

St. Bernadette's Catholic Primary School
SIP 2020 - 2021

Subject/ Area: English

Area for development: Writing : Developing a vocabulary and sentence based approach to teaching writing.

Rationale: To create a consistent whole-school approach to deepen children's knowledge of vocabulary and sentence structure, while encouraging originality in their writing.

Month	Points for action	Person Responsible	Impact	Cost	Evaluation
September	<p>Staff training : delivering some a Jane Considine narrative writing unit. Training will involve watching JC's strategies including sharing a unit overview, observing sentence stacking through the 3 stages of <i>initiate, model, enable</i>, ideas for independent writing and making it more manageable and ensuring editing opportunities at the end of a piece. To be disseminated during a staff inset day for teaching staff and some TAs in Years 1-6 on 25th September 2020.</p>	<p>K Lakin C O'Toole</p> <p>Other members of the writing working part where relevant.</p>	<p>Staff will all be exposed to a video and training in planning a narrative unit of writing and using the sentence stacking method. All staff will receive a pre-planned unit of writing to trial in Autumn 2 using some of the strategies shared.</p>	<p>No Cost</p>	
	<p>Observe sentence stacking lessons. Where possible release staff to watch a sentence stacking lesson delivered by those teachers who feel confident with teaching it.</p>	<p>L Canning C Connaire K Lakin C O'Toole</p> <p>Other members of the writing working party where relevant.</p>	<p>Staff will be able to see live lessons of the sentence stacking method and understand how the 3 stages of these lessons : initiate, model and enable should be delivered.</p>	<p>Possible cover costs for the release of staff but will hopefully be covered in-house.</p>	
October & November	<p>Trial of delivering a Jane Considine narrative unit.</p> <p>On the training day in September all years bands will be given or can choose a pre-planned narrative unit from the Jane Considine website to trial with their set throughout Autumn 2.</p> <p>Additional Reading and SPaG</p>	<p>All teaching staff and TAs who teach English.</p> <p>Members of the writing party to offer support where necessary.</p>	<p>Staff will be supported in delivering JC's strategies through being given the option of using a year band pre-planned narrative writing unit, which contains an overview, prompts for sentence stacking and ideas for experience days. Staff be able to practise using some of these strategies and see what works well with their setting groups. There is a member</p>	<p>£149.99 for a one year license to enable staff to access writing unit plans.</p>	

	<p>lessons should be incorporated into this planning unit so that all aspects of English teaching are covered.</p> <p>Book & Planning Scrutinies</p> <p>First round of book scrutinies to be completed. When monitoring the writing element of planning and books, pay particular attention to how the first trial unit of narrative writing is looking in books. Look for evidence of the <i>initiate</i> stage being delivered in Vocabulary books and evidence of sentence stacking and independent writing being covered in writing books. Findings to be fed-back to Humanities Faculty lead and senior management and support put in place where necessary.</p>	<p>K Lakin C O'Toole C Connaire</p>	<p>from each year group on the writing working party so they will be able to support their year group members through team teaching or during planning sessions in PPA.</p> <p>Subject leads will be able to ensure that the new initiatives are being trialled by each member of teaching staff and will be able to evaluate the success with which they are being delivered. They will be able to see if the different stages of the strategies are being utilised across school and if a consistent approach is being taken. They will also be able to identify areas for development and where support may be needed in the teaching of writing in Spring term. All staff who teach writing will receive personal written feedback commenting on the use of JC's strategies in their planning and teaching.</p>	<p>No Cost</p>	
<p>December</p>	<p>Review of first phase of implementing Jane Considine's strategies</p> <p>Staff to meet in year bands with their writing working party representative on Wednesday 11th December to review the trial of the narrative unit of writing. Staff to discuss what went well and also the short comings of using these strategies.</p> <p>Writing party then to meet and</p>	<p>Members of the Writing Working Party.</p> <p>All teaching staff and some TAs from Years 1-6 involved.</p>	<p>Staff will be able to give their views on how they think the first phase of implementing these strategies has gone in a supportive, small group setting. They will feel involved in the review process and their views and experiences will be taken into account. They will also be able to request support if they need it.</p> <p>The Writing Working Party will</p>	<p>No Cost</p>	

	<p>feedback from year band review. Discuss what went well that we should fully take on board in our teaching of writing, what was not so successful and where more support is needed. Begin to plan to next phase of implementing this method of delivery through selecting non-narrative units for their year bands.</p> <p>Children's Voice Subject leads to conduct some short, informal interviews with children throughout school (particularly children who may have found writing challenging and those who are gifted in this area) to see what they think of this new way of teaching writing. Do they enjoy it or find it easier/harder than previous ways of learning writing? What do they like/dislike about it?</p>	<p>K Lakin C O'Toole</p>	<p>have a thorough overview of how successful the trial has been and what changes need to be made before the second phase is introduced.</p> <p>Subject leads will have a whole school overview of the children's experience of learning writing using some of the new strategies that are being implemented. Children will be able to share their opinions about their writing lessons and we will be able to gauge their enjoyment and motivation to write which is ultimately a key intended outcome of bringing in this new approach in teaching writing.</p>	<p>No Cost</p>	
<p>Termly Review</p>					

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<p>January</p>	<p>Staff Training : delivering a Jane Considine non-narrative unit of writing. Training to be delivered over two Key Stage meetings to all year bands. Teaching staff and relevant TAs will be given or can choose a pre-planned non-narrative unit from the Jane Considine website to trial with their set throughout Spring 2. KS1 training will take place during the staff meeting of Wednesday 13th January 2021 and KS2 training will</p>	<p>C O'Toole K Lakin</p> <p>Members of the writing working party where applicable.</p> <p>All teaching staff and TAs who teach English will need to attend the relevant Year Band training.</p>	<p>Staff will all be exposed to a video and training in planning a non-narrative unit of writing and using the sentence stacking method. All staff will receive a pre-planned unit of writing to trial in Spring 2 using some of the strategies shared.</p>	<p>No Cost</p>	

	<p>take place during the staff meeting of Wednesday 27th January.</p> <p>Writing Moderation In-house writing moderation to take place throughout the week of 18th January. Subject leads and other members of the writing party to meet with year bands to moderate writing completed throughout Autumn term, Focus to be placed upon the trialled writing unit and its impact and quality of writing, comparing it to previous units. Evidence of independent writing and children's editing will also be a focus. Writing to be moderated against the year band writing assessment sheets. Staff to submit a teacher assessment of their chosen child prior to moderation.</p>	<p>C Connaire K Lakin C O'Toole J Docker</p>	<p>Moderation will be conducted in a supportive, small group situation where staff can have an honest conversation about strengths of the writing in books, areas for development and next steps. Where necessary, staff who need help with writing can be identified and support put in place.</p> <p>The accuracy of staff judgements will also be moderated to judge their accuracy and compared to original teacher assessments</p>	<p>No Cost</p>	
<p>February & March</p>	<p>Trial of delivering a Jane Considine non-narrative unit.</p> <p>During the staff meetings in January and February all year bands will be given or can choose a pre-planned non-narrative unit from the Jane Considine website to trial with their set throughout Spring 2.</p> <p>Additional Reading and SPaG lessons should be incorporated into this planning unit so that all aspects of English teaching are covered.</p>	<p>All teaching staff and TAs who teach English.</p> <p>Members of the writing party to offer support where necessary.</p>	<p>Staff will be supported in delivering JC's strategies through being given the option of using a year band pre-planned non-narrative writing unit, which contains an overview, prompts for sentence stacking and ideas for experience days. Staff be able to practise using some of these strategies and see what works well with their setting groups. There is a member from each year group on the writing working party so they will be able to support their year group members through team teaching or during planning sessions in PPA.</p>	<p>No additional costs to the unit plan license purchased earlier in the year.</p>	
<p>March & April</p>	<p>Book & Planning Scrutinies</p> <p>Second round of book scrutinies to be completed. When monitoring the writing element of planning and books, pay particular attention to how the second trial unit of non-</p>	<p>K Lakin C O'Toole C Connaire</p>	<p>Subject leads will be able to ensure that the new initiatives are being trialled by each member of teaching staff and will be able to evaluate the success with which they are being delivered. They will be able to see if the different</p>	<p>No Cost</p>	

	<p>narrative writing is looking in books. Look for evidence of the <i>initiate</i> stage being delivered in vocabulary books and evidence of sentence stacking and independent writing being covered in writing books. Findings to be fed-back to Humanities Faculty lead and senior management and support put in place where necessary.</p> <p>Staff Training : Adapting a Unit of Writing. Training to be delivered over two Key Stage meetings to all year bands. Teaching staff and relevant TAs will be shown how to adapt one of the current writing units they already have planned from the previous year. Discuss how the modelled texts can be broken down in sentences to be used in delivering sentence stacking. Look at adapting modelled texts where necessary and making them accessible for children of all abilities. Staff should working on adapting this planning throughout Summer 1 ready to be used in Summer 2 or before that if possible. KS1 training will take place during the staff meeting of Wednesday 24th March 2021 and KS2 training will take place during the staff meeting of Wednesday 28th April.</p>	<p>C Connaire J Docker</p> <p>All teaching staff and TAs who teach English.</p> <p>Members of the writing party to offer support where necessary.</p>	<p>stages of the strategies are being utilised across school and if a consistent approach is being taken. They will also be able to identify areas for development and where support may be needed in the teaching of writing in Summer term. All staff who teach writing will receive personal written feedback commenting on the use of JC strategies in their planning and teaching.</p> <p>Staff will be shown how utilise some of the planning and modelled texts already created in the previous year so that all of that hard work and resources does not go to waste. They will be shown how to weave the strategies and principles of JC's teaching into their own planning.</p> <p>They will see how they can adapt modelled texts to make them accessible for children of all abilities and how the texts can be broken down and taught using the sentence stacking method. They will also be given ideas for experience days and independent writing.</p>	<p>No Cost</p>	

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May & June	<p>Trial of adapting a unit of writing to incorporate the Jane Considine approach to teaching writing.</p> <p>During the staff meetings in March and April, all year bands will be shown how to adapt one of their current units of writing to incorporate the Jane Considine approach to teaching writing. All teaching staff and TAs who are responsible for teaching writing to adapt planning and trial rolling this out with their sets throughout Summer term. Staff to work together as year bands led by their writing party representative to adapt planning and modelled texts and work out an overview for teaching the sentence stacking lessons, adding experience days and developing independent writing and editing opportunities in this unit.</p>	<p>All teaching staff and TAs who teach English.</p> <p>Members of the writing party to offer support where necessary.</p>	<p>Staff will support each other throughout planning sessions to adapt the original writing unit and this will encourage and enable them to adapt planning in the future, integrating these new methods learned throughout the year into their planning and teaching of writing. The staff will already have received two lots of training and trialed using JC's strategies over the previous two terms so they should have a good understanding of how they work and should try to weave them into some of their previously planned units. There is a member from each year group on the writing working party so they will be able to support their year group members through team teaching or during planning sessions in PPA.</p>	No Cost	
June	<p>Final Writing Review Meeting</p> <p>Staff to meet in year bands with their writing working party representatives on Wednesday 16th June to review the trial implementing Jane Considine's writing strategies. Staff to discuss what went well and also the short comings of using these strategies throughout the year in both narrative and non-narrative. Ensure that impacts on the number of children achieving a greater depth</p>	<p>Members of the Writing Working Party.</p> <p>All teaching staff and some TAs from Years 1-6 involved.</p>	<p>Staff will be able to give their views on how they think implementing these strategies throughout the year has gone in a supportive, small group setting. They will feel involved in the review process and their views and experiences will be taken into account. They will also be able to request further support if they need it.</p>	No Cost	

	<p>standard is reviewed.</p> <p>Writing party then to meet and feedback from year band review. Discuss what has gone well throughout the year that we should fully take on board in our teaching of writing, what was not so successful and where more support is needed.</p>		<p>The Writing Working Party will have a thorough overview of how successful the trial has been and what changes need to be made before the next academic year.</p>		
<p>July</p>	<p>Plan for further implementation of strategies for the next academic year.</p> <p>Members of the Writing party to keep abreast of any new initiatives released by Jane Considine that will benefit our staff and children in the teaching & learning of writing. Weave these in where applicable throughout the year or look to introduce them in the next academic year so as not to overload staff. Possibly look into delivering a poetry unit using the JC approach for the next academic year.</p>	<p>Members of the Writing Working Party</p>	<p>Members of the writing party will be kept fully informed with new initiatives which will be shared in half termly meetings and can then be disseminated to year group members when and if necessary throughout the year. Workload must be considered throughout the year and so new ideas may be introduced in the following academic year.</p>	<p>No Cost</p>	
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