

**Closing the gap project on 20% of Year 1 pupils making better than expected progress in writing.**

**Background to the closing the gap project**

- At the beginning of the academic year, the year 1 data showed a gap in pupils making better than expected progress.
- The 2017-2018 cohort of pupils showed a weakness in writing and would need support through the year to meet the National Curriculum requirements.
- 10% of pupils as of September 2017 were on track to make better than expected progress. For example move from working towards to expected or expected to exceeding in writing.
- Basic Skills Leader wanted to see an improvement in the quality of writing for Year 1 in preparation for Year 2.

**Relevant research**

Steve Bowkett (2014) A Creative Approach to Teaching Writing

Education Endowment Foundation(2016) Improving Literacy in Key Stage One

National Curriculum in England: English programmes of study (2014)  
<https://www.gov.uk/government/publications/national-curriculum-in-england-english-programmes-of-study/national-curriculum-in-england-english-programmes-of-study>

**Key project activities**

- Discussion with year group teachers as to which pupils had the potential to make better than expected progress in writing.
- A book look was conducted to assess areas of weakness for the highlighted pupils.
- An action plan was drawn up to detail the areas that teachers needed to focus on to ensure accelerated progress.
- The action plan was shared with the year group teachers and ideas to ensure progress was put into our English planning.
- Regular discussions with teachers about what was working and if anything needed to be adapted.
- Writing interventions were put in place for pupils.
- Whole year group moderation of writing throughout the year with a focus on the highlighted pupils.

**Impact of the project**

- Introduced new writing framework with help from the Basic Skills leader to ensure that all key areas were being taught. This is now used for moderation too.
- Year 1 writing planning is now more precise and focuses on the skills pupils need to be taught to make progress.
- Writing interventions had a huge impact on vulnerable pupils and ensured that they made accelerated progress.
- Introduced link to spelling, phonics and GPS so that pupils were able to easily apply their knowledge and understanding during independent writing.
- End of year data shows a significant improvement in better than expected progress. 36% of pupils made accelerated progress including children that started Year 1 working towards the expected standard.

WRITING Summer	- progress	Exp progress	+ progress	Expected +
ALL (119)	2.5%	61.5%	36%	97.5%