



Area: English

Hayley Webster/ Kate Watson

Success Criteria:

- To accelerate rates of progress and increase attainment at the expected and greater depth standards in reading and writing
- Continue to improve the quality of teaching in English.

Objective	Specific action to be taken	Person (s) responsible	Timescale / completion date	Cost	RAG Rating
To accelerate rates of progress in English from September starting points (2021)	To identify key pupils in each year group who have the potential to achieve the Expected Standard & Greater Depth Standard through: <ul style="list-style-type: none"> • FFT 50 & 20 predictions; • Analysis of current Reading, Writing & SPAG data Identification of key elements within writing – spelling, punctuation & grammar. • Use of management time to analyse data 	PB HW/KW Class Teachers	Autumn Term		
	Use Salford assessments, STAR data and phonics assessments (screening check and assessment from LA) to implement phonics training and phonics groups specific to support Y3 catch up	KW	Autumn Term		
	Research and choose a suitable, validated phonics programme and implement in school.	KW	Spring Term		
	Staff meetings to reintroduce key reminders when teaching writing, including spelling and the use of success criteria, as well as deliver training from T4W GDS course from Summer term (which focuses on meeting the needs on GDS children)	HW	Autumn Term		
	Staff meetings to complete writing moderations in-school to ensure consistency across year groups and standards across school	HW	Academic Year		
	Implement reading comprehension interventions for PP pupils.	KW	Autumn Term		
	Complete a programme of additional parents meetings with focus pupils: January - B+/focus parent meetings	Class Teachers	Academic Year		



	Ensure all classes have opportunities in the week to listen to the teacher reading. Each year group to also have a reading spine so that all pupils experience a range of stories and poems throughout the year.		Autumn Term		
	Year 6 half termly RAP & Year 3, 4 & 5 termly pupil progress meetings to focus on identified pupils.	PB, HW, KW, MW, BP	Academic Year		
	SLT termly English work book monitoring to focus on identified pupils.	PB, HW, KW	Academic Year		
	Complete a Spelling Bee competition for across school to continue to raise the profile on spelling with all children.	HW	Spring or Summer Term		
	Revisit the application of the curriculum development point for the need for repetition to be a change to long term memory through: <ul style="list-style-type: none"> • Focus on homework and home-school relationship in INSPIRE meetings • The use of 'Weekly Workout' resources; • Spelling Shed & TTRockstars tasks; • Monitoring of workbooks; • Alternate termly events – Spelling Bee (autumn & summer) & Rock Wrangle (spring). • Homework policy • Revisit basic skills throughout the year. 	PB HW KW LM	Academic Year		
	Performance Management procedures aligned to the school improvement plan and career stage expectations	PB, KW, HW	Academic Year		
Continue to improve the quality of teaching in English.	SLT half termly English work book monitoring to focus on identified pupils.	PB HW KW	Academic Year		
	English focused lesson observations	PB, HW, KW	Writing Autumn Term Reading Spring Term	During release time	



	Monitor the use of the units progression document (on website) introduced last year and evaluate with staff at the end of the year. Make appropriate changes for the following year and update this on the school website.	HW	Spring and Summer Term		
	Update the English policy.	HW/ KW	Autumn Term		
To ensure Accelerated Reader is high profile and used effectively to engage pupils in home reading.	Purchase new Accelerated Reader books if any gaps are identified (Laburnum Books)	KW	Academic Year	Budget: £2000	
	Ensure all children have completed a STAR test during every Assessment Week	KW	Academic Year		
	Monitor engagement with programme and feedback to staff.	KW	Academic Year		
	Inspire presentation for parents to be about benefits of home learning.	KW	Academic Year		
	Introduce new reward system to encourage engagement in home reading.	KW	Academic Year		
To monitor the progress of pupils in the "bottom 20%" (those reading below age-related expectations) to ensure these pupils are given every opportunity to catch up.	Work closely with SENCO to: <ul style="list-style-type: none"> • Baseline and monitor key pupils reading progress (Salford and STAR tests) • Monitor effectiveness of Phonics Interventions • Provide support to class teachers and teaching assistants, particularly with the implementation of phonics catch up. • Purchase resources (if needed). • Reading Comprehension intervention 	KW AC HW	Academic Year		