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| **Holy Trinity C of E Primary School**  **School Improvement 2023-24** | | | | | | |
| **Subject** | **English** | | | | | |
| **Staff** | **Kate Ridley** | | | | | |
| **Strategic Subject Intent** | | **Intended Impact** | | | | |
| * At Holy Trinity C of E Primary School, we believe reading is the fundamental building blocks to everything that we learn. We understand the positive importance of daily reading and we strive to create a positive learning culture where reading is loved, enjoyed and part of everyday life. At Holy Trinity C of E Primary School, we begin our literacy journey early, immersed in language rich settings and learning to communicate successfully. Our literacy skills progress year on year, developing both our knowledge and skills so that we can become confident, successful communicators. | | * Children are fluent readers with good reading comprehension. * Increased number of pupils achieving ‘expected standard+’ in literacy at all stages. * Teacher knowledge and ability to teach literacy is improved. * Lessons are more productive, with tighter linked objectives. * Children are inspired by and endeavour in literacy lessons (through the use of pupil voice and high-quality texts). * Greater speaking and listening opportunities for all pupils. | | | | |
| **Subject Implementation**  **SMART targets** | | **Linked personnel** | **RAG** | | | **Comments** |
| **Autumn** | **Spring** | **Summer** |
| **Autumn 1**  EARS Multi-dimensional Fluency Scale – to use with children (Bottom 20% plus other children not on track) to identify gaps in fluency and ensure intervention is specific to the individual needs of the child. Staff should use this scale to focus IEP targets and intervention time with children. The scale assessment should be updated to review progress each half term. | | Year 2 – Year 6 teachers and teaching assistants.  Deputy headteacher/Headteacher |  |  |  | **Autumn**  Staff meeting with teachers to share the EARS Multi-dimensional Fluency Scale and go through assessment of fluency. Staff are going to assess their cohorts using age related texts provided and track each child against the scale. Will plan time in Spring to review data and be more specific with Bottom 20% children needs/feed into February IEP targets.  **Spring**  Specific interventions need to be planned for, so that they can have an impact. Fluency training for staff CPD is being planned by subject lead and with support from DfE project. Aim to deliver in Summer/Autumn of 2024.  **Summer**  Findings of reading fluency assessment were different to overall bottom 20%. Therefore, intervention can be put in place to support fluency development. Need to reassess all cohorts in Autumn 1 24/25 and put intervention in place. |
| **Autumn 1**  Ensure child Early Reading Team is embedded (badges) and children have regular visits to EYFS to share books and listen to children read. In addition, Early Reading Team to continue to step into adult role if staffing issues mean the adult would be missing from the session. The children can lead the session and have been trained by English lead to lead sessions with Early Readers if needed. | | Year 6 Early Reading Team |  |  |  | **Autumn**  Early reading team have been given their badges and step in as and when required due to staff absence. Y6 visit EYFS every Wednesday PM to read with our youngest children.  **Spring**  Year 6 readers are regularly attending EYFS and are recognised with badges. Children step into adult role and lead groups when necessary.  **Summer**  Embedded. Continue to monitor quality of ER team (children). |
| **Summer 2**  To change year 1 long term plan for spelling to Little Wandle word lists. To be created throughout each term to ensure spelling lists meet cohort needs and to monitor curriculum delivery and impact. | | Year 1 teacher and teaching assistant  Deputy headteacher  English lead |  |  |  | **Autumn**  Ongoing, creating word lists weekly to match teaching.  **Spring**  Word lists are ongoing. Need to consider the impact.  **Summer**  This change has been positive. Word lists have been created for the year and are having a better impact on pupils remembering and applying spellings. |
| **Autumn 1**  Launch Reading for Pleasure bags as reward for reading Nursery – Year 6. Acquire contents of bags and launch in worship at end of Autumn 1. Slow reveal to children to build curiosity and excitement. | | English lead |  |  |  | **Autumn**  Launched – they have been out once. Will send them out again after Christmas again because R was not returned in full and Y6 because it was damaged.  **Spring**  To continue and monitor use of books/enjoyment by children in pupil voice.  **Summer**  Children look forward to this reward in school and it supports reading for pleasure/reading regularly. |
| **Autumn 1**  Grammar, Punctuation and Spelling long term plan has been reviewed and is sequential – supporting teachers with content delivery (medium term) and sequence of learning (spelling). Weekly content coverage is explicit. | | English lead  All class teachers |  |  |  | **Autumn**  GPS long term plan is sequential with word lists attached/grammar focus attached. Weekly content is clear for teachers to follow.  **Spring**  Teaching of GPS has been supported with sequence. Need to timetable specific sessions where this is expected to be seen.  **Summer**  Grammar and Punc done. However, spelling curriculum is now under review and will be a priority next year. |
| **Summer 2**  Poetry strand shared and poetry performances per year group to be considered as part of Class Family Worships. Readers Theatre to be introduced to support fluency teaching. English lead to model and support staff with Readers Theatre. | | English lead |  |  |  | **Autumn**  Staff meeting time scheduled for Spring.  **Spring**  Poetry strand shared with staff. Fluency training to be delivered before readers theatre is introduced. Poetry performances can be encouraged in class setting in mean time.  **Summer**  Poetry strand has been taught and poems are performed at class level but whole class reading/fluency must be in place before this is developed further. |
| **Summer 2**  Teaching of spelling to be developed – subject lead to explore curriculum development linked to Jane Considine’s approach. English lead to train and develop curriculum documents to enhance teaching of spelling at Holy Trinity. | | English lead |  |  |  | **Autumn**  Looked into approach but time required to complete further training/research.  **Spring**  Time to be allocated to training in Spring 2/Summer term to develop understanding and consider potential curriculum changes.  **Summer**  Spelling curriculum to be developed but different to Jane Considine approach after further research (sounds approach in line with phonics). |
| **Spring 2**  Our diverse books have been embedded within the long- term plan to support wider areas of the curriculum and broaden literature in school. Reading fluency opportunities have been broadened to allow for wider curriculum reading e.g. science, history. This will support the children to remember more. English lead to model how fluency sessions can build on Early Reading Practice sessions and can be used to support children with recall of knowledge in the wider curriculum. | | English lead  All teaching staff |  |  |  | **Autumn**  Fluency books purchased for Year 2 and Year 3 children to widen reading offer.  Work with staff to model fluency teaching and use of a wide range of texts. Support from DfE with this in January.  **Spring**  Fluency training is being planned with DfE to be delivered from Summer term 2024 and into Autumn term 2024.  **Summer**  Purchase of recommended reads and books linking to history. Whole class reading sessions to be developed as a priority next academic year. |
| **March 2025**  Priority Area Primary Reading and Language Development project. Primary reading and language development: improving language and reading intervention strategies and how reading is taught. English lead to work closely with DfE project to develop reading and language development at Holy Trinity as per course content. | | English lead |  |  |  | **Autumn**  Completed 5 days of training with DfE. Focus specified as Reading Fluency in KS2. Staff to complete fluency assessments in Autumn 2. Support to continue from DfE coming into school in January.  **Spring**  Day 1 and 2 of support with Jen Ogden with focus on developing reading fluency at Holy Trinity.  **Summer**  Continue to work with Jen Ogden to implement new Whole Class reading at KS2 level. |
| **Summer 2**  Writing process is consistent across school, following Writing Overview and with writing genres considered – use of a wide range of quality resources to inform writing (models for writing). English lead to complete writing training and develop curriculum documents in line with this training. English lead to upskill teaching staff with new developments and monitor impact in pupil performance. Purchase writing models to support curriculum delivery and writing assessment. | | English lead  All teachers |  |  |  | **Autumn**  KR has started writing training but needs time to complete.  **Spring**  As per spelling training, writing training needs time allocating. However, monitoring of current LTP is showing improvements with genre coverage. Continue to monitor with book scrutinies. Pupil performance has improved where trial of ‘plot points’ for writing has been used.  **Summer**  Staff are using writing models and have received writing CPD. Plans to monitor and baseline writing teaching. |
| **Funding & Resources**  **Cost (Time & Money)** | | | **Links to Academy Council** | | | |
| **Time**   * To share EARS multidimensional fluency scale with teachers and assess impact * To monitor impact of Grammar, Punctuation and Spelling curriculum development * To introduce Readers Theatre and reading fluency (for wider curriculum) * Time out to attend DfE project days and work with experts in school * Time out to complete writing training and develop curriculum documents * To read with bottom 20% children * To complete writing training * To complete spelling training   **Money**   * Early reading badges £15 * Writing models £480 * Purchase of writing and spelling training £180 plus books for spelling and writing £30 each x 9 * Purchase of contents for Reading Reward bags £100 * Supply release @ £120 per day | | | * Meet to discuss progress and review impact with Academy Councillor, Adam Palmer. | | | |
| **Evaluation** | | | | | | |
| **English next year**   1. Need to reassess all cohorts in Autumn 1 24/25 and put intervention in place. 2. Spelling curriculum – develop in line with sounds approach, resource and have CPD focus 3. Whole Class Reading launch and CPD focus – continue to work with DfE Project and Jen Ogden to develop reading teaching in Holy Trinity KS2 4. Monitor writing in school and how to support staff with teaching | | | | | | |