

<p>General impression</p>	<p>It was an absolute pleasure to visit Hunslet Carr Primary school and to conduct a review with the English subject leaders, a year after the end of the Primary Writing Project. All staff were welcoming, the children were all very much engaged in learning and the senior management team leading the subject well. The team greatly valued the opportunity to reflect upon the school's progress after some recent difficult times.</p> <p>Overall, the school is in a very solid position in terms of the implementation of the core elements of the Primary Writing Project and the key aspects of the Talk for Writing sequence for learning and teaching. The staff have worked hard to introduce the main aspects into their daily practice and the children are benefiting from this. The subject managers and the senior leadership team have led these developments well to gain a clear consistency and understanding. The school is in a very good place to take these developments forward and continue to see the results in the children's writing.</p>
<p>Overall strengths</p>	<ul style="list-style-type: none"> <li>• All staff were using the Talk for Writing sequence for planning and teaching an English unit.</li> <li>• The teaching and learning journey is visible through the inclusion of washing lines in most classrooms and the children are supported in this journey by use of the washing lines.</li> <li>• Most washing lines included all aspects of the TfW process.</li> <li>• All children were thoroughly engaged in learning.</li> <li>• Teachers were confident and organised in their lessons and some very good examples of teaching were seen.</li> <li>• All classrooms had either a reading corner or an area for storing reading materials. There were a few excellent examples, which could be shared with all staff.</li> <li>• Some excellent examples of 'banking' of ideas for writing were seen and some good sessions in KS1 of inventing a story together.</li> <li>• The practice of 'boxing up' was clearly understood and embedded well in Y2 and KS2.</li> </ul>
<p>Agreed next steps</p>	<ol style="list-style-type: none"> <li>1. Ensure consistency in the following through staff meetings and continuing monitoring:       <ul style="list-style-type: none"> <li>- Inclusion of all the main aspects of the TfW sequence [text map / vocab / grammar posters / reading work e.g. Tell me square / short burst writing / toolkit / boxed up plan / magpie words / shared writing + banked ideas]. Inclusion would depend on the year group.</li> <li>- Displaying of core vocabulary from texts on washing line - pictures of each word and us grids of same words in books [KS2]</li> <li>- Maps – by paragraph / large enough to be seen by children when learning text/ use symbols not clip art/ simple</li> <li>- Children knowing the model text well by the end of week 1 of a unit [revisit ways to learn a text e.g. tell it well using pace – expression – phrasing.</li> </ul> </li> </ol>

2. Develop a greater and consistent range of strategies to support independence during writing e.g. magpie books; scaffolds for planning [e.g. character and settings cards]; prompts for writing [e.g. phrases for writing a persuasive piece of writing] and ensure children are encouraged to use them.
3. Toolkits:
  - Provide training on development and use of toolkits [when / how / why developed with the children]
  - Agree on the purpose of a toolkit and use guidance to ensure that the toolkit is not only the grammar but also the writerly techniques e.g. put the main character in a dark place if you want to create suspense
  - Ensure that all year groups are using the Toolkit progressions provided by the PWP – including EY.
4. Plan for an even more consistent, active engagement by the support staff during whole class teaching. Provide additional training if needed but insist that teachers plan for how to involve the teaching support staff in teaching and learning e.g. scribing ideas onto flipchart
5. Boxed up planning
  - Move from 3 columns to 2
  - Use drawings and labels in Y2 and then notes from Y3
  - Keep it simple and only include the basic details
  - Agree on consistent headings for columns
  - Plan using either a map [EY-Y1] or boxed up plan for the Hot Task.
6. Handwriting:
  - All staff to pay attention to children's handwriting / provide feedback and instruction of the use of lines where used.
7. Reading for Pleasure: continue to develop this essential aspect through:
  - Strategies to develop the classroom community of readers e.g. what are we reading / a book tree of titles read by children / Why should I read this book? – Luggage label overviews /
  - Develop all Reading Corners/Shelves – valued / used / updated / a good display.
8. English Subject Leaders to:
  - Build in half termly staff meetings to share all good practice examples: including reading corners / washing lines/etc
  - Evaluate at least annually the progression in model texts [both across the year and from one year group to the next]
  - Evaluate the innovations for each unit and start to develop a clear progression for each year group across the year and from year to year
  - Develop a clear progression for the teaching of boxed up planning
  - Take photos of washing lines and add to shared drive – add to TfW handbook and use as a method of monitoring and staff development.