

Name Clare Stubbs	Date 17 November 2016
Focus of visit Gain overview of how Talk 4 Writing is impacting on pupils; look at data relating to pupil progress and attainment in writing in KS2	Classes/staff visited Debbie Pickering, Literacy Co-ordinator (Writing); Year 4, Reception
Summary of activities I visited Year 4 (DP's class) and spent time speaking to pupils about their independent writing activities (Talk 4 Writing). I spoke to every ability group and also asked about AR. Spoke to DP about implementation and impact of Talk 4 Writing and looked at data with her help. Brief visit to Reception. Read through literacy file (writing); met with staff during break.	
What have I learned as a result of my visit? <ul style="list-style-type: none"> Talk 4 Writing has had positive impact on pupils; leading to greater enjoyment and engagement as well as greater depth of analysis and understanding of how to structure written texts. Structured writing scheme enables pupils to become more confident writers: cold task; text analysis, imitation, innovation, independent writing. In final step, independent writing, children are able to choose their own topics to write about; these include the history of gymnastics, cars, planets, jewellery, Flamingo Land, the Sahara, the Roman Army, natural disasters and fireworks. Lower ability groups worked on guided/supported writing about the school. Children enjoy writing and being able to choose their own topics. Planning writing really helps them as well as talking about their writing with peers. Pupils sit in 5 ability groups of 6 per table. Within these groups there is a mix of EAL, Pupil Premium, SEN. For example: (1) 4:6 EAL, no PP (higher ability); (2) All EAL; 1PP; (3) 5/6 EAL; 5/6 PP; (4) 4/6 EAL; 3/6 PP; (5) 3/6 EAL; 2/6 PP; 3/6 SEN Interventions are put in place as result of half-termly meetings with staff through analysis of data. (1) Extension writing group, focus on making writing exciting; developing vocab, improving sentence structure. 1x week (AT) (2) EAL issue here; focus on grammar accuracy, standard English and general sentence structure 1 x week (AT) (3) Focus on expressive language skills, developing vocab, improving sentence structure. 1 x week (AT) (4) Limited language, vocab and sentence structure, ongoing TA support using 'Developing Skills for Writing' programme 2 x week (KK) (5) As above Half-termly writing moderation takes place, 3 examples per year group: high, middle and lower ability. Agree on evidence. File very thorough relating to key requirements for National Curriculum; each term colour-coded eg this term is orange. Requirements highlighted for each pupil as target. Moderation will take place amongst Catholic schools each term, each school to take examples of writing from range of abilities. KS2 Impact of interventions in year 4 seen in improvement of sentence structure; organisation, paragraphs. Brief visit to Reception: very impressive start to term. Pupils making excellent progress in phonics/letter/word formation 	
Positive comments about the visit <ul style="list-style-type: none"> DP was very helpful and willing to provide me with time and information. Children were very engaged and friendly; all willing and able to talk about their writing activities. Excellent behaviour 	
Aspects I would like clarified / questions that I have <ul style="list-style-type: none"> I would have liked to have seen data relating to more year groups. I queried why EAL data was not included on the pupil progress data tracking sheets. What interventions have been the most effective? What are the key issues relating to writing in each year group? Is there a common theme? eg PP/SEN? 	
Ideas for future visits <ul style="list-style-type: none"> To have general visit to all classes. To observe interventions Focus on data 	
Any other comments A very positive visit	
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