



# Why Years 2 - 5?

- Y1 - previous data EYFS not comparable
- Y6 - any new approach needs time to show results - pupils would be leaving following year

# Historical Data

## End of KS2 Pupil Attainment – Percentage achieving ARE or above

|      | Reading | Maths | Writing | SPaG | % of SEN |
|------|---------|-------|---------|------|----------|
| 2017 | 97%     | 87%   | 83%     | 87%  | 17%      |
| 2018 | 97%     | 100%  | 90%     | 100% | 13%      |
| 2019 | 83%     | 90%   | 77%     | 90%  | 20%      |

## End of KS2 Pupil Progress Scores

|      | Reading                | Maths                  | Writing            | % of SEN |
|------|------------------------|------------------------|--------------------|----------|
| 2017 | 3.4 well above average | 0.9 average            | 0.6 average        | 17%      |
| 2018 | 2.9 above average      | 4.1 well above average | 0.1 average        | 13%      |
| 2019 | 0.6 average            | 1 average              | -2.5 below average | 20%      |

# How did Teachers and Pupils Feel About Writing?

- Teachers confident teaching grammar, punctuation and spelling skills.
  - Teachers find teaching writing more challenging because of the subjectivity of its assessment.
  - Teachers lack confidence in explicit teaching of writing and therefore do not teach it directly as often as they should - book look evidence
  - Teachers lack confidence when teaching applications of skills in writing.
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- Pupils feel more confident and engage better with SPaG-based tasks that return right or wrong answers.

# Why The Write Stuff?

- Focus on vocabulary - vocab had been identified as a weakness
- Explicit teaching of writing / logical approach - raise teacher confidence
- Visuals - work well for all pupils
- Pupils take part in writing process alongside teacher - improved engagement
- Used in over 6000 schools
- Low cost - first lockdown - free online training - 3 staff completed

# What is The Write Stuff?

Ideas  
Thoughts

Vocabulary

Tools  
Words into  
sentences

Grammar

Techniques  
Poetic choices

Literary Devices



# Planned Implementation

- Autumn - begin using lenses & Shade 'o' Meter
- Spring - begin teaching units of work / sentence stacker lessons
- Disrupted due to Covid.
- January lockdown - some teachers taught TWS units during remote learning so were ahead of others in implementation.
- Spring implementation plan moved to summer term.

# Monitoring

- Data
  - Book looks
  - Lesson observations
  - Questionnaires - staff, pupil & parent
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- Affected by Covid
  - Looking for impact - more qualitative data available than quantitative.

# Impact - Quantitative Data

Internal Data – Summer 2021 variation increase / decrease between writing and other core subjects with Spring 2020.

|                      | Writing | Reading | Spring 2020 % variation | Summer 2021 % variation | SPaG | Spring 2020 % variation | Summer 2021 % variation | Maths | Spring 2020 % variation | Summer 2021 % variation |
|----------------------|---------|---------|-------------------------|-------------------------|------|-------------------------|-------------------------|-------|-------------------------|-------------------------|
| Year 2               | 63%     | 87%     | -20%                    | -24%                    | 70%  | n/a                     | -7%                     | 73%   | -10%                    | -10%                    |
| Year 3*              | 65%     | 77%     | -11%                    | -12%                    | 71%  | +7%                     | -6%                     | 68%   | -4%                     | -3%                     |
| Year 4*              | 58%     | 84%     | -13%                    | -26%                    | 71%  | -13%                    | -13%                    | 58%   | -13%                    | 0%                      |
| Year 5W*<br>(was 4W) | 70%     | 83%     | -10%                    | -13%                    | 76%  | -10%                    | -6%                     | 70%   | -7%                     | 0%                      |
| Year 5C* (was 4H)    | 70%     | 80%     | -7%                     | -10%                    | 83%  | -11%                    | -13%                    | 80%   | +4%                     | -10%                    |

**Reduction in variation between writing and maths.**

**Classes continued with TWS during remote learning**

# Impact - Qualitative Data - Teacher Questionnaires

|                                                                | February 2021                                                                                                                                                                                                                                                                                                                                        | July 2021                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|----------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Have you seen a positive impact on the children's learning?    | Yes - 4<br>Too early to tell - 1                                                                                                                                                                                                                                                                                                                     | Yes - 5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| In what way?                                                   | <ul style="list-style-type: none"> <li>• Easy to follow</li> <li>• Improved vocabulary</li> <li>• Magpieing / sharing ideas / learning from each other</li> <li>• Engagement increased</li> <li>• Visual lenses</li> <li>• Proud of their writing</li> <li>• Asked if they could continue during wet play</li> <li>• Improved punctuation</li> </ul> | <ul style="list-style-type: none"> <li>• Improved vocabulary</li> <li>• thesauruses and dictionaries independent use</li> <li>• Accurate use of grammatical terms</li> <li>• editing</li> <li>• Increased engagement</li> <li>• HA children working independently to make writing 'their own'</li> <li>• TWS displays used in other lessons</li> <li>• Increased punctuation consistency</li> <li>• Love sharing their writing</li> <li>• Writing more descriptive</li> <li>• Greater confidence</li> <li>• more adventurous sentence structures</li> </ul>                                                             |
| Do you feel there has been a positive impact on your teaching? | Yes - 5                                                                                                                                                                                                                                                                                                                                              | Yes - 5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| In what way?                                                   | <ul style="list-style-type: none"> <li>• Visual approach</li> <li>• More confident teaching writing in structured way</li> <li>• Teaching of grammar and punctuation - little and often</li> <li>• Easy to follow plans</li> <li>• Helps reduce workload</li> </ul>                                                                                  | <ul style="list-style-type: none"> <li>• Approach slows down writing and allows better focus / explore vocabulary</li> <li>• Sharing and celebrating of children's writing</li> <li>• Range of genres with cross curricular links</li> <li>• Poetry and non-fiction</li> <li>• Improved subject knowledge of vocabulary</li> <li>• Reinforced key grammar skills</li> <li>• High-level texts</li> <li>• clearly structured planning</li> <li>• Improved confidence when modelling writing process</li> <li>• More confident planning and teaching writing</li> <li>• Unit plans improved work / life balance</li> </ul> |

# Impact - Qualitative Data

## Pupil Questionnaires

|         | Do you enjoy the lessons?   |                 | Do you think the lessons are helping to improve your writing? |                 |
|---------|-----------------------------|-----------------|---------------------------------------------------------------|-----------------|
|         | Sometimes / yes / very much | Yes / very much | A bit / yes / very much                                       | Yes / very much |
| Year 3  | 100%                        | 30%             | 96%                                                           | 52%             |
| Year 4  | 86%                         | 45%             | 97%                                                           | 66%             |
| Year 5C | 96%                         | 69%             | 96%                                                           | 85%             |
| Year 5W | 100%                        | 77%             | 100%                                                          | 96%             |

## Parent Questionnaires

|                                                                              | I don't know | Partly / yes / very | Yes / very |
|------------------------------------------------------------------------------|--------------|---------------------|------------|
| Do you feel the lessons have had a positive impact on your child's writing?  | 5%           | 95%                 | 81%        |
| Do you feel that your child's writing skills progressed through the lessons? | 10%          | 90%                 | 81%        |
| Do you feel your child was engaged during the lessons?                       | 5%           | 90%                 | 71%        |

# Now - Current Impact

## Teacher Questionnaires - November 2021

|                                                         |                                                                              |
|---------------------------------------------------------|------------------------------------------------------------------------------|
| TWS has had a positive impact on my teaching of writing | 5/7 strongly agree<br>1/7 agree<br>1/7 neutral – only teaches one day a week |
| TWS has had a positive impact on the pupils' writing    | 5/7 strongly agree<br>2/7 agree                                              |

Two teachers have only just started teaching TWS units and therefore felt unable to comment.

# Next Steps

- Create school plan of TWS unit coverage, including cross-curricular links and genres
- Review Genre Coverage document in view of TWS units
- Create 'What TWS Looks Like in Each Year Group'.
- Include more independent writes, SPaG and reading lessons within TWS units.
- Continue to share good practice - peer/ lesson observations, book looks
- Build partnerships with other schools in RBWM that use TWS - Queen Anne and Edmund Campion