



Key Issue: AI Writing data is lower than we expect, affected by spelling which has not seen the specific teaching that other elements of writing receive. **Data:** The average percentage for pupils who scored 75% or above in their termly spelling test was only 25% in Summer 2024. Y6- Spelling average of 13/20 in 2024. This also reflected in class writing pieces

Context / Position Statement: Writing moderation in Y6 (June 2024) was a positive experience in which writing at Wycliffe was praised as being of a high standard compared to other schools in the area. Grammatical content, handwriting, creativity and vocabulary are of a high standard across school. Writing expectations are high but we have new staff and staff in new year groups as of September 2024. Spelling remains an area where we see less robust teaching across school.



PROBLEM - WHY?

INTERVENTION EVIDENCED INFORMED PROCESS DESCRIPTION – WHAT?

IMPLEMENTATION ACTIVITIES - HOW?

IMPLEMENTATION OUTCOMES – (who, when, how)

FINAL OUTCOMES

1) Staff

Staff who are new/new to year group will be unable to confidently articulate or evidence why they made specific writing judgements. Not all staff understand the strict writing expectations needed in the moderation process – particularly with regards to spelling.

2) Students

Pupils' attainment and progress in writing is the lowest out of RWM bringing the combined scores down. Pupils do not consistently apply phonic rules to their spellings. As a result, because this is not reminded or embedded, pupils forget by upper KS2. Girls outperform boys

3) Spelling

After Y2 Phase 6 phonics, spelling is not taught specifically as a lesson. Spelling of common exception words are weak and not picked up on. Year group expectations are weak also. Spelling was a particular weakness for a large proportion of Year 6 pupils in September 2024 highlighting an issue across school.

PP: This group need tracking by CH to ensure they are not at a disadvantage to others.

Active ingredient 1

RB will attend training led by Allison Phillipson and Cathy Lynch for writing subject leaders in the Autumn and Spring terms. RBB will attend training specifically focused on expectations for writing in Y6. Writing moderation process in Y6 and Y2 recently has upskilled teachers in these year groups.

Active ingredient 2

Phonic rules to be taught alongside spelling rules on a weekly basis so that children understand the spellings that they are being given to learn.

Active ingredient 3

Spelling lessons/spelling resources will be a focus for 24-25 academic year. The use of spelling frame will be explored further to be used effectively for staff and children. Teachers 'teach spellings' - spelling packs. Analysis of spelling results by CT must take place and be tracked by RB.

Active ingredient 1

Training to be rolled out to all staff using powerpoints provided by Bradford training services- **to promote a better understanding of the writing expectations.**

Active ingredient 2

Track the progress made in spelling tests over the year- **specifically highlighting PP-interventions recommended as a result.**

Active ingredient 3

Workshop for parents on the use of spelling frame, ways to support learning spellings, patterns behind spellings and importance of spellings.

Spelling folder provided for all teachers to support them with a scheme for taught spelling lessons.

Spelling to be a focus for morning work/flashback grids/English lesson warm ups.

Additional resources for English lessons- compulsory CEW word mats.

Short term

- All staff will know what moderation looks like through CPD led by RB and DB. Moderation experiences shared with all staff so the expectation is consistent across school. ECTs/new staff will have a good grasp of what APL looks like. **All staff will know their PP children and their writing targets.**
- Spelling warm ups will be seen
- Parent workshop will have taken place in the Autumn term
- Spelling Frame is used consistently across school in a purposeful manner.

Medium term

- After training, autumn data is accurate- a sample moderated by RB/DB. Specific writing/spelling targets provided for the Spring/Summer term. **Staff can articulate the data for PP children and other groups/sen/GT.**
- Spelling packs are being used to teach effective spelling lessons on a weekly basis.

Long term

- Summer 2024 Staff and children will be able to articulate how English is assessed with an understanding of the importance of spelling as part of this.
- Writing data begins to show an upward trend.
- Staff and children will articulate pride in reaching their spelling targets. Weekly spelling scores will be higher on average in the Summer term that previous terms. Hot writes will show an application of spelling rules with underlined CEW/HFW as writing moderation requires.

PP: All staff need to know their PP cohort and be able to access their data with ease and share evidence of intervention to support improvements.

Short term by end of Autumn Term 2024

All staff can use APL to moderate accurately and support peers in doing the same thus ensuring moderation accuracy and trust wide similarities. An understanding of the importance of spelling when assessing writing will be shared by the majority of teaching staff. Pupil performance reviews will see staff talk how they will ensure FFT50 is met – spelling and written work after 1st data drop **including any interventions/specific plans for PP chn who are not on track to achieve FFT 50.**

KS2 Children will be able to talk about spelling rules that they have learnt and application of these rules will be seen in written work.

NERF/SATS papers will give a baseline to measure spellings targets then to be set. **Each child will improve by 5 words each testing drop. Overall average percentage for achieving 75% or above on termly spelling tests will be higher than 2024's 25%.**

Medium term Spring 1 2025 All books show fidelity to use of APL to enhance learning as well as new spelling systems. **CEW underlined in work and warm ups directly match the weekly spellings that have been given. Spelling Frame engagement is high.**

Moderation by SLT will evidence: Staff are confident in their assessment and planning for written work and can clearly articulate this. **Pupil reviews show progress in writing for all Year groups – set after 1st DATA drop but essentially for 9 points progress over year at least or match FFT50. Interventions evidenced by staff for those failing to flourish.**

Spelling moderation of weekly and end of year tests will show improvements across all classes. Pupil reviews will see improvements in spelling results, measured weekly and at data drop and Y6 results going from AVE score of: 11.9/20 correct in 2023 to average of : 17/20 in 2025.

Long term Summer 2025 Improved writing results throughout school that show good progress year on year with end of year showing the gap between FT and in house data is diminishing. Y6 Spelling test results will be at or above aspirational target of average score 17/20. Y6 spelling test results will reflect accurately with writing judgements meaning that Y6 Writing data will be higher than last year's 63% attainment.

PP – gaps across all year groups (PP v NPP) for RWM will be diminishing – data to come after testing.

Spelling: **PP: The gap between PP and non PP will continue to diminish; case study to undertake.**

Ingredient	Progress in Aut term	Spring term	Summer term
Training for leaders to be cascaded			
Weekly teaching			
Moderation and impact of teaching			
Pupil premium data tracking			