



Overview:

Name:	L.Lacy/K.Tutton	Date:	<i>Nov 2023</i>	Linked Gov:	<i>Anne Edwards</i>
SDP Strand	<ol style="list-style-type: none"> 1. Reading - To further develop an approach to reading which supports children to build on their knowledge of phonics, their understanding of vocabulary, their love of books and their wider knowledge to become fluent readers by the end of KS2 2. Instruction - To further develop the quality of teaching so that all children are actively engaged in their learning and receive sufficient opportunities for review, practice and recall through incorporation of key pedagogical principles (Walkthru) 3. Curriculum & Assessment - To further develop the wider curriculum to ensure strong links between prior and current learning, strong retention of disciplinary knowledge, effective application of procedural knowledge and end point assessment which accurately reflects those aims 4. Culture, Wellbeing and Environment - To improve the school environment and culture to bolster emotional well-being, improve attendance and maintain outstanding behaviour 				
Context and Key Information about the Subject:	<p>English has evolved this year to embrace the Talk for Writing approach, predominantly among infant classes. This approach brings with it a structured learning environment, in which children are enabled to stretch their vocabulary, establish good sentence structure and use their imagination. This approach is continued into KS2, where the scaffolding is gradually taken away to increase independence. Stimulus for writing throughout the school is balanced and varied. Teachers also ensure an age-appropriate balance with reference to the purpose for writing.</p> <p>As stated in the 2021 Ofsted report, ‘Reading is a high priority in the school’. Following a recent in-house Action Research Project and CPD on Reading Fluency earlier this year, guided reading lessons are used to model the reading of texts and increase fluency practice. The subsequent introduction of the FFT Reading Assessment Programme means that pupils are assessed on their GPC accuracy, decoding accuracy and fluency levels.</p> <p>The school library is open every lunchtime, with the help of parent volunteers and Year 6 children, which has been a great addition to the school day. At this time, children can seek advice, get book recommendations, or simply read. The library is currently being</p>				

improved in terms of layout and signposting. Recent purchases have recognised the need to increase our selection of diverse literature, both in terms of culture/ethnicity and hi-lo dyslexia-friendly publications.

In Infants, children follow the Magic Link handwriting scheme and KS2 have moved to 50/50 shaded-line books for weekly practice.

Spelling Shed has been replaced by Doodle Spell and will be embedded into practice in the Spring Term.

Both English leads are supported by the Schools Alliance for Excellence (SAfE) and have received recent CPD sessions, including Talk for Writing, reading fluency and the explicit teaching of vocabulary. They are also working closely with counterparts at Kingswood Primary, one of whom is a local authority English moderator.

The school regularly delivers very good outcomes in English. Our results in this subject are consistent and significantly above the national averages. External KS2 statistics dating back to 2016 shows a 5-year average in which 90% of children achieved the expected standard in writing and 85% in reading - well above the national average of 74% and 73% respectively.

At KS1 last year, 87% of children achieved the expected standard in reading, compared to 75% nationally. Monster Phonics full SSP was implemented two years ago, in order to bring whole school consistency and further enhance our phonics provision.

Objective:		Success Criteria / Improved Outcomes for Children:	Key Actions:	Key Staff / Governors	Resources / Funding / CPD requirements:	Relevant SDP strands	Monitoring	RAG
<i>What are the main areas to focus on this year?</i>		<i>How will this improve outcomes and experience for the children and what will be the changes in school?</i>	<i>What are the main actions required to achieve these objectives?</i>	<i>Who will take on these actions and which Governors will be involved?</i>	<i>What do you need to make the objective possible – time, funds, resources, training etc.</i>		<i>How will you monitor throughout the year to make sure the changes are happening?</i>	<i>Each term you should review your action plan and RAG rate it until the final evaluation at the end of the year</i>
1	To improve reading outcomes by the end of KS2	By focusing on fluency, vocabulary and punctuation, children will find it easier to access a broad range of texts and be better-prepared to	Embed reading fluency principles across all year groups. Guided reading sessions to consist of	LL	Inset time, Funding, CPD	1, 2, 3	FFT Reading Assessment Programme to monitor progress of every child.	

		<p>analyse them for comprehension purposes.</p> <p>The emphasis will be on 'modelling' and 'listening', with opportunities to 'act out' scenes, bringing them to life.</p>	<p>modelled, repeat and echo reading. Drama to be used more. Explicit teaching of vocabulary across the curriculum. LL to look into the creation of a 'fluency intervention pack' for Years 4-6.</p>				<p>Ongoing monitoring, observation and termly assessment data. Regular review of guided reading texts in each year group.</p>	
2	<p>To enable children to develop a love of reading</p>	<p>Children should have greater access to a broader range of texts – both inside and outside the classroom.</p> <p>Encouraging children to write book reviews, facilitate 'book talk' and recommend texts, will create a culture of reading.</p> <p>Children will also be encouraged to use the library, where they will be guided to appropriate texts.</p>	<p>Teachers to provide a balance of fiction and non-fiction texts (in lessons/on bookshelves). Drama to be used more often inc. Poetry Basket in EYFS & KS1. Library to be available to children in Years 2-6 at lunchtime. Regular paired reading sessions between classes, eg. Y6 reading with Reception.</p>	LL, KT	<p>Inset time. Regular library volunteers. Funding for accessible books.</p>	1, 3, 4	<p>Learning walks to monitor bookshelves and related book activity (eg. reviews, recommended reading shelf). Ask for feedback from the children – what kinds of books would they like to see more of? LL to oversee library.</p>	
3	<p>To embed the Talk for Writing approach across Infants</p>	<p>Ensure all infant teachers feel confident delivering the Talk for Writing sessions, improving consistency and maintaining high expectations.</p>	<p>Carousel of observations of Talk for Writing across years R-2. Sharing of best practice, particularly across years R-4.</p>	KT	<p>Time for observations. Time to visit another TfW school.</p>	1, 2, 3	<p>Ongoing monitoring through learning walk, lesson observation, lesson study, book scrutiny and termly assessment data.</p>	

4	To provide Talk for Writing CPD for staff in LKS2	Children should experience a seamless transition from Infants to Juniors, gradually reducing Talk for Writing as they progress towards UKS2.	LKS2 staff to observe the TfW approach in EYFS and KS1. Assess suitability of current texts.	KT, LL	Time for observations. CPD, funding.	2, 3	Learning walks, observations.		
5	To ensure high quality instruction in every classroom	More children to reach EXS across the whole school based on school average from end of 2022.	Carousel of observations of Talk for Writing across years R-2. English Lead observations of guided reading sessions in years 3-6. Walk Thru principles to be applied in every year group.	KT, LL	Inset time + time for learning walks and observations.	2, 3	Ongoing monitoring through learning walk, lesson observation, lesson study, book scrutiny, pupil performance clinics and termly assessment data.		
6	To strengthen links between vocabulary and spelling	Unpicking words and explaining their structure will enable children to learn spelling patterns more effectively and be able to 'guess' words they don't know.	Explicitly teach vocabulary in all lessons. Focus on root words, prefixes and suffixes, antonyms and synonyms.	LL	Inset time, CPD.	1, 2, 3	Termly assessment data.		
End of Cycle Evaluation									
<i>At the end of the academic year / start of the new academic year all leaders will review and evaluate the impact of their action plan based on the monitoring they have conducted and the outcomes for children over the previous year.</i>									

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Global School Vision – Village School Values