

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

DATA TARGET	15/16	16/17	17/18	18/19	19/20	20/21	21/22	22.23	Process	Review
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	GLD Target = 81% Reading Target: Writing Target:		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%	Target: 70% 52% passed		Quality first teaching Repeat mock testing for diagnostic analysis. Possible new phonic scheme. Phonic groups split this year. Afternoon phonic intervention/specific intervention Move 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%	Whole Class Autumn 2021 Result 90% with disapplied 86% without		Quality first teaching	
Reach Target for Reading and Writing in Y2	Reading 46% ARE Writing 54% ARE	Reading EYFs 70% 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%	Reading Target: 64% Writing Target: 64% (3 new ARE- newly joined) Reading- 60% EXS, 15% GD= 65% Writing- 70% EXS, GD 5% = 75%		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%	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%	Targets Writing 52% ARE 11% GD (ARE+ 63%) 33% WTS 4% PKS Reading ARE 26% GD 52% (ARE+ 78%) WTS 19%	Reading 81% Writing 81%	Reading Target: 83% Writing Target: 83% Reading 73% Writing 84% (moderated)		Quality first teaching Targetted interventions for LA and HA Regular Testing/Time Preparation Immediate use of ongoing interim assessment criteria	

			Average Scaled Score 105 National 105 Writing 84% (no DK) National 78%	21/29 (-2EAL 1 KC) 72% Greater Depth 12/29 = 41%	PKS 40%				
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								

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 Priority Readers	All staff/coordinator aware of The Ongoing Priority Readers	The Priority Reader Sheet Updated Highlight where on the Simple View of Reading Note interventions and attention Coordinator / SM involved Parents contacted and worked with	RF SM All Staff			
Set up The Tutoring Programme	Priority Readers given time with the Tutor to develop Reading and Comprehension Skills	Children identified Particular Needs identified (YARC/Phonic Ass.) Programme set up				
Key Focus on Phonics Catch Up in Year 2	% of retakes = 48%					
Set up Key Stage 2 Phonics	Children still requiring phonics in Year3/4/5/6 to catch up with their phonic knowledge	Key Stage 2 Phonics Programme to continue with key TAs 4x weekly				
Embed the Whole School Reading Programme	All children to be – on the correct level – all children receiving their entitlement – resources targeted	Monitoring of Correct reading choices particularly those in KS2 who are reading one on one off the ORT.				
Develop Guided Reading (Guided and Whole Class)	All children having Guided Reading Reading Theatre used in all scenarios	Develop in Staff Meeting as resource for Reading Catch-Up. Trial in Year6.				
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		
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. Fund Raising.	RF all	Staff Meeting		
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				
Build awareness of Oak National Resources and Opps.	Supportive Tool for teaching of Reading/Phonics/Comprehension	Awareness				

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 further in writing Use of non-fiction vocab high priority Development of better verbs etc in composition and high priority in editing. Up your Vocab! Focus for the school.				
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			
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			
Build awareness of Oak National Resources and Opps.	Supportive Tool for teaching of Spelling/Grammar/Punctuation and Writing Units	Awareness				

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 – CINQUAIN Autumn Term Poetry Week Learning Poetry/Reading Aloud/ Writing Assembly / Barnestorm / Display?				

Objective	Planned Impact	Process	Who When	Resources	Review	Update
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	RF STAFF	Staff Meeting		
Develop 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	A strand taken in each English Staff meeting to be fleshed out.				
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.	All staff			