

Action Plan- Writing 2025-2026

Impact/success	Actions/processes
Establish a Consistent Whole-School Writing Approach • All teachers deliver writing lessons that follow the school's agreed structure and progression. • Children experience a consistent writing process across year groups (e.g., model → shared → guided → independent writing). • Leaders see greater consistency in planning, books, and teaching approaches across the school	Develop a clear Whole-School Writing Framework outlining expectations, progression, and non-negotiables. Provide staff training on the shared approach, including modelling, scaffolding, editing, and publishing. Monitor implementation through learning walks, book looks, pupil voice, and planning scrutiny. Provide termly refresher training and support for EY/KS1/KS2 teams. Use staff meeting time to moderate writing across year groups for consistency
Improve Pupil Outcomes in Writing Across All Year Groups • More children achieve age-related expectations in writing at the end of EYFS, KS1, and KS2. • Disadvantaged, SEND, and lower-attaining pupils make accelerated progress. • Pupils write with greater stamina, accuracy, fluency, and independence.	Ensure that there are daily writing opportunities across the curriculum (short writes, sentence-level tasks, vocabulary work). Establish clear writing sequences using high-quality texts to inspire purposeful writing. Provide targeted interventions for pupils below age-related expectations (handwriting, spelling, sentence structure). Track writing progress half-termly and respond promptly with support groups or adjustments to teaching. Ensure teachers use assessment to plan for gaps in grammar, vocabulary, and transcription skills Focus interventions which tackle identified areas for specific children Use plan, do, review to assess the impact of interventions Audit of staff experience in phonics Delivery of tailored CPD for staff

Strengthen the Teaching of Vocabulary, Grammar, and Sentence Construction • Pupils demonstrate a wider range of vocabulary in their writing. • Grammar and punctuation knowledge improves and is applied consistently in independent writing. • Sentence-level fluency improves in all year groups.	Introduce whole-school daily/weekly sentence-level activities (e.g., Sentence Stacking, Daily Write). Implement explicit grammar teaching linked to writing units—not just taught in isolation. Provide CPD on modelling sentence construction and using scaffolds effectively. Develop a progressive vocabulary across subjects to embed ambitious tiered vocabulary linked to key vocabulary within other subjects. Ensure classroom displays and working walls support vocabulary, sentence structures, and writer’s techniques. Embed consistent planning scaffolds (story maps, boxed-up plans, paragraph grids).
Improve Pupils’ Ability to Plan, Edit, and Improve Their Writing • Pupils demonstrate improved independence when planning, writing, and revising their work. • Books show clear evidence of editing, redrafting, and improvement over time. • Children talk confidently about the writing process and how to improve their work.	Teach explicit editing lessons, using coloured pens, success criteria, or checklists. Provide modelled and shared writing sessions Train teachers to use live marking and verbal feedback to support real-time improvements. Celebrate polished writing through publishing, displays, and sharing with audiences
Develop Teachers’ Subject Knowledge and Pedagogical Expertise in Writing • Teachers demonstrate stronger subject knowledge in grammar, text types, and writing progression. • Early Career Teachers and support staff develop confidence and skill in teaching writing. • Teaching becomes more precise, resulting in improved pupil progress	Deliver CPD on key aspects of writing, such as modelling, vocabulary instruction, and grammar progression. Provide coaching, peer observations, and mentoring focused on writing instruction. Use external expertise (e.g., English Hub, literacy consultants, other schools) to strengthen practice. Ensure termly staff meetings dedicated to writing moderation to align expectations. Develop a resource bank with model texts, sentence stems, exemplars, and planning templates

Strengthen Early Writing Foundations in EYFS and KS1 • More children enter KS2 with secure transcription and composition skills. • Early writing reflects secure phonics knowledge, improved fine motor development, and clear sentence structure. • Year 1 pupils write with increasing independence and confidence	Provide daily / regular fine motor and gross motor development opportunities in EYFS and KS1. Align early writing with the school’s phonics programme to ensure consistency. Embed daily sentence-level activities in Year 1 to support transition from early writing to extended writing. Implement targeted early writing interventions for pupils who fall behind. Ensure environment enhancements (mark-making areas, writing prompts, vocabulary charts) support early composition
Promote Writing for Purpose and Enjoyment • Pupils are enthusiastic and motivated writers. • Children understand different audiences and purposes for writing. • A writing culture is visible across the school, celebrated and valued	Use high-quality literature and cross-curricular writing opportunities to inspire purposeful writing. Introduce regular writing celebrations (author visits, writing competitions). Develop engaging writing projects (newspapers, blogs, letters, stories, scripts). Ensure every classroom has an attractive, accessible writing area or writing wall. Share children’s writing widely—in assemblies, newsletters, and displays