

English Action Plan for 2021/22

Owner(s): Sheryl Polito Last revisited: Sept 2021



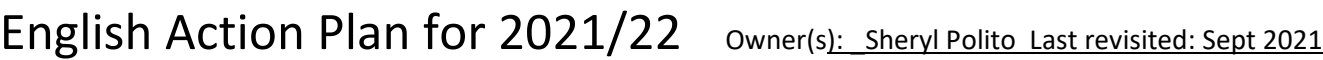
<u>Intention</u> <u>Data, Recovery programme, resources, staffing including pedagogy, innovation</u>	<u>Implementation</u>	<u>Implementation Time frame/ Staff involved</u>	<u>Proposed Impact</u>	<u>Evidence towards proposed impact</u>
<p><i>To develop EYFS and KS1 pupils' speaking and listening skills and wider understanding of language to support their reading and writing.</i></p>	<p>All Staff to:</p> <p>audit current practise using the 'The reading framework - teaching the foundations of literacy'.</p> <p>Provide quality, daily storytime as a priority.</p> <p>Prepare the story and plan the teaching of vocabulary so they can capture the children's attention and extend the children's language and thinking during interactions and activities.</p> <p>Provide engaging collaborative activities that provide opportunities to learn/hear language often and in wider learning (e.g. 'Back and Forth Talk, using the outdoors, educational visits and visitors, etc). * PP children and boys have opportunities to develop and enhance life experiences and extend speaking and listening skills – identified as a growing concern as a direct consequence of Lock down</p> <p>Identify and support children with speech, language and communications needs by providing extra small-group</p>	<p>All EYFS & KS1 Staff Autumn Term</p> <p>All staff to have spent their £500 on purchasing high-quality texts for their reading areas by end of Autumn 1.</p> <p>SP complete monitoring and audit again in the Spring Term.</p>	<ul style="list-style-type: none"> ➤ Children's language and vocabulary increased. Used in reading and writing in each of the EYFS areas of learning, and in KS1 for each subject. ➤ Percentage of PP chn and Boys achieving ARE increased. ➤ Pupil voice evidences that the daily time for stories is a priority. ➤ Teachers are confident in preparing the story reading so they can capture children's attention and extend chn's language and thinking. ➤ Effective procedures and extra small-group story times are timetabled for children with speech, language and communication needs. ➤ Through pupil voice children share experiences of stories, trips and classroom experiences with good knowledge, high enthusiasm and extended vocabulary. ➤ Books are available for parents to share with their children at home. They know the benefits of reading aloud at home and are confident in doing so. ➤ Book corners are appealing to children and uncluttered. 	

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	<p>storytimes and continue with WellComm intervention.</p> <p>Continue to ensure book areas are appealing, uncluttered and contain high-quality stories to read aloud to children, including traditional and modern stories.</p> <p>Make reading for pleasure books available for parents to share with their children at home (one decodable book and one RFP book taken home each week). Use the class page/website to explain the benefits of reading aloud at home and provide a 'How to Guide' or share a WAGOLL video of the teacher/TA storytime.</p> <p>English Lead to:</p> <p>provide guidance to all staff on how to develop talk, read books aloud and lead quality discussions.</p> <p>Through drop-ins or by watching video recordings, monitor to ensure high quality adult-child interactions are occurring during 'Back and Forth talk' and 'Storytime', etc.</p>			
<i>To continue to provide an effective systematic phonics programme</i>	<p>English Lead/ASH will...</p> <p>Identify the training needs of staff.</p>		<ul style="list-style-type: none"> ➤ All staff have the necessary pedagogical skills and content knowledge ➤ Staff have the confidence to respond and check if learning should be accelerated or extra support is needed. Specific difficulties impact on future teaching. 	



<p><i>Ensure parents are well informed of the phonics program taught at SMA</i></p> <p><i>To assess and monitor attainment and progress of the children in KS 1 (priority – Year 2)</i></p>	<p>Staff will...</p> <p>Plan a parents meeting to support in the teaching of reading and phonics at home.</p> <p>English lead will...</p> <p>Evaluate the impact of the parent workshops</p> <p>Teachers will...</p> <p>Carefully analyse children's phonics assessments and use the information to decide where learning can be accelerated, or extra support is needed.</p> <p>Deliver phonics lessons which achieve the highest levels of engagement and motivation, are well-paced and purposeful.</p> <p>Send home reading books that match the phonic lessons</p> <p>Assess all children in Year 1 at check points across the year, Year 2 (Autumn term).</p> <p>Identify gaps and plan accordingly to meet these gaps. Booster groups to be planned</p>	<p>(November 2021)</p> <p>KS1/EYFS staff – half termly</p>	<ul style="list-style-type: none"> ➤ Lessons engage pupils and are enjoyable to teach. ➤ Parents are confident in supporting their child in the teaching of reading/phonics ➤ Phonic assessment and screening is robust and informs planning and teaching ➤ Resources support the teaching of phonics and provide engaging phonic sessions ➤ Staff are well informed of the children’s phonic ability ➤ Reading books are sent home to match their phonic sessions consolidating phonic knowledge. 	
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			<ul style="list-style-type: none"> ➤ SLT have an overview of the phonics taught at SMA and address any issues going forward ➤ Children are reaching their full potential in phonics 	
<p><i>To improve reading comprehension by developing fluent reading capabilities and by building reading stamina.</i></p>	<p>English Lead to:</p> <p>Ensure all staff understand why fluency is essential for children's reading comprehension and outcomes at the end of KS1 and KS2. Provide appropriate guidance and support on resources and strategies.</p> <p>All staff to:</p> <p>Provide guided oral reading instruction (echo reading and choral reading) — teachers model fluent, expressive reading of a text, then pupils read the same text aloud with appropriate expression and intonation; provide feedback</p> <p>Provide time for repeated reading— pupils sometimes reread a short and meaningful passage a set number of times or until they reach a suitable level of fluency.</p> <p>Provide 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)</p> <p>Assess to ensure chn can read the appropriate number of words per minute for their age group (90 words per minute)</p>	<p>All Staff</p> <p>SP to provide training for all staff including TAs and Peer Learning Mentors.</p>	<ul style="list-style-type: none"> ➤ 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. ➤ Year 2- Trend in girl/boy - girls are marginally underachieving when compared to boys (57% ARE G: 63% ARE B 14% G : 31% B HS) LA PP to show accelerated progress. ➤ Year 3 – HA Boys and PP boys to show accelerated progress. ➤ Year 4 – Targeted HA girls make good progress. ➤ Year 5 – 23% Boys :37% girls achieving HS scores - reduction in B/G divide in HA ➤ Year 6 – reduction in the gap between girl/boy attainment at ARE and HS (54%/15% B : 88%/47% G) 	



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	<p>of an age appropriate text from Y2 onwards).</p> <p>Organise children into groups and use Peer Learning Mentors so children can practise reading a 'decodable' book or text. Ensure identified groups of chn receive extra reading time.</p> <p>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. Girls in Y2 also need targeting.</p>			
<p><i>To teach reading comprehension strategies through modelling and supported practice</i></p>	<p>English lead to:</p> <p>Provide training on reciprocal reading approach (teaching specific strategies that pupils can apply both to monitor and overcome barriers to comprehension).</p> <p>Teaching Staff will:</p> <p>Describe and model the strategies before pupils practise the strategies and provide feedback. Gradually reduce support as pupils take increased responsibility.</p> <p>.</p>		<ul style="list-style-type: none"> ➤ Reading comprehension outcomes including summative and statutory assessment results improve. ➤ Year 2- Trend in girl/boy - girls are marginally underachieving when compared to boys (57% ARE G: 63% ARE B 14% G : 31% B HS) LA PP to show accelerated progress. ➤ Year 3 – HA Boys and PP boys to show accelerated progress. ➤ Year 4 – Targeted HA girls make good progress. ➤ Year 5 – 23% Boys :37% girls achieveing HS scores - reduction in B/G divide in HA ➤ Year 6 – reduction in the gap between girl/boy attainment at ARE and HS (54%/15% B : 88%/47% G) 	



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<p><i>To promote fluent written transcription skills by encouraging extensive and purposeful practice and explicitly teaching spelling across KS1 & KS2</i></p> <p><i>Provide spelling & handwriting intervention to close the gap for those children identified as being affected by school closures.</i></p>	<p>English Lead to:</p> <p>Advise all staff on how to use 'Spellingframe' as a teaching tool, as homework and for intervention.</p> <p>Monitor effectiveness of this through assessment</p> <p>Review end of year assessment results and the use of the new resources; adapt as necessary to further improve outcomes.</p> <p>Teachers and TAs will:</p> <p>Use 'Spellingframe' for whole class teaching, group work, homework and intervention</p> <p>Monitor pupils' engagement and assess weekly.</p> <p>Provide support on using Spellingframe for new parents via the class page.</p>	<p>Autumn Term</p> <p>SP – purchase resource, training and support.</p> <p>Throughout the year – Monitor effective use</p> <p>All staff - First half term to be up and running.</p>	<ul style="list-style-type: none"> ➤ Staff are confident in using the tool 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. 	
<p><i>To improve writing by teaching composition strategies through modelling and supported practise in English and the wider curriculum.</i></p>	<p>English lead will:</p> <p>Ensure staff are aware that 'Purpose and Audience' are central to effective writing. (Pupils need to have a reason to write and someone to write for).</p> <p>Provide guidance, support and sign-post resources to support teaching the seven components of the writing process in KS2 (planning; • drafting; • sharing; • evaluating; • revising; • editing; and • publishing).</p>	<p>Staff to monitor termly addressing the gaps</p> <p>ES/SP/COH to look at evidence and monitor that the gaps are reducing due to increased opportunities.</p>	<ul style="list-style-type: none"> ➤ 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 	

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	<p>Continue to monitor use of:</p> <ul style="list-style-type: none"> i. quality texts to inspire writing. How effectively is it being used to develop / widen vocabulary and develop writing skills? ii. Use of Long term writing plan across key stages to ensure that all genres and text types are taught by end of year 5 (to allow for revision and refinement in year 6) iii. Regular opportunities for independent writing – revisiting previous genres/text types each term iv. Evidence of weekly writing making use of RE, WLP and science v. Monitoring cohesion and coherence. Teachers will <p>Teachers will:</p> <p>Identify interests within the cohort and plan writing opportunities to encourage both narrative and non-fiction across all curriculum areas; English, RE, Science & WLP lessons.</p> <p>Recognise the boy/girl agenda using data shared with them in writing – Termly monitoring (ES/SP/COH) of books/examples of writing and planning.</p>		<ul style="list-style-type: none"> ➤ Standards in writing at GD have moved further in line with those in Reading, Maths and Grammar ➤ Pupils voice provides evidence of high engagement and enthusiasm for writing. <p>Year 6 - Trend in girl/ boy 76% G /54% B ARE is reduced. Maintain existing and build on ARE writers with particular attention to boys.</p> <p>Year 5 - Trend in girl/ boy 83% G /77% B ARE and 33% G/15% B GD. Maintain existing and build on HA Boy writers.</p> <p>Year 4 - Trend in girl/ boy broadly equivalent acknowledging Boy /Girl Ratio(73% B: 84% G) ARE Accelerate with additional and different support next year ; what will this look like?</p> <p>Year 3 - Boys are underachieving when compared to girls and when compared with national data (78% ARE G: 50% ARE B) LA boys to show progress.</p> <p>Year 2 - Trend in girl/ boy Boys are underachieving when compared to girls (79% ARE G: 69% ARE B) LA PP boys to show progress.</p> <p>Year 1 - Trend in girl/ boy Progress strong: 4 boys underachieving compared with 2 girls. Accelerated</p>	
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			expectations in specific areas have ensured exciting writing opportunities has been delivered.	
<i>To target teaching and support by accurately assessing pupil needs and providing timely and informative feedback</i>	<p>English team to:</p> <p>Ensure that feedback (including pupil responses and conferencing VF) are in line with expectations and promote progress.</p> <p>Ensure that self/peer-assessment is being used. Are children equipped with appropriate expertise to identify next-step individual targets following teacher, self and peer-assessment?</p> <p>Share good practise and provide coaching support for teachers where the quality of feedback requires improvement.</p> <p>Teaching staff to:</p> <p>Further increase children's use of self and peer-assessment within their writing across the curriculum (YY and OO).</p> <p>check pupils' understanding systematically and effectively in lessons, offering clearly directed and timely support to aid progression and encourage self-assessment and next-steps.</p> <p>Ensure that chn have time to respond to feedback</p>		<ul style="list-style-type: none">➤ Expectations around Marking and Feedback are well established and evident➤ Quality of feedback is good in all year groups➤ Book Monitoring reveals teachers following Feedback policy.➤ Pupil progress and effective editing as a result of effective marking/VF will be evident.➤ Pupil voice – children can articulate feedback and are aware of next steps and targets.➤ All children continue to have 'Gap Task' time to respond to feedback or correct/edit work as appropriate. Evidence through book scrutiny and pupil voice.	



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	<p>Continue to use assessment procedures as a means to track pupil progress, derive targets and inform planning.</p> <p>Model how to respond effectively to feedback when editing and refining their work.</p> <p>Compete writing moderation each half term.</p>			
<p>Update <u>WEBSITE</u> to reflect schools policies and practices in English</p>	<p>SP & Teachers will ...</p> <ul style="list-style-type: none"> ✓ 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 	<p>Teaching staff/ middle leaders- by the end of Autumn Term 2021 and continue throughout the year.</p>	<ul style="list-style-type: none"> ➤ Parents are able to access and support the learning with their child linked with English on the school website. 	
<p><u>Planning/ Resourcing/staff pedagogy?</u></p> <p><i>KKO's are created and up to date, to support the learning and the Curriculum that is mapped out for English</i></p> <p><i>Class page and website prior to the start of the projects share the KKO</i></p>	<p>Teachers will ...</p> <ul style="list-style-type: none"> ✓ Produce KKO's for Reading and writing as they are taught – to be shared with parents. <p>Wider Learning team will...</p> <ul style="list-style-type: none"> ✓ Monitor class page, curriculum coverage with KKO <p>Children will...</p> <ul style="list-style-type: none"> ✓ Use the KKO's in their learning ✓ Evidence that their learning matches and links with KKO's. 	<p>Staff / SP- Half termly to be monitored</p>	<ul style="list-style-type: none"> ➤ Parents are well informed ➤ Website is up to date with information regarded learning in English 	



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<p><u>Pupil Voice</u> – evidence gathered; what are the children at SMA saying about the teaching & learning in English lessons?</p> <p>Pupil voice correctly informs staff about Teaching & Learning in English.</p> <p>Previous pupil voice is shared and acted on.</p>	<p>English team will...</p> <ul style="list-style-type: none">✓ Gather evidence of group pupil voice in each year group. <p>Teachers will ...</p> <ul style="list-style-type: none">✓ Use pupil voice time to gather information linked with English	<p>SP – Termly</p> <p>Staff - Termly</p>	<ul style="list-style-type: none">➤ 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.	
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