



WILLOW DENE SCHOOL DEVELOPMENT PLAN 2025-26



To ensure consistency, quality, and ambition in the teaching of early reading, phonics and writing through CPD, policy, curriculum materials and assessment



The use of proven and effective approaches to early reading and writing ensures better outcomes. Consistency will be achieved by aligning policy, curriculum, assessment and CPD to enable staff to feel clear and confident about expectations and how to deliver these.



All staff have the knowledge, skills and confidence to deliver an appropriate curriculum in early reading, writing and phonics, well matched to the needs of the children they teach, with appropriate adaptations. This is well supported by leaders and CPD.

SUMMER 2026

What? (action)	Why? (is the change needed)	Success (what will it look / sound like?)	Evaluation (sources of impact feedback)
Foundations and Language. Development with Pedagogy.	The Foundations for Language interaction technique prompt cards and training videos provide powerful models to upskill staff in supporting communication and learning across the curriculum. Work with the pedagogy team to explore whether they could form the basis of some pedagogy CPD.	Staff will develop a wider repertoire of skills to support communication and language development for children working within all learner profiles.	Feedback from CPD. Learning walks. PDC conversations.
Reading for Pleasure Parent Workshop for WD and RW parents.	Many parents are keen to support their child's early reading skills but are not clear on how best to do this. Training would provide ideas about how to support and engage with reading for pleasure with their child, which has tangible, research-based links to accelerated progress in language, communication and reading.	Parents will attend the workshop and engage with ideas. Parents will share their successes and ideas with others – both parents and school staff.	Feedback from parents. EFL Family App. Home school communications.
Develop a pre-Foundations offer	There are many children who are not ready for the language-focused approach in LW Foundations, but	Existing high-quality practice in this area will be shared and developed into a package	Classes for whom Foundations is not the right offer will engage in 'pre-Foundations' sessions to

	who would benefit from high quality provision which focuses on communication and engagement skills supported by music, drama and rhyme.	which is transferable to other classes and contexts.	support early reading and communication.
Extend WD response to the Writing framework through development of fine motor skill and composition materials.	Develop approaches and materials to support the development of both fine-motor and transcription skills, and early composition and communication skills.	Teachers will have access to resources and approaches to support all aspects early writing skills.	Uptake of these and whether additional CPD would support.
Develop a planning resource bank of lesson plans and books, for wordless books, poetry and non-fiction to support the delivery of high-quality reading sessions.	CLPE are leaders in literacy education and identifying high quality children's literature. They produce a range of resources which would support teachers to be aspirational and inspirational.	There will be a range of books with associated planning and resources to support high-quality teaching of reading and writing.	Uptake of usage.
Establish criteria and funding stream for assistive technology (AT) pathway to support writing.	Children who have developed phonological awareness at late Phase 2 and beyond, but who are limited by their dexterity in writing, could be enabled to become more effective and proficient writers through the use of AT. This supports independent communication through AAC.	There will be a branching Form which triages children according to teachers' responses about their AT needs. This will enable applicants to be triaged and prioritised for devices.	Form on SharePoint and ready to be promoted in Spring term.
Share the Fine Motor Skills and Handwriting Progression with Compass SENCOs.	There are many children working within Stage 1 and Stage 2 in Compass Mainstream schools who could benefit from targeted intervention to support the development of their fine motor and mark making skills and sharing this will skill up the staff working with them.	The Willow Dene Fine Motor Skills and Handwriting Progression is in use across Compass Mainstream schools and children with SEND are making good progress in this area.	Feedback from Compass SENCOs Provision reviews.
Continue to exploit links with the Creative Arts team to ensure an arts-based approach is used to	To provide cross curriculum links between the arts and literacy to ensure creative and accessible approaches are applied to early	A bank of texts and resources to support teachers ensure staff feel confident in making purposeful cross-curricular links	CYP demonstrate increased engagement, creativity, and progress in their reading and writing skills.

develop early reading and writing skills.	reading and writing to enable CYP to be able to explore texts and develop their reading and writing skills in meaningful ways.	between creative arts and literacy.	
Share relevant materials, CPLD, and documentation with the wider educational community, through Little Wandle Champion School work, the Compass SEND Support Hub and any other identified mechanisms.	To impact positively on the aspirations, commitment and capacity to support learning in early reading, phonics and writing for children with significant SEND and the staff that work with them.	Willow Dene is able to positively impact on outcomes in early reading, phonics and writing across the Trust and beyond.	Written and verbal feedback from partners.

SPRING 2026

What? (action)	Why? (is the change needed)	Success (what will it look / sound like?)	Evaluation (sources of impact feedback)
Drive a link leaders focus on Foundations, seeing it in action and considering how it applies to classes they work with	Little Wandle Foundations supports communication, attention and entry into more formal phonics sessions for some, by enabling teachers to assess CYP's readiness for this.	Link leaders will support the drive for change and implementation of high-quality Foundations provision in the classes they work with	Feedback at SLT meetings and Foundations uptake in bridging classes
Monitor and target classes to support with LW Foundations and Phase 2+ provision	Uptake of Foundations and Phase 2+ has increased in Autumn term, but we want to ensure that this is universally offered in classes for children for whom it is developmentally appropriate.	Foundations will be used in Bridging classes and will have a positive impact on children's communication, attention and phonological awareness skills.	Learning walks Leader conversations Feedback at SLT meetings
Extend WD response to the Writing framework through development of fine motor skill and composition materials	Develop approaches and materials to support the development of both fine-motor and transcription skills, and early composition and communication skills.	Teachers will have access to resources and approaches to support all aspects early writing skills	Uptake of these and whether additional CPD would support
Continue to exploit links with the Creative Arts team to ensure an arts-based approach is used to develop early reading and writing skills	To provide cross curriculum links between the arts and literacy to ensure creative and accessible approaches are applied to early reading and writing to enable CYP to be able to explore texts and develop their reading and writing skills in meaningful ways.	A bank of texts and resources to support teachers ensure staff feel confident in making purposeful cross-curricular links between creative arts and literacy.	CYP demonstrate increased engagement, creativity, and progress in their reading and writing skills.
Develop a planning resource bank of lesson plans and books, using CLPE recommended texts to support the delivery of high-quality reading sessions	CLPE are leaders in literacy education and identifying high quality children's literature. They produce a range of resources which would support teachers to be aspirational and inspirational.	There will be a range of books with associated planning and resources to support high-quality teaching of reading and writing	Uptake of usage
Amend the Paces and Strides Reading assessment framework to	The current Reading assessment framework was written 14 years ago, before the introduction of an SSP. It	Updated Reading framework for Paces and Strides completed and quality assured by external	Updated Paces Reading framework

align with the Early Reading and Phonics policy	needs to be updated to ensure that the assessment statements reflect progression in early reading aligned to our policy and that they capture the progress we value	professionals (Compass / Little Wandle / CLPE?)	Feedback from external professionals
Establish criteria and funding stream for assistive technology (AT) pathway to support writing	Children who have developed phonological awareness at late Phase 2 and beyond, but who are limited by their dexterity in writing, could be enabled to become more effective and proficient writers through the use of AT. This supports independent communication through AAC.	There will be a branching Form which triages children according to teachers' responses about their AT needs. This will enable applicants to be triaged and prioritised for devices.	Form on SharePoint and ready to be promoted in Spring term
Share relevant materials, CPLD, and documentation with the wider educational community, through Little Wandle Champion School work, the Compass SEND Support Hub and any other identified mechanisms	To impact positively on the aspirations, commitment and capacity to support learning in early reading, phonics and writing for children with significant SEND and the staff that work with them.	Willow Dene is able to positively impact on outcomes in early reading, phonics and writing across the Trust and beyond.	Written and verbal feedback from partners

AUTUMN 2025

What? (action)	Why? (is the change needed)	Success (what will it look / sound like?)	Evaluation (sources of feedback)
Establish expectations about timetabling of early reading and writing for different class learning profiles	To ensure that all classes start the academic year with the space in their day and their week to provide a high standard of Early Reading and Writing provision, even if they are not yet confident in how to deliver all aspects of this	There is an appropriate and high ratio of English-related learning in all class timetables, including opportunities for early communication, poetry, reading for pleasure and writing for a purpose	Leadership monitoring of timetables
Provide CPD on Little Wandle Foundations sessions	Little Wandle Foundations supports communication, attention and entry into more formal phonics sessions for some, by enabling teachers to assess CYP's readiness for this.	Teachers and STAs will have the planning, resources and knowledge to deliver high quality Foundations sessions for CYP working at Emergent Concept Level and Basic Concept level who are not yet on Phase 2	Attendance at PDMs and impact of these on practice
Develop Foundations Rhyme Time resources to support older learners	Rhyme Time offers structured and fun opportunities for CYP to develop communication, attention and phonological awareness skills. The focus on nursery rhymes is not appropriate for older learners	A range of appealing poetry and songs resources, with the Rhyme Time planning to support these is available to teachers. Liaison with the Little Wandle programme developers to quality assure these.	Availability of resources on SharePoint (and possibly Little Wandle website, dependent on copyright)
Establish links with the Creative Arts team to ensure an arts-based approach is used to develop early reading and writing skills	To provide cross curriculum links between the arts and literacy to ensure creative and accessible approaches are applied to early reading and writing to enable CYP to be able to explore texts and develop their reading and writing skills in meaningful ways.	A bank of texts and resources to support teachers ensure staff feel confident in making purposeful cross-curricular links between creative arts and literacy.	Access to a rich variety of books and planning resources based around different genres and themes CYP demonstrate increased engagement, creativity, and progress in their reading and writing skills
Develop Willow Dene's approach in regard to the DfE	To ensure a systematic, evidence-based approach to teaching writing, which builds on children's	Writing is taught in a consistent, developmental, and evidence-based way that builds on	Updated Early Writing policy and Early Writing framework.

Writing Framework (published July 2025)	developmental skills and rooted in communication.	children's communication skills. There is clear guidance for staff so they can confidently deliver high-quality Early Writing provision tailored to Willow Dene's learners. Willow Dene's writing framework aligns with statutory requirements while maintaining a bespoke approach for CYP with a range of needs in readiness for CPD to accompany changes to approach.	Staff uptake of CPD and resources The progress of CYP in their early writing
Pilot an assistive technology (AT) pathway to support writing in Pool Frog	To test the theory that children who have developed phonological awareness at late Phase 2 and beyond, but who are limited by their dexterity in writing, could be enabled to become more effective and proficient writers through the use of AT, before scaling it's use.	Children will use existing devices to support writing, using their phonic knowledge as well as AT strategies, such as predictive text, writing grids and word banks to maximise efficiency, creativity and output.	Observations and work samples
Develop a planning resource bank of lesson plans and books, using CLPE recommended texts to support the delivery of high-quality reading sessions	CLPE are leaders in literacy education and identifying high quality children's literature. They produce a range of resources which would support teachers to be aspirational and inspirational.	There will be a range of books with associated planning and resources to support high-quality teaching of reading and writing	Uptake of usage
Amend the Paces and Strides Reading assessment framework to align with the Early Reading and Phonics policy	The current Reading assessment framework was written 14 years ago, before the introduction of an SSP. It needs to be updated to ensure that the assessment statements reflect progression in early reading aligned to our policy and that they capture the progress we value	Updated Reading framework for Paces and Strides completed and quality assured by external professionals (Compass / Little Wandle / CLPE?)	Updated Paces Reading framework Feedback from external professionals
Audit resources in place to support the teaching of phonics	Little Wandle provide high quality resources which support fidelity to the programme and enable children to	Classes will have Little Wandle resources to support the delivery	Resources in classes

	be successful in their phonics journey, aligned to their own pace and progress. Having the appropriate resources in classrooms enables teams to deliver the programme in a way that best aligns with the CYP's development.	of Foundations, Phase 2+ and reading sessions	
Share relevant materials, CPLD, and documentation with the wider educational community, through Little Wandle Champion School work, the Compass SEND Support Hub and any other identified mechanisms	To impact positively on the aspirations, commitment and capacity to support learning in early reading, phonics and writing for children with significant SEND and the staff that work with them.	Willow Dene is able to positively impact on outcomes in early reading, phonics and writing across the Trust and beyond.	Written and verbal feedback from partners