

Ysgol Gymraeg Trebannws Development Plan September 2025 - September 2026 (Year 2 of Target)

Priority 1	Question	Creating ambitious and confident learners by improving Writing Skills including assessment for learning Priority Leader : Amy Hart Governing Member(s): Cllr R Phillips + Mr T Jones	
Why is this a priority – what does self-evaluation tell us that we want to improve?			Success criteria – what will the success look like after a year?
<p>Monitoring systems show that there is a need to continue to provide our pupils with cross-curricular writing opportunities, including more opportunities to assess for learning, including evaluating their own and others' work to correct, improve and enrich their writing.</p> <p><u>Foundation Phase</u></p> <p>Pupils are given opportunities to write across curriculums e.g. by developing vocabulary through searches, picture labels, organising and using adjectives and prepositions within sentences. There are genres such as birth story, apple hard assessment, acrostic poem, kindness list, and Pancake day fact file. <i>However, this needs to be more consistent to provide opportunities to correct/improve their work which is not Aled Afal's task and continue to build the pupils' confidence in writing.</i></p>			<p>To ensure that:-</p> <ul style="list-style-type: none"> • Pupils' confidence and enthusiasm in writing develops and improves. • Pupils continue to develop and apply patterns such as openings, hyphens, styling and punctuation techniques to lengthen and elevate sentences. • Continue to provide opportunities for extended cross-curricular writing for a variety of different purposes and opportunities to write freely • Pupils learn how to be critical when assessing for learning, and that they know how to revise, self-correct and up-level their writing

Years 3 and 4

There is evidence of thematic and cross-curricular tasks that encourage writing skills such as a fireworks poster, an Amelia Earhart fact file and health and wellbeing, science and religious education tasks where pupils can state their ideas while writing freely. *Nevertheless, only some of the pupils respond to targets in order to correct and improve their written work. Some correct spelling, uppercase, but need to be given time to further develop a small part of the writing such as elevating a sentence or two/adjusting their choice of vocabulary or sentence syntax.*

Years 5 and 6

Examples of great wording model good quality genres by highlighting pupils the characteristics of different genres and the necessary vocabulary and further tasks that build on basic skills such as collecting examples of persuasive vocabulary, levelling up paragraphs, evaluating persuasive paragraph style and concise verbs. *Nevertheless, there is a need to ensure that pupils are given time to scrutinise part of the written work in detail by correcting/upgrading part of the work as required and ensuring that pupils write extensively across the curriculum more often as pupils' confidence improves.*

Therefore, continuing to develop better systems, to maintain assessment procedures for learning, with a focus on improving work, will be an essential part of continued progress and development as a priority for next year.

