



DEIS Planning: Plan to Promote: **LITERACY**

Summary Plan to promote LITERACY

WSE Recommendation: *An expansion of writing topics, in addition to an increased emphasis on independent writing, would support pupils to structure ideas, apply grammar and use vocabulary, demonstrating progression and areas for further development. There is also potential for teachers to further clarify expectations for independent writing from class to class.*

This plan responds to the WSE recommendation to broaden writing topics, increase independent writing and clarify expectations from class to class. The school will develop a consistent whole-school approach to writing, with a focus on progression in writing stamina, grammar, vocabulary and the writing process. Particular attention will be given to pupils at risk of educational disadvantage through differentiated teaching, oral-language development and targeted support.

Targets:

1. By June 2028, all pupils will engage in regular independent writing and demonstrate increasing confidence and independence in writing appropriate to their class level, as evidenced through writing samples, teacher observation and pupil voice. **(L, WB, CPD)**
2. By June 2028, a consistent whole-school approach to writing will be implemented across all classrooms, with agreed expectations evident through planning, copy reviews and moderation. **(L, CPD)**
3. By June 2028, increase the percentage of pupils achieving at or above the 50th percentile in literacy by 5% and reduce the percentage of pupils achieving below the 20th percentile by 5%, as measured by standardised assessments. **(L, CPD)**
4. By June 2028, pupils identified as being at risk of educational disadvantage will demonstrate measurable improvement in literacy engagement, independent writing and literacy attainment through targeted interventions, as evidenced by assessment data, teacher observation and intervention records. **(L, WB, CPD)**

When:	Actions:	Who:	Resources:	Measurable Targets:
2025/2026 Establishing Consistency and Baseline	- Audit writing expectations, genres and current practice - Develop a draft whole-school writing progression framework - Agree broad class-level expectations for stamina, grammar and vocabulary - Gather baseline evidence through copy review, writing samples and assessment data - Identify pupils requiring additional support and monitor existing interventions	Principal ISM Team Class Teachers SET HSCL	PLC documents Writing samples Copybooks Assessment data	- Draft framework developed through staff consultation - Genre and class-level expectations audited - Baseline copy review and literacy data collected - Priority areas identified for Year 2
2026/2027 Developing Practice	- Implement and embed agreed whole-school priorities arising from Year 1 review - Support regular independent writing and age-appropriate use of the writing process - Continue collaborative planning, moderation and sharing of effective practice - Review and adapt supports for pupils requiring additional help	Principal ISM Team Class Teachers SET HSCL	Agreed school resources Writing samples Assessment data Relevant CPD	- Agreed priorities evident across classrooms - Pupils have regular opportunities for independent writing - Monitoring shows progress from the Year 1 baseline - Targeted pupils show improved engagement and/or attainment
2027/2028 Consolidation and Review	- Consolidate and refine the whole-school approach using evidence gathered - Evaluate the impact of the whole-school approach on pupil progress, confidence and independence in writing - Share effective inclusive practice and identify any further areas for development - Set priorities for the next DEIS planning cycle	Principal ISM Team Class Teachers SET HSCL	Writing samples Moderation records Assessment data Pupil and staff feedback	- Clear progression evident in writing across class levels - Consistent expectations evident across the school - Improvement against baseline literacy data - At least 75% of pupils report confidence and motivation in writing - Next-cycle priorities agreed

Monitoring:

- Teacher planning
- Writing copy reviews, samples and portfolios
- Moderation and staff reflection
- Standardised and diagnostic assessment data
- Teacher observation and pupil voice
- Progress, attendance and participation of pupils receiving targeted support
- Annual review through the SSE/DEIS process

Evaluation:

- Compare progress with the 2025/26 baseline
- Review attainment and standardised assessment data
- Review writing samples and evidence of progression across classes
- Evaluate the impact of targeted supports on identified pupils
- Review pupil confidence, enjoyment and independence in writing
- Use findings to refine actions and agree future priorities