William Barnes Primary School **English** School Development Plan **2021.2022**

**Improve Progress and Achievement in all year groups across the school in Reading and Writing.**

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| **DATA TARGET** | **15/16** | **16/17** | **17/18** | **18/19** | **19/20** | **20/21** | **21/22** | **Process** | |  | |
| **Reach Target of GLD for EYFS** | **64% GLD** | **Target 67%** | **Target**  **71% English/Writing** | **GLD = 71% (2 new EAL)**  **Reading 18/24 = 75%**  **Writing 17/24 = 71%** | **GLD-**  **Reading -**  **Writing – 74%** | **53% all**  **Reading**  **Writing** |  | **Quality first teaching**  Earlier guided Reading. New reading scheme.  Talk for Writing | |  | | |
| **Reach Target for Phonic Screening in Y1** | **74%** | **(64% Reading**  **61% Writing GLD)**  **Target 75% 75%** | **Target**  **70%** | **78% pass rate** | **73%** | **80%**  **Below just arrived**  **17/21 passed**  **81%** |  | **Quality first teaching**  Repeat mock testing for diagnostic analysis.  Phonic groups split this year.  Afternoon phonic intervention/specific interventionMove to learn | |  | | |
| **Reach Target for Phonic Screening for Y2 re-takes** | **100%** | **9/11 children**  **82%**  **83% (10/12)** | **Target**  **6/6**  **2x new ?/8**  **100%** | **78%** | 40% | **78%**  **Whole class 19/20 repeat**  **4/5 passed**  **80%** |  | **Quality first teaching** | |  | | |
| **Reach Target for Reading and Writing in Y2** | **Reading 46% ARE**  **Writing 54% ARE** | **Reading**  **EYFs70 % 77% 74%**  **Writing**  **EYFS 61% 74% 73%**  **Grammar 78%** | **Target**  **Reading 68%**  **Writing 64%**  **Reading 78%**  **Writing 70%** | **Reading 65%**  **Writing 65%** | **Reading**  PKF – 2/23 (9%) WTS – 6/23 (26%) EXS – 10/23 (43%)  GDS – 5/23 (22%) EXS+GDS – 15/23 (65%)  **Writing**  PKF – 1/23 (4%) WTS – 5/23 (22%) EXS – 13/23 (57%)  GDS – 4/23 (17%) EXS+GDS – 17/23 (74%) | **Reading**  **73%**  **Writing**  **68%** |  | **Quality first teaching**  Targetted interventions for LA and HA  **Immediate use of ongoing interim assessment criteria** | |  | | |
| **Reach Target for Reading and Writing in Y6** | **Reading 52%ARE**  **Writing 58%**  **Spell/ Gram 42%ARE**  **R/W/M 35%** | **Reading**  **Target 93% 86%**  **Writing**  **Target 93% 93%**  **GPS 93%** | **Target**  **Reading 80%**  **Writing 80%**  **SPAG 80%**  **Grammar 24/31 77%**  **(no DK, BK average) National 78%**  **Average Scaled Score 106 National 106**  **Reading 25/31 81%**  **(no DK, BK average) National 75%**  **Average Scaled Score 105 National 105**  **Writing 84% (no DK) National 78%** | Reading  21/31 = 68%  21/29 (-2 EAL) 72%  22/29 (-2EAL 1 KC) 76%  Greater Depth 9/29 = 31%  Writing  23/31 = 74%  23/29 = 79%  Greater Depth = 5/29 = 17%  GPS  20/31 = 65%  20/29 (-2 EAL) 69%  21/29 (-2EAL 1 KC) 72%  Greater Depth 12/29 = 41% | **Targets**  **Writing**  **52% ARE**  **11% GD (ARE+ 63%)**  **33% WTS**  **4% PKS**  **Reading**  **ARE 26%**  **GD 52% (ARE+ 78%)**  **WTS 19%**  **PKS 40%** | **Reading**  **81%**  **Writing**  **81%** |  | **Quality first teaching**  Targetted interventions for LA and HA  Regular Testing/Time Preparation  **Immediate use of ongoing interim assessment criteria** | |  | | |
| **All children making at least 3 tracking points in Reading and Writing in all Year Groups** | | **Quality first teaching**  **Targeted interventions for LA and HA** | | | **Quality first teaching**  Targetted interventions for LA and HA | | | |  |  |

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| **Objective** | **Planned Impact** | | | | **Process** | **Who**  **When** | | **Resources** | **Review** | **Update** |
| **Key Focus: Early Reading / Reading**  **Raise the standard of reading across the school.** | | | | | |  | |  |  | **Review** |
| **Identify The 20% of children who are challenged with reading skills** | | **All staff/coordinator aware of The 20%**  **Focussed attention and time on The 20%**  **The 20% making very good progress.** | | The 20% Identification Sheet  Highlight where on the Simple View of Reading  Note interventions and attention  Coordinator / SM involved  Parents contacted and worked with. | | **RF**  **SM**  **All Staff** | |  |  |  |
| **Monitor Children’s Development through R/1/2 Phonic Progress** | | **Staff aware of who is developing well and who requires further intervention.** | | NESSY used for intervention with targeted children  Regular assessment with screening check.  Intervention and follow up focus with targeted children. | |  | |  |  |  |
| **Develop Phonic Teaching in KS2** | | **Children still struggling with phonic knowledge to have phonic inputs** | | Phonic Code Intervention -  NESSY used for intervention with targeted children | |  | |  |  |  |
| **All staff trained in Floppy’s Phonics** | | **All staff knowledgeable of the scheme** | | HUB involvement. | |  | |  |  |  |
| **Continue to engage parents with reading**  **(VIPERS SKILLS)** | | **More children reading regularly at home**  **More parents aware of reading importance and strategies** | | Communication with KS1 parents on the hall windows  Short clips of Listening to Readers Skills on the website (VIPERS explained) | | **RF LG** | | **Time for meeting** |  |  |
| **Continue to develop Early Reading Resources/Strategies** | | **Children to have phonically relevant reading books and sensible choices from colour levels.** | | Particular colours given alternative side-schemes  (Level 2)  Early colour levels given A and B sections to refine the difficulty. (levels 1-4) | | **RF**  **LG** | | **Funds** |  |  |
| **Nuffield Language Programme to be continued** | | **Increased confidence** | |  | |  | |  |  |  |
| **Develop use of the Class Story with strategies** | | **All classes to have 2 class stories to use.**  **All children engaged with the text.** | | **Staff meeting** to breakdown activities for use in Class Story activities. | | **RF**  **all** | | **Staff Meeting** |  |  |
| **Continue the JOY of Reading Focus** | | **Children enthused by the act reading**  **Reading more as lifestyle**  **Listening to more stories** | | **Class Stories**  **Daily Story / Developed activities**  **Tuesday Reading Assemblies / Display of**  **Library Visits** | |  | |  |  |  |
| **Develop early fluency with catch up strategies** | | **Reading Catch Up**  **More children reading daily**  **Greater fluency by Y2** | | **Adult Reading Guardians**  **Volunteer Reading Guardians**  **Reading Guardians**  **Reading Dog** | | **All** | | **Adults**  **Time** |  |  |
| **Continue to Develop interventions for non-phonic focus** | | **Children finding it difficult to develop phonic knowledge / dyslexia tendencies to have a program for development.** | | **Buy the Nessy Program for 1:1 intervention**  **Develop expertise in developing it.** | |  | |  |  |  |
| **Develop Staff knowledge of Early Reading Practice** | | **All staff aware of key principles of early reading strategies** | | **The Reading Framework understood by all staff**  **All staff applying strategies where appropriate across the school.** | |  | |  |  |  |
| **Objective** | | | **Planned Impact** | | **Process** | | **Who**  **When** | **Resources** | **Review** | **Update** |

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| **Key Focus: Vocabulary/Oracy**  **Close the Vocabulary Gap and Develop Oracy Confidence** | | |  |  |  |  |
| **To develop the quality of questioning in all teaching** | **Children to have more chance to talk within questioning and to respond to deeper questions.**  **Random /Flexible questioning** | **Ensure part of all observations**  **Focus for English Observatons?** | **RF**  **STAFF** | **Staff Meeting** |  |  |
| **Introduce the Vocabulary and Oracy Scheme of Work** | **All staff aware of expectations**  **Children immersed in a vocabulary rich curriculum**  **Children challenged to develop their oracy confidence** | **Training Day to introduce**  **Continual development**  **Monitoring** |  |  |  |  |
| **Develop Scheme with all staff** | **Scheme to be reviewed regularly with new ideas and adaptations** | **Meetings with Teaching Assistants and Lunchtime Supervisors** |  |  |  |  |
| **Develop the use of Intervention** | **Children identified as vocab poor to receive support through intervention (within existing support)** | **Nuffield Language Intervention Programme for R**  **Develop other ideas for older children** |  |  |  |  |
| **Develop the classroom ethos** | **Vocabulary and Oracy-Positive Classroom**  **Confident children** | **Immersive environments**  **Teacher demonstration**  **Vocab posters / promotion** |  |  |  |  |
| **Ensure subject specific vocabulary is used in all subjects.** | Children will speak/refer to/ understand and record key vocabulary from the scheme of work. | **Use/model vocabulary in context**  **Ensure the correct vocabulary is used in oral and written activities.**  **Ensure that the correct vocabulary is used in displays, prepared work, learning intentions, success criteria and labelling.**  **Vocabulary listed in Subject Leader Learning Organisers** | **All staff** |  |  |  |

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| **Objective** | **Planned Impact** | **Process** | **Who**  **When** | **Resources** | **Review** | **Update** |
| **Key Focus: Writing**  **Raise the Standard of Writing Across the School** | | |  |  |  |  |
| **Develop a sense of Writing Purposes** | **A deep sense of the purpose and audience amongst young writers.** | Staff Meeting to underline the genres covered and outline key purposes  Posters for Classrooms | **RF** |  |  |  |
| **Develop the use of vocabulary choice in writing** | **Children clear about the need for higher tier vocabulary in non-fiction and fiction writing.** | Use of Vocab Ninja  Use of non-fiction vocab high priority  Development of better verbs etc in composition and high priority in editing. |  |  |  |  |
| **Develop the use of spelling strategies from Spelling Scheme** | **Children aware of word learning strategies**  **Strategies taught regularly**  **Poster of strategies**  **Shared with parents** | Staff meeting to agree  Create visual poster clue  Promote  Share with parents | **RF** |  |  |  |
| **Develop an awareness of objectives which block ARE** | **Teachers and transitional understanding of the key objectives which are holding back ARE achievement.** | Link with Moderation  All aware of the key blocks as children develop throughout the school. | **RF** |  |  |  |
| **Develop NESSY reading/spelling scheme (online) for children not responding to phonics across the school.** | **Improved spelling scores in tests.**  **Improved accuracy of spelling in independent writing.** | 2 Children chosen from each Year Group to follow online programme.  More than 2 |  |  |  |  |
| **Consistent use of writing targets**  **Consistent use of marking policy**  **Consistent use of the drafting policy** | **Children aware and interacting with sentence targets.**  **Editing/Feedback in margins/improvement time**  **Editing Partners / Editing Stations** | Y1/2 Targets on Pencils  Y3-6 Target folders / sheet  Follow the policy  Editing Stations Mini - Policy | **RF** |  |  |  |
| **Look for an effective handwriting programme to replace existing one.** | **Cranborne is supplemented with handwriting.com examples and worksheets to allow for video examples.** |  |  |  |  |  |

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| **Key Focus: Poetry** | | |  |  |  |  |
| **Develop the quality of poetry teaching across the school** | **Children enjoy to read, hear, write and perform poetry.**  **Children aware of the transferable skills within poetry.**  **Children aware of the purpose of poetry.**  **Poetry firmly in the curriculum.** | **Poetry Day –**  **COLOUR POEM** |  |  | Poetry Week completed in the Autumn Term.  Teachers to take part with their own  Parents invited to join in?  Celebration of poems in the Autumn issue of Barnestorm. |  |

**The 20% Readers**

**Good Comp**

**Poor Decode Good Decode**

**Poor Comp**

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| **21.22** | **R** | **1** | **2** | **3** | **4** | **5** | **6** |

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| **Name** | **RA** | **CA** | **Simple View**  **of Reading** | **Diary**  **Parental Links / Coordinator / Interventions** |
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