



English 2019-2020	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 2020 - See progress file/target setting.
--------------------------	--

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, 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 19 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. Continue spelling tests- 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.	DHT HT	July 19 - performance analysed and actions in place for September 19(intervention across school- see SEND/QFT	Nil	Leadership team check on progress each half term through work scrutiny's and pupil performance	Review each term by all staff at moderation and staff meetings and through final data analysis-July 20

	Moderation with other schools shows agreed levels at Exp and GD in writing and reading . Overview of spelling ages across school-gaps identified and intervention in place.		plans). Moderation with other schools each term in writing and reading in KS1 and KS2.		data.	
Review letter/number formation and pencil/pen control.	Vast majority of children using a "pincer" grip by December 19 (EYFS-July 20)-formation improves throughout school. Intervention plans for sen children support this too. See EYFS action plan for phonics/formation.	LT	July 19 onwards	Nil	As above Observation of teaching by HT in autumn 19. 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 19 onwards	Literacy budget for new readers where required in KS2	L.Team to monitor reading files and pupil folders each term.	Evaluate through reading progress and feedback action points to staff.
Guided reading, SQUIRT, Reading Crew, reading reviews, phonic groups and comprehension skills to build on last year.	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.	L.Team through half termly and termly data analysis.	September 19 onwards	Nil	Check teacher's planning and guided reading files-autumn 19	Progress reflected in children's levels-see progress file. Reading analysis in January 20 by HT.

<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 19-identify children and timetable support. Programmes in place from September 19 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.</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 progress each term and report to governors on identified groups. Observation of intervention groups-Each</p>	<p>Through full data analysis July 19 and each term by L.T. Case studies show progress for identified PP and SEN-kept in HT's office.</p>
---	--	--	--	--	--	---

					term and focused in spring 19 as part of ETA appraisal.	
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.	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.	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.	July 19 onwards	Nil	Monitored through work scrutiny autumn 19 and observation of teaching.	Progress of groups checked each half term by leadership team. Data analysed July 19 for these children- are they on target to exceed and be working at a "greater depth" and those on border of expected.
Further develop fine motor skills leading to better outcomes in writing in KS1 and EYFS-see also EYFS action plan.	Maintain/extend children at expected in writing by end of Y1/Y2 and in CLL in EYFS by July 20.	PC to lead	September 19- July 20	ETA support-main budget and sen budget. Resources- Literacy budget.	Monitored by PC and fed back to LT and governors(November gobs meeting)	As above