pupil voice (including ambassadors)

Children enjoy the texts that we use and enjoy looking at what is next on the whole school display. They like knowing what they are practising for the half term with their English skills.