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| **Writing Curriculum Impact Statement 2024** |  |
| **Overall synopsis / developments:**This year we have continued to develop language rich classrooms. One of the main developments is the adoption of Drawing club into EYFS. This is a way of engaging our youngest children in writing through short burst of film and narrative, developing their imagination, vocabulary, oracy skills and ability to sequence stories. This has allowed the children to grasp a good understanding into how a story is structured through settings, characters etc.Higher up school in year 2 we have begun to follow Little Wandle spelling scheme which is a great continuation from the phonics program and is structured well to ensure repetition and over learning are factored into the teaching of spelling. The scheme builds upon prior learning to ensure the children are constantly revisiting the rules which they are taught.A grammar overview has been added to our English overview ensuring that teachers know exactly what grammar objectives are taught throughout the year for each year group. Motor skills activities are factored in to daily routines to help those children who are finding the physical act of writing and the presentational side challenging. Writing across other subjects has been mapped out on our curriculum subject overviews.  | **Writing in the EYFS:**Writing in EYFS has been developed this year with the introduction of ‘Drawing Club’. Alongside this there has been much emphasis placed on children acquiring early writing skills such as letter formation and word writing before developing sentence level work.  |
| **Data overview for writing**Predicted writing percentages.

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|  | Reception | Key Stage 1 | Key Stage 2 | Whole School |
| Writing | 86% | 68% EXS+4% GDS | 89% EXS+22% GDS | 72% EXS+15% GDS |

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| **Highlights / Life in all its fullness:**We continue to celebrate children’s writing through the displays of Edgworth’s Authors in The Barlow Reading Room. The use of our hall displays now showcase children’s writing in many subjects and allows the children to gain a sense of pride where their work in on display for all the children across school to see. World Book Day was used a great opportunity to get the children writing. We wrote a story as a whole school, each class writing a section of the story and the completed story being read in worship at the end of the day. This showcased well the developing skills in children’s ability as they progress through school. |
| **Subject leadership - CPD, Monitoring and books:**The EYFS leader and English leader attended writing club training which has impacted on the change delivery to writing in EYFS.Training has been given to the teacher delivering Little Wandle spelling scheme. Teachers from other year groups have been to observe the teaching of the spelling scheme.Interschool moderation has happened twice this academic year and has proven invaluable to having open discussions with other professionals on standards of writing across year groups and for unpicking trends in difficulties in writing across schools.As a school we continue to have a LA KS 2 writing moderator amongst the team. This year we are also taking part in the LA voluntary moderation where our Year 2 teacher will play a role of helping other schools to make end of year judgments in their Year 2 writing.  |
| **Pupil voice (including ambassadors)**Children feel that they are becoming more confident at spelling. The children love the stories selected for our core texts and these have inspired children to write more at home, creating stories and bringing them in to share with their friends.  |