

## KS1 Action Plan to improve writing 2015 – 2016

Objective	Success criteria	Key levers and actions	Time/staff milestones	Budget resources	Evaluation and review
<p>To increase children's knowledge of spelling and grammar.</p>	<p>Children are using the appropriate spelling and grammar in all written work.  <b>Target for pupils in writing exceeding 70% 2b+</b>            Children demonstrating good spelling habits using dictionaries thesaurus etc.</p>	<p>Phonics teaching to be delivered to differentiated groups. Where possible Y2 children to be working on phase 6 and Y1 on phase 5.            Children to work on spellings each morning in early work. These words to be sent home on Friday. On these spelling sheets words children misspell in the written work to be added as personal words.            Children to have an individual spelling card where personalised tricky words are</p>	<p>JN/CL to review phonics groups Oct 15            Spelling sheets introduced Sept 2015.            JN/CL Spag plan Y2 share with KS1 staff.            November 2015.            KS1 half termly meetings</p>	<p>KS1 staff meetings training.            Relevant training.</p>	<p>Review books.            Observations</p>

		<p>recorded. These are to be kept in caddies.</p> <p>A time table for teaching of SPAG to be drawn up and implemented in Y2 and Y1.</p> <p>A spag starter to take place at the beginning of literacy lessons.</p> <p>Adults to focus on required language for KS1 to ensure children are very familiar and confident with it.</p>			
To strengthen the quality and consistency of marking and feedback so that pupils understand their next	Marking and feedback will be consistent; high quality and focussed on the next steps for learning resulting in	<p>A dedicated time to looking at pupil's individual targets will be introduced where staff work with individuals.</p> <p>All children will be encouraged to get into the habit of looking at targets set and</p>	Jan 2016(after appointment of new staff member)	KS1 staff meeting time	Work scrutiny Dialogue with pupils.

<p>learning steps, they understand more clearly how to improve their work and standards are raised.</p>	<p>outstanding practice that raises pupil achievement.</p>	<p>responding to them. Targets from y2 training will be put in books. Success criteria will be put on all work where pupils self-assess and teachers assess. When appropriate this will extend to peer assessment.</p>			
<p>To improve the quality of handwriting.</p>	<p>Children take pride in their work.</p>	<p>Weekly handwriting lesson introduced. Use of joined script presented by adults. Children self-assessing their handwriting using magic 5. Some neat versions of work produced. Introduction of pens when appropriate.</p>	<p>Team meetings to discuss expectations.</p>	<p>Staff meetings /training. Work scrutiny. Standards applied across all work.</p>	<p>Work scrutiny</p>

To provide opportunities for cross curricular writing.	Standard of writing is the same across all written work. Children understand the purpose of their writing.	Where feasible English lessons will be cross curricular. There will also be opportunities for discreet English teaching to be used in topic. Long term plan reviewed to maximise opportunities for cross curricular learning.	Planning reviewed Sept 15 JN CL CM EV MS	Topic resources eg books So sufficient for English work.	Observation Work scrutiny

### Key Stage 1 development plan for more able pupils

Objective	Success criteria	Key levers and actions	Time/staff milestones	Budget resources	Evaluation and review
To ensure the most able pupils are	<b>The % of pupils achieving</b>	<ul style="list-style-type: none"> <li>The most able Y2 children are working with LL three times</li> </ul>	LL working with pupils	Staff training on Blooms	Ks1 results

challenged.	exceeding is higher than the % exceeding at the end of year 1.??????	<p>weekly in English and Mathematics.</p> <ul style="list-style-type: none"> <li>To highlight some mastery questions on planning using Blooms taxonomy.</li> </ul>	from Sept 2015.	taxonomy. Staff meeting time. Observation planning	
To encourage more independence and stamina in the most able children.	They can work independently producing high quality work.	<ul style="list-style-type: none"> <li>To allow them to start work some works whilst others on carpet and then spend time with them.</li> <li>To give initially short independent tasks and build up.</li> <li>LL to give 5-10 mins independent working time prior to direct teaching.</li> </ul>	CL/JN/LL CM/EV	observation	observation

