



<b>Literacy 2017-2018</b>	<b>Key Objective:</b> 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 2018 - Reading WA+ 81% GD 36.2% Writing WA+ 75.2% GD 20%
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Task	Success criteria	Lead person	Dates	Cost and source	Monitoring	Evaluation
Embed pupil "I can "statements in literacy from Y2-6.	<ul style="list-style-type: none"> <li>Pupils Y2-6 can talk about their reading and writing targets and know how to improve their work.</li> <li>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.</li> <li>"I can " statements going to parents each term</li> </ul>	L.Team to lead in key stages.	June 17 onwards	Training for Pobble-teachers at staff meeting/inset day (autumn term 17) paid from inset budget.	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.	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	DHT HT	July 17 - performance analysed and actions in place for September 17(intervention across school-	Nil	Leadership team check on progress each half term through work scrutiny's and pupil	Review each term by all staff at moderation and staff meetings and through final data

	monitored.		see SEND/QFT plans).		performance data.	analysis-July 18
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 17 onwards	Nil	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 17 onwards	Nil	Check teacher's planning and guided reading files-autumn 17	Progress reflected in children's levels-see progress file. Reading analysis in January 18 by HT.
Raise levels of lowest attainers in literacy. Build upon and extend basic skills teaching in literacy across school.	<ul style="list-style-type: none"> <li>• Provision map for SEND in place</li> <li>• Support in place-group and individual for targeted children.</li> <li>• Support plans monitored and evaluated each term-sent to parents.</li> <li>• Support through planned intervention e.g Funky fingers</li> </ul>	Head Key stage leaders.	July 17-identify children and timetable support. Training for staff, Pobble-Sept 17. Programmes in place from September 17 ETA staff to continue to	ETA budget-FSM premium funds-see FSM premium breakdown. £200 literacy budget for "catch up" literacy resources. Case studies updated each	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	Through full data analysis July 17 and each term by L.T. Case studies show progress for identified PP and SEN-kept in HT's office.

	<ul style="list-style-type: none"> <li>• Children identified from July 17 data and tracked all year-see progress file.</li> <li>• New resources purchased as required</li> <li>• Case studies for individual pupils show progress.</li> <li>• More staff trained in delivery of catch up phonics programmes.</li> </ul>		build evidence in case studies for pupil progress.	half term by ETA staff.	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.	
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	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. Resources from	July 17 onwards	Nil	Monitored through work scrutiny autumn 17.	Progress of groups checked each half term by leadership team. Data analysed July 17 for these children-are they on target to exceed and be working at a "greater depth" and those on border of

		"reading graphic organizer" and Pobble supporting reading and writing.				expected.
To raise attainment in writing-introduce more rigorous system for children to edit and re-draft their writing.	Pupils from Y2 upwards are editing their writing more in order to reach the greater depth statements in writing and more at expected (????) - July 18. <b>Change % below!!!!</b> Y2 Exp+80% GD 36% Y6 Exp+85% GD 20% 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	LT to lead at key stage meetings.	June 17-plan at key stage and September 17 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 18.	PC to lead	September 17-July 18	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

Develop story mapping more into writing across school.	All children using Story Mapping to support writing progress across school.	PC/KM	Autumn staff meetings to discuss and develop.		Monitored by Head and PC/KM through key stage meetings; work scrutiny autumn 17 and then each term.	As above.
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