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 HARegular 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 ReadingNote interventions and attentionCoordinator / SM involvedParents 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 childrenRegular 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 windowsShort 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 purposesPosters 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 NinjaUse of non-fiction vocab high priorityDevelopment 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 cluePromoteShare 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 ModerationAll 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 PencilsY3-6 Target folders / sheetFollow the policyEditing 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 ownParents 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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