



IMPROVE WRITING

Crawshawbooth Primary

CONTEXT AND RATIONALE

PRIORITY:

Improve writing across the school

Writing is a complex skill

**It requires mastery of transcription
(handwriting and spelling) composition,
grammar and vocabulary.**

CONTEXT AND RATIONALE

**RESEARCH FOUNDATION:
DFE WRITING
FRAMEWORK, EEF
IMPROVING LITERACY IN
KEY STAGE 1 & 2, AND EEF
IMPLEMENTATION
GUIDANCE.**

THE DFE FRAMEWORK HIGHLIGHTS

**THE IMPORTANCE OF EARLY FOUNDATIONS, SENTENCE MASTERY, AND
MOTIVATION. EEF RESEARCH IDENTIFIES COGNITIVE LOAD, SCAFFOLDING, AND
STRUCTURED TEACHING OF THE WRITING PROCESS AS KEY CHALLENGES AND
OPPORTUNITIES.**

OUTCOMES

DESIRED OUTCOMES

FINAL OUTCOMES (LONG-TERM)

**PUPILS WRITE FLUENTLY AND COHERENTLY ACROSS GENRES AND SUBJECTS.
IMPROVED KS2 WRITING OUTCOMES AND TRANSITION READINESS FOR KS3.
INCREASED PUPIL ENGAGEMENT AND CONFIDENCE IN WRITING.**

IMPLEMENTATION OUTCOMES (MEDIUM-TERM)

**TEACHERS CONSISTENTLY APPLY EVIDENCE-BASED WRITING INSTRUCTION.
PUPILS DEMONSTRATE IMPROVED SENTENCE CONSTRUCTION AND VOCABULARY USE.
WRITING IS EMBEDDED ACROSS THE CURRICULUM.**

SHORT-TERM OUTCOMES

**STAFF TRAINED IN DFE AND EEF WRITING STRATEGIES.
STRUCTURED WRITING LESSONS IMPLEMENTED ACROSS ALL YEAR GROUPS.
BASELINE AND PROGRESS DATA COLLECTED AND ANALYSED.**



INTERVENTION

DESCRIPTION

What? The intervention includes:

- Transcription Mastery: Daily phonics and handwriting practice (Reception–Y3).
- Sentence Instruction: Explicit teaching of sentence types, cohesion, and grammar.
- Writing Process: Modelled, shared, guided writing focusing on planning, drafting, revising, editing, and publishing.
- Motivation Strategies: Use of engaging texts, oral composition, and pupil choice.
- Scaffolding: Checklists, sentence stems, and visual planning tools.

IMPLEMENTATION

HOW? A PHASED APPROACH

Phase 1: Preparation (Autumn Term)

- Audit current writing provision.
- Staff CPD on DfE framework and EEF writing guidance.
- **Analyse** writing curriculum map and progression model.

Phase 2: Delivery (Spring Term)

- **Embed** sentence-level instruction and writing process stages.
- Embed transcription routines.
- Use model texts and oral composition strategies.

Phase 3: Embedding (Summer Term)

- Monitor pupil progress through formative and summative assessments.
- Peer observations and coaching.
- Celebrate writing through publishing and sharing events.

MONITORING AND EVALUATION

HOW WELL?

- Regular formative and summative assessments of writing.
- Writing portfolios to track pupil progress.
- Lesson observations and work scrutiny to assess teaching quality.
- Pupil engagement surveys and self-assessments.
- Leadership team reviews each term to evaluate progress and adapt support

LEADERSHIP AND SUSTAINABILITY

- English leads appointed to oversee implementation. Mrs Jones and Mrs North
- SLT supports through time allocation and resource provision.
- Use EEF's Implementation Plan Template for tracking progress. [[A School's...tion | EEF](#)], [www.egfl.org.uk].

RESOURCES AND SUPPORT

- DfE Writing Framework (2025): [Download PDF](#) [[The writin...k - GOV.UK](#)],
- EEF Writing Practice Review: [EEF Review](#) [[Writing,pr...Foundation](#)],
- EEF Implementation Guidance: [EEF Guide](#) [[A School's...tion](#) | [EEF](#)],
- Editable Implementation Plan Template: [Download DOCX](#) [[www.egfl.org.uk](#)],



EXPLORE - SEPT/OCT

- Conduct a whole-school writing diagnostic assessment.
- Review current writing curriculum and pedagogy against DfE Writing Framework and EEF recommendations.
- Identify specific needs in transcription, composition, vocabulary, and feedback.
- Select evidence-based approaches including:
 1. Writing composition strategies (planning, drafting, revising, editing, publishing).
 2. Transcription and sentence construction practice.
 3. Targeted vocabulary instruction.
 4. Structured talk to support writing development (EEF Improving Literacy in KS2).



PREPARE - NOV / DEC



Develop a clear implementation plan detailing:

- Active ingredients: explicit teaching of writing process, transcription skills, vocabulary, and feedback.
- Multi-stranded strategies: CPD, coaching, peer collaboration, pupil engagement.
- Assess staff readiness and resource availability (including iPads for writing apps/tools).
- Deliver initial training on writing pedagogy aligned with DfE and EEF guidance.
- Create shared understanding and expectations among staff and pupils.

DELIVER - JAN / MAY 26



- Provide ongoing CPD and expert coaching.
- Use modelling and supported practice to teach writing composition strategies.
- Embed purposeful transcription practice with effective feedback.
- Monitor implementation through lesson observations, pupil work scrutiny, and teacher feedback.
- Use pupil self-assessment and peer feedback to encourage reflection and improvement.
- Adapt teaching based on assessment data and pupil needs (EEF recommendation on targeted teaching).

SUSTAIN - JUNE/JULY

- Plan for ongoing CPD and leadership monitoring.
- Celebrate and reward effective writing practice.
- Review progress against success indicators.
- Use findings to inform next cycle of school improvement.



ALIGNMENT WITH SCHOOL VISION AND VALUES

- Respect: Foster respectful peer and teacher feedback.
- Resilience: Encourage writing process to build persistence.
- Curiosity: Use engaging and relevant writing topics to inspire creativity



OBJECTIVES

Objectives

Objective	Specific	Measurable	Achievable	Relevant	Time-Bound	Success Indicators
Improve writing attainment across all year groups	Raise the percentage of pupils meeting expected writing standards	Increase by 10% in end-of-year writing assessments school-wide	Use targeted teaching strategies and interventions	Supports whole-school literacy improvement	By July 2026	10% increase in pupils meeting expected writing standards
Enhance teacher expertise in writing pedagogy	Deliver CPD on DfE Writing Framework and EEF literacy recommendations	100% teaching staff trained and implementing strategies	Ongoing CPD and coaching	Supports quality teaching and learning	By December 2025	All teaching staff trained and using evidence-based writing strategies
Develop pupils' writing process skills	Teach and embed writing composition strategies (planning, drafting, revising, editing, publishing)	Monitor through writing books (English books and Extended Writing Books) and pupil self-assessments	Structured teaching and modelling across year groups	Enhances writing quality and pupil independence	By March 2026	Evident use of writing process strategies in pupil work
Improve transcription and sentence construction fluency	Provide extensive practice and feedback on handwriting, spelling, and sentence construction	Monitor progress through writing samples and assessments	Regular practice embedded in curriculum	Supports fluency and writing quality	By July 2026	Improved handwriting fluency and sentence construction accuracy