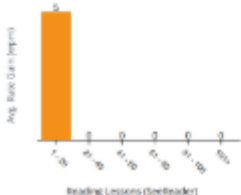
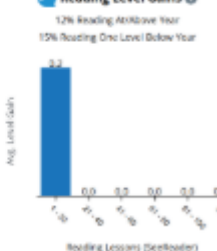


Area for Improvement	Changes	Impact																				
Handwriting Pupils were not developing sufficient automaticity in handwriting.	Introduced books with handwriting guidelines in EYFS and KS1. Pupils in year 2 now undertake a handwriting check in the middle of the year to inform their progression. Pupils who need extra support with handwriting in KS2 use handwriting guideline books and complete handwriting intervention. Each class has the handwriting alphabet on display.	Handwriting is closely planned according to the needs of the class. Summary of impact by the May assessment point: <table><tr><th></th><th>5 or more incorrectly formed letters</th><th>3-4 incorrectly formed letters</th><th>1-2 incorrectly formed letters</th><th>All letters correctly formed</th></tr><tr><td>Check 1</td><td>60</td><td>30</td><td>7</td><td>3</td></tr><tr><td>Check 2</td><td>24</td><td>24</td><td>48</td><td>3</td></tr><tr><td>Impact</td><td>-32%</td><td>-6%</td><td>+41%</td><td>+/- 0%</td></tr></table>		5 or more incorrectly formed letters	3-4 incorrectly formed letters	1-2 incorrectly formed letters	All letters correctly formed	Check 1	60	30	7	3	Check 2	24	24	48	3	Impact	-32%	-6%	+41%	+/- 0%
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Reading Fluency Children’s reading fluency was impacting their ability to comprehend what they were reading.	Following a successful trial, we bought into the Reading Plus adaptive literacy programme to provide individual reading support to children in Key Stage Two. https://www.readingplus.com/ Control the game	Impact of use of Reading Plus for one month on a class. Silent Reading Fluency Gains +5 wpm Average Rate Gain 31% Reading At/Above Rate Target  Reading Level Gains 12% Reading At/Above Year 15% Reading One Level Below Year 																				
Teaching of Reading Teaching of reading focused on teaching the domains in isolation.	Moved to the <i>Are You Really Reading?</i> approach for reading comprehension lessons.	Expected standard All pupils - Reading expected standard <table><tr><th>Year</th><th>Cohort</th><th>School</th><th>National</th><th>National distribution banding</th></tr><tr><td>3-year</td><td>144</td><td>72%</td><td>74%</td><td>Close to average (non-sig)</td></tr><tr><td>2025</td><td>54</td><td>80%</td><td>75%</td><td>Close to average (non-sig)</td></tr></table>	Year	Cohort	School	National	National distribution banding	3-year	144	72%	74%	Close to average (non-sig)	2025	54	80%	75%	Close to average (non-sig)					
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Standards in Writing Children, especially those with SEND and disadvantaged backgrounds, struggled to write independently across a range of genres.	Introduced the gradual release model based on explicit teaching of SPaG skills, a modelled write and an independent write. ‘Extracting the plot’ was introduced to support children in structuring their writing. ‘Feed it forwards’ sessions enable a gradual release approach to modelling ensuring children have the skills to independently edit	All pupils - Writing expected standard <table><tr><th>Year</th><th>Cohort</th><th>School</th><th>National</th><th>National distribution banding</th></tr><tr><td>3-year</td><td>145</td><td>70%</td><td>72%</td><td>Close to average (non-sig)</td></tr><tr><td>2025</td><td>54</td><td>81%</td><td>72%</td><td>Above (non-sig)</td></tr></table>	Year	Cohort	School	National	National distribution banding	3-year	145	70%	72%	Close to average (non-sig)	2025	54	81%	72%	Above (non-sig)					
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	and improve their own writing.	
Writing Assessment We had trialed a number of writing assessment options and none felt a good fit for the school or worked with our assessment system.	Sheffield Stat writing assessment allows us to assess both children working with age related and below age related for their year group. It gives a numerical value which makes data input easier and more precise.	Staff voice "The Sheffield Stat assessment scores help me track writing progress more precisely across the school. I can target specific skills for specific children or cohorts when it comes to pupil progress meetings," data and assessment lead.
Reading Aloud at Home Paper reading record were	Introduced the use of the Page Ticker app to record reading aloud at home and at school.	Parent voice "Page Ticker makes it so much easier to record reading. My son loves building up his reading streak," year 5 parent.
Writing Planning Documents There was inconsistency around how pupils were planning their own writing.	A tight and loose approach to planning documents – teachers can create planning documents according to the genre but they must include planning space for vocabulary and SPaG.	Pupil voice - "I plan out my grammar features so I don't have to think of them when writing. My plan guides what I will write," Year 5 pupil.
Oracy Children struggled to articulate their answers and talk about their experiences.	We introduced 'talk tactics' and grouping structures from the Voice 21 foundation. We use oracy foci on our recognition boards in classrooms.	Staff voice - "Children are much more confident explaining their answers now. They listen well to one another and understand how to build on the ideas of others," Year 3 teacher.
Teacher Workload Teachers felt they were spending a disproportionate amount of time marking	Key progress indicators were added to the top of writing knowledge organisers. Teachers now highlight the key progress indicators that have been evidence in an outcome 2.	Both formative and summative assessment tasks in writing take significantly less time.