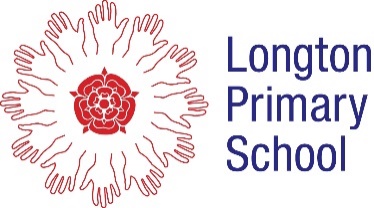
**WHOLE-SCHOOL ACTION PLAN 2022-23  
English –**

**Ensuring children are able to grow, learn and shine as their best self by**

**developing a love of reading and the delivery of an effective, well taught phonics and spelling curriculum whilst fostering high quality, well presented writing.**

**Current situation**:  
Following two periods of home schooling we have looked at reading provision in school and recognised the need to further adapt our reading curriculum to foster a genuine love of reading in our children whilst continually striving to achieve the best possible academic outcomes. In line with DfE guidance we have also spent time finding the best Phonics programme which we feel will best meet the needs of our children and will support staff in planning and delivery. For many years we have been working to improve spelling throughout school, a new bespoke curriculum document has been produced for Key Stage 2. Writing is an area that we feel slipped slightly during home schooling due to fewer opportunities to complete independent sustained pieces, we have looked at national data for all of our children from Year 1 to Year 6 and want to continue to develop this area of English further.

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**IMPACT**:

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| * Longton Primary School will ensure that all children in EYFS and KS1 are taught their age appropriate phonics curriculum * Those in KS2 will access phonics teaching to further support their learning * At least 70% of year 2 children meet the criteria in the phonics screening test. * In year 1 at least 83% meet the expected level in the screener * In EYFS at least 86% of children leave reception attaining phase 5 A.   + - * Children will move at least three book bands each year.       * Children will move up at least three grade boundaries each year.       * 74% of children in each year will make at least expected attainment and 84% at least expected progress.       * 25% of children in each class will be working within the greater depth boundary.       * Assessment will identify children as soon as they begin to fall behind their peers and children will be given extra practice * Phonics lessons are of the highest quality to reduce the likelihood that children might need extra support. * Adults read regularly – at least three times a week to children and children read independently each school day for self-choice pleasure. * Each child receiving extra support is profiled to identify any special educational needs or disability (if not already identified); any speech, communication and language needs; their attendance; time at the school, and previous teaching. * Spelling will have improved in the written format by 70% for each child. |

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| * 1. **To deliver high quality phonics lessons.** * Phonics training for all staff will start on Wednesday 31st August ( Delivered by Animaphonics) followed by other training sessions each half term in staff training. Phonics training attended by all staff with exception of EL and TL. Further poncs trining is required staff to be signposted to https://www.twinkl.co.uk/resources/reading-scheme/international-phonics-webinars-teacher-training-courses-for-phonics * Half term monitoring of phonics teaching throughout school, feedback will be given and if support needed it will be given by subject leader and a further in class monitoring one week later.Times arranged for second half term * Development of phonics resources into weekly books and matched to home readers.This was done during covid, as books are given out they are being checked to see that they have been labelled. * Phonics twice a day in EYFS and KS1.  One for the age appropriate exposure stage and one for the phonics level has been timetabled, monitor now to check it is happening and the impact * Random monitoring checks of individual children to ensure books match to phonics. * Children encouraged to read by sounding out but also to read at a glance if they know the words by sight and go back once sounded out to read the full sentence at a glance. staff have had a chat about this, will now monitor when do reading book drop in checks |
| * 1. **Further strengthen the reading curriculum:** * Teacher read whole class novel- each class has boxes of novels to be shared.books have ben added to book corners, * Brown scrap book to be completed by adult/children to record books shared * Maintain a quality and enticing book corner – use as a reward for children who are behaving well to spend time in it.yrae 4,5,6 have used nice white units to make book areas more attractive, new books – recommended reads and inclusion and diversity are being enjoyed throughout school * Guided reading to take place as a whole class with the teacher leading.  Clear structure e.g.  day one adult read the text and discuss new vocab, children follow text.  One page comprehension text rather than always books to be used so real unpicking of text to be possible as a class.  Staff meeting held for ALL staff 20/9/22 – talked about how gided reading to be delivered, shared new resources – Reading Explorers Y2 to Y6, badger book boxes in addition for y5 and y6 * Comprehension tasks to be completed weekly -comprehension integral to reading explorers, Homework – comprehension one week, grammar the next * Promotion of being an every night reader classes receive extra playtime if whole class brings reading diaries in to say all have read. Children not reading at home- parents spoken to at parents evening, read one to one to staff and /or the army of volunteers we currently have. * Parent meetings to introduce reading to be held for EYFS meeting was held on October 5th. Well attended, Mr Bates, link Gov for English was present |
| * 1. **To further strengthen spelling:** * Year1 and Year 2 to follow weekly spelling within Animaphonics curriculum words are added tp reading diaries every Monday and worked on during the week * KS2 to follow Longton Primary School Spelling Curriculum spellings in reading diaries, worked on in class during the week, check up at end of week o following Monday. Spellings for whole year on each class website page * Spelling to go home stapled into home reader book every Monday as done * Spelling scores to improve in blocks of a minimum 5 each term e.g. term 1 - 2 correct, term 2 - 7 correct, term 3 – 12 correct as a minimum.  Clear evidence of intervention if this is not happening after the first term. Spelling scores being analysed , * Revisiting of spellings each month. * Teachers to ensure that they pronounce words correctly ( standard English e.g twenty not twenny) and that the children do too. |
| * 1. **To further develop Longton pupils as writers** * Independent write minimum one every three weeks. * Moderation of writing books each half term in staff meeting – staff moderation 27/09/22. Talked through writing expectations at Longton, looked at each groups criteria documents, looked at previous year’s no more marking data, importance of looking at all data including no more marking stressed, as some children do come out of the national moderation process higher than we have been grading them – analyse to see what they did well * Quality of presentation a key focus. To be noted in moderation meetings.presentation was looked at in yellow writing books and English books- some were very well presented * Teachers must model cursive handwriting at all times when writing on the board/ flipchart staff are consciously working on this * Quality feedback given and actions evident in future writing.reminded of this at meeting on 27/09 will be looking for evidence at next meeting on 8/11/2022 * Year1 to 6 to take part in No More Writing Assessment Process year 3 writing done, judging being completed WB31/10. Year 5 to write WB 7/11 |

Further actions linked to Teacher Appraisal Document 2022 to 2023

* Train in new phonics scheme
* Resources developed reading books for Phase2,3,4,5a, 5b and 6a are now in lannotated wallets and stored in week order matching the Animaphonics planning sequence
* Monitoring of phonics each ½ term by the subject leader shows quality delivery and resources with high expectations and children working in the correct week.
* Quality feedback and follow up visits when development is needed is taken on board and rapid development and action taken.
* Clear weekly plans in place for phonics
* Phonics is visible in children’s writing and reading
* Books matched to phonic knowledge
* Phonics/spelling taught twice a day. Once for the main stage and once for the child’s ability stage.
* Undertake phonics sessions with parents in school or via zoom phonics part of parents in class on 9/11/2022
* Undertake reading sessions with parents in school or via zoom
* Reading books changed at least once a week – clear records recorded in yellow reading diaries on on school record sheets – by Ats
* Children move at least 3 book bands in a school year.
* Quality daily whole class reading led by the teacher – unpicking text, vocabulary etc. Logs and plans show texts used.-planning uploaded onto TEAMS , revised format for whole class sessions shared at staff meeting 09/22
* Promotion of every night a reader and daily checks.carried out in each class, numbers have risen
* Enrol a parent helper and or governor to support reading each week. Make sure they are trained.each class now has at least one adult – have been introduced to reading in school by class ATS
* Run love of reading sessions
* Have a comprehensive book library with a wide range of materials available.class and school library are very well stocked, class libraries new books at start of this academic year
* Read to your class and demonstrate the enjoyment and appreciation of a wide range of books. Modelling of fluency and expression. DEAR – Drop everything and read each day.story sessions are timetabled
* Invite parents in to read.
* Class to study book reviews over the course of the year’s Literacy lesson. Try different types of book reviews – three-word book reviews, post-it note reviews, reviews in newspaper articles etc. how does the language and formality change?
* Help a group of children run a book club and share with others what they have been reading.
* Arrange at least 2 visits to the local library over the course of the year for a tutorial session on using our local library. Library visits to link to topics. Invite librarians in to discuss their jobs. First visits undertaken by all classes (Y6 to be rearranged due to a double booking)
* Attend half termly reading/phonics/spelling training.
* Children who are not making progress are identified on provision maps. Autumn dta has been analysed and QLA looked at
* Children are daily readers if they are not reading at home.
* Regularly assesses children to identify anyone not at ARE. Happening daily through guided reading
* Provide weekly feedback to the reading leader so they are aware of children who are making accelerated progress or not keeping up with the expectations of the group.
* Ensure Daily 1:1 tutoring in place for children who are not making required progress – logs required
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**Costs/budget**:

* Approximately £12,500 for phonics resources , Subscription to No More Marking

**Monitoring/evaluation of the above**:

Monitoring will be part of the improvement journey.

* Usual procedures: snack and chat, learning walks, lesson observations, book chats, pupil interviews, conversations with staff, analysis of assessment data, progress meetings, case studies etc.
* Link governors to visit school and produce termly reports to be shared with the whole governing body (e.g. raising aspirations and Data). Governors to remain a ‘critical friend’ offering insightful challenge to all staff members whilst celebrating achievements.
* Self-monitoring and peer-monitoring.
* Parent responses.
* Evidence of CPD and the impact it has on teaching and learning for all staff.
* Staff meeting three times each term – 1 phonics, 1 writing moderation, 1 reading – sharing what to do and each other giving example of good practice, moderating evidence of work .
* planning for reading, writing and GPS/phonics available on Tribe Planning on TEAMS
* Subject leader unpick question level analysis and look for evidence of it being taught.