Baslow St Anne's C of E Primary School
"Life in all its fullness"
Growing healthy minds and hearts together
Respect...Kindness...Diversity

SIP 1 English -Writing + SPaG
2026-2027

Targets 2026-27

EYFS GLD = to be confirmed Y1 Phonics = 14/16=88%

Year Group	Reading		Writing		SPaG		Maths	
	Expected or above %	GD %	Expected % or above %	GD %	Expected % or above %	GD %	Expected % or above %	GD %
Y1 = 16 PP = 1	13/16 81% 0/1 0%	4/16 25% 0/1 0%	13/16 81% 0/1 0%	1/16 6% 0/1 0%	13/16 81% 0/1 0%	1/16 6% 0/1 0%	14/16 88% 1/1 100%	2/16 13% 0/1 0%
Y2 = 16 PP = 1	15/16 94% 1/1 100%	5/16 31%	15/16 94% 1/1 100%	2/16 12.5%	15/16 94% 1/1 100%	3/16 19%	15/16 94% 1/1 100%	6/16 37.5%
Y3 = 22 PP = 1	18/22 = 82% 1/1 = 100%	6/22 = 27% 1/1 = 100%	18/22 = 81% 1/1 = 100%	3/22 = 14% 0/1 = 0%	18/22 = 81% 1/1 = 100%	5/22 = 23% 0/1 = 0%	17/22 = 77% 1/1 = 100%	4/22 = 18% 0/1 = 0%
4 = PP = 0	12/16=75% 0	3/16=20% 0	12/16=75% 0	5/16=31% 0	12/16=75% 0	7/16=44% 0	12/16=75% 0	6/16=38% 0
5 = 14 PP = 1	12/14 = 86% 1/1=100%	5/14=36% 0	11/14=79% 0	6/14 = 43% 0	11/14=79% 0	7/14=50% 0	11/14=86% 0	5/14=36% 0
Y6 = 24 PP = 2	20/24 83% ½ 50%	5/24 21% 0%	20/24 83% ½ 50%	2 8.3% 0%	20/24 83% ½ 50%	6/24 25% 0%	20/24 62.5% 0%	3/24 12.5% 0%

AFI 1-2 Ofsted areas for improvement

SIP 2023/2024	Key Issue
AFI 1 Phonics	To ensure resources used to support early reading broadly match the sounds and phonics. Leaders should ensure that all children in the early years have access to the books that match their phonic knowledge • To introduce Little Wandle phonics scheme and resources To carry out an audit with the support of the English Hub to assess gaps and need for additional/changed resources • To invest with Harper Collins and buy in the required resources to ensure an effective and robust phonics/reading scheme is in place • To ensure that all children have access to books that match their phonic knowledge • To continue to work with parents to support the love and practise of phonics and reading
AFI 2 Assessment in Foundation Subjects	To ensure that there is a consistent approach to assessment in the wider curriculum subjects, so that teachers and leaders know precisely how successfully pupils have gained the knowledge from the topics they have studied. • To invest in Kapow to ensure a consistent scheme of work for the foundation subjects • To consistently use the Kapow assessments to gauge a clear and precise understanding of where the children are and know • To monitor and moderate the assessment to ensure impact is made and optimum outcomes

Priority Area: Writing and SPaG

To improve the quality of writing and SPaG across the school so that all pupils make strong progress, write confidently for a range of purposes and audiences, and achieve outcomes in line with or above national expectations, increasing greater depth outcomes.

Rationale

Internal assessment, book scrutiny and moderation indicate the need to:

- Ensure greater consistency in the teaching of writing and SPaG across all classes.
- Ensure genre progression and coverage across all year groups
- Increase opportunities for purposeful and extended writing.
- Improve spelling accuracy and the application of grammar skills within independent writing
- Raise attainment for vulnerable learners, including SEND, PP and Greater Depth pupils.
- Continue to develop pedagogy and teacher CPD in assessing and teaching writing and SPaG.
- Internal and external moderation
- Increase opportunities for purposeful writing and audience and encourage 'Agents of Change' courageous advocacy

Pupil Voice

- Choice of a variety pencil grips for everyone if they feel they need it
- Use handwriting books more often for practise
- Opportunity for technology for those who need support for longer writing
- Writing checklists – age appropriately – learning packs in place for each subjects
- Dictionaries/thesaurus more accessible
- Not all on screen, balance with whiteboard
- More Spelling Bee at school

Objective 1

To develop a consistent whole-school approach to the teaching of writing.

Actions	Lead	Timeline	Success Criteria	Monitoring
Review and update writing progression maps from EYFS-Y6.	English Lead	Autumn	Clear progression evident across year groups.	Planning scrutiny
Embed genre progression maps across school	English Lead	Autumn	Clear genre progression maps across the year groups	Planning scrutiny/book observation
Embed agreed writing non-negotiables in every classroom.	English Lead/SLT	Ongoing	Consistency evident in all books.	Learning walks
Foundations of Subject-Specific Learning Foundations of Subject-Specific learning	English Lead	Ongoing	Foundations are visible in *every* lesson. What are the non-negotiables of this subject for this year group? Are children being reminded of them? Are they using them consistently?	Books, pupil voice, 'show how you know'
Ensure every unit includes a purpose, audience and high-quality model text.	Class Teachers	Ongoing	Pupils can articulate purpose and audience.	Pupil voice

Increase extended writing opportunities across the curriculum.	Teachers	Termly	Evidence of quality writing in foundation subjects.	Book scrutiny
To utilise the oracy framework to build on and develop oracy to build on writing skills	Teachers/English Lead	Ongoing – Oracy CPD autumn term	Children are confident 'talkers' and engage in the verbal telling of their ideas to transfer to the written	Pupil voice/observation/book scrutiny/outcomes
Introduce whole-school writing celebration events.	English Lead	Spring/Summer	Increased engagement and positive attitudes.	Pupil surveys/feedback
Each term at least to have an 'Agents of Change' writing for purpose opportunity	English Lead	Aut/Spring/Summer	To build on courageous advocacy, purposeful writing and seeing change happen from their writing	Book scrutiny, pupil voice, audiemce feedback
OPAL scheme supports the Christian vision of life in all its fullness and enables opportunities for spirituality: pause-wonder-connect	OPAL Lead	Continuous	To continue to develop playtimes to enable all children to flourish to positively impact on learning and wellbeing	Pupil voice, behaviour logs, outcomes

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Objective 2

To improve spelling, punctuation and grammar attainment across the school.

Actions	Lead	Timeline	Success Criteria	Monitoring
Continue implementation of the spelling scheme with fidelity.	English Lead	Ongoing	Consistent delivery across KS2.	Learning walks
Embed daily SPaG retrieval activities.	Teachers	Ongoing	Improved recall of grammar terminology and skills.	Lesson visits

Introduce half-termly SPaG assessments.	English Lead	Each half term	Data demonstrates sustained improvement.	Assessment meetings
Ensure grammar objectives are applied explicitly within independent writing.	Teachers	Ongoing	Increased transfer of SPaG skills into writing.	Book scrutiny
Provide intervention programmes for pupils below ARE.	SENCo/Class Teachers	Ongoing	Gaps close for targeted pupils.	Progress reviews
Ensure consistency in vocabulary used and displayed	Teachers/Lead	Ongoing	Consistent use and understanding of vocabulary	Books/walks
WAGOL/WOW stimulus/Hooks from engaging resources/Learning packs available to support and embed learning	Teachers/Lead	Ongoing	Children using high quality examples to model their work and stimulus to produce high quality work	Planning/book scrutiny/pupil voice
OPAL scheme supports the Christian vision of life in all its fullness and enables opportunities for spirituality: pause-wonder-connect	OPAL Lead	Continuous	To continue to develop playtimes to enable all children to flourish to positively impact on learning and wellbeing	Pupil voice, behaviour logs, outcomes

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Objective 3

To raise attainment and progress in writing for vulnerable groups.

Actions	Lead	Timeline	Success Criteria	Monitoring
Monitor PP, SEND and disadvantaged pupils each assessment point.	SLT	Termly	Gaps are diminishing.	Data meetings
Deliver targeted writing interventions.	Teachers/TAs	Ongoing	Accelerated progress evident.	Intervention records
Provide additional challenge for Greater Depth writers.	Teachers	Ongoing	Increased percentage achieving GD.	Book scrutiny

Use adaptive teaching strategies to support learners with identified needs.	SENCo	Ongoing	Pupils access the full writing curriculum successfully.	Learning walks

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Objective 4

To strengthen staff expertise and assessment practices in writing and SPaG.

Actions	Lead	Timeline	Success Criteria	Monitoring
Deliver CPD on sentence construction, grammar progression and effective feedback.	English Lead	Autumn/Spring	Staff confidence improves.	Staff surveys
Conduct internal and cluster moderation.	English Lead	Termly	Judgements are accurate and consistent.	Moderation records
Share best practice through coaching and peer observations.	SLT	Termly	Teaching is consistently good or better.	Observation records
Analyse assessment data and identify next steps.	SLT	Termly	Rapid response to emerging needs.	Data reviews
Cluster moderation/network meetings	Lead/staff	Yearly/termly	Shared good practice/confidence in levelling work/consistency	Books/staff meetings
OPAL scheme supports the Christian vision of life in all its fullness and enables opportunities for spirituality: pause-wonder-connect	OPAL Lead	Continuous	To continue to develop playtimes to enable all children to flourish to positively impact on learning and wellbeing	Pupil voice, behaviour logs, outcomes

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Success Criteria by July 2027

- 100% of teaching in writing/quality first teaching and SPaG is at least good.
- Progress measures show at least expected progress for all groups.
- Attainment in writing and SPaG meets or exceeds national averages.
- Increased percentage of pupils achieving Greater Depth.

- Book scrutiny evidences consistent application of spelling, grammar and punctuation skills.
- Pupils can explain how grammar choices improve writing.
- Vulnerable groups make strong progress and gaps continue to diminish.
- Moderation confirms accurate teacher assessment.
- Pupil voice demonstrates positive attitudes towards writing.

Evidence Sources

- Lesson observations and learning walks
- Book scrutiny
- Moderation records
- Pupil voice
- Assessment data
- Intervention records
- Staff CPD records
- Governor reports
- Parent feedback