

The Raleigh School Action Plan for English 2016 - 2019

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Development target	Action Needed	Monitoring Team	Training & Budget	Success Criteria & Time Scale	Annual Review comments
<p>All classes to have set up reading files to log comments/assessment data from weekly guided reading sessions and 1:1 reading.</p> <p>All classes to read 1:1 with every child in their class in-line with the current English policy.</p>	<ul style="list-style-type: none"> Subject leaders to scrutinise a sample of reading records on a half termly basis to monitor the implementation of 1:1 reading. Subject leaders to monitor teacher assessment files for reading to ensure the appropriate evidence/assessment data is being collated. Subject leaders to offer support to any staff struggling to set up/maintain such files. Encourage children to read for pleasure inc. finishing books that they start – reading record scrutiny and class teacher experiences show that children are often ‘flitting’ between texts (address through 1:1 reading) 	<p>AK+BS</p>		<ul style="list-style-type: none"> Every class to have a reading file to collate comments/data from 1:1 and guided reading sessions. This should be a ‘working document’ that is regularly updated. Monitoring of class reading files/sample of pupil reading records to show that all children are reading 1:1 with a teacher in-line with the English policy (KS1: weekly, Y3+Y4: fortnightly, Y5+Y6 once every 4 weeks) by end of Spring 2017 	<p>Review of reading folders completed and any inconsistencies discussed with staff. Clear expectations set out in notice to staff for the September 2017. This will need to continue to be monitored</p>
<p>To increase the number of children meeting the end of year expectations for reading across all year groups</p>	<ul style="list-style-type: none"> Carry out during Spring 2 2017 a cross-curricular learning walk for reading with Liz R (Hist and geog), Mary and Mark and the new, temporary KS2 English leader. Subject leaders to facilitate an internal, cross-phase moderation for reading Summer 2017 Subject leaders to liaise with assessment leader over the performance of particular groups of children in reading (PP, SEND REMA etc.) and to offer support/guidance to class teachers as appropriate Subject leaders to monitor the weekly planning for guided reading to ensure it is in-line with school policy/guided reading ‘protocol’ Encourage staff to set up systems in class to promote reading for pleasure e.g. writing book reviews, recommending books to others etc. 	<p>AK, BS, CT, LR (humanities) and link gobs Mark and Mary</p>		<ul style="list-style-type: none"> End of Spring 2017 data/pupil progress meetings to show that majority of children are on-track to at least ‘meet’ the end of year objectives Scrutiny of reading records to show that children are persevering with a text by Easter 2017 	<p>Learning walk took place and useful information was gathered which fed into actions for the summer term.</p> <p>Guided reading planning is in place across all year groups. Most year groups are including an aspect of spelling in their weekly plans and there is differentiation evident in all year groups.</p> <p>Reading for pleasure raised at a staff meeting and will need flagging up in the new academic year.</p>
<p>To raise standards of spelling.</p>	<ul style="list-style-type: none"> Staff meeting Autumn 1 2016 to remind staff about expectations/assessments/resources to support the teaching of spelling Increase parent engagement with spelling – how?? Each year group to send home the national curriculum spelling appendix for their year group (these have been split into year group specific lists by subject leaders and distributed to class. 	<p>AK+BS</p>		<ul style="list-style-type: none"> For the majority of children to achieve a higher percentage in the end of year spelling assessment than they achieved in the Autumn term baseline. Increase in SATs results for spelling in KS1 and KS2 Summer 2017 (compared to last year) 	<p>AK demonstrated how to use the assessments available on ReadWriteInc, linked to each unit and enabling teachers to assess the progress made in spelling.</p> <p>Suggestions made of other activities that could be used to support the teaching of spelling –</p>

	<ul style="list-style-type: none"> All children to complete the new spelling assessments as a baseline in Sep 2016 (end of previous year expectations) and compare score against end of year assessment Summer 2017 – hopefully there will be progress! 				<p>such as laminated cards with a variety of different ways for the children to write their spellings in. Year 2 children tested weekly on differentiated spellings following the ReadWriteInc units of spelling. A measurable improvement in their spelling levels was seen at the end of year 2.</p>
To raise the profile of drama as an area of English	<ul style="list-style-type: none"> Each year to teach a unit of drama in the Summer term (subject leaders to research schemes of work/resources available to support this) 			<ul style="list-style-type: none"> Monitoring of planning to show that each class spends 1 week in the summer term focusing on drama skills 	<p>This did not happen!</p>
To improve handwriting standards across KS1 and KS2	<ul style="list-style-type: none"> All teachers to make use of resources (shared at staff meeting Oct 2016) to ensure issues are being addressed such as pencil grip, proportion of letters e.g. ascenders/descenders and that all letters are joined appropriately. Alex - KS1 English - specifically spelling, handwriting and punctuation walkabout early Spring to come to C&L meeting Thu 23rd Feb at 1.15 to discuss same. 			<ul style="list-style-type: none"> Subject leader scrutiny of books to monitor handwriting standards 	<p>Handwriting taught explicitly in R, 1 and 2. Book look showed that handwriting standards were improving and were more consistent across subjects.</p> <p>Walkabout in February demonstrated clearly how spelling and handwriting are being taught in KS1. A carousel of activities in Year 2 included spelling practise, spellings tests, SPaG and handwriting. A similar situation was observed in Year R and Year 1 with differentiated activities to suit the children's spelling levels.</p>
Future Projects					