



Writing

Subject Leader Report 2024-2025



Subject Leader: Gemma Walton

Autumn Term

This term, the Writing Lead has undertaken a range of activities to monitor and enhance the quality of writing across the school. These have included lesson observations, learning walks, book monitoring, and discussions with children to assess their progress. From this, there has been a clear focus on developing and improving the teaching procedures, which has led to important changes in the planning and delivery of writing. Whole-school training has been delivered to ensure all staff are supported in implementing these changes effectively.

EYFS (Reception and Nursery):

In the Early Years, children have been building the foundations of writing by developing their fine motor skills and letter formation. They are working hard on their pincher grip, which is crucial for holding writing instruments correctly. The children are making excellent progress in forming letters and writing simple CVC words and sentences. The high quality provision and engaging learning environment in the Reception and Nursery classes have enabled pupils to access writing consistently as part of their continuous provision and play.

KS1 (Year 1 and 2)

In Key Stage 1, the children have made significant progress in their ability to form letters and numbers correctly, with a particular focus on distinguishing between lower case and capital letters. The children are now confidently using their phonics knowledge to write words and are demonstrating a growing independence in writing simple sentences, with an emphasis on using capital letters, finger spaces, and full stops. Year 1 pupils have been engaged in writing about *Toy Story*, using adjectives to describe characters like Woody, and creating detailed missing posters in hope of finding him. Year 2 pupils have used their historical knowledge of Rosa Parks to write narratives about her impact on civil rights, demonstrating an impressive connection between writing and their broader learning.

LKS2 (Year 3 and 4)

In Lower Key Stage 2, the children have been exploring a variety of sentence types, with a focus on creating more complex and compound sentences. In Year 3, pupils have developed their use of direct speech, using this technique to retell parts of the story *Orion and the Dark*. In Year 4, children have been working on understanding and using main and subordinate clauses, which they applied to write engaging diary entries in the style of Mole from *Wind in the Willows*. The children's ability to use these grammatical structures has enabled them to produce more thoughtful and intricate pieces of writing.

UKS2 (Year 5 and 6)

In Upper Key Stage 2, the children have been working on enhancing their writing through a deeper understanding of stylistic devices and the structure of different writing genres. Year 5 students have explored the stylistic features of newspaper reports, particularly focusing on reported speech. They applied their learning by creating their own newspaper reports based on the class text, *The Man Who Walked between the Towers*. Year 6 pupils have worked on using relative clauses and conjunctive adverbs to add detail and variety to their writing. They applied these techniques in writing a detailed newspaper report about a pirate invasion on-board a cargo ship. The children's ability to integrate these more advanced grammatical structures has significantly enriched the quality of their writing.

Next Steps



Writing

Subject Leader Report 2024-2025



Looking ahead, our focus in the next term will be to continue developing staff knowledge and expertise in the changes made to the planning and delivery of writing across the school. This will be supported by additional Continuing Professional Development (CPD) opportunities and further subject leader support. We aim to ensure that all staff are confident in applying these changes and that the quality of writing continues to improve across all year groups.

