



English 2018-2019	Key Objective: To continue to raise standards and ensure good progress for all children in literacy over the year. Ensure that more children achieve and exceed expected levels of attainment and progress in reading and writing. Whole School Target 2019 - Reading WA+ ???% GD ???% Writing WA+ ???% GD ???%
--------------------------	--

Task	Success criteria	Lead person	Dates	Cost and source	Monitoring	Evaluation
Continue to embed pupil "I can "statements in literacy from Y2-6.	<ul style="list-style-type: none"> • Pupils Y2-6 can talk about their reading and writing targets and know how to improve their work. • Continue to develop strategies in place to support literacy in school-VCOP, Pobble, spelling and handwriting, guided and individual reading, key skills work for lowest attainers etc. • "I can " statements going to parents each term 	L.Team to lead in key stages.	June 18 onwards	Nil	Literacy work scrutiny-6X a year. Literacy governor involved in at least 1 scrutiny. Checking for skills across other subjects Speak to pupils at progress interviews and work scrutiny.	All staff through data tracking and planning at staff meetings.

Continue to develop assessment in reading, writing and speaking using Interim framework statements. Introduce spelling test- 2X year from Y2-Y6.	Systems to record progress supports whole school target setting for "at" and "greater depth" in literacy see progress file and teacher appraisal objectives. Performance of groups tracked and progress monitored. Overview of spelling ages across school-gaps identified and intervention in place.	DHT HT	July 18 - performance analysed and actions in place for September 18(intervention across school-see SEND/QFT plans).	Nil	Leadership team check on progress each half term through work scrutiny's and pupil performance data.	Review each term by all staff at moderation and staff meetings and through final data analysis-July 19
Review letter/number formation and pencil/pen control.	Vast majority of children using a "pincer" grip by December 18 (EYFS-July 19)-formation improves throughout school. Intervention plans for sen children support this too. See EYFS action plan for phonics/formation.	LT	July 18-review of policy and September 18 to implement	£250 for LA advice £300 resources	As above Observation of teaching by HT in autumn 18. Drop in checks by HT on correct teaching across school.	As above
Continue to monitor reading progress and guided reading.	Teaching and learning builds on existing practice in guided reading with higher order comprehension a focus for higher ability. Planning reflects Interim statements for reading at working at a "greater depth".	L. Team through key stage meetings	September 18 onwards	£1300 new reading books in KS1 which match phonic levels.	L.Team to monitor reading files and pupil folders each term.	Evaluate through reading progress and feedback action points to staff.

<p>Guided reading, SQUIRT, Reading Crew, reading reviews, phonic groups and comprehension skills to build on last year.</p>	<p>Teaching and learning reflects strong practice and children's progress is on target. Reading ages on Suffolk Reading Tests to reflect good progress across the school.</p>	<p>L.Team through half termly and termly data analysis.</p>	<p>September 18 onwards</p>	<p>Nil</p>	<p>Check teacher's planning and guided reading files-autumn 18</p>	<p>Progress reflected in children's levels-see progress file. Reading analysis in January 19 by HT.</p>
<p>Raise levels of lowest attainers in literacy. Build upon and extend basic skills teaching in literacy across school.</p>	<ul style="list-style-type: none"> • Provision map for SEND in place • Support in place-group and individual for targeted children. • Support plans monitored and evaluated each term-sent to parents. • Support through planned intervention e.g Funky fingers • Children identified from July 18 data and tracked all year-see progress file. • New resources purchased as required • Case studies for individual pupils show progress. • More staff trained in delivery of catch up phonics/writing programmes. 	<p>Head Key stage leaders.</p>	<p>July 18-identify children and timetable support. Programmes in place from September 18 ETA staff to continue to build evidence in case studies for pupil progress. Handwriting programmes in place for some pupils.</p>	<p>ETA budget-FSM premium funds-see FSM premium breakdown. £200 literacy budget for "catch up" literacy resources. Staff twilight by LA adviser-£250-autumn 18.</p>	<p>Year group additional needs plans in place(see SEND file for plans) monitored by L.Team and checked for impact each half term through work scrutiny. Data monitored by L.Team. Support plans evaluated and monitored each term. Teacher's additional needs planning monitored each term by Head. Governor's data working party to monitor literacy</p>	<p>Through full data analysis July 18 and each term by L.T. Case studies show progress for identified PP and SEN-kept in HT's office.</p>

					<p>progress each term and report to governors on identified groups. Observation of intervention groups-Each term and focused in spring 19 as part of ETA appraisal.</p>	
<p>Identify H.A readers and writers in school and drill down on individual performance, target higher % of GD and expected by end of KS1 and KS2. See Targets set for each cohort.</p>	<p>Analyse data(Y2,Y6) and match to FFT ensure teaching and learning is challenging for HA in all areas of literacy. Children are exceeding expected levels of progress. Pupils on borderline of expected are identified and intervention is supporting attainment and progress.</p>	<p>L.Team. Teachers at key stage planning meetings paying particular attention to requirements in Interim frameworks for "working at greater depth"-planning meetings across year. Resources from "reading graphic organizer" and Pobble supporting reading and</p>	<p>July 18 onwards</p>	<p>Nil</p>	<p>Monitored through work scrutiny autumn 18.</p>	<p>Progress of groups checked each half term by leadership team. Data analysed July 18 for these children-are they on target to exceed and be working at a "greater depth" and those on border of expected.</p>

		writing.				
To raise attainment in writing-embed more rigorous system for children to edit and re-draft their writing.	<p>Pupils from Y2 upwards are editing their writing more in order to reach the greater depth statements in writing and more at expected (????) - July 19 Y2 Exp+ ???? GD ??? Y6 Exp+85% GD 33%</p> <p>Intervention Groups to expand to incorporate Writing Clubs to support more able writers: Spring 1 Y2 WT to WA Spring 1 & 2 WA to GD- Y2/3/4/6 Summer 1&2 As above also Y5</p>	LT to lead at key stage meetings.	June 18-plan at key stage and September 18 onwards in children's work.	Nil	Monitored through work scrutiny (all year) and teaching observations (autumn term).	Checked at pupil progress meetings each term and by LT at data meetings. Reports to govs by HT on standards in teaching and learning (2X a year).
Develop fine motor skills leading to better outcomes in writing in KS1 and EYFS-see also EYFS action plan.	More children at expected in writing by end of Y1/Y2 and in CLL in EYFS by July 19.	PC to lead	September 18-July 19	ETA support-main budget and sen budget. Resources-Literacy budget.	Monitored by PC and fed back to LT and governors(November govs meeting)	As above

<p>Ensure intervention is focused on individual and group needs</p>	<p>Boys who are just below expected in writing/reading are targeted and receive focused learning support</p>	<p>Key stage leaders to coordinate</p>	<p>Autumn Spring Summer data drops. Intervention plans monitored by key stage leaders and Head</p>	<p>ETA budget Resources for boys purchased through key stage budgets</p>	<p>Monitored by leadership team and governors each term, checking on boy's progress and individual progress.</p>	<p>Gap between boys and girls in writing/reading across school begins to close(check July data). See tracking and summer 18 data drop.</p>
---	--	--	--	--	--	---