



ACTION PLAN 2019/20

Subject: ENGLISH

Leader: Claire Turner

Date: Autumn 2019

Action (these are your specific actions – these can then be RAG rated at review points)	Timeframe/ (start & end) Milestones	Resources (people/time/ training)	Accountable	Monitoring and Evaluation (How will it be achieved?)	Success Criteria/ impact (What will it look like? How will you know you have met the objective? What will you see?)
Monitor reading provision across school to ensure that children are engaged in high quality lessons, that the needs of all groups of learners are being met and that questioning is intrinsically linked to the appropriate content domains. (linked to SDP 1.2) Need to monitor reading sessions or whole class reading plans to ensure questions are linked to content domains	From Autumn 1 2019	Accelerated Reader Release time for CT	CT All staff	Observations/ drop ins Reading folder checks Accelerated Reader data Pupil voice	Children will read regularly, with progressive independence, applying skills in decoding and blending. Children will also comprehend texts more deeply and accurately, showing increasing independence in retrieving and inferring information from within texts.
Ensure ERIC time is effectively used daily to ensure that pupils are given opportunities to apply what they have learnt through reading – including time to read aloud to adults to practise their decoding skills – writing and comprehension of what they are reading. (linked to SDP objective 1.2c)	Autumn 1 2019	Further investment in phonetically decodable books More ICT resources, e.g. tablets for quizzing, etc.	CT All staff	Observations/ drop ins Pupil voice Accelerated Reader data	Pupils have dedicated time to read phonetically decodable books independently, with peers and with adults and they are observed applying their phonics skills.
Support staff with materials/training for the teaching of reading across school to ensure that high quality lessons are delivered and that needs of all groups of learners are being met. Need to observe whole class reading	From Autumn 1 2019	Release time for CT English Leaders termly Abraxas training £150	CT	Monitoring records for HT and SLT Feedback given to individual teaching staff	All staff deliver high quality (whole class/group/1:1) reading sessions with all children and those within the identified target groups make good progress to achieve the termly target in reading
To embed the writing process with an emphasis on the importance of children drafting, proof-reading and editing to improve their work, whilst also ensuring that the more able (older pupils in particular) are given sufficient time to write independently at length. (linked to SDP objective 2.3) Need training on proof reading and editing skills/tasks. More scrutiny of sustained writing	From Sept 19	CT release time	CT All staff	Observations / drop ins Book scrutiny Pupil voice	All pupils are taught how to proof-read, edit and improve their work and given the time to do so. This improves the quality of their writing. The most able pupils and older pupils plan and write independently at length with increasing confidence.



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Broaden the vocabulary of children in school, both the use of it in writing and the understanding in reading by using vocabulary walls, root word investigations, (activities from Vocabulary Ninja) etc. (linked to SDP objective 2.1c) Need to introduce staff to activities from Vocabulary Ninja, etc.	From Autumn 1 2019	Vocabulary Ninja	CT All staff	Observations / drop ins Book scrutiny Discussion with children	All children will be exposed to a wider vocabulary and will begin to use it in their writing. Children will be regularly immersed in new vocabulary to extend their knowledge of word meaning and synonyms/antonyms of these words.
Implement a whole-school spelling scheme (The Spelling Shed) to improve children's knowledge of spelling patterns and root words, and to also increase participation in spelling activities and enable pupils to practise in a fun, engaging way. (linked to SDP objective 2.3d) Cannot say if this is happening as I have yet to monitor this	From Spring 2020	Staff meeting time for training	CT	Observations / drop ins Book scrutiny NFER/SATs results in spelling	All pupils will have regular access to online spelling activities. Increased practice and levels of engagement lead to improved performance in spelling which is evident in their writing and in assessments.
Ensure that high quality modelled writing and shared reading is a key feature of teaching on weekly basis to help all pupils make progress and close gap to national. (linked to SDP objective 2.3) Given staff lots of information about this but have not yet had subject leader time to monitor/observe this within lessons	From Autumn 1 2019 (shared reading) From Spring 2020 (modelled writing)	Training by (?)	CT All staff	Observations / drop ins Book scrutiny Pupil voice	Class teachers regularly use modelled writing and shared reading to teach the 'craft' of grammatical technicalities of writing.