

Support for Writing and APP - Implementing in Years 3-4

What were your reasons for doing this type of development work?

Cambridgeshire LA offered CPD on Support for Writing. It allowed me as a subject leader to support and work alongside a KS1 teacher, and to become more familiar with the Literacy Framework. Support for Writing (SfW) is a range of materials used alongside the Literacy Framework. In Autumn 08 it was my first term as Literacy subject leader so it provided a funded opportunity for CPD; the Y2 teacher who accompanied me on the training was also new to the school.

Support for Writing comprises:

- Key strands for writing: Strands 7, 8 with main focus on strands 9, 10 and 11.
- Additional guidance on Text Types to inform planning for progression.
- Progression statements: describe progression in an objective within a year.
- Steps in learning include three examples for each year group in each strand 9, 10, 11.
- Pupil writing targets: three for each strand within each year.

Who might find this case study useful?

- Middle leader
- National Strategies consultant
- Subject leader
- Teacher

School or setting

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School:

Rackham C of E Primary School

Type of school:

Primary

Local Authority:

Cambridgeshire

Region:

East of England

Free school meals:

Less than 20%

Learners

Year groups:

Year 3, Year 4

Gender:

Both

Key points

Point 1

Using APP to identify gaps in children's learning and addressing them through Support for Writing

Point 2

Using Guided Writing to ensure progress in writing

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Whole school:

No

People involved:

Senior leadership team (SLT),
Subject leader,
Support staff,
Teacher

Number of classes:

1 initially, spreading to more

Number of adult learners:

2 initially

- What

The intention was to help pupils progress in line with national expectations while the subject leader became more familiar with assessment. Approaches included teaching sequences, pupil talk and lesson observation.

- Impact

It was found that pupils are more aware of the expectations for each unit. Teachers used Support for Writing more effectively and subject leaders saw the need to work together more closely.

- Summary

Text-type descriptions, progression papers and Support for Writing material were all crucial in making a difference.