English action plan

2018-2019

Reading

SDP:

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| Objective | Action | Who’s responsible?  | By when? | Success criteria |
| Percentage of children passing year one phonics screening check is in line with, or exceeding, the national average.  | Staff to visit St. Dennis school to observe phonics lesson and discuss its implementation.  | LB (JW, LR, LS, TW) | Friday, 29th June 2018.  | All staff delivering phonics in year one are confident in its delivery and have high expectations of all children. Percentage of children passing phonics screening check is at, or above the national average.  |
| Daily reading interventions for those children at risk of falling behind in reading.  | JW/Class two staff/LB | Starting in September 2018 | Children identified from data. JW confident to deliver daily speed sounds, sight words and real book reading.  |
| Reading progress of children in reception and year one assessed half termly.  | JW/class and two staff.  | Last week of every half term.  | Children at risk of falling behind identified quickly and interventions put in place. Single word spelling test shows progress of all children.  |
| Optima reading trialled in year one, aspects of Optima used in reception alongside letters and sounds.  | LB/LS/JW/TW/LR/HK/SK | September 2018.  | LB to lead training in using Optima reading. Staff in year one are delivering Optima reading by the end of September.  |

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| Objective | Action | Who’s responsible  | By when  | Success criteria  |
| Vulnerable groups meet ARE in reading.  | Daily reading interventions for all children not meeting ARE in reading, using the Optima reading programme.  | JW/LB/FS/VV | Starting in September 2018.  | Reading age of vulnerable children matches chronological age by the end of the year. PP and disadvantaged children meeting ARE by the end of the year. Single word reading test shows progress.  |
| Progress in reading monitored half termly through single word reading test.  | LB, all teachers. | Starting in September 2018.  | All staff are able to identify children at risk of not meeting ARE. Interventions put in place and effectiveness tracked regularly. Statements updated on target tracker.  |
| LB NPQSL school based project: disadvantaged boys’ reading.  | LB | Academic year 2018-2019 | Consistent procedures in place to track progress in writing and analyse the effectiveness of interventions.  |
| Children’s reading comprehension assessed half termly using NGRT, data analysed and comprehension interventions put in place.  | LB | Last week of every half term. Monitored in staff meetings.  | Most children are meeting NARE in reading by the end of the year.  |
|  | Pupil premium children have additional support in reading.  | SK | Weekly interventions for PP children.  | Half termly assessments show accelerated progress in PP children.  |

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| Objective | Action | Who’s responsible | By when  | Success criteria  |
| Children are reading for pleasure daily.  | Daily independent reading time EYFS: as part of free flowKS1: 20 minutesKS2: 20 minutes.  | All staff  | Daily from September  | All children always have a reading book. All children are practising reading independently daily.All classes stocked with a range of books comics, magazines and newspapers. High/low books promoted to struggling readers. LB to source and purchase new books for lower attaining readers.  |
| All children taking part in the 100 book challenge.  | LB, JW, FM, LS: display in library | Starting by January 2019.  | Assembly to launch 100 book challenge. Display in library. All children have a 100 book challenge passport. We have all 100 books on a separate shelf in the library.  |
| Children are using the library at least once a week.  | All staff, librarians, JW | From September 2018 | Library launched at an assembly in September. Library displays completed in July 2018. Librarians in library some lunchtimes. After school library club. Timetabled library time for every class.  |
|  | Display board in entrance hall used to promote reading for pleasure.  | LB | Ongoing.  | Parents, children, governors and visitors to the school interact with reading display in entrance hall.  |
| Children have a ‘reading buddy’ and read in pairs once a week.  | All staff.  | 20 minutes on Friday afternoons by the end of September.  | All children enjoy paired reading time and form a positive reading relationship with their buddy.  |

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| Objective | Action | Who’s responsible | By when  | Success criteria  |
| Reading comprehension skills improve.  | VIPERs used to teach reading comprehension skills from year 2 to 6.  | Teaching staff.  | Daily from September  | Monitoring of reading journals at every staff meeting shows a range of activities related to developing the content domains. Target tracker statements updated following monitoring in staff meetings.  |
| Parents using VIPERs bookmarks when reading with child at home.  | LB, parents  | Starting in September 2018.  | All book bags contain VIPERs bookmarks. Parents indicate when they have used them, in reading journals.  |
| VIPERs questions used with pictures, film clips, picture books in nursery, reception and year one.  | Class one and two staff.  | From September 2018 | Monitored on tapestry at staff meetings. Children able to make inferences from pictures.  |
| Children’s quotes about reading are written on ‘caught you reading’ speech bubbles and stuck into reading journals.  | All staff, parents, children  | From September 2018 | Evidence of children reading is ‘caught’ by adults and other children. Children are eager to be ‘caught’ reading.  |
| Observations aspect of target tracker is used to film children achieving objectives.  | LB | Release time to observe children reading and upload observations onto target tracker.  | There is evidence that children are being taught all TT objectives.  |

Writing

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| Objective | Action | Who’s responsible? | By when? | Success criteria  |
| Children are writing across the curriculum.  | Monitoring of writing in topic books at staff meetings.  | All teaching staff.  | Half termly.  | Monitoring shows evidence of writing across the curriculum.  |
| All topic display boards to include examples of children’s writing related to the topic.  | All staff.  | Ongoing.  | Learning walks, photographs of display boards as evidence of writing across the curriculum.  |
| Display board in entrance hall to celebrate children’s writing across the curriculum.  | TAs.  | Ongoing.  | Writing across the curriculum is evident as a focus to visitors to the school.  |
| Pobble used to celebrate writing across the curriculum with Kehelland and Pendeen schools.  | LB, English leaders from Kehelland and Pendeen.  | Launch day on September 25th 2018.  | Children’s writing is on Pobble and children are able to see comments made about their writing.  |
| Consistent and rigorous system of writing moderation.  | Target tracker statements displayed in children’s books, in child speak, and referred to in shared writing.  | LB to produce new target statement sheets to be used consistently in KS1 and KS2. Target tracker updated weekly by teachers and TAs.  | July 2018 | Children in KS1 and KS2 know what they are working towards and can identify it in their writing.  |
| All strands of writing curriculum and ELGs moderated at half termly staff meetings throughout the year.  | LB to produce moderation sheets and standards banks.  | Half termly moderation meetings.  | Standards banks produced. Stickers in books to show level assessed.  |
| Writing moderated in TPAT hub in Spring term and across hubs in Summer term.  | All English leaders. LB will produce standards banks following moderation meetings.  | End of Spring term: Truro hub. End of Summer term: Penwith hub.  | Standards banks produced.  |
| Percentage of children achieving NARE at end of KS1 improves.  | Writing intervention, using Pobble and the literacy shed, for year two children at risk of not achieving NARE in writing.  | LB/FS | Weekly from after October half term.  | % of year 2 children achieving NARE in writing improves.  |
| Pupil premium children achieving NARE in writing at end of KS2 improves.  | SK working with PP children on individual writing targets.  | SK | Weekly from September.  | % of PP children achieving NARE in writing improves.  |