

Subject Action Plan

ENGLISH – JEN LA VERTUE

Priority Areas*	Target and clarification of this target	Actions to be taken	Expected outcomes and impacts	Timescale	Resource requirements	In charge?
***	To ensure assessment of reading and writing is consistent across the school and that data is used strategically	<p>Whole school to do Reading Age assessment in September and July using Salford</p> <p>Ros Wilson or Twinkl Reading tests for Assessment Points assessment</p> <p>Red folders used to keep assessments</p> <p>Writing is assessed using Ros Wilson criteria at each assessment point</p> <p>Spelling is assessed at least at each assessment point using CEW or year group word lists. Weekly spelling tests in place if effective</p> <p>Data is used to inform teaching and top up/interventions</p> <p>Marking policy updated and shared with staff</p> <p>Marking policy is used consistently and in full across the school</p>	<p>Assessment procedures are in place and consistent across the school</p> <p>Assessment data is used effectively to support pupil progress</p> <p>Spelling is tested at each assessment point</p> <p>Reading Age is tested twice a year or more often for pupils on SEN register</p> <p>Writing is assessed at the end of each unit (6 times per year) then feeds into assessment point data</p> <p>Gaps are closed and pupils make good or more progress in reading and writing</p> <p>Writing is marked consistently and marking moves learning on across the school</p>	<p>Arrangements in place by AP1</p> <p>Assessment Points throughout the year</p> <p>Book look – Nov 21</p>	<p>INSET Day time – Sept 21</p> <p>Staff meeting time – Nov 21</p>	JLV and SD

	<p>To embed the whole school approach to teaching writing and monitor for consistency, progression, etc.</p>	<p>Core texts and class novels to be reviewed and updated where needed</p> <p>Pie Corbett training for all staff leading to use of consistent and progressive methods across the school</p> <p>Red folders used to keep examples of writing across the school – a copy of each assessed piece of work along with highlighted criteria sheet</p> <p>Working English display in each class which reflects the unit being taught and can be accessed by pupils to support learning. Does not have to be a weekly learning journey.</p> <p>Storytelling.T4W approaches in use across the school and evidenced in books</p> <p>Coaching focus in Term 2</p> <p>Teachers model continuous cursive handwriting in their 'best' work and marking</p>	<p>Progression document in place showing range of text, objective and progression in skills</p> <p>Teaching of handwriting document in place to support letter formation and joins</p> <p>Whole school English curriculum overview document</p> <p>Model texts/samples of work for each unit collated</p> <p>The teaching of writing is more consistent with each year building clearly on the previous one</p> <p>Storytelling/Pie Corbett techniques are used across the school to teach fiction and non-fiction text types.</p> <p>Presentation of work is increased across the school</p>	<p>Training – tbc with ongoing support</p>	<p>Learning walks, book scrutiny, staff meeting, recovery curriculum docs</p> <p>Pie Corbett training – T4W £1250 for single day</p> <p>Storytelling School (1 year training, resources and ongoing support) £3500 +VAT inc. handbooks</p> <p>Storytelling Schools - Single day - £1500 or twilights - £550</p> <p>Storytelling Schools Handbook £30 per copy</p>	<p>JLV with SD and JH</p>
	<p>To ensure challenge for PHA pupils is rich and that writing at length is a core part of English teaching</p>	<p>Non-negotiables for English teaching and learning shared with staff</p> <p>Storytelling T4W build in opportunities for 'invent' as well as imitate and innovate</p> <p>Marking allows children to be challenged and stretched further</p> <p>Marking policy is followed consistently</p>	<p>Teachers clear on expectations for English</p> <p>Greater consistency across the school</p> <p>Children develop more ownership of their writing by responding to marking feedback</p> <p>Children have regular opportunities for 'free writing' or 'inventing'. Evidenced in books</p>	<p>Inset day – Sept 21</p> <p>Book look – ongoing throughout the year</p> <p>Appraisal targets for teachers</p>	<p>Staff meeting time</p> <p>Phase meeting time</p>	
	<p>To ensure progress in Speaking and Listening is taught explicitly</p>	<p>P4C is used to support the teaching of Speaking and Listening objectives</p> <p>Performances and assemblies are used as an opportunity to focus of Speaking and Listening objectives</p>	<p>Staff meeting/phase meeting to identify opportunities to focus of Speaking and Listening outside of English lessons</p>	<p>Ongoing</p>	<p>Staff/phase meeting time</p>	<p>JLV Rosie Thomson via P4C</p>

		<p>This remains a priority area of focus in EYFS</p> <p>Accurate records are kept to support assessment of Speaking and Listening</p>				
	<p>To update and enhance reading and writing resources in line with society, culture and changes over time</p>	<p>Library and library bus are well stocked and well used</p> <p>Class libraries and book corners are inviting</p> <p>Books and resources are current and relevant to children's lives</p> <p>Book fair takes place to earn books for school as well as allow children to purchase</p>	<p>Children are more enthusiastic about reading</p> <p>Children feel their own lives reflected in the books they see and read</p> <p>Reading attainment is increased across the school</p>	<p>Ongoing across the year – schedule of updating</p> <p>Book fair – Nov/Dec 21</p>	<p>Budget for books</p> <p>Community contributions</p>	<p>JLV</p>