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| IntentionData, Recovery programme, resources, staffing including pedagogy, innovation | Implementation  | Implementation Time frame/ Staff involved | Proposed Impact | Evidence towards proposed impact |
| *Develop pupils’ language capabilities by providing purposeful speaking and listening activities, which support pupils’ language development.**.*  | **All Staff will:**Plan regular and purposeful spoken language opportunities across a range of contexts and to a range of audiences.Extend pupils’ vocabulary by explicitly teaching, discussing and displaying new words, providing repeated exposure to new words, and providing opportunities for pupils to use new words in context. ***(Using Vocabulary Ninja approach)***Provide targeted support to develop vocabulary for identified chn including EAL and SEND. Use seesaw to evidence spoken language activities including those which support the writing process.**English Lead will:** Trial 'Vocabulary Ninja’ and then train staff on using the approach. Use pupil voice and seesaw to monitor children’s spoken language experiences within the classroom.Monitor classroom displays to ensure staff are providing a vocabulary rich environment. Monitor language/vocabulary development/use through Seesaw, books and lesson drop-ins.**SLT will:**Ensure opportunities for purposeful speaking and listening events are planned throughout the year.  | All staff Autumn TermSP to trial ‘Vocabulary Ninja’ at the start of the autumn term SP to provide training to all staff (including TAs) on using the approach in autumn 2.SP complete monitoring in the Spring 2 and Summer Term.  | * Through pupil voice children share experiences of spoken language activities and can articulate ways in which staff develop/extend their vocabulary.
* Every class provides a vocabulary rich environment.
* High quality texts are used in school and at home to develop language capabilities.
* Staff will be using ‘Vocabulary Ninja’ with increased confidence.
* Pupils will perform/present/discuss/act with confidence and will use the taught vocabulary in context.
* Outcomes in writing and reading will have improved as a result of language development particularly for identified groups and lowest 20% readers.
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| *Effectively embed the Twinkl systematic phonics programme* | **Phonics Lead will:**Continue to monitor and  ensure all staff have the necessary pedagogical skills and content knowledge.Check if learning can be accelerated or extra support is needed and identify specific capabilities and difficulties to focus teaching.Monitor to ensure lessons engage pupils and are enjoyable to teach.Carefully consider any adaptations to the programme, as they may influence its impact.Audit and purchase necessary resourcesAll Staff will: Teach whole class phonics reguarlyGroup pupils in a way which is likely to help focus effort and improve teaching efficiencyInform lead of any resources that are missing or need replacing |  | * Twinkl Reading scheme purchased and used for home reading.
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| *To continue to improve reading comprehension by developing fluent, accurate reading capabilities and by building reading stamina.* | **English Lead to:**Provide appropriate guidance and support to staff on resources and strategies, including how to develop pupils’ fluency through:* guided oral reading instruction
* repeated reading

(Using Reader’s Theatre approach)Monitor to ensure staff prioritise understanding pupils’ current capabilities and are teaching accordingly. What is preventing chn from reading fluently? Do they have phonological gaps? Are they not reading regularly at home? If not, how are their needs being met in school? Is intervention effective? Is reading speed being assessed and is progress being measured?**All staff to:** Provide guided oral reading instruction (echo reading and choral reading) Provide time for repeated readingProvide time for chn to read-out-loud for a purpose (E.g. to entertain when performing poetry, to inform in a lesson or collective worship, etc)At the start of the academic year assess using tools such as the Fluency Rubric and Twinkl ’60 second reads’ to assess how well pupils can read aloud individual words and passages of text accurately, at an appropriate speed, and with appropriate stress and intonation. Following this, identify those chn who will need additional support and inform SP. Monitor progress half-termly. Ensure chn are reading regularly at home and if they aren’t then how is this issue being addressed? Organise children into groups/pairs and use ‘Reading Ambassadors’ so children can practise reading a ‘decodable’ book or text. Ensure identified groups of chn receive extra reading time.Identify and provide intervention for those chn, particularly PP chn and boys, who may need a focus on more basic skills, such as decoding and phonological awareness in addition to practising fluency.  | All Staff to assess chn at the start of the year and identify concerns.SP to provide training for all staff including TAs and Reading Ambassadors on Reader’s Theatre Approach.Half termly SP to monitor decoding and fluency progress of the lowest 20% Staff to report fluency/decoding concerns/progress every term at Pupil Progress meetings. | * Teachers are confident in teaching children how to read fluently. Explicit teaching of reading fluently and expressively is evidenced.
* Children’s pace and fluency has improved.
* Greater percentage of chn reading 90 words per minute.
* Greater percentage of chn completing timed reading assessments.
* Reading comprehension outcomes including summative and statutory assessment results improved.
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| *Continue to develop Reciprocal Reading as a whole class approach to improve reading comprehension.**Use Reciprocal Reading as a structured intervention designed to explicitly teach reading comprehension strategies to the lowest 20%* | **English lead to:**Provide additional training on reciprocal reading approach (teaching specific strategies that pupils can apply both to monitor and overcome barriers to comprehension).Monitor the use of the strategy and the impact on teaching and learning.**Teaching Staff will:**Use the strategy consistently in English lessons and across the curriculum when reading. They will describe and model the strategies before pupils practise the strategies and provide feedback. Gradually reduce support as pupils take increased responsibility.**Teaching Assistants will:**For the lowest 20% TAs will run at least two 20 minute Reciprocal Reading sessions each week for 12 weeks | Autumn Term SP | * Staff are confident in using Reciprocal reading and the strategy is used effectively to move learning on.
* Pupils are able to explain how the approach supports their comprehension skills in English and across the Curriculum.
* pupils are able to use the strategies independently and habitually, with less and less prompting from staff.
* Reading comprehension outcomes including summative and statutory assessment results improve.
* Identified groups of learners make accelerated progress as a result of targeted intervention.
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| *Develop a love for reading and writing by continuing to develop ‘reading as writers, and writing as readers’ culture across the school.* | **All staff will:**Plan prewriting activities which support oracy and provide children with a ‘hook’; which links to the book being shared and builds towards something real. The hook might include a drama activity, video, art, music, object, letter, photograph, or experience—anything the children would be excited and motivated to write about. Their ideas and interests need to be considered when devising the ‘hook’. (\*Evidence on Seesaw)Provide a WAGOLL to exemplify the finished piece that the children are aiming to produce. Ensure chn identify the purpose and audience for their writing. Identify interests within the cohort and plan plenty of writing opportunities which allow chn to write purposefully and with meaning (both narrative and non-fiction) across all curriculum areas; English, RE, Science & WLP lessons.Ensure learning sequence includes: Immerse, Analyse, Plan, Write, Edit/Revise, Publish linked to class novels and the wider curriculum.Each year group to plan within the year to use one of the film units from Literacy Shed+ to hook, inspire and engage chn as writers. Linked to the ‘Live Simply’ directive, teachers will plan a reading and writing activity based on a picture book text linked to the environment. Use the art exhibition as a ‘hook to the book’ with each class creating a piece of art work inspired by their class text.Ensure year group recommended reads are shared and discussed in class and put on the class page. Ensure KS2 children review and recommend books using the Padlet App.Create a whole school display in the library displaying examples where chn from each year group are ‘Writing as a reader.’ Take part in ‘World Book Day’?**English Leader will:**Direct staff and order books for the ‘Live Simply’ tasks.Monitor through class pages, pupil voice and books engagement with reading and writing.Support staff in planning/resourcing for event days.  |  | * Pupil voice provides evidence of high engagement and enthusiasm for writing.
* Termly assessment/moderation demonstrate good progress in all year groups in all areas of composition
* English books show greater quantity and quality in writing
* Standards in writing are good or better
* Staff provide teaching and learning opportunities which challenge and provide opportunity for HA to demonstrate GD capability.
* English books show greater quantity and quality in writing at SMA
* Standards in writing at GD have moved further in line with those in Reading, Maths and Grammar
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| *To develop pupils’ handwriting fluency and accuracy*  | **All staff will:**EYFS and KS1 will use and embed the letter formation rhymes as part of the phonics scheme. This will be shared with parents via class page/workshopExplicitly teach accurate letter formation and provide regular handwriting practice to support pupils to increase the speed at which they can handwrite (should be on the timetable)Monitor both children’s written work once it has been completed but also observing them as they write, watching for mistakes in letter formation. When areas of difficulty are identified, provide high quality feedback and explicit instruction.Ensure handwriting and presentation is consistent across the curriculum.Provide intervention for children who are working below year group expectations.Model neat and accurate letter formation in line with the handwriting policy.As a response to pupil voice, provide dojos specifically for handwriting and presentation.**English Lead will:**Update handwriting policy in line with changes made as a result of the Twinkl Phonics scheme Monitor staff feedback to ensure it is effective and promotes efficient and fluent handwriting. | SP to monitor in Autumn term when and how often handwriting is being taught.SP – on-going monitor quality of handwriting in English and the wider curriculum.SP – on-going monitor quality and effectiveness of feedback. Spring – SP update handwriting policy and progression document  | * Policy will provide clear guidance for the teaching of handwriting and letter formation progression
* Handwriting will be explicitly taught across all year groups.
* Standards in handwriting will improve and be consistent across the curriculum.
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| *Develop KS2 pupils’ transcription and sentence construction skills through extensive practice of spelling*  | **Teachers and TAs will:**Identify spelling sessions on their timetables. KS2 teachers use Twinkl Planit Spelling resource to Explicitly teach spellings and provide pupils with extensive opportunities to practice them. Ensure Statutory spelling lists are on class pages, on display and in children’s books. ‘Spellingframe’ to be used for whole class teaching, group work, homework and interventionMonitor pupils’ engagement and assess weekly.Consider the types of spelling error pupils are making to identify appropriate strategies for improving pupils’ spelling.. Monitor pupils’ spelling to ensure accuracy and provide effective feedback Identify chn who require intervention additional to whole class sessions in order to close gaps. Provide support on using Spellingframe for new parents via workshops and class page.**Teaching Assistants will:**Provide spelling intervention for those chn where spelling is a weakness, particularly focusing on tricky word lists (KS1) and Statutory spellings (KS2). **English Lead to:**Monitor effectiveness of Twinkl Planit and spellingframe Monitor use of ‘Spellingframe’ as a teaching tool, as homework and for intervention.Produce a progression document for spelling.Review end of year assessment results and the use of the new resources; adapt as necessary to further improve outcomes.Encourage engagement with spellingframe by introducing termly rewards for top scorers on the Spellingframe ‘School Leaderboard’ | SP – Throughout the year – Monitor effective useAll staff - First half term to be up and running.  | * Staff are confidently and consistently using Twinkl planit and Spellingframe to support whole class teaching, homework and intervention.
* Spelling is taught consistently and with progressive coverage of the curriculum visible across the Key Stages.
* Diagnostic assessment tool focuses effort on the spellings which pupils are finding difficult
* Improved spelling results for all groups of learners.
* Improved spelling evident in pupils work across the curriculum.
* Gaps closed with the majority of the class working on ARE spelling rules and patterns.
* Improved engagement in home learning and parental support.
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| *Use quality first teaching and high quality structured interventions to reduce gaps between groups of learners and to support children who are struggling with their literacy* | Teachers will …. Identify groups of learners outlined within data. Set up interventions within the class environment to support children with their understanding.  Ensure challenge is given to HA children.  | Staff to monitor termly addressing the gaps SP & SLT to look at evidence and monitor that the gaps are reducing due to increased opportunities.   |  |  |
| *Produce displays and provide an environment which supports teaching and learning in English*       | **English lead will:**Discuss with staff the aspects of display which they think would impact on teaching and learning.Following discussion outline expectations for English display.Monitor displays in classrooms – do they inspire a love of reading? Do they support the ‘Writing as a Reader’ approach? Are they a useful resource that support teaching and learning? How? What is pupil voice saying? Reminders to staff to ensure displays enhance learning and are current. Monitor vocabulary, SPAG and spelling patterns/rules on display. **All staff will:**Have monitors to ensure class libraries are current and appealing. Follow expectations for display. Keep displays current and up-to-date. | All staff- First half Term to be up and running with current displays to support current learning. SP to monitor each term with oral feedback.   .     | * Displays support teaching and learning in English.
* Pupil voice expresses that the class display and environment supports their learning. Do they use it to help them remember and know more?

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| *Continue to develop documents and update* ***WEBSITE*** *to reflect schools policies and practices in English* | SP & Teachers will …* Create an English page to include; an English Overview and progression overview for whole school, Whole school Reading Spine, Phonics, Writing, SPAG and Handwriting, KKO’s, Pupil voice videos
 | Teaching staff/ middle leaders- by the end of Autumn Term 2021 and continue throughout the year. | * Parents are able to access and support the learning with their child linked with English on the school website.
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| ***Pupil Voice*** – evidence gathered; what are the children at SMA saying about the teaching & learning in English lessons?Pupil voice correctly informs staff about Teaching & Learning in English. Previous pupil voice is shared and acted on.  | Engllish team will…* Gather evidence of group pupil voice in each year group.

Teachers will …* Use pupil voice time to gather information linked with English
 | SP – TermlyStaff - Termly | * SLT are aware of what the children are saying about their learning linked English.
* Children are able to identify the skills and the understanding of why they are learning what they are learning.
 | See above |

**Next steps**