

3. Ensure that all groups of children enjoy reading and writing and make good or better progress in English (Reading and Writing) by the end of EYFS, KS1 and KS2 in July 2024.

Key: More Able Children PP children

Reading (Exceeded Nat Average at KS1 & KS2 2022 – in line for GDS)

Objective 1: To develop a reading environment which creates, develops and nurtures an independent ‘Reading for Pleasure’ approach.

Outcome: All groups of children will enjoy reading and make good/better progress by the end of EYFS, KS1 and KS2.

Actions	Lead	Monitoring	Impact:		
			Autumn 2023	Spring 2024	Summer 2024
Pupil Reading Questionnaire to assess attitude to reading.	AL/Class Teachers	Sept 2023 for current cohort. Online questionnaire Results assessed for baseline.	Clear baseline of pupil attitudes towards reading at start of academic year.		Check attitude of pupils towards reading at the end of the school year.
			Pupil interviews conducted in the place of an online assessment to check changes since March 23. Doc saved in monitoring folder.		
Extend impact of Daily Class Story-time	RA	Regular class drop-ins throughout the year Pupil Interviews (Oct & Feb) Frequency, book choices & engagement of pupils.	Daily Story-time with all pupils in the classroom. Children engaged during sessions and able to discuss the class story. Vocab & words/phrases recorded and shared.		
			Daily Story Time being completed – chn in C1,2,3 & 4 interviewed. Impact: Engagement of pupils is high & able to discuss and use new vocab (See reading questionnaire)		

			Action: C14 pupils would like a word wall. Speak to MS.		
Daily Reading Time (Whole School) ERIC (Everyone reads in Class)	AL/RA	INSET Day - Sept CPD – Effective Daily Reading	Daily Reading Time is happening in each classroom at the same time each day.	Class 2 will have a manageable timetable of reading activities delivered consistently each week. Pupils will be engaged and able to talk about their reading.	Staff have a good understanding of children’s reading style and preferences.
			This is working effectively in KS2. Class drop-ins show a good, positive atmosphere and all adults engaged (KS2). EYFS – Helicopter Stories engaging pupils. C12 – check.		
Weekly Informal Book Talk	AL	Learning Walk & Pupil Interviews (AL)	Children will have the opportunity to discuss books with their peers & will have shared/tried a recommendation.	Chn have the opportunity to recommend books to their peers on a weekly basis during ERIC & library visits.	
			Not given a regular slot in class timetable. Very effective recommendations & discussions happening in library at lunchtime between monitors and peers.	Chn are regularly recommending books to each other across KS2 in class and library time.	
Consistent, progressive and purposeful Active Reading Carousel Activities	AL/RA	Learning Walk, Timetable Scrutiny & Pupil Interviews November, March and June	Chn will all be engaged in an active reading/writing task during Carousel time. All chn challenged with progressive selection of Reading Response Activities (Y2-6)	Class 3 trialling Whole Class Guided Reading for one term to increase teacher led time, exposure to a more diverse variety of literature & improve understanding &	Develop an effective and manageable way of assessing children during whole class reading sessions.

				engagement with different text types. Impact to be assessed.	
			Y2 – 3 times GR per week (adult led), Y3.4 – 3 times GR per week, all chn engaged and working on set text(carousel activities more effective with some groups). Introduction of one whole class reading comprehension lesson per week has shown good increase in skills (see EOT assessments & AR data). Extend impact next term. Y5.6 Teacher led comprehension 1/wk).	Class 3 trial of Fred's Teaching whole class reading lessons completed. 2 year rolling prog developed and chn now covering a variety of texts. This was identified on Star Quiz as an area that chn found more challenging - recognising diff text types etc. Not as engaging as using a whole text.	
Teachers have a good knowledge of children's literature and understand children's reading preferences (Influence class story choices)	All staff	Staff Meetings Half-termly/termly Teachers to discuss ERIC, book talk etc What have we learnt? How has that affected our decisions?	Chn will enjoy daily storytime & feel that their preferences are taken into account.		
			To be discussed in staff meeting. CI4 – views taken into account when not enjoying a class text. Stopped and moved to another that inspired them.		
Increase Parental Engagement - through regular 'Stop, Drop and Read' sessions in each class.	RA/AL	Half-termly Parental Feedback & Start/End Questionnaire		All classes will have held a 'Stop, Drop and Read' session for parents/carers.	
				Parents invited share a story with children on World Book Day In Class 1, 2 and 3.	

Regular Review of Reading Spine – coverage of quality texts (narrative, non-fiction and poetry)	All staff	Termly – Staff Meeting	Staff have budget and freedom to adapt reading spine.	Chn have access to a current and relevant range of class stories.	
			All classes have been allocated £25 this term to refresh their reading spine with new quality texts to maintain engagement. Impact: up to date and engaging class texts across the school.		
Termly Immersive Reading Experiences (World Book Day, Books @ Bedtime, Author Visits, Book Week etc)	AL	Staff Meeting review and pupil interviews.	National Poetry Day Chn are enthused by external visitors and see positive benefit of reading.	World Book Day Reinroduce Books at Bedtime	Book Week – Focus on Environment?
			Martin Maudsley visit was a huge success ending in a whole class performance. Impact: Chn engaged and inspired throughout the day (See Author Visit Review) Author Visit – Alan Macdonald. Impact: chn engaged and inspired to read his books in the library.	Both events successfully took place with positive impact on reading for pleasure. Books at Bedtime was very well received with good pupil and parental feedback. Repeat next year.	

Objective 2: To complete ‘Expand the Impact’ (Phase 2) of Accelerated Reader implementation.

Outcome: 100% pupils (post RWI) will be regularly reading books in line with their abilities and all relevant staff will be confident accessing & using reports and data to improve the progress of all groups of children.

Actions	Lead	Monitoring	Impact:		
			Autumn 2023	Spring 2024	Summer 2024
Ensure all stakeholders in AR have the skills & knowledge to monitor progress and intervene in children’s reading progress.	AL	CPD session & checklist for staff SEPT INSET	One member of staff per class will be checking the AR Diagnostic Report weekly to ensure	Staff will be monitoring weekly and having regular dialogues with chn based on assessment data.	Most chn will be independently selecting books at the correct level (with overview

			meeting benchmark pass rate. 100% of chn will have taken and passed a min of two book quizzes.		monitoring and intervention by staff for support/challenge).
			All teaching staff with responsibility for AR have received AR training 12/9/23 in monitoring progress using reports. Impact: Progress data for AR.		
AR Staff Team to meet half-termly to analyse student growth and discuss strategies to support students.	AL/MS/NO/KS/KF/SW	Half-termly meeting after Star Test - during Monday assembly.	Focus pupils receive additional support during ERIC and quiz with an adult to identify barriers. Progress made at next check point.	Barriers to progress are identified for the remaining reluctant pupils / chn who need encouraging to read more challenging books identified and ideas/best practice shared.	Establish an effective approach to independent reading post RWI in KS1.
			Information passed on to staff about focus chn after half-term screening. Impact: Most of the focus chn are now engaged and quizzing regularly.	Pupils discussed in meeting with MS/NO. Working effectively in KS2 and all chn not reading regularly at home are supported to do so in class. KS1 – AR is not as easy to access/manage.	
Evaluate intervention plans in place for bottom 20%b students and use Star Assessments to track progress (see Objective 6)					
Create an AR project folder	AL/RA	Termly EOT data meeting AL/RA	Information updated termly to reflect progress from beginning of academic year.		
			Project Folder completed and updated with EOT screening data (Dec 2023)		
Finalise rewards package Individual target linked and motivational	AL/NO	Reading Review Meetings	Rewards will be motivational and linked to reading ability		Rewards to be reviewed to ensure remain motivational each year.

			(challenging and attainable)		
			Rewards package finalised, working well and motivating pupils. Huge increase in engagement and amount of reading (see AR data). November Flash Challenge exceeded.		
Set AR points score for all pupils	AL/NO	AL to set for start of school year and update for new joiners.	All chn will have an individual target based on their current reading ability.	AR points will be reviewed termly and reset as required.	
			Completed half-termly by AL – reset for challenge/support if reqd. Impact: Targets are attainable and motivating for each pupil whatever their confidence.	AR half-termly targets & rewards are effective and motivating. They have been set individually to be motivating for MA pupils to ensure stretch and challenge.	
Create a team of student motivators	AL/NO/CH	Lunchtime meeting with pupils every half-term.	Reading Ambassadors chosen Autumn 2 based on achieving target, quiz accuracy and positive approach to reading	Students will run a monthly assembly, help pupils to quiz, maintain the library, organise reward parties	
			Library Monitors functioning very effectively in this role (from both classes). Pupils have mentioned how they value their advice in ints (Nov 23).	Library monitors continue to support peers and maintain the library. Not yet involved in reading rewards.	

Objective 3: Manage transition of new staff in KS1 to maintain high quality RWI phonics provision.

Outcome: New staff confidently delivering phonics teaching and all children are reading fluently and at speed by the end of KS1.

Actions	Lead	Monitoring	Impact:
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			Autumn 2023	Spring 2024	Summer 2024
RWI Training and ongoing CPD for new staff	RA	RA/KW/External consultant	New staff will be confident delivering RWI phonics and reading sessions.	New staff will be confident and effective delivering RWI phonic and reading and assessing progress, groupings etc	Transition managed effectively and phonics screening/reading results show good/better progress for all groups of chn.
			RA (HT & RWI Reading Lead) modelling & coaching KF in phonics from w/c 11/9/23 New staff - 2 day RWI training (4 th & 5 th December) Impact: Online RWI CPD: Autumn 1 – Set 1 Speed Sounds (EYFS staff) Autumn 2 – Learning to Blend (EYFS staff) Impact:	Online RWI CPD: Spring 1 – Set 3 Speed Sounds Lesson (Set 3 staff) Impact: Spring 2 – Part 6: Learning Set 3 Speed Sounds (Tutors) Impact:	Online RWI CPD: Summer 1 – Ditties Speed Sounds Lesson (Ditty and Red Book Teachers) Impact: Summer 2 – Speeding Up Word Readers (Tutors) Impact:
Complete RWI audit checklist	RA/Reading Lead	End of each term	Current provision assessed and additional training needs identified.		Complete reading framework phonics audit – ensure new staff and are confident.
			Checklist template saved in monitoring folder 9/23. Audit completed and saved in Monitoring folder ____		

Writing

Objective 4: To develop a school community of writers where writing is purposeful, authentic and shared.

Outcome: All pupils will enjoy writing and have a variety of published work across a range of genres.

Actions	Lead	Monitoring	Impact:		
			Autumn 2023	Spring 2024	Summer 2024
Children to have a Personal Writing Project book (PWP)	AL	AL/Class Teachers CPD	All children will have completed at least one personal writing project and have shared it with an audience. Pupils will have 2 sessions per week to write in this (KS2)		
			All chn have completed a PWP project and have regular time to share this. Author's Chair used in CI3 (very popular – extend to CI4). Impact: Chn's motivation to write is high.		
Introduce a Unit Header Sheet in English Books	Teachers	Book Looks & Book Scrutiny	It will be clear in books and chn will be secure in the genre, outcome, purpose and audience of each unit of writing.	It will be clear in books and chn will be secure in the genre, outcome, purpose and audience of each unit of writing.	
			Not completed this term. To be actioned in Spring.	All classes have introduced a title page Impact: chn are more secure discussing their writing.	
Develop a way for children to gather phrases and vocabulary to use in their own writing in KS2. (GDS focus)	AL/Teaching Staff	Book look (Spring Term) Pupil Interviews (Spring Term)	Staff will have discussed & agreed approach to this and begin using in class e.g. Magpie Books	Magpie books used regularly by chn to bring their reading into writing in KS2.	
			Magpie books used during reading and writing sessions in CI3. Consider using in CI4. Impact: Not fully embedded and impact not yet seen.	Not yet introduced in UKS2.	

All classes to complete 'Start to the New School Year' unit.	AL/Teaching Staff	Planning Scrutiny & Learning Walks w/c 11.9.23)	All children & staff will understand the expectations and approach to writing. Writing will be delivered in a consistent way across the school.		
			All classes have produced a book to start the school year and shared them in Assembly (15/9/23) Impact: Increased enthusiasm and pride in work from choice and sharing. Chn introduced to book making process and being author, illustrators & publishers.		
Writing for Pleasure (WfP) Approach to be trialled in all classes.		Planning Scrutiny & Learning Walks w/c 11.9.23)	One WfP unit trialled or one existing unit adapted to include some WfP mini lessons or ideas.	All teachers will be confident planning & delivering high quality lessons in accordance with writing teaching sequence.	Children will be confident writing for a range of purposes using the correct transcription and grammatical features appropriate to their stage of learning.
			WfP trialled and some ideas adopted. Impact: consistent use of drafting and editing approach across KS2. Element of choice given in each unit has resulted in greater engagement.	Planning and book scrutinies confirm that lessons and being planned and delivered in accordance with teaching sequence. Impact: grammar in context etc.	
Writing Process Display in each classroom (WfP Resources)	Teaching Staff	Learning Walk (AL)	Chn are starting to explain which part of the writing process they are currently working on and identify next steps.	Chn are able to explain which part of the writing process they are currently working on and identify next steps.	
			Writing Process on display in both KS2 classrooms,		

			<p>writing stations visible in CI2 & 3. (19/9/23) Impact: Chn gaining confidence in discussing why they are writing & what stage they are at: CI4 more secure.</p>		
Children to be given choice in at least one aspect of every writing unit.	Teaching Staff	Planning & pupil interviews	<p>Chn feel that they have a say in what they are writing and are beginning to feel like authors.</p>	Choice remains consistent across the school in every unit of work & chn can show where they had this.	
			<p>This has happened in all classes (evidence from staff meetings & book look) Impact: Element of choice given in each unit has resulted in greater engagement</p>		
Sharing/publishing writing to become a regular feature of each writing unit.	AL/Teachers	Staff Meeting & Pupil Interviews.	<p>All chn will feel that their writing is valued and shared e.g. showing assembly, school website, Author's Chair', taking it home</p>	<p>In KS2, chn will get to complete their unit header page to show how they would like to share their work. This will further increase a sense of ownership & pride. KS1/EYFS - Share with other classes.</p>	
			<p>Speedy books shared in assembly 15/9/23. Impact: Chn saw themselves as authors to begin the school year. Regular sharing of work; CI3 – Author's chair, CI4 – reading stories to CI3, poetry assemblies. Impact: Increased engagement and sense of pride in work.</p>	<p>Title page shows how the writing is being shared.</p>	

Objective 5: To ensure that the children understand the importance of transcription skills in making themselves understood as a writer.

Outcome: All pupils will be able to communicate clearly in writing across a range of genres using the appropriate transcription skills.

Actions	Lead	Monitoring	Impact:		
			Autumn 2023	Spring 2024	Summer 2024
Composition and transcription editing will be undertaken separately.	AL/Teachers	Pupil Interviews & Learning Walks (when WfP unit is trialed)	Children will be free to enjoy the composition aspect of writing and then edit & improve using CUPS sheets (KS2) and checklist	Year 2 will be starting to edit their work using adapted CUPS checklist.	
			Impact: engagement in writing has increased (Evidence in pupil interviews). KS2 are using CUPS effectively to improve writing.	Chn are starting with IWT in English books and when secure in editing are moving to CUPS sheets. Impact: more confident editing.	
Grammar will be taught in context and linked to the identified features of the model texts studied.	AL/Teaching Staff	Planning Scrutiny & Pupil Interviews ((when WfP unit is trialed)	Chn understand why they are using certain writing skills and are starting to be able to explain how it links to the end outcome.	Chn are becoming more confident explaining how the different grammatical features link to their outcome in each text type.	
			Impact: this is consistent across KS2 and chn are becoming confident identifying language features used in diff text types (pupil ints). UKS2 & MA chn more confident.		
Explicit instruction in proof-reading spellings & editing and improving G&P.	Teachers/TAs	Book look (editing & improving) Learning Walks.	Chn are regularly editing and improving spellings & G&P (using a range of resources & approaches as appropriate to stage)	Chn in LKS2 will be more confident editing and improving spelling through 1:1 conferencing, peer	Chn in LKS2 will be more independently editing and improving spelling through peer support,

				support, target spelling sheets and explicit modelling.	target spelling sheets and explicit modelling.
			Impact: This is having a positive impact, especially in UKS2. LKS2 (Y3 particularly) have missed early phonics and these gaps are apparent and more work needs doing.	Many chn are gaining confidence, but some still requiring considerable 1:1 adult support.	
Explicit handwriting teaching in EYFS, KS1 and LKS2	Teachers/TAs	Book looks & learning walk	Chn confident forming letters in a consistent way.	All chn in LKS2 (unless specific need) will be joining their handwriting in most writing.	
			Impact: The majority of chn have a neat cursive script by UKS2. Some Y3 pupils need an additional recap in Spring Term.	All chn confidently joining their handwriting (exception of Y3/4 SEND pupils) Impact: books are well presented.	

Reading and Writing

Objective 6: To provide rapid and effective interventions for the bottom 20% to close the gap.

Outcome: All children working in the bottom 20% will be making good/better progress from their starting point.

Actions	Lead	Monitoring	Impact:		
			Autumn 2023	Spring 2024	Summer 2024
Rapidly identify children in bottom 20% and put in place additional support (Narrative writing assessment rubric & reading interviews/Star Assessment data used)	RA/AL/Class Teachers	RA/AL/Class Teachers Staff Meeting End Sept	All chn in bottom 20% receiving additional targeted support for: reading & transcription skills.		
			Discussed in pupil progress meetings 1&4/9/23. See		

			reading/writing grids and SEND timetables. Assess impact at next review point. All chn discussed and provision in place as required (3.1.24)		
Reading Interventions will be in place by end of Sept for all identified children.	Teaching Staff	AL/RA – October 2023	Daily readers sheets updated to show specific needs.	All SEND and WTS will be making at least month on month progress.	
			Daily reading sheets reflect needs in KS2 due to more specific focus. All chn working below expected standard receiving additional support. Reading progress good across all groups. 50% SEND chn reading at EXS level. 12.23		
Promote effective home-school links (allocate school contact for family e.g. teacher, TA etc)	RA/AL		Additional contact made with all parents to discuss progress 1:1 by the end of September. Point of contact made	Maintain regular contact with families to offer support & encourage home-school links e.g reading drop-ins.	
			All pupils identified (25.9.23) and contact made with home. Additional support put in place & discussed additionally at parents evening (Nov 23). Regular email & newsletter updates regarding reading & support.		