


Writing units based around quality texts which expose and enable children to use ambitious vocabulary in their own work- teachers are now developing their own	Children's writing skills built up gradually –spiral curriculum allows for a deepened understanding	Cross curricular links ensures the profile of writing remains high across all subjects and often reflect off-site visits	<i>Whole school assessment gives a clear picture of writing development against NC targets</i>	CPD for teachers ensure high quality teaching— strong links with Mark Smith
Learning in Writing is learning applied across the curriculum – Quality writing reflected in Topic, Science and PSHE lessons/ books .	Progressive differentiation enables support, challenge and high aspirations of all	Text type progression— Updated so each year group has at least two text types to master through the year as well as building on from previous years.	Children's writing is displayed in each classroom and around school to raise the profile of the subject	78% of children leave Foundation Stage with GLD (2019 Exit Data)
Fortnightly extended writing lessons enable children to demonstrate their understanding and show off their competence	<h2 style="color: white;">Writing at Spring Vale</h2> <h3 style="color: white;">What does it look like?</h3> 		80% of children leave at EXS+ Y2 with 20% at GDS (2019 Exit Data)	
Monitoring and book trawls across school demonstrate writing is consistently 'good' and often 'outstanding'	Pupil Voice suggests children 'enjoy writing' and are extremely proud of their 'Big Write' books	Pieces of writing are celebrated in 'Subject Well Done' assemblies and shared around school	Targeted year groups and pupils have benefitted from quality teaching via National Tutoring Programme	97% of children leave at EXS+ Y6 with 36% at GDS (2019 Exit Data)
Writing Policy updated and shared on website	Tracking of PPG children in this subject ensures most disadvantaged children are in line with their peers	Talk for writing activities created and shared – consolidation and progression of key vocabulary	Use of partner talk and peer assessment enables all pupils to progress and deepen their understanding	Strong links with Local Authority during Moderation process have ensured assessments are accurate