

Key Priorities
<p>It is Edale's ambition that every child makes excellent progress in their writing and that they leave Edale confident and competent writers. In-year and statutory attainment and progress data is good and improving since the pandemic, especially in Key Stage 2; however, there is still work to do to close the gap to national and for this to be consistent across school. There is also some work to be done to ensure our disadvantaged children achieve in line with their non-disadvantaged peers in terms of progress and attainment. Edale has also been selected to work on the Literacy Priority project based on attainment data from 2021/22. This is an extensive project that develops across the year and will support Edale in ensuring its literacy provision is evidence informed and well embedded.</p> <p>Our priorities will therefore be:</p> <ul style="list-style-type: none"> • To engage with the Literacy Priority project, ensuring that priorities align with most up-to-date evaluations of the school • Phonics will continue to be prioritised and embedded across school using Sounds Write. All children will secure the phonetic code as early as possible. Any children not securing the code by the end of KS1 will continue to be targeted in Y3. We will continue to develop Sounds Write in KS2 by developing the Sounds Write spelling scheme and by training all KS2 staff in the fundamentals of Sounds Write in order for them to be able to best support all children. • Further work will be completed regarding the teaching of explicit sentence structure i.e. teaching that focusses on mastering the art of the sentence before applying this learning to longer pieces. This is to ensure children develop as independent writers by mastering the steps. • Further CPD will be delivered regarding 'shared writing' and 'short burst writing', ensuring that all teaching staff are confident in the fundamentals of these approaches across school. Shared writing and guided writing are both rooted in the principles of Rosenshine (modelling/guided practice) and are therefore well supported by educational research. • Writing interventions and adaptations will be evaluated to ensure that Edale is responding appropriately to those children who are not on track to make good progress • Writing moderation to be conducted termly with other schools to ensure accuracy and consistency of Edale's assessment
Key Actions
Embed and develop the use of Sounds Write across school (KB)
<ul style="list-style-type: none"> a. CPD to be delivered in Autumn term for staff awareness of how phonics is taught in EYFS and KS1 b. Staff training delivered by KB on SoundsWrite in years 3-6 – the soundwrite approach to teaching spelling in KS2. c. Transition to Soundswrite spelling in years 3-6 to take place – year group words lists and expectations to be developed using SoundsWrite manual by KB. d. Additional and new staff to attend SoundsWrite training for daily delivery in year 1, 3, 4 and SEND groups. e. Monitoring of reading to look for evidence of children applying their phonic knowledge and strategies to their wider reading.
CPD and monitoring cycle for 'art of the sentence', 'shared writing' and 'short burst writing' (DM)
<ul style="list-style-type: none"> a. Writing lead to deliver CPD regarding the 'art of the sentence', 'shared writing' and 'short burst writing' b. Monitoring during spring term will focus on implementation of these three strategies to inform summer CPD needs c. Summer CPD to be delivered if required
Evaluation and refinement of writing Interventions and adaptations (DM)
<ul style="list-style-type: none"> a. Writing lead to research most up-to-date writing intervention and adaptation procedures b. Assessment of interventions and adaptations to be conducted across school to assess effectiveness

<p>c. CPD to be delivered to ensure Edale's approach is consistent and in-line with most recent research</p> <p>d. Spring 2 monitoring to focus on effective writing interventions and adaptation</p>		
Regular writing moderations to be conducted within and across school		
a. Writing moderation within and across schools to be conducted 3 times per year (in the second term of each term)		
Milestones		
Autumn 1	Autumn 2	Spring 1
<ul style="list-style-type: none"> Writing lead to research most up-to-date thinking around regarding 'art of the sentence', 'shared writing' and 'short burst writing' SoundsWrite cohort 3 to complete training Basic training for all staff in Soundswrite for KS1 and years 3-6 	<ul style="list-style-type: none"> Writing lead to research most up-to-date writing intervention and adaptation procedures CPD to be delivered regarding 'art of the sentence', 'shared writing' and 'short burst writing' External associate to QA Edale's writing curriculum Writing moderation to take place within school Staff to start using soundswrite approaches with coaching support from KB – teaching polysyllabic words. 	<ul style="list-style-type: none"> Round of monitoring regarding 'art of the sentence', 'shared writing' and 'short burst writing' to be completed – focussing on in-class implementation (shared writing) and outcomes in books CPD to be delivered regarding Interventions and adaptations Sounds Write year group overviews for years 3-6 to be shared with staff.
Spring 2	Summer 1	Summer 2
<ul style="list-style-type: none"> Round of monitoring to focus on effective writing interventions and adaptation – summer CPD needs to be established Writing moderation to take place across another Transform school Monitoring through staff voice to show an increase in confidence in the school's approach to teaching phonics and increase of staff knowledge on how to teach spelling in KS2. 	<ul style="list-style-type: none"> CPD regarding effective writing interventions and adaptation to be delivered if required Round of monitoring regarding 'art of the sentence', 'shared writing' and 'short burst writing' to be completed – focussing on in-class implementation (shared writing) and outcomes in books 	<ul style="list-style-type: none"> Writing moderation to take place across another Transform school Action plan regarding sustainability to be designed