

Subject Specific Action Plan 2019-20		
Subject: English	Co-ordinator(s): Jo Kerkham and Donna Skitmore	
BRW Priority One: To raise the attainment level in GDS across Reading and Writing	Action(s):	Success Criteria:
<ul style="list-style-type: none"> To ensure that attainment at the expected standard in reading and writing and is in line with National Averages 	<ul style="list-style-type: none"> ➤ Autumn – Teachers: Pixl tests completed, identify key marginals, identify gaps through QLA ➤ Teachers give children cold and hot tasks at the beginning and end of units. Teachers use the cold task to inform teaching and the hot tasks to assess progress. Assessments recorded and reported to HoS and subject leads. 	<ul style="list-style-type: none"> ▪ Teachers will know who are their key marginals as shown in pupil progress meetings ▪ Cold and hot tasks evident in books. Gaps addressed in teaching. ▪ Hot task demonstrates progress in Writing.
<ul style="list-style-type: none"> To enable children to have more opportunities to experience language rich environments 	<ul style="list-style-type: none"> ➤ Ongoing Vocab wall with new words and definitions on English working wall ➤ Teachers list new words preferably before whole class story or guided reading ➤ Teachers to introduce ‘Word of the Day’ to develop vocabulary and interpret meaning of words through context. ➤ Daily story sessions ➤ Knowledge organisers to be sent out each term (1/2 term) for each topic with a list of vocab. 	<ul style="list-style-type: none"> ▪ Working wall is a used document ▪ Children are using vocabulary in their writing.
<ul style="list-style-type: none"> To increase the % of children gaining GDS in reading and writing 	<ul style="list-style-type: none"> ➤ Autumn – Teachers: Pixl tests completed, identify key marginals, identify gaps through QLA. ➤ Autumn: Teachers to give children word mats for writing to include EXS and GDS expected vocab. ➤ Spring: Teachers to assess children’s understanding of key words. ➤ Teachers give children cold and hot tasks at the beginning and end of units. Teachers use the cold task to inform teaching and the hot tasks to assess progress. Assessments recorded and reported to HoS and subject leads. 	<ul style="list-style-type: none"> ▪ Autumn – Teachers: Pixl tests completed, identify key marginals, identify gaps through QLA. ▪ Cold and hot tasks evident in books. Gaps addressed in teaching. ▪ Hot task demonstrates progress in Writing.
Brisley Priority Two: To establish engaging learning environments throughout the academy.	Action(s):	
<ul style="list-style-type: none"> To ensure that all non-negotiable lists are followed 	<ul style="list-style-type: none"> ➤ Autumn: Non-negotiable list developed and shared with staff and displayed prominently in classrooms. ➤ Subject leaders to monitor success in Rudham and 	<ul style="list-style-type: none"> ▪ Marking policy is followed – evidenced in books. ▪ Improved presentation, cursive style in KS1, joins in KS2 etc in line with non-negotiables.

	Weasenham and share good practice with Brisley.		
<ul style="list-style-type: none"> To enable children to have an input into their classroom displays 	➤	<ul style="list-style-type: none"> Pupil voice on displays as well as children's work. 	
<ul style="list-style-type: none"> To ensure that working walls are used to their full potential and kept up to date. 	➤	<ul style="list-style-type: none"> Working walls reflect current teaching and are being used by the children in lessons. 	
Rudham Priority Two: Reading in KS2	Action(s):	Success Criteria:	
<ul style="list-style-type: none"> To ensure that attainment in reading in KS2 is in line with National Average 	<ul style="list-style-type: none"> ➤ Teachers to deliver weekly English lessons dedicated to teaching comprehensive skills. ➤ Reading skills on display in classroom. ➤ Teachers to assess skills termly and develop planning for progression of skills for next term. ➤ Teachers to introduce 'Word of the Day' to develop vocabulary and interpret meaning of words through context. 	<ul style="list-style-type: none"> ➤ Improvement in skills focused on demonstrated through termly assessment ➤ Children can articulate which skills they are practising in class. ➤ Children are aware of different comprehension skills. ➤ All chn are able to access reading sessions including SEND ➤ Clear progression in reading skills which is evident to staff and pupils. ➤ Greater % of chd completing higher level reading skills. ➤ Greater % of children completing higher level reading skills by Spring Term. ➤ Word of the day displayed in classrooms and children refer to it during reading and English sessions. 	
<ul style="list-style-type: none"> To increase the percentage of children reaching GDS in reading 			
<ul style="list-style-type: none"> To develop children's inference skills through focused individual and guided reading sessions 			<ul style="list-style-type: none"> ➤ Condensed reading skills template including higher level reading skills shared and used in lessons. ➤ Teachers to plan and deliver 3 short 'guided reading meetings' using ERIC starters to develop inference skills.
<ul style="list-style-type: none"> To raise the profile of reading and develop children's love of reading 			<ul style="list-style-type: none"> ➤ Author visit ➤ Engaging reading corner in every classroom. Subject leaders to monitor and share good examples.
Weasenham Priority Two: To ensure that there is enough challenge within the core and foundation subjects.	Action(s):	Success Criteria:	
<ul style="list-style-type: none"> To assess the level of challenge within core and foundation subjects 	<ul style="list-style-type: none"> ➤ Teachers use a writing checklist for all children every time they do a hot task. 	<ul style="list-style-type: none"> ➤ Writing checklists are kept updated . 	
Outcomes / Review (to be completed at the end of the year)			

wk 1	wk 2	wk 3	wk 4	wk 5	wk 6	wk 7	wk 8	wk 9	wk 10	wk 11	wk 12
Author visit Handwriting BIF	SM - Book look	SM-non- negotiables PIXL intro Cold to hot task discussion Marking policy Write action plan	SM Ask for vocabulary collection sheet with definition across the Federation	Learning walk to other 2 schools - baseline	Introduce word of the week		Book look – presentation and marking policy - cold to hot task showing progress and use of learning ladders	Assess progress on PIXL and use of booster groups in Y6 especially.	Introduce writing checklists	Learning walk looking exciting reading corners	

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wk 1	wk 2	wk 3	wk 4	wk 5	wk 6	Half term	wk 7	wk 8	wk 9	wk 10	wk 11	wk 12
Order visualisers	Complete plan for term	KS1 reading books – Do they support phonics	Gap analysis from PIXL tests Y1	Gap analysis from PIXL tests Y1	Gap analysis from PIXL tests Y3/4/5/6	Gap analysis from PIXL tests Y3/4/5/6	Pupil Progress meetings and boosters for Key Marginals	Learning walk – reading corners all 3 schools– make a list of the best ideas and send round.	Cross curricular writing – ideas from West Dept Heads	Follow up AGEP suggestions	Gap analysis from PIXL tests Y2	Gap analysis from PIXL tests Y2
PIXL meeting	Email all staff asking them to	Audits in each school completed and requests drawn up.	Staff meeting at Brisley: use of visualisers to support Guided reading and feedback in writing	Book look across 3 schools 5/2/20 Use of writing checklist and following expectations in writing list.	Set extreme reading challenge for homework at Brisley		Extreme reading challenge display up - Brisley	Ask class council meetings to come up with ideas – Brisley.	AGEP visit			
Gather head's views	1. ensure 1 guided reading session per week is a comprehension focus with written answers		JK collect cross- curricular writing ideas from West Dept Heads		Monitor comprehension slot in guided reading via a 'self-ticking' survey to be put up in each staff room.			World Book Day				
Look at AGEP's views	2. Use VIPERS for comprehension questions											
Look at Op Overview	3. Focus on gaps shown by PIXL reading comp analysis/ inference in UKS2.											
Pupil progress meetings												
Learning plans												

Intent:

Children will be able to write fluently, with a good understanding of grammar, writing in a range of contexts and for real purposes.

Children will read widely with good understanding and develop a love of reading and book.

Children will acquire a wide vocabulary, become competent speakers and active listeners, and be able to use discussion

Implementation:

Focus for this year:

Writing – cold to hot, learning ladders in hot tasks unless going to use work for moderation, cold tasks informs planning

Reading – decoding and whole word reading initially, whole class guided reading highlighting word meaning

Oracy – paired work, word of the week, cross curricular vocabulary focus

Impact:

Writing impact measures in the short term will be seen cold to hot tasks, termly through PiXL test outcomes and over the year through the writing checklists. Phonics tests half termly show year 1 progress also and half termly assessments on pupil asset focus teacher assessment of current attainment.

Reading impact measures include the PiXL tests, daily 1:1 reading in KS1 and EYFS, termly Salford tests and in whole class reading teacher assessments which includes a half termly data drop on pupil asset.

Oracy – children talk confidently in public situations such as in class or assembly, they debate in class council and listen respectfully to each other and with adults. They use floorbooks to aid discussions with inspectors.