

Subject Specific Action Plan 2023-24	Spiritual Development in English - We develop spirituality by reading and responding to inspiring texts that link in with our wider topics. We reflect and enquire about what we read and make conjectures about people's characters and actions. We then discuss moral dilemmas and focus on our beliefs through our writing.	
Subject: English in Hope Federation	Co-ordinator(s): Steve Chapman	
Priority One: Automaticity	Action(s):	Success Criteria:
<p>Objective 1.1 Improve automaticity in maths</p> <p>Objective 1.2 Parental engagement</p> <p>Objective 1.3 Improve automaticity in joins</p> <p>Objective 1.4 Improve automaticity in reading</p> <p>Objective 1.5 Improve automaticity in typing</p>	<ul style="list-style-type: none"> ● Parents to continue to engage with young readers in the school as volunteer readers, they engage in reading (Learning with Parents) and in their homework tasks, sent weekly. ● Handwriting will be modelled through regularly modelling sessions to the children. Teachers will model the agreed cursive non-lead in joins for KS2 and cursive print for KS1. Children have weekly opportunities to practise through dedicated handwriting sessions. ● Children will have greater and more frequent exposure to reading texts that are shared in class. More opportunities will be given to read across foundation subjects. ● Children will be given the opportunity to use technology that facilitates the need for typing and familiarity around a keyboard. Using technology in English lessons and across the other subjects. 	<ul style="list-style-type: none"> ● Parent voice shows that pupils are motivated to engage with homework, reading logs and through coming into school for volunteering for reading with children. ● Children's textbooks show improvement of joins in writing. This is also coupled with work that is on display. ● Lesson observations show children needing to read to gain information as part of a normal lesson routine. There will be a higher frequency of observed instances of reading aloud in class and a noticeable improvement in fluency. ● Typing speeds per minute improve.
Priority Two: Make learning memorable	Action(s):	Success Criteria:
<p>Objective 2.1 Improve the teaching of English to improve writing outcomes.</p>	<ul style="list-style-type: none"> ● Use demonstrative practices for improved sentence demarcation through the 'Fixing Full Stops' program. Increase opportunities for 	<ul style="list-style-type: none"> ● Booklook shows written work where full-stops are used more consistently and children are able to demarcate properly when reading.

<p>Objective 2.2 Improve maths teaching to make learning memorable</p> <p>Objective 2.3 Improve foundation subject teaching to make learning memorable</p> <p>Objective 2.4 Improve use of formative assessment in foundation subjects</p> <p>Objective 2.5 Improve cross-curricular links in foundation stage teaching</p>	<p>experimenting with sentence structure through carefully planned tasks.</p> <ul style="list-style-type: none"> ● Carefully cross reference writing objectives in TAFs with the children’s writing output to identify gaps early. ● To introduce PIXL therapies more readily for identified children, to ensure key grammar skills are embedded. ● Use stem sentences for the learning objective, use low-stakes quizzes to recap and reinforce learning, model the improvement you wish to see, use paired talk, use visualisers (or similar) to demonstrate good work, use in-the-moment marking and feedback. ● Use cross curricular links from English into other subjects. Use the topic book history timeline to help with this. 	<ul style="list-style-type: none"> ● Learning environment walks show Stem sentences are recorded and curriculum ambassadors are identified, pupil voice shows children can remember their learning, lesson observations show modelling and paired talk, booklooks show in the moment feedback using purple pen to evidence improvement and pink dots are acted upon. ● PIXL therapies show a marked improvement on understanding of objectives with evidence on decreasing the gap. ● Stem sentences for grammar rules are evidenced in books, supported by independent examples from the children. ● Evidence of this will be observed through lesson drop-ins, book looks and the floor book.
<p>Priority 3: Spirituality</p>	<p>Actions:</p>	<p>Success Criteria</p>
<p>Computing develops spiritual development by encouraging:</p> <ul style="list-style-type: none"> ● imagination and creativity ● resilience ● curiosity 	<ul style="list-style-type: none"> ● Teachers develop imagination and creativity by encouraging children to be creative in their final outcome phase of project development ● Teachers encourage resilience through promoting self-efficacy. Where children get stuck for example, we will encourage children to find solutions themselves as much as possible. ● Children’s curiosity will be developed through use of an enquiry approach at the start of a 	<ul style="list-style-type: none"> ● Children’s outcomes look different and show individuality. ● Children problem-solve in lessons. ● Children are interested and engaged in lessons.

	unit and when appropriate at the start of each lesson.	
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Outcomes / Review (to be completed at the end of the year)		
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