

Holy Trinity C of E Primary School School Improvement 2021-22

Subject	English				
Staff	Kate Ridley				
Strategic Subject Intent		Intended Impact			
<p>To embed a rigorous approach to the teaching of reading and spelling, developing learners’ confidence and enjoyment in reading. Thus enabling children to gain a greater knowledge of curriculum vocabulary and access to all subjects.</p> <p>To develop character range across books in our library/long term plan- encompassing gender, race, family circumstance and sexuality.</p> <p>To develop written work across the curriculum through embedding a rigorous approach to reading and editing. To enable staff to be creative with writing planning- thus enabling children to write with confidence across a range of genres and subjects.</p>		<ul style="list-style-type: none">- To effectively engage with Reading Plus is effectively engaged with in KS2, using the information to develop personalised interventions.- The impact of Spelling Shed and use the information to develop personalised intervention. To ensure that children are using spelling knowledge when writing.- To embed a new SSP and approach to Early Reading.- To increase knowledge of vocabulary and ensure that children remember and use a wider vocabulary base when speaking and writing.- To improve children’s knowledge of precise grammatical terminology, appropriate to their age.- To improve the ability of children across school to edit and improve their written work across the curriculum.- To develop written work across the curriculum and widen reading tasks in all curriculum areas.- To develop the base of reading to incorporate learning across different backgrounds, increasing diversity in character (Sexuality, gender, Ethnicity BAME, families)			
Subject Implementation		RAG			Comments
		Autumn	Spring	Summer	
To embed a rigorous approach to the teaching of phonics and reading, developing learners’ confidence and enjoyment in reading in line with the new Reading Framework. Thus enabling children to gain a greater knowledge of phonics, vocabulary and become fluent readers in order to gain better access to all subjects.					<u>22.11.21</u> September 21 – new SSP purchased with decodable reading books, resources and online training to support delivery. All teaching staff are trained with Little Wandle Letters and Sounds Revised. Old decodable reading books (Bug Club) have been audited, book bands removed and sequenced to ensure progression. These books fit and match our new SSP to ensure fidelity. Early Reading library has been developed to include Reading Practice packs to support the teaching and

				<p>learning of Early Reading. Early Reading team support R, Y1 and Y2 with 3 reading sessions each per week. Early Reading is a priority.</p> <p>Need to complete learning walk and discussion with Early Reading team to assess how things are going.</p> <p>Learning walk completed with AB and consistency and fidelity seen within phonics teaching with new scheme. Early Reading is embedded and Early Reading meeting with team has taken place to discuss issues with timetables/delivery. Support for new Y1 teacher in place – training offered. Phonics data has seen progress since the beginning of the academic year.</p> <p>Early Reading meeting to ensure consistency remains amongst staff and teaching. Support to Y1 for delivery of phonics. Children enjoy reading sessions, fluency across cohorts has improved through delivery of Early Reading and phonics with LWLaSR.</p>
Update school English and Phonics policies to reflect changes made with SSP. Ensure website and parental information is up to date with new SSP.				<p><u>22.11.21</u></p> <p>Website information updated and letter sent to parents of children involved in the teaching and learning of Little Wandle Letters and Sounds Revised. Early Reading and Phonics policy has been rewritten and the English policy has been amended to have fidelity to LWL&SR.</p> <p>Website and policies are all up to date.</p> <p>Website and policies are all up to date. Review use of phonics books in R class in line with research and feedback from SIP.</p>
To develop reading areas in classrooms to encourage a love for reading.				<p><u>22.11.21</u></p> <p>Each classroom (Y1-6) has an engaging classroom library, filled with books to</p>

				<p>support a love of reading. The children have helped choose the books. Each classroom has a great range of literature on offer. Some classrooms are waiting on furniture to improve their reading areas further. Nursery are ordering story sacks to support a love of reading in their classrooms.</p> <p>Individual classroom libraries are in place. They are inviting and creative. Children have had involvement with the acquisition of books. Emailed nursery for catch up to see if they have created a space with story sacks. Email to ask Jade about Nursery book area.</p>
Assessment tool to be developed for phonics.				<p><u>22.11.21</u> Autumn 2 – KR now has access to LWL&SR assessment tracker. Need consent from parents to put children's names into this tool. Liane from DDMAT has updated privacy notice and confirmed how to gain consent from parents to do this. This needs putting in place.</p> <p>EXCEL spreadsheet for assessment and progression monitoring with phonics and Early Reading is in place. Transition to LW (opinions required from SLT and LB).</p> <p>Discussed with Laura about using the electronic assessment for Phonics. To implement in September with discussion with staff prior to use. Email to DW and LB to discuss before September.</p>
English curriculum organisation is reconfigured to take account of reading framework.				<p><u>22.11.21</u> Reading Long Term plan is in the process of being developed. Document</p>

				<p>outlining story time books to be created across the year.</p> <p>Reading for pleasure books are difficult to measure individually. Template created to be filled in by staff for whole class reading for pleasure (ongoing).</p> <p>Continue to monitor reading for pleasure books and ensure good coverage.. Long term plan needs to be put into terms to support teaching and delivery</p>
Vocabulary development through reading high quality literature. Long Term Novel Plan audited and developed				<p><u>22.11.21</u></p> <p>Have met with SLT twice to discuss plans for Long Term Novel Plan. New draft has been created containing author strand, poetry, classic children's fiction etc. Need to develop 'purpose' for each book to put onto the LTP.</p> <p>Books we are using in class need to be purposeful and support a wide range of writing genres. KR to look further into 'Literacy Counts' LTP and investigate other books that link directly to the wider curriculum e.g. Moth, An Evolution Story by Isabel Thomas (to support explanation texts and Y6 Science). Reading Long Term Plan for curriculum has been overhauled EYFS-Y6 but is still a working document. Diverse books are in the process of being matched to the curriculum to broaden our literature.</p> <p>Diverse books have been ordered but need to be woven into the LTP to support vocabulary and wider curriculum</p>
Use of visits and visitors to expand vocabulary and experiences.				<p><u>22.11.21</u></p> <p>Some year groups have been on trips (Y2 have been to Hall Hill Farm). Other year groups are yet to go on school trips to support the curriculum.</p>

				KR to explore costings and opportunities within the curriculum.
School editing policy includes aspects of vocabulary development to improve the quality of writing. School editing policy refined through student and teacher voice discussion. Share editing process with all staff and children and create an editing guide.				<u>22.11.21</u> Discussion with teachers surrounding quality of writing needs to be planned in. Share idea of shorter texts to support writing after KR trials a book in Y6. How do children find writing in school? What do they say would help them with the writing process? Staff meeting requested. Visit to another school requested to explore new resources and approach to writing
TAs to run specific interventions to develop and close gaps in Reading, phonics and spelling.				<u>22.11.21</u> Catch up sessions for Little Wandle Letters and Sounds Revised have been completed by teachers and teaching assistants. Reading club is yet to commence. Lexia is running in school to support children with reading, phonics and spelling. R – NELI. Catch up/Keep up sessions taking place in R-Y2. LEXIA KS1 and KS2. Reading 1:1. Specific intervention in KS2? Reading practice session timetable in motion to be implemented in September
Library and online library (use of QR Codes) widens the diversity of character within stories.				<u>22.11.21</u> This has been used in Y5 but need to discuss with JB how this should look across school. To discuss with JB. Email sent requesting support. How can this be used to support reading for pleasure? KR to explore further – links to Literacy Shed?
Reading Plus is effectively used to track and effectively plot new learning- ensuring that home learning is used efficiently.				<u>22.11.21</u> UKS2 have been using ReadingPlus since September. Many children have

				been using this regularly at home to support 'reading for purpose'. Continue to give opportunities to access in school for children not supported/who do not engage with this at home. Ongoing.
Curriculum areas have a written focus and children's writing books include writing from different genres and subjects. Genre progression map to be refined and shared.				<u>22.11.21</u> Literacy Counts has given subject lead ideas as to how this should and could look. KR to look into using shorter texts to support the wider curriculum and a range of writing opportunities. Need to refine the genre progression map. Time to be requested after SATs. Genre progression could be supported through Literacy Shed and other resources to support writing genres. Explore other school/approaches to writing before refining genre progression map.
Funding & Resources	Cost (Time & Money)			Links to Academy Council
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Evaluation				
<ul style="list-style-type: none">- Phonics books?- Phonics tracker- Nursery book area- Monitor reading for pleasure books- Diverse books woven into LTP- KS2 reading practice- Literacy Shed/writing approach				