

Communication
Thought, Articulation, Script



Overall aim

Expanding children's ability to convey their thoughts and words effectively

Using action research to develop pedagogical thinking and improve outcomes for all

Strategic aim	Key tasks	Accountabilities, timescales and measureable milestones						Desired impact	Evidence
		T1	T2	T3	T4	T5	T6		
C1. To embed a consistent teaching sequence which supports children in extended writing across the genres	a. PDM on the teaching sequence and extended writing b. Change the layout and format of the PPA room to support the planning process c. Set expectations of what PPA is. Work with year group leaders to set expectations so that team moderation is happening on a regular basis d. Every half term each year group to photocopy one piece of writing to go in the writing file which will be kept in the PPA room e. Monitor the teaching sequence across all key stages to ensure progression across year group f. In first two terms have regular monitoring of writing in books with a focus on boys in phase meetings - high expectations set g. Review texts used across the school and make effective changes h. Using the bank of learning in the extended write folder, produce a whole booklet of writing examples i. Plan for children to do a free write once a term. Children to be given a map/plan. j. PDM to introduce the above	a. INSET 04.09.17 CD/LW/ AG/KP c/d. Phase meeting Phase leaders/ AHTs LW to check e. 09.10.17 - 16.10.17 g/h. Phase meeting Phase leaders /ET i. ET		29.03.18 b. Move HB/DE/JL				<ul style="list-style-type: none"> Teachers to plan a sequence of lessons that will lead to children being able to produce an extended piece of writing Staff will use the new PPA room to inspire creative and useful discussions to support the planning and assessment of children's writing Staff will use the extended write folder as a reference when planning Staff will receive feedback in the first half term related to their use of the teaching sequence During weekly phase meetings staff will look at writing in books High quality and current texts will be 	<ul style="list-style-type: none"> PDM slides Year group planning A new PPA room Whole school extended write folder Lesson slides Written feedback from observations and monitoring cycle Work in books Displays of process and outcomes Curriculum document, displays of core texts used A published booklet of exemplar writing pieces Class folder to include each child's 3 pieces of free writing

								<ul style="list-style-type: none"> used across the curriculum Staff will be confident and know the expectation for writing in each year group Chn will be able to apply their skills in a more open context and enjoy being able to write with more freedom in a creative environment 	
<p>C2. To build and extend boys' enthusiasm around writing purpose and outcomes</p>	<p>a. Review texts used across the school and engagement with boys</p> <p>b. To provide a questionnaire for boys around their literature interests</p> <p>c. PDMs focusing on mark making and boys writing in EYFS and engaging boy writers in KS1/2</p> <p>d. Organise and run a parent workshop for EYFS and KS1 focused on writing within school.</p> <p>e. Invest in new texts and set up a book loaning system</p> <p>f. Organise male role models to come into school, e.g. authors, poets and rappers</p> <p>g. School magazine to be set up – writing for purpose</p> <p>h. Identify and train key staff to delivery sensory stories for children with ASD, utilising the outdoor spaces to enhance learning in and enthusiasm for reading and writing</p>	<p>a. Phase meeting Phase Leaders/ AHTs w/c 16.10.17 LW</p> <p>b. 15.11.17 LW/KP/K B</p> <p>c. PDM KP 08.11.17 KP</p> <p>20.12.17 e. ET</p> <p>f. on going ET</p>	<p>29.03.18 d. KP/KB/EA</p> <p>20.12.17 g.LW/ND /LS</p> <p>20.12.17 h. BT/FH</p>					<ul style="list-style-type: none"> Boys are curious, interested and enthusiastic about the texts being used Pupil voice impacts the choices of texts used To raise attainment in boys' writing and to close the gap between boys' and girls' attainment Parents are aware of how to support their children with writing at home Boys are curious, interested and enthusiastic about writing for a purpose 	<ul style="list-style-type: none"> Boys are engaged in lessons and written outcomes are of a high quality Pupil voice Data showing the similar attainment levels in boys and girls Written home learning completed to a high level Twitter Writing in books reflects interest and enthusiasm Magazine to be published termly
<p>C3. To build on research around children's acquisition of</p>	<p>a. PDM which explores research around children's acquisition of vocabulary and creates a clear whole school approach</p> <p>b. Establish a consistent display of</p>		<p>a. 15.11.17 CD/AG/L W</p>					<ul style="list-style-type: none"> Research underpins the high quality writing that is produced Ambitious 	<ul style="list-style-type: none"> A consistent approach to the teaching of writing is evident across the school Ambitious vocabulary is

<p>new vocabulary, creating a consistent approach to the introduction of new vocabulary across the school</p>	<p>vocabulary in classes</p> <p>c. Monitor how new vocabulary is incorporated into writing and commented on</p> <p>d. EYFS parent meeting with SALT to talk to parents about how children learn new words</p> <p>e. Children to create word banks of new vocabulary that they have learned</p> <p>f. Meeting for EYFS and Saplings staff around children's acquisition of language</p> <p>g. Incorporate new vocabulary into spellings</p> <p>h. Train key staff to deliver 'Box Clever' speech and language intervention to support children's vocabulary</p> <p>i. Train key staff to create 'Sensory tubs' to support language development and vocabulary of children with ASD</p>	<p>e. On going</p>	<p>20.12.17 b. ET c. Phase leaders/ AHTs</p>	<p>29.03.18 d. KP/KB</p>				<p>vocabulary is used in children's writing and language is displayed in all classrooms</p> <ul style="list-style-type: none"> Teaches understand how to ensure ambitious vocabulary is used in writing Parents are aware of how to support their children with writing at home Staff are aware of how to support their children with writing at home Opportunities are taken to overlearn new vocabulary 	<p>used in children's writing and language is displayed in all classrooms</p> <ul style="list-style-type: none"> Written feedback from observations and monitoring cycle Word banks visible in classrooms Staff can be heard modelling ambitious vocabulary Weekly spellings include new and ambitious vocabulary
<p>C4. To develop children's thinking strategies creating a process which supports them to write</p>	<p>a. In first PDM around teaching sequence, explain the process of freeing up your working memory</p> <p>b. Create a checklist for children in order to support children with the writing process</p> <p>c. Children to use the checklist in order to peer and self-assess</p>	<p>a. INSET 04.09.17 CD/LW/ AG/KP b. Phase meeting Phase leaders/ AHTs</p>			<p>31.03.17 c. ET</p>			<ul style="list-style-type: none"> Children are supported as they write each piece of writing by the learning environment enabling them to write freely at length 	<ul style="list-style-type: none"> Learning environments Self/peer assessment