

The Raleigh School Action Plan for English 2017 - 2020

Subject Leader(s) : Jane Mumby & Liz Rees

Governor:

	Development target	Action Needed	Monitoring Team	Training & Budget	Success Criteria & Time Scale	Annual Review comments
1	To provide consistent progress in spelling across Read Write Inc (RWI) year groups (2 – 6)	<ul style="list-style-type: none"> • Introduce weekly spelling tests as trialed in Year 2 last year. Number of spellings varies by year group but includes a mix of personalised spellings from Autumn baseline spelling tests and from the RWI programme for that year group which will be taught at least 3x week. These spellings lists to be sent home. Peer/TA testing of these spellings each week. • Use of these spellings to be encouraged by the use of a spelling card on which personalised spellings are added each week. • Interventions will need to be in place for those children who are significantly behind year group expectations 	JM & LR	none	<p>Spelling score data from 2017 - 2018 will be higher than the previous year. (summer 2018)</p> <p>Termly book looks linked to spelling cards show application of learnt spellings</p>	
2	To increase the number of children meeting the end of year expectations for reading across all year groups by ensuring effective record keeping and monitoring of reading records	<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 maintain such files. • Weekly monitoring of children's reading records and anyone who has not completed their weekly home reading to have a reading detention. 	JM & LR	None	<p>Reading files in place for each class. This should be a 'working document'. Sep 2017</p> <p>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 each term.</p>	
3	To improve standards of presentation and spelling in written work across the curriculum and to offer challenge in writing wherever appropriate.	<ul style="list-style-type: none"> • Each class to have a set of expectations re presentation which staff refer to during each lesson where children are writing across all subjects • Handwriting taught explicitly in class groups from R to 2 • Continued focus on joined cursive writing in KS2 with intervention groups in place in where appropriate and displays to reinforce correct letter formation. • Some classes to trial of one book used for all subjects to encourage consistent standards • Non negotiable spellings to be agreed per class/year group and correct spelling reinforced. • Staff to deliver challenge and support in English across the curriculum by offering differentiation wherever appropriate. This might include support or extension activities, differentiated resources, support from an adult or focussing individuals or groups on specific English targets • Planning to signpost the planned differentiation 	JM & LR	None	<p>Termly book looks show consistent standards in presentation across all subjects</p> <p>Sharing of exemplars in staff meetings</p> <p>Regular reminders</p> <p>Foundation Planning from Aut 2 2017 to show English differentiation</p> <p>Observations of foundation subjects by English leaders to show a focus on challenge and support for the English aspect of the lesson running alongside the teaching of the foundation subject.</p>	

4	Develop a more consistent approach to target setting	<ul style="list-style-type: none"> To identify at least 1 writing target for each child at the start of term; which may be personal, group or a class target as appropriate. Teachers to consider which of these methods is most effective for ensuring that these spellings are applied consistently in their work. Teachers to consider whether annual school report targets are suitable for start of the Autumn term. Targets to be included prominently in English books. Each class to regularly review targets with children and change as appropriate. 	JM & LR	None	<p>Systems tried discussed in teacher INSET and successes shared and rolled out.</p> <p>Termly book looks show target in place.</p> <p>Pupil conferencing, with the children's work, indicates that children are aware of their target and steps for success.</p> <p>Spring term</p>	
5	To ensure % of Year 1 children passing the phonics check is back over 92% and that all children in year 2 who are retaking it pass	<ul style="list-style-type: none"> Continue with extra interventions as introduced last year, Scrolling powerpoints used after breaks as children come in for them to recite phonemes Parent helpers to provide daily interventions for children who are causing concern Phonics activities provided during the carousel. Year 2 interventions in place to fill any gaps in phonic knowledge – use of strategies above as well as a focus group run by the TA 	JM	none	<p>R & Y1 phonics planning shows good pace across all groups (Termly)</p> <p>Phonic check scores are above 92% June 2018</p> <p>Year 2 interventions in place by Oct 2017</p> <p>Phonic check resit children all pass June 2018</p>	
Future Projects						