

ENGLISH ACTION PLAN 2017-18		Success criteria:					
<p>To improve attainment and achievement in phonics, reading and writing throughout the curriculum so that all children make at least good progress.</p> <p>Links to LIP: Priority 1 - Continued implementation of Guided Reading, ensuring effective questioning develops reading skills and comprehension To ensure Reading is taught consistently across the whole school, skills are embedded throughout and pupils foster a love of books. Priority 2 - Ensure schools actions secure substantial improvement in progress and attainment of disadvantaged pupils. Sub groups are identified through tracking and progress monitored by class teachers. Priority 4 - Ensure pupils develop mastery and depth and acquire reasoning and fluency skills, with particular reference to maths. Ensure HA pupils are challenged during lessons through planning, questioning and marking.</p>		<p>-SPTO to be used for reading and writing assessments consistently across the school, -Staff are skilled at assessing pupils' writing - Staff are skilled at giving pupils appropriate writing targets (linked to ARE on SPTO) - Progress for reading and writing visible in books, on reading progress sheets and on SPTO - Writing in other areas of the curriculum regularly used to inform writing assessments - Consistency visible across school and key stages in use of working walls, assessment, planning and moderation - Time given for subject leader to implement and organise; staff released to carry out actions where relevant. - Time for subject leader to attend SLN meetings and conferences, staff training as appropriate. Subject leader support for new staff as appropriate.</p>					
Data targets	Work to be carried out (actions)	Target date	Cost	Outcome (predicted impact)	Monitoring / Impact / Further actions	Evaluation	
General	Coordinator to share Westfield non-negotiables 2017-18 with staff (see 'Non-negotiables').	Inset Day Sept 2017	Inset for all T and TAs am	All staff aware of presentation expectations, big write output, new reading record logs etc.	Every short term: Learning walk and planning scrutiny, book look by subject leader / SLT based on these non-negotiables. Book looks during staff meetings. Include focus on PPG children.	Completed Sept 2017	
PHONICS AND SPELLING (all) 80% of children to be working within ARE by June 2018 80% of chn in year 1 to pass phonics screener June 2018.	Remind staff to use appropriate phonics / spelling resources (Westover Green for Y1, Y2 and KS2 to use updated version from Sept 17) Spelling homework from year x KS2 spellings :Y3 first 50 of 100 statutory words; Y4 next 50; Y5 first 50 of 100 statutory words; Y6 last 50. Plus year-appropriate spelling rules as per SLN overview and Westover Green plans. Staff meeting time for discussion.	End T1		Improved outcomes in GPS tests; matching/exceeding national outcomes across KS2 <u>Year 1 Phonics screening:</u> 80% matching/exceeding. <u>Year 2 retaking:</u> 95% attaining.	Learning walk and planning scrutiny, book look. Systematic teaching of the key spellings across the school; in particular in KS2. Regular spelling slots to be taught, supplemented by ongoing marking in pupil's work to improve spelling. Learning walk and planning scrutiny, book look.	80% of Year 1 passed the Phonics Check in 2017. KS2 Westover Green now provides daily resources and activities for the whole year.	
	Daily phonics taught in Foundation stage and KS1. Weekly timetabled spelling sessions in KS2. T1-6						subject leader time.
	New dictionaries purchased – PTA to fund. To be covered and kept in classrooms.						

<p>READING</p> <p>80% of children on track to make ARE throughout KS1 (year 1 and 2) in reading.</p> <p>85% of children to make ARE in reading in KS2.</p> <p>Year 6-80% to achieve ARE in reading.</p> <p>Progress score for 2017 in reading will be in line with or above the national figure.</p>	<p>Objectives for the deployment: JP to collaborate with Paulton English coordinator (Vicky Langan); see LLE School-to-school deployment action plan.</p>	<p>4 days</p> <p>Meetings scheduled for Sept 20 (am) Nov 8,</p> <p>T1-6</p>	<p>£1400 release DH and English leader from PJS and LLE.</p>	<p>Best practice is developed in the teaching and learning of reading. Reading attainment and progress improve to at least target levels and meet National data figures, including for disadvantaged pupils.</p>		
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<p>Reading provision in school Completion of major overhaul of reading provision in the school. All KS1 books (and shelf baskets) have been relabelled in line with phonics and Bug Club colour code. Additional books purchased for new, larger Reception classes. Gaps in provision were identified and new books ordered. Year 3 ‘age’ books have been labelled and now kept in main library. Year 4, 5 & 6 ‘age’ books now kept exclusively in Atrium. Atrium shelves and reading area re-organised and refreshed during Sept staff twilight time. Home reading Whole school reading incentives (including raffle tickets and Usborne Ready Steady Read) to increase reading at home and book stock. Reminders to parents of Westfield expectation of reading at home x5 per week. Purchase of home reading diaries via phase leader. Teachers to record home reading on new class reading record logs – to be monitored by Y6 pupils weekly and KS1 / KS2 trophy awarded to class with highest %age. Class logs to be given to subject leader for monitoring and evidence. JP to ask SM to send letter home if parents appear to be not reading at home with their child. Staff to ask Ruth in office to send follow-up text parents with brief reminder / well done. Scholastic Travelling Book Fair in November. Book Week in March to coincide with World Book Day and liaise with local library to help promote home reading during the summer holidays. Events to promote home reading, reminders on Friday note and School Facebook page. Support from PTA to choose and purchase weekly and termly raffle draw prizes. Weekly pencil prizes as well as end-of-term to keep interest in home reading ignited. Summer Reading Bingo (Books for Topics)</p>	<p>T1-6</p>	<p>Additional phonic s phase books for YR classes (£150)</p> <p>KS2 meeting time x 3. HLTA LS</p>	<p>85% attain ARE in reading.</p> <p>Children are reading for enjoyment., engaging with texts, reading at home, accessing digital texts (Bug Club), reading a wide range of genres and are able to recommend books and talk about texts with their peers / others in school.</p> <p>Cross curricular elements. Provide structure and consistency with planning across whole school.</p>	<p>More KS1 and 2 pupils reading books at home/school as evidenced in home reading diaries</p> <p>Parental involvement in reading activities in school</p> <p>Learning walk and planning scrutiny, book look.</p> <p>Children become more fluent and confident readers, able to decode, engage with and discuss texts. Children and families engage in reading activities. More awareness of reading in whole school community. Comprehension improves. Writing improves.</p>	<p>See report from Steve M report 2 – parents and children accessing books in library and well-adapted to new colour-coding system.</p> <p>Home reading trophy: highly competitive spirit in staff room has been generated.</p> <p>Text system and letter from SM in place and starting to be used. Effective with one pupil in Y6 already.</p> <p>Sept 17: 17 children completed summer hols Summer Reading Bingo and were awarded certificates in Assembly.</p>
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	<p>In-school reading Continue to use SQUIRT Super-Quiet Uninterrupted Independent Reading Time Consider rebranding to motivate eg #lovereading</p>	T1-6				
	Coordinator to introduce Y6 HA Reading Ambassadors to help with Guided Reading in earlier years.	T2				
	Coordinator to encourage all staff to refresh and tidy classroom reading corners.	T1-6				
	Establish KS2 extra-curricular Book Club with a particular focus on Year 6 children or those who are not accessing Bug Club at home.	Start T1				
	Monitor progress of all children in reading (including PPG, gender and EAL etc) GR learning walks and planning scrutiny.	T2-6				
	Year 2 and Year 6 staff to identify children who require additional support during assessments.	T4				
	Subject coordinator to develop reading comprehension through Guided Reading (attend SLN conference in Oct and subsequent Hub meetings)	T1-T6 T1				
	Guided Reading activities now in English books (not separate) to encourage good presentation and consistent marking. SLN reading response activities now glued into front and back of English books.	T3 T5				

	<p>Assessment: JP to purchase Pearson comprehension tests for all classes YR – Y6. To be used to inform TA SPTO judgments.</p> <p>SM to purchase NFER reading tests for use in June 2018 which will produce scaled score.</p> <p>Teachers to complete reading progress sheet based on new colour-coded books – each short term, emailed to JP for tracking and monitoring.</p>	<p>T1</p> <p>T1</p> <p>T1-T6 (dates in office diary)</p>			<p>Teachers aware of high expectations in reading comprehension. use results and question analysis to inform their judgments for Teacher assessment on SPTO. Pupils get used to question types and age-appropriate texts.</p> <p>Staff to email JP reading NFER results.</p> <p>Staff email JP reading progress sheets to track pupils’ decoding skills. This will ensure that any children who are not making satisfactory progress will be identified and interventions etc introduced.</p>	
	<p>JP to attend whole-class guided reading training at Fosseway with Jo Payne (Mrs P Teach)</p> <p>JP to discuss with SLT then whole staff. feed back to staff.</p>	<p>T2</p> <p>T3</p>				
	<p>STAY AND... to invite parents into classroom to join in with reading /SPAG/writing learning.</p>	<p>T1-6</p>				<p>Evaluation Parents who attended Stay And Read (Sept 2017): Bumblebee: 13 Owl: 15 Rabbit: 8 Squirrel: 13 Monkey:14 Dolphin:11 Turtle: 16 Dragonfly: 13 Butterfly: 10 Panther: 5 Falcon: 3 Eagle: 8</p>
	<p>Review subscription to Pearson Bug Club to encourage reading of digital texts at home</p> <p>Spelling / phonics and grammar to feature within GR sessions as consolidation activities.</p>	<p>T2-6 ongoing</p> <p>T1-6</p>				

CURRICULUM:	Coordinator to update list of key texts for each year group and refer staff to Books for topics.com. Long term planning to be completed by all staff in order to ensure coverage and no overlapping.	Term 1				
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WRITING	80% of chn on track to make ARE throughout KS1 (year 1 and 2) in writing. 80% of children to make ARE in writing in KS2.	Handwriting: ensure correct letter formation in Foundation stage with early cursive entry strokes introduced as appropriate. (Development of cursive across KS1: separate lower and upper case letters in Reception, with exit flicks, adding entry flicks in Year 1 or earlier if appropriate.) Continue to focus on improving fine motor skills through use of Happy Hands at Foundation stage. Reception included Happy Hands as part of Guided Reading from Term 2. JP to investigate handwriting schemes.	T1-6 Nov 2017 T2			The % of FS pupils attaining a 'good level' at the end of Year R matches local and national data (July 2018) Book looks, displays, increased fluency and speed in writing. Children take pride in their writing. Presentation improved in all books across curriculum. Monitor planning, book look, staff meeting time to share good practice.	Evaluation Staff meeting discussion (Oct) concluded that no EYFS will continue as previously – Y1 pupils to be taught continuous cursive.
	Year 6-90% to achieve ARE writing. SPAG knowledge and terminology to be increased across the school-80% of chn to have completed ARE in each year	Staff meeting time: all staff continue to model cursive writing and raised profile of cursive writing through use of cursive font on displays, smartboards, resources etc. Whole school handwriting focus in Term 1 plus regular practice thereafter. All classes to have differentiated handwriting groups – teacher to plan accordingly. (Not necessary for all chn in KS2 to continue to practise during the year unless needed.) Incentives and rewards – awardable pen licence as appropriate (not age specific and can be withdrawn!), certificates awarded in Assembly.	T1 T1-6		85% (Yr 2 & 6) attain ARE.	The % ARE at the end of Year 2 is in line/exceeds national comparisons The % ARE at the end of Year 6 is in line/exceeds national comparisons	Evaluation
		Monitor use of line sizes across the school and use lined paper by end of Foundation stage into Yr 1. Normal sized lines to be used in Year 1 and 2.	T1-6 ongoing	SLT /subject leader release time		80% of pupils achieve ARE by July 2017 Book scrutiny. Introduction of phase leaders to oversee transition of key stages.	

<p>group.</p> <p>Handwriting- all children joining by the end of year 2 (unless there is a specified reason).</p>	Target groups of children in KS2 for extra support to ensure all children meet ARE by end of year 4 (SENCO + SLT)	T2 Pupil progress meetings					
	JP to liaise with SH, CC and Egg Theatre – project with Year 6 PP pupils working with author.	T3-Y6					
	Staff meeting time: initiate whole school theme weeks to engage and inspire children’s writing: Performance Poetry week in Oct (KS2) Folk Tales week in Feb. Book week in March (author visit?)	T1-T6					
	Subject coordinator /SLT/all staff to moderate with a local school.	ongoing					
	Continue with focussed marking in writing books, to be related to steps to success and individual writing targets.	T1					Evaluation
	Preparation for national teacher assessment for writing in Yr 2 and Yr 6 –subject leader training. Share new interim framework for KS1 and KS2 writing and exemplification with all staff – meeting.	T2 Staff meeting.	Am supply £100 + course cost £75 tbc				
	Introduce newly-updated writing grids during staff meeting, to be completed for each child in November and June. Used to inform SPTO.						
	Continued monitoring to ensure that English is being taught to the new curriculum expectations and that grammar is being explicitly taught within teaching sequences and that correct terminology is being used.	End T2					
	All purple writing books to be kept at the end of term 6 and handed to new teacher at staff meeting in July.	T6					
Continue writing moderation with governor.	T5	Am £100					

<p>SPEAKING AND LISTENING</p> <p>(targets a result of 'Better English' Ofsted course)</p> <p>The Ofsted 'Gold' standard: Pupils express their ideas fluently and imaginatively. Pupils work effectively in different groups, raising thoughtful questions and helping to drive forward group work.</p>	<p>POETRY PERFORMANCE : POETRY SLAM Coordinator to organise 2nd school Poetry Slam with performance to KS2 parents in November during KS1 Bedtime story.</p>	T1-2			<p>Pupils spoken vocabulary should impact on the improved quality in writing; 80% meeting national expectations in each year group</p>	<p>Poetry slam and Bedtime Story both very popular events and well attended. Hall was packed with parents. Standard of performers even higher than last year.</p>
	<p>Opportunity for group work and verbal communication visible within every unit of work.</p>	T4				
	<p>Model verbal language and answers to questions to scaffold verbal responses. (Talk partners)</p>					
	<p>Staff meeting time to review use of Storymaking planning across whole school and create list of age-appropriate stories for each year group.</p>					
	<p>Continued focus on use of correct standard English in speaking and listening as well as in writing. All staff to pick up on tense errors in spoken language from year R upwards wherever possible, eg Celebration assemblies.</p>					<p>Evaluation</p>