

Development Priority 7: To improve the progress and attainment of all children in English from their starting points.

The achievement of pupils in Foundation Stage

Objective	Activities /Actions	Lead person (s)	Start date	Resources	Monitoring	Success criteria
<p>Class teachers to ensure children are surrounded by a rich phonics learning environment to support all children's learning.</p>	<p>Phonics development to be supported through the environment / play and adult guided activities to ensure all children are progressing through the phonics phases of development at a good pace.</p> <p>Reading areas are engaging and encourage chdn to develop a love of reading.</p> <p>Reading in the environment is promoted through the use of labels, instruction and children's writing.</p>	<p>CT & RC</p>	<p>Sept 2018</p>		<p>Monitoring will show that chdn are applying their phonics learning in their reading and writing.</p> <p>Learning walks and Pupil voice will show the reading area being used as a resource to support learning.</p> <p>SLT will monitor on a half termly basis to monitor impact and assess effectiveness.</p>	<p>Children's application of their phonics knowledge will be evident in their writing and reading.</p> <p>Chdn will make good progress through the different phases of phonics results for end of Key stages and for the Y1 phonics test will be at or above national targets.</p>
<p>Class teachers to set aspirational goals for children's phonics and reading; to show good subject knowledge and understanding of how to apply phonics beyond the daily phonics session.</p>	<p>All phonics sessions are repetitive and reinforcing to embed learning, using multi-sensory and engaging teaching.</p> <p>Class teachers are able to use assessment information (AFL) to plan phonics activities which are well matched to the meet the needs of all children.</p> <p>Opportunities are provided for chdn to apply their phonics knowledge in all aspects of the curriculum.</p>	<p>CT & RC</p>	<p>Sept 2018</p>	<p>Supply cover</p>	<p>Monitoring will show that chdn are applying their phonics learning in their reading and writing.</p> <p>SLT will monitor on a half termly basis to monitor impact and assess effectiveness.</p>	<p>Children's application of their phonics knowledge will be evident in their writing and reading.</p> <p>Chdn will make good progress through the different phases of phonics.</p> <p>Results for end of Key stages and for the Y1 phonics test will be at or above national targets.</p>

	CPD given to support the development of subject knowledge to CT.					
Staff to moderate writing on a regular basis to ensure that all teachers are aware of the gaps that need to be addressed in children's knowledge and that all staff are aware of end of year expectations.	Staff meeting time given for writing moderation. CTs to identify gaps in children's learning and the actions that will be taken to close these gaps. Staff to work with peers to develop understanding of the expectations for writing in other year groups and to ensure moderation is standardised.	RC & CTs	Sept 2018	Staff meeting time.	Actions and their impact will be reviewed at the next moderation meeting. Meetings to take place half termly. Impact and effectiveness to be reviewed by SLT.	Staff will show a better understanding of their children and any issues that need to be addressed - evident in progress meetings. End of year percentages for GPS will increase. Results for end of Foundation Stage and other Key stages will be at or above national targets.
Class teachers to develop lots of opportunities for mark making and writing at an early stage to allow chdn to develop their writing skills.	Chdn given lots of opportunities to develop their speech and language skills into writing. Provided with relevant and interesting activities to encourage writing from an early stage.	RC & CTs	Sept 2018		Observations and books will show that the chdn are writing on a regular basis. Monitoring will show that all chdn are able to apply their phonics at their own level and are making progress from their starting points.	Children's application of their phonics knowledge will be evident in their writing. Results for end of Foundation Stage and other Key stages will be at or above national targets.
The achievement of pupils in Key Stage 1						
Class teachers to ensure children are surrounded by a rich phonics learning environment to support all children's learning.	Phonics development to be supported through the environment / play and adult guided activities to ensure all children are progressing through the phonics phases of development at a good pace.	CTs & RC	Sept 2018		Monitoring will show that chdn are applying their phonics learning in their reading and writing. Learning walks and Pupil voice will show the	Children's application of their phonics knowledge will be evident in their writing and reading. Chdn will make good progress through the

	Reading areas are engaging and encourage chdn to develop a love of reading.				reading area being used as a resource to support learning. SLT will monitor on a half termly basis to monitor impact and assess effectiveness.	different phases of phonics. Results for end of Key stages and for the Y1 phonics test will be at or above national targets.
Class teachers to set aspirational goals for children's phonics and reading; to show good subject knowledge and understanding of how to apply phonics beyond the daily phonics session.	All phonics sessions are repetitive and reinforcing to embed learning, using multi-sensory and engaging teaching. Class teachers are able to use assessment information (AFL) to plan phonics activities which are well matched to the meet the needs of all children. Opportunities are provided for chdn to apply their phonics knowledge in all aspects of the curriculum. CPD given to support the development of subject knowledge to CT.	CTs & RC	Sept 2018	Supply cover	Monitoring will show that chdn are applying their phonics learning in their reading and writing. SLT will monitor on a half termly basis to monitor impact and assess effectiveness.	Children's application of their phonics knowledge will be evident in their writing and reading. Chdn will make good progress through the different phases of phonics. Results for end of Key stages and for the Y1 phonics test will be at or above national targets.
Writing to be undertaken by all classes in KS1 every day to develop writing good practice and ensure chdn are writing independently with enjoyment.	Chdn given opportunities to write about what they know and things they enjoy. Writing with purpose is promoted. Chdn also given opportunities to brainstorm ideas with in small groups and whole class to help to generate better vocabulary. Daily writing practice.	RC & CTs	Sept 2018		Book trawl will show daily opportunities for writing. Pupil discussions and observations will show chdn taking more enjoyment in writing. SLT will monitor on a half termly basis to monitor impact and assess effectiveness.	End of year percentages for writing, gps and spelling will increase. Results for end of Key stages will be at or above national targets. Monitoring will show impact in books.

<p>Staff to moderate writing on a regular basis to ensure that all teachers are aware of the gaps that need to be addressed in children's knowledge and that all staff are aware of end of year expectations.</p>	<p>Staff meeting time given for writing moderation. CT's to identify gaps in children's learning and the actions that will be taken to close these gaps. Staff to work with peers to develop understanding of the expectations for writing in other year groups and to ensure moderation is standardised.</p>	<p>RC & CTs</p>	<p>Sept 2018</p>	<p>Staff meeting time.</p>	<p>Actions and their impact will be reviewed at the next moderation meeting. Meetings to take place half termly. Impact and effectiveness to be reviewed by SLT.</p>	<p>Staff will show a better understanding of their children and any issues that need to be addressed - evident in progress meetings. End of year percentages for GPS will increase. Results for end of Key stages will be at or above national targets.</p>
<p>Class teachers to plan opportunities for comprehension across all subjects for children to improve understanding of what is being read and their comprehension skills.</p>	<p>Class teachers to ensure that opportunities are given on a weekly basis for children to answer literal/ inference and deduction questions. Class teachers to go through answers to chk for understanding in groups to chk understanding through discussion. For some children these skills may initially be developed orally. Questions to be developed to cover retrieval/inference and deduction.</p>	<p>RC & CTs</p>	<p>Sept 2018</p>	<p>Comprehension resources.</p>	<p>Monitoring will show that chdn are finding it easier (better scores) at finding answers to different types of comprehension questions. SLT will monitor on a half termly basis to monitor impact and assess effectiveness.</p>	<p>End of year percentages for reading will increase. Results for end of Key stages will be at or above national targets.</p>
<p>Grammar sessions to be taught both discreetly and separately to improve chdn's knowledge of grammatical vocabulary and ensure chdn secure in concepts and skills which they are then able to embed/apply in their writing.</p>	<p>Class teachers to ensure that grammar sessions are taught weekly covering the key elements of the NC appropriate to their year group. Opportunities for learning/ reinforcing grammar are also provided during theme and English sessions.</p>	<p>RC & CTs</p>	<p>Sept 2018</p>		<p>Monitoring will show that chdn are applying their knowledge of grammatical concepts into their writing. SLT will monitor on a half termly basis to monitor impact and assess effectiveness.</p>	<p>End of year percentages for GPS will increase. Results for end of Key stages will be at or above national targets.</p>

<p>Talk for Spelling adopted across Key Stage 1 to engage chdn in Spelling and help to raise attainment.</p>	<p>Talk for Spelling to be disseminated to all staff in staff meetings. Sessions to then be supported and monitored by Senior teacher. CT to deliver spelling sessions using Talk for Spelling model to help chdn to learn spellings through investigation - identifying spelling patterns and rules in a less challenging and more effective way than a weekly spelling test.</p>	<p>SH RC CTs</p>	<p>July 2018</p>	<p>Staff meeting time</p>	<p>Monitoring will show that Talk for Spelling has become embedded. Book trawls and observations will show chdn implementing what they have learned about spelling rules into their writing.</p>	<p>End of year percentages for GPS will increase. Results for end of Key stages will be at or above national targets.</p>
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The achievement of pupils in Key Stage 2

<p>Writing to be undertaken by all classes every day to develop writing good practice and ensure chdn are writing independently with enjoyment.</p>	<p>Class teachers to set writing activities for some Early Morning activities. Chdn given opportunities to write about what they know and things they enjoy. Also given opportunities to brainstorm ideas with peers to generate better vocabulary. Daily writing practice.</p>	<p>RC & CTs</p>	<p>Sept 2018</p>		<p>Book trawl will show daily opportunities for writing. Pupil discussions and observations will show chdn taking more enjoyment in writing. SLT will monitor on a half termly basis to monitor impact and assess effectiveness.</p>	<p>End of year percentages for writing, gps and spelling will increase. Results for end of Key stages will be at or above national targets. Monitoring will show impact in books.</p>
<p>Class teachers to embed paragraph writing as standard classroom practice. Children to refer to writing checklist to ensure key skills are included in their writing.</p>	<p>Writing key skills / checklist to be created for each year group - CT to ensure that these are included in writing in all subjects.</p>	<p>RC & CTs</p>	<p>Sept 2018</p>		<p>Paragraph writing will be embedded by first half term. Chdn will be able to explain what key elements they need to include in all of their writing. SLT will monitor on a half termly basis to monitor</p>	<p>Standard of writing will improve across the school - all chdn will be able to identify their own SC pertinent to their year group. Expectations will be clear across the school.</p>

					impact and assess effectiveness.	
Staff to moderate writing on a regular basis to ensure that all teachers are aware of the gaps that need to be addressed in children's knowledge and that all staff are aware of end of year expectations.	Staff meeting time given for writing moderation. CT's to identify gaps in children's learning and the actions that will be taken to close these gaps. Staff to work with peers to develop understanding of the expectations for writing in other year groups and to ensure moderation is standardised.	RC & CTs	Sept 2018	Staff meeting time.	Actions and their impact will be reviewed at the next moderation meeting. Meetings to take place half termly. Impact and effectiveness to be reviewed by SLT.	Staff will show a better understanding of their children and any issues that need to be addressed - evident in progress meetings. End of year percentages for GPS will increase. Results for end of Key stages will be at or above national targets.
Grammar sessions to be taught both discreetly and separately to improve chdn's knowledge of grammatical vocabulary and ensure chdn secure in concepts and skills which they are then able to embed/apply in their writing.	Class teachers to ensure that grammar sessions are taught weekly covering the key elements of the NC appropriate to their year group. Opportunities for learning/ reinforcing grammar are also provided during theme and English sessions.	RC & CTs	Sept 2018		Monitoring will show that chdn are applying their knowledge of grammatical concepts into their writing. SLT will monitor on a half termly basis to monitor impact and assess effectiveness.	End of year percentages for GPS will increase. Results for end of Key stages will be at or above national targets.
Class teachers to plan opportunities for writing and comprehension across all subjects for children to improve understanding of what is being read and comprehension skills.	Class teachers to ensure that opportunities are given on a weekly basis for children to answer literal/ inference and deduction questions. Class teachers to go through answers to chk for understanding and any misconceptions.	RC & CTs	Sept 2018	Compre hension resourc es.	Monitoring will show that chdn are finding it easier (better scores) at finding answers to different types of comprehension questions. SLT will monitor on a half termly basis to monitor	End of year percentages for reading will increase. Results for end of Key stages will be at or above national targets.

					impact and assess effectiveness.	
Talk for Spelling adopted across Key Stage 2 to engage chdn in Spelling and help to raise attainment.	Talk for Spelling to be disseminated to all staff in staff meetings. Sessions to then be supported and monitored by Senior teacher. CT to deliver spelling sessions using Talk for Spelling model to help chdn to learn spellings through investigation - identifying spelling patterns and rules in a less challenging and more effective way than a weekly spelling test. Spelling activities to be included in some Early Morning activities.	SH RC CTs	July 2018	Staff meeting time	Monitoring will show that Talk for Spelling has become embedded. Book trawls and observations will show chdn implementing what they have learned about spelling rules into their writing.	End of year percentages for GPS will increase. Results for end of Key stages will be at or above national targets.
Fischer Family Trust scheme to be implemented and embedded to give children better skills at answering different types of questions and to develop a better understanding of what they have read.	Staff to attend FFT CPD so they know how to deliver FFT lessons. Staff who have not yet gone on the training to observe FFT sessions to develop good practice on questioning in their own classes.	RC CTs	July 2018	Supply costs	Monitoring will show CT using key questions to develop better comprehension skills.	End of year percentages for reading will increase. Results for end of Key stages will be at or above national targets.

The achievement of pupils across all Key Stages

All teachers to complete 'class on a page' to ensure that all groups of children are identified. All teachers to know their children - targeted children to be identified for interventions.	Staff shown how to use 'Class on a page'. A completed copy should be accessible to teachers and TAs working in the classroom. All staff to know PP and GD learners.	CTs	Sept 2018		Interventions are monitored - Issue/Action/Impact used to identify progress made. Interventions are	Staff are more aware of who their different groups of children are and their needs. Interventions will help children to close gaps in
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	<p>Targeted children to be identified for interventions in phonics, reading and grammar. TA to lead phonics interventions and Reading Recovery scheme.</p> <p>CPD for TA and member of SLT on phonics to help develop subject knowledge for interventions.</p>				<p>reviewed regularly and updated accordingly. Class on a page to be updated after termly assessments and pupil progress meetings.</p>	<p>their knowledge and enable them to make more progress from their starting points.</p>
<p>Targets for Writing and Reading are set and rigorously monitored to ensure pupils are on track to make at least good progress.</p>	<p>Use of the new Scholarpack assessment system to accurately monitor progress and identify pupils that are at risk of falling behind.</p> <p>Regular checks to ensure all children are being challenged and making progress from their starting points.</p> <p>Pupil progress meetings to be carried out termly.</p> <p>NFER assessments to be carried out termly to help teachers to identify gaps in chdn's knowledge.</p>		<p>Sept 18- July 19</p>		<p>Book trawl, pupil discussions, termly assessment.</p> <p>SLT will monitor data on a half termly basis to monitor impact and assess effectiveness.</p>	<p>Our end of year percentages for Writing and Reading are at or above national targets with all chdn making progress.</p>