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
To provide consistent progress in spelling across Read Write Inc (RWI) year groups (2 – 6)	• Introduce weekly spelling tests as trialled in Year 2 last year. 5 spellings to be personalised and pulled from spelling tests undertaken and 5 to come from the RWI programme for that year group which will be taught at least 3x week. These spellings lists to be sent home. • 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	Spelling score data from 2017 - 2018 will be higher than the previous year. (summer 2018) Termly book looks linked to spelling cards show application of learnt spellings	
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	• 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	Reading files in place for each class. This should be a 'working document'. Sep 2017 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.	
To improve standards of presentation and in written work across the curriculum	• Each class to have a set of expectations re presentation which staff refer to during each lesson • Handwriting taught explicitly in class groups from R to 2 • Intervention groups in place in KS2 • One book used for all subjects to encourage consistent standards	JM & LR	None	Termly book looks show consistent standards in presentation across all subjects	
Develop a more consistent approach to target setting		JM & LR	None		
To ensure % of children passing the phonics check is back over 92% and that all children in year 2 who are retaking it pass	• ASK YEAR 1 TEAM, • Year 2 interventions in place to fill any gaps in phonic knowledge	JM	none	R & Y1 phonics planning shows good pace across all groups (Termly) Phonic check scores are above 92% June 2018 Year 2 interventions in place by Oct 2017 Phonic check resit children all pass June 2018	

Future Projects