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| **Holy Trinity C of E Primary School**  **School Improvement 2024-25** | | | | | | |
| **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 - Baseline**  **Spring 1 – repeat and assess progress**  **Summer 1 – repeat and assess progress**  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.  In academic year 2023-24 the bottom 20% for overall reading was different to that of just reading fluency. | | Year 2 – Year 6 teachers and teaching assistants.  Deputy headteacher/Headteacher |  |  |  | **Autumn**  Y3, Y4, Y5 and Y6 have completed and saved their assessment results on Staff Shared. This has therefore identified focus children for intervention in Spring term.  Requested Y2 to complete their assessments so that we can identify bottom 20% group for fluency intervention.  **Spring**  **Summer** |
| **Spelling**  To develop teaching of spelling with an approach that targets reading patterns of spelling and the remembering of spelling.  To deliver spelling that is based on strong phonics teaching with a focus on teaching pupils the connections between words, sound associations, etymology and patterns.  To support teachers and guide through the rationale and approaches to ensure that they have a deep understanding of the processes they can follow to become more effective teachers of spelling.  Pupils will extend their knowledge of phonics throughout their time in primary school. | | English lead  All class teachers |  |  |  | **Autumn**  Teachers Y1-Y6 are delivering spelling teaching daily which has a phonics basis. Staff have engaged in Spelling CPD to explain the new approach to teaching and have been supported with short term daily teaching structure and medium term plans to show weekly spelling sound and words focus.  Learning walk in Spring term to monitor the delivery of new spelling approach.  **Spring**  **Summer** |
| **Complete by 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.  **Targets for 2024-25:**   * Launch Whole Class Reading (fluency and comprehension CPD for staff and support staff with changes of how to teach reading in KS2) * This will build on Little Wandle Early Reading teaching | | English lead |  |  |  | **Autumn**  Whole Class Reading structure (fluency, comprehension and four corners) CPD has been delivered and launched in school. Y3 and Y4 teachers have been on reading training to support children with Phonics to Fluency. KR had 2 working days with Jen Ogden  14th Oct and 10th Dec. Monitoring visit planned for January to look at Whole Class Reading Structure.  **Spring**  **Summer** |
| **Summer 2**  Monitor writing process in school. Ensure it 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  All teachers |  |  |  | **Autumn**  Writing overview staff meeting planned for Spring 1 to assess the teaching of writing in Autumn term. Does it match to the writing genre overview? Writing moderation opportunities to be planned in.  Staff all have access to writing models to support planning and teaching.  **Spring**  **Summer** |
| **Funding & Resources**  **Cost (Time & Money)** | | | **Links to Academy Council** | | | |
| **Time**   * To create new spelling documents with staff (staff meeting and twilight time) * Time to share CPD slides with staff on reading comprehension and fluency plus time to create resources to support teaching * KR time to work with Jen Ogden   **Money**   * Supply release @ £120 per day | | | * Meet to discuss progress and review impact with Academy Councillor, Adam Palmer. | | | |
| **Evaluation** | | | | | | |
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