

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

DATA TARGET	23.24	24.25	Process	Review
Reach Target of GLD for EYFS	Results: GLD - 78% Lit – 87%		Quality first teaching Earlier guided Reading. New reading scheme. Talk for Writing	
Reach Target for Phonic Screening in Y1	Results: Phonic Screening - 71%		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	Results: 1/2 phonic retake		Quality first teaching	
Reach Target for Reading and Writing in Y2	Results: Reading - 73% Writing – 64%		Quality first teaching Targetted interventions for LA and HA Immediate use of ongoing interim assessment criteria	
Reach Target for Reading and Writing in Y6	Results: GPAS – 58% Reading – 68% Writing – 77%		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				

Objective	Planned Impact	Process	Who When	Resources	Review Jan24
<b>Key Focus: Early Reading / Reading</b> <b>Raise the standard of Reading across the school.</b>					
<b>Embed Priority Reading Programme as part of the Reading Provision</b>	All staff/coordinator aware of The Ongoing Priority Readers Children requiring extra reading provision receiving their entitlement	<b>All children already priority discussed with new teachers.</b> <b>New YARC tests</b> <b>Timetables for Priority Readers</b> <b>Monitored for Phonic Provision</b> <b>Reading Theatre</b>	<b>All staff</b>	<b>Priority Reader Files</b>	
<b>Ensure quality reading material across the curriculum</b>	<b>Ofsted English Subject Report: schools too often chose tests to study in English lessons based on their link to other curriculum areas 'rather than how they might advance pupils' knowledge of English language and understanding of literature.'</b> Children are given quality texts in terms of vocabulary, structure and grammar/punctuation content irrespective of contrived links.	<b>Awareness of the issue</b> <b>Reflection of key texts used in reading / reading for writing.</b> <b>Choice of more appropriate texts.</b> <b>Self-panned</b> <b>AI?</b>			
<b>Ensure that The Reading Provision is known and followed.</b>	All staff aware of The Reading Provision document All children receiving the Reading Provision which is personal to them.	<b>Class Reading</b> <b>Guided Reading</b> <b>Key Stage 2 Phonics provision</b>	<b>All Staff</b>		
<b>Embed the Tutoring Programme</b>	All teachers clear of what the Tutoring Programme is for and the breadth of activities available. All teachers aware of the priorities and criteria for The Tutoring Programme	<b>Children identified as requiring phonics will have as full a programme as possible. Minimum 3x a week</b>  <b>Correct reading material to support.</b>	<b>All Staff</b>	<b>Tutor</b>	
<b>Develop Reading Activity Strategies to support The Joy of Reading</b>	All children motivated to read at home and school. All children making good progress in reading skills and comprehension skills.	<ol style="list-style-type: none"> <li>1. Reading Assemblies</li> <li>2. Library Visits</li> <li>3. Small group reading approaches eg. Reading Theatre</li> <li>4. WBLibrary</li> </ol>	<b>All Staff</b>	<b>Assembly time</b>	
<b>Introduction of Reading Rulers for Class Texts / Class Books for</b> <b>1. ensuring following</b> <b>2. clarity for the teacher</b>	All children following a read text visually which is as close to reading as it can be. Teacher aware of who is following and who is not.	<ol style="list-style-type: none"> <li>1. in house laminated reading rulers</li> <li>2. dark</li> <li>3. no confusing images</li> </ol>			
<b>Develop Comprehension Skills throughout the School.</b>	<b>Ofsted English Subject Report</b> <b>'after phonics, schools are less clear about how to build fluency and comprehension once pupils read accurately.'</b> All children aware of the understanding aspect of reading.ability to answer reading comp. questions.	<ol style="list-style-type: none"> <li>1. Encourage interest in vocabulary – poster/ask/WOD</li> <li>2. Teaching and Learning Vocab intros</li> <li>3. Reading Theatre</li> <li>4. Cross Curricular Comprehension questions</li> <li>5. Clear Comprehension Strategies / EEF</li> </ol>	<b>All Staff</b>	<b>Staff Meeting Time</b>	

Objective	Planned Impact	Process	Who When	Resources	Review
<b>Key Focus: Writing</b> <b>Raise the Standard of Writing Across the School</b>					
<b>1. Develop Handwriting Skills throughout the school.</b>	Clear guidelines Better cursive handwriting across the school.	Find a scheme which is clear about expectations for each year group Raise the priority through inputs/criteria/practice time/markings Raise the profile	All Staff		
<b>2. Consistent use of sentence writing targets</b>	Clear understanding of sentence options for children in independent writing. Interaction Sentence accuracy and variety in children's independent writing.	Taught explicitly Targeted for independent writing High Profile Displayed and interacted with	All Staff		
<b>3. Consistent use of marking policy</b>	Children clear of their successes and areas for improvement	Policy	All Staff		
<b>4. Consistent use of the drafting policy</b>	Children given clear editing time	Policy	All Staff		
<b>Develop a sense of Writing Purposes</b>	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	All Staff		
<b>Key Focus: Poetry</b>					
<b>Develop the quality of poetry teaching across the school</b>	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.	<b>Poetry Day – KENNINGS?</b> Autumn Term Poetry Week Learning Poetry/Reading Aloud/ Writing Assembly / Barnestorm / Display?	All Staff		

<u>Objective</u>	<u>Planned Impact</u>	<u>Process</u>	<u>Who When</u>	<u>Resources</u>	<u>Review</u>
<b>Key Focus: <u>Vocabulary/Oracy</u></b>					
<b><u>Close the Vocabulary Gap and Develop Oracy Confidence</u></b>					
<b>Embed the quality of questioning in all teaching</b>	Children to have more chance to talk within questioning and to respond to deeper questions. Random /Flexible questioning	Ensure part of all observations	All Staff	Staff Meeting	
<b>Develop the Vocabulary and Oracy Scheme of Work</b>	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.	All Staff		
<b>Develop the use of Intervention</b>	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	All Staff		
<b>Develop the classroom ethos</b>	Vocabulary and Oracy-Positive Classroom Confident children	Immersive environments Teacher demonstration Vocab posters / promotion	All Staff		
<b>Ensure subject specific vocabulary is used in all subjects.</b>	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		
<b>TalkDays?</b>					