

English Action Plan 2019-2020

Intention	Success Criteria	Activities	Person responsible	Implementation 1	Implementation 2	Impact
To review the English Policy to ensure a continuing consistent approach to the teaching of English.	Teaching of English is consistent across the school.	Questionnaire to all staff. Learning Walks. Book Look. Introduce an online Spelling practice programme.	NM	Questionnaire and evaluation of timetables and follow-up ensures that teachers are aware of expectations. Working walls show evidence of current learning and spellings etc. Trial 'Spelling Shed' and 'Purple Mash' spelling programmes.	Learning Walks illustrate that Non-negotiables are in place. Use of spelling journals and have a go sheets, by pupils independently. LW and book look. Decide and introduce an online spelling practice programme.	As a result of a consistent approach to the teaching of English, outcomes for Reading and Writing continue to beat least in line in with national data including spelling.
<p>Progress</p> Questionnaire completed October 2019 and reviewed and adjustments made with timetable and times allowed. Learning walk of spellings etc shows evidence of current learning. October 2019. Trial of Purple Mash and Spelling Shed began end of October 2019.				<p>Impact</p>		
A consistent approach to the assessment of Reading and Writing is	Teachers know the next steps for children to move on their	Introduce the use of jigsaw pieces with	NM	Share with all staff next steps for moving on	Assessment for writing (self and teacher assessed) is embedded and	% of GD writers continues to be at least in line with the national

<p>embedded across the school.</p>	<p>reading and writing.</p> <p>Pupils use jigsaw piece targets to move on their writing.</p> <p>Develop a consistent and effective assessment for reading to use across the school.</p> <p>Pupils are aware of how to move on their reading.</p> <p>% of children who achieve ARE and GD in reading and writing is in line with national data.</p>	<p>staff and pupils.</p> <p>Explore alternative assessments for reading.</p> <p>Training for TAs in delivery of Guided Reading.</p> <p>Thought sorts are used in all classrooms and are used to develop responses to texts.</p>		<p>reading and writing.</p> <p>Create jigsaw pieces for self assessment for writing and share with staff.</p> <p>Introduce and begin using jigsaw pieces and targets for writing with pupils.</p> <p>Visit other teachers/schools to discover and evaluate effective assessment for reading. Speak with EA (SiP)</p> <p>Discuss as a staff effective forms of assessment for reading. (based on above)</p> <p>Train TAs in delivery of Guided Reading and use of</p>	<p>evident in books and LWs.</p> <p>Introduction of Reading assessment with staff and pupils.</p> <p>TAs confidently delivering Guided Reading on a regular basis. - questionnaire and learning walks to show evidence of this and use of Thought Sort bags.</p>	<p>data/difference is diminished.</p> <p>Assessment for reading and writing shows pupils and teachers clearly the next steps for their learning.</p>
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				Thought Sort Bags.		
<p>Progress: Summer 2019 jigsaw pieces created. Next steps for moving reading and writing shared with staff. September 2019 jigsaw pieces introduced and targets set with pupils.</p>				<p>Impact:</p>		
<p>To establish a consistent approach for the delivery of English at EYFS, lower KS1 and Lower ability pupils in order that they can make progress towards age related targets.</p>	<p>% of Y1 children who achieve the expected standard in the phonics check is at least in line with the national figure for 2019.</p> <p>Resources are well matched to pupils' abilities and learning.</p>	<p>Phonics is delivered 4 x per week in Class 1 and intervention is delivered where appropriate.</p> <p>Visit Phonics and Early Reading Showcase with EYFS lead and follow-up</p>	NM & AD	<p>Learning walks and book look to illustrate delivery of phonics.</p> <p>Working walls illustrate current phonics teaching and are available to pupils to access.</p> <p>Phonics and Early Reading Showcase 13th November attendance with AD.</p>	<p>Implementation of RIPP.</p> <p>% of Y1 children who achieve the expected standard in the phonics check continues to be in line with the national figure.</p> <p>Reading and writing scrutiny exercises demonstrate that attainment is</p>	<p>% of pupils in EYFS achieving ELG is at least in line with national data.</p> <p>% of Y1 children who achieve the expected standard in the phonics check is at least in line with the national figure.</p>

	<p>Children are independently accessing resources to move their learning forwards.</p>	<p>activities from it. (money and support)</p> <p>Books available for all abilities within the school. (high interest, low ability)</p> <p>Use of online programmes to support the continued learning of reading & spelling in EYFS and as intervention.</p> <p>Precision Learning is used with pupils as appropriate.</p>		<p>Rapid Improvement Progress Plan (RIPP) as a result of above showcase.</p> <p>Investment into books for low ability, high interest at all ages.</p> <p>Trial online programmes.</p> <p>Introduce precision learning to all staff (Teachers and TAs)</p>	<p>improving in LA pupils throughout the school.</p> <p>Pupils in Class 1 independently accessing continuous learning provision related to English.</p> <p>Reading interviews with LA pupils demonstrates interest and understanding - listening to readers.</p> <p>Precision learning implemented with key pupils.</p> <p>Begin using online learning.</p>	<p>Pupils who do not meet expected standard in phonics check in year 1 make progress.</p> <p>LA pupils in school demonstrate progress in English.</p>
<p>Progress:</p>				<p>Impact</p>		