|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Holy Trinity C of E Primary School**  **School Improvement 2025-26** | | | | | | | | |
| **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. | | | 1. **Oracy** Greater speaking and listening opportunities for all pupils. 2. **Reading** Children are fluent readers with good reading comprehension. 3. Increased number of pupils achieving ‘expected standard+’ in literacy at all stages. 4. **Writing** Challenge and stretch for greater depth writers across KS1 and KS2 | | | | | |
| **Subject Implementation** | | | | **RAG** | | | | **Comments** |
| **Autumn** | **Spring** | | **Summer** |
| **Phonics – complete by Autumn 1**  All teaching staff complete Little Wandle Phonics refresher. | | | |  |  | |  |  |
| **Writing – complete by Autumn**  Subject leader to create a sentence progression document to support progression in writing throughout year groups. This will support teachers with teaching and support our learners with composition. | | | |  |  | |  |  |
| **Writing** – **complete by Spring**  Staff meeting to show approach to show editing skills in writing books as per moderation feedback. To include contextually appropriate word choice by children.  e.g. Simple > Sophisticated (hole > crater, still > dormant, shakes > tremors) | | | |  |  | |  |  |
| **Writing – complete by Autumn 1**  Complete a book look throughout school to determine texts that have a real purpose within the curriculum. Review the text choices per year group and writing genre mapping to ensure breadth and opportunities for writing. | | | |  |  | |  |  |
| **Writing** – **complete by Summer**  Subject leader to develop writing curriculum throughout the year.   * Develop use of TAF style documents per year group to support writing assessment and internal/external moderations * Consider changing year group texts (introduce Shakespeare by Andrew Matthews/Tony Ross, Everest (high quality non-fiction)   Explore opportunities for children to become passionate when writing (particular focus of greater depth writers) e.g. reviewing residential visits, ‘real life’ writing, topical writing, School Council speeches, editing opportunities | | | |  |  | |  |  |
| **Reading – complete by Summer 2**  Monitor delivery of Whole Class Reading as part of DfE extended project. Ensure consistency across school and support teachers with delivery (considering if teachers have moved year groups/Key Stages). | | | |  |  | |  |  |
| **Reading –** **complete by Summer**  Curriculum mapping of year groups reading, including Four Corners (delivered weekly) to ensure breadth of coverage | | | |  |  | |  |  |
| **Spelling – complete by summer**  Monitor the impact of spelling curriculum (phonics approach), review and adapt if required | | | |  |  | |  |  |
| **Funding & Resources** | | **Cost (Time & Money)** | | | | **Links to Academy Council** | | |
| Writing staff meeting: Discuss sentence progression document and vocabulary ‘edit’ process  Staff meeting time for Phonics refresher | | Time to create sentence progression document, complete book look, create TAF style documents, reviewing text LTP, monitor reading delivery, considering impact of spelling approach, curriculum mapping of Four Corners  Money to purchase Shakespeare books/Everest books for Y6 | | | | * Adam Palmer | | |
| **Evaluation** | | | | | | | | |
|  | | | | | | | | |