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| **Holy Trinity C of E Primary School**  **School Improvement 2023-24** | | | | | | |
| **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**  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. | | Year 2 – Year 6 teachers and teaching assistants.  Deputy headteacher/Headteacher |  |  |  |  |
| **Autumn 1**  Ensure child Early Reading Team is embedded (badges) and children have regular visits to EYFS to share books and listen to children read. In addition, Early Reading Team to continue to step into adult role if staffing issues mean the adult would be missing from the session. The children can lead the session and have been trained by English lead to lead sessions with Early Readers if needed. | | Year 6 Early Reading Team |  |  |  |  |
| **Summer 2**  To change year 1 long term plan for spelling to Little Wandle word lists. To be created throughout each term to ensure spelling lists meet cohort needs and to monitor curriculum delivery and impact. | | Year 1 teacher and teaching assistant  Deputy headteacher  English lead |  |  |  |  |
| **Autumn 1**  Launch Reading for Pleasure bags as reward for reading Nursery – Year 6. Acquire contents of bags and launch in worship at end of Autumn 1. Slow reveal to children to build curiosity and excitement. | | English lead |  |  |  |  |
| **Autumn 1**  Grammar, Punctuation and Spelling long term plan has been reviewed and is sequential – supporting teachers with content delivery (medium term) and sequence of learning (spelling). Weekly content coverage is explicit. | | English lead  All class teachers |  |  |  |  |
| **Summer 2**  Poetry strand shared in Autumn 1 and poetry performances per year group to be considered as part of Class Family Worships. Readers Theatre to be introduced to support fluency teaching. English lead to model and support staff with Readers Theatre. | | English lead |  |  |  |  |
| **Summer 2**  Teaching of spelling to be developed – subject lead to explore curriculum development linked to Jane Considine’s approach. English lead to train and develop curriculum documents to enhance teaching of spelling at Holy Trinity. | | English lead |  |  |  |  |
| **Spring 2**  Our diverse books have been embedded within the long- term plan to support wider areas of the curriculum and broaden literature in school. Reading fluency opportunities have been broadened to allow for wider curriculum reading e.g. science, history. This will support the children to remember more. English lead to model how fluency sessions can build on Early Reading Practice sessions and can be used to support children with recall of knowledge in the wider curriculum. | | English lead  All teaching staff |  |  |  |  |
| **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. | | English lead |  |  |  |  |
| **Summer 2**  Writing process 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 to complete writing training and develop curriculum documents in line with this training. English lead to upskill teaching staff with new developments and monitor impact in pupil performance. Purchase writing models to support curriculum delivery and writing assessment. | | English lead  All teachers |  |  |  |  |
| **Funding & Resources**  **Cost (Time & Money)** | | | **Links to Academy Council** | | | |
| **Time**   * To share EARS multidimensional fluency scale with teachers and assess impact * To monitor impact of Grammar, Punctuation and Spelling curriculum development * To introduce Readers Theatre and reading fluency (for wider curriculum) * Time out to attend DfE project days and work with experts in school * Time out to complete writing training and develop curriculum documents * To read with bottom 20% children * To complete writing training * To complete spelling training   **Money**   * Early reading badges £15 * Writing models £480 * Purchase of writing and spelling training £180 plus books for spelling and writing £30 each x 9 * Purchase of contents for Reading Reward bags £100 * Supply release @ £120 per day | | | * Meet to discuss progress and review impact with Academy Councillor, Adam Palmer | | | |
| **Evaluation** | | | | | | |
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