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| **Holy Trinity C of E Primary School**  **School Improvement 2022-23** | | | | | | | | |
| **Subject** | **English** | | | | | | | |
| **Staff** | **Kate Ridley** | | | | | | | |
| **Strategic Subject Intent** | | | **Intended Impact** | | | | | |
| * To embed a consistent approach to teaching of Early Reading and Phonics through LWLaSR to ensure fluent reading with prosody and comprehension by age 6. To support children who have not reached fluency by age 6 with specific intervention to make progress in this area, making reading a priority. * To embed a rigorous approach to the teaching of spelling and grammar, thus enabling children to gain a greater knowledge of curriculum vocabulary and access to all subjects. * To develop further diversity in our long-term plan - encompassing gender, inclusion, race, family circumstance and sexuality. * To develop written work across the curriculum through embedding a rigorous approach to reading and the process of writing (planning to publishing). To enable staff to be creative with writing planning- thus enabling children to write with confidence across a range of genres and subjects. | | | * To support new staff with CPD to effectively deliver Early Reading and Phonics teaching * To monitor delivery of Early Reading and Phonics to ensure a consistent approach across school * To develop personalised intervention for children who are not fluently reading by age 6 (KS2 reading groups) – reading is a priority for these children and progress is seen * SPAG teaching is clear for all year groups with progression evident across long and medium term plans * Specific teaching of vocabulary/etymology is evident in children’s work as they use and remember a greater range of vocabulary * Use of diverse books supports wider areas of the curriculum, supports teaching of British Values in school and broadens literature coverage in school * Writing process is consistent across school with planning tools for specific genres (long term plan for writing is clear) * Marking policy is effective for published work/final pieces * Books taught in year groups are also supporting wider areas of the curriculum | | | | | |
| **Subject Implementation** | | | | **RAG** | | | | **Comments** |
| **Autumn** | **Spring** | | **Summer** |
| Delivery of Early Reading is consistent and in line with LWLaSR | | | | Maternity leave | | |  | Early Reading is in a great place. Keep monitoring to maintain standards.  To improve create folders for each ER group across year groups so delivery and recording is consistent. |
| Delivery of Phonics is consistent and in line with LWLaSR | | | |  | We have adapted the use of screens to make the scheme work for us. This is working well. |
| Assessment of phonics is tracked and monitored to show gaps and progress (online assessment tracker is used – new R and Y1 staff are supported) | | | |  | Have not used this year. We have screened regularly and recorded via paper. Staff have seemed happy with this and intervention has been fed from these assessments. |
| Use of phonics books in R in line with research and feedback from SIP | | | |  | Use of phonics books has become more consistent throughout the year – to be continued. Continue to monitor to ensure quality. |
| KS2 reading intervention (in line with LWLaSR) is embedded and progress is seen with children. Frequency of sessions is appropriate for content delivery | | | |  | Need to discuss impact with KS2 staff |
| SPAG long term plan has been reviewed and is sequential – supporting teachers with content delivery and sequence of learning | | | |  | Moved to next year |
| Etymology is now a key focus in spelling lessons | | | |  | Moved to next year |
| Children use a range of vocabulary linked to subject areas | | | |  | Need to investigate |
| Diverse books have been embedded within the long term plan to support wider areas of the curriculum and broaden literature in school | | | |  | Diversity of books is evident on LTP but links to wider curriculum are not established |
| Reading for pleasure books are monitored to ensure good coverage | | | |  | Books are monitored as such but not to add to workload of staff – Reading for Pleasure Top 50 per child have been given out |
| Writing process is consistent across school with planning tools and genres considered – use of a wide range of quality resources to inform writing (children experience writing before becoming writers) | | | |  | Moved to next year |
| Marking policy for English is reviewed for published work – shared understanding amongst staff | | | |  | Shared and completed during staff meeting |
| **Funding & Resources** | | **Cost (Time & Money)** | | | | **Links to Academy Council** | | |
| * Budget for diverse books * Time from TAs to implement KS2 intervention * Time to create LTP for SPAG with clear sequencing * Staff meeting time to discuss teaching of etymology and vocabulary * Time to develop long term plan with diverse literature linked to curriculum areas * Staff meeting time to review planning tools for writing and marking policy for published writing | | | | | | * Share updates throughout the year with Academy Councillor | | |
| **Evaluation** | | | | | | | | |
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