





Focus Priority 2	Explicit teaching of reading and writing skills, using a wide range of texts, grammatical structures and vocabulary will enable children to read and write with a level of automaticity which in turn enhances their progress and attainment across the English curriculum. (YR to Y6)
<p>What will be different for children (emphasise learning & achievement)?</p> <p>Ofsted Areas of improvement cross reference Section 5 December 2016:</p> <p>TLA & O: 1, 2, 3 and 4 B: 1 EY: 1</p>	<p>Children will be able to talk about their reading and writing identifying their strengths and what they need to improve. All children will make expected progress taking into account their starting points. Some will make accelerated progress and where expected progress is not achieved interventions will be in place to support children to catch up. Children will demonstrate phonic and comprehensions skills, according to their age and stage. Children will receive explicit teaching in reading with a focus on developing an understanding of the meaning of vocabulary and the text as a whole; comprehension strategies including effective information retrieval and understanding of inference.</p> <p>The teaching and learning of reading will follow a whole class approach moving towards mastery reading. Reading will be taught discreetly each day, but will also feature heavily as a context for developing the children's writing.</p> <p>Children will develop writing strategies focusing on improving handwriting, spelling and punctuation skills to a level of automaticity, which will then enable children to prioritise their use of grammar and ambitious vocabulary to communicate effectively with the reader. Grammar, handwriting and spelling will also be taught discreetly in addition to their development within the English lesson.</p> <p>Children will be given opportunities to develop and demonstrate their reading and writing skills across the curriculum.</p>

Targets						Success criteria																														
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #d1c4e9;">READING</th> <th style="background-color: #ffff00;">Baseline attainment July 2018</th> <th style="background-color: #ffff00;">Target attainment July 2019</th> <th style="background-color: #d1c4e9;">December 2018</th> <th style="background-color: #d1c4e9;">April 2019</th> <th style="background-color: #d1c4e9;">July 2019</th> </tr> </thead> <tbody> <tr> <td style="background-color: #d1c4e9;">Y 1</td> <td style="background-color: #ffff00;">63% (3%)</td> <td style="background-color: #ffff00;">67% (7%)</td> <td style="background-color: #d1c4e9;">Target 63% (3%) Actual</td> <td style="background-color: #d1c4e9;">Target 65% (6%) Actual</td> <td style="background-color: #d1c4e9;">Target 67% (7%)</td> </tr> <tr> <td style="background-color: #d1c4e9;">Y 3</td> <td style="background-color: #ffff00;">68% (10%)</td> <td style="background-color: #ffff00;">72% (12%)</td> <td style="background-color: #d1c4e9;">Target 68% (10%) Actual</td> <td style="background-color: #d1c4e9;">Target 70% (10%) Actual</td> <td style="background-color: #d1c4e9;">Target 72% (12%)</td> </tr> <tr> <td style="background-color: #d1c4e9;">Y 4</td> <td style="background-color: #ffff00;">49% (12%)</td> <td style="background-color: #ffff00;">65% (14%)</td> <td style="background-color: #d1c4e9;">Target 55% (12%) Actual</td> <td style="background-color: #d1c4e9;">Target 60% (12%) Actual</td> <td style="background-color: #d1c4e9;">Target 65% (14%)</td> </tr> <tr> <td style="background-color: #d1c4e9;">Y 5</td> <td style="background-color: #ffff00;">57% (9%)</td> <td style="background-color: #ffff00;">72% (14%)</td> <td style="background-color: #d1c4e9;">Target 64% (9%) Actual</td> <td style="background-color: #d1c4e9;">Target 69% (12%) Actual</td> <td style="background-color: #d1c4e9;">Target 72% (14%)</td> </tr> </tbody> </table>						READING	Baseline attainment July 2018	Target attainment July 2019	December 2018	April 2019	July 2019	Y 1	63% (3%)	67% (7%)	Target 63% (3%) Actual	Target 65% (6%) Actual	Target 67% (7%)	Y 3	68% (10%)	72% (12%)	Target 68% (10%) Actual	Target 70% (10%) Actual	Target 72% (12%)	Y 4	49% (12%)	65% (14%)	Target 55% (12%) Actual	Target 60% (12%) Actual	Target 65% (14%)	Y 5	57% (9%)	72% (14%)	Target 64% (9%) Actual	Target 69% (12%) Actual	Target 72% (14%)	<ul style="list-style-type: none">  Children will be able to talk about their reading and writing identifying their strengths and what they need to improve (SC1)  Children will all make expected progress in reading and writing this year, some will make more than expected progress (SC2)  Children will demonstrate phonic and comprehension skills, according to their age and stage because of well-planned learning experiences (SC3)  Children will be able to communicate in writing effectively using correct letter formation, their phonic knowledge and
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Educator Progress Reading	Y1	Y2	Y3	Y4	Y5	Y6
December 2018	Target 0.67 Actual	Target 1 Actual	Target 1 Actual	Target 1 Actual	Target 1 Actual	Target 1 Actual
April 2018	Target 0.67 Actual	Target 2 Actual	Target 2 Actual	Target 2 Actual	Target 2 Actual	Target 2 Actual
July 2018	Target 0.66 Actual	Target 3 Actual	Target 3 Actual	Target 3 Actual	Target 3 Actual	Target 3 Actual

Pupils will be tracked and assessed using RWInc phonics. Phonic assessments will take place at least half termly, with pupils being regrouped. Pupils who do not make expected progress will be targeted for additional intervention, including 1 to 1 phonics.

PHONICS	Baseline attainment July 2018	Target attainment July 2019	December 2018	April 2019	July 2019
Y 1	EYFS Reading ELG at EXP+ = 62%	75% to achieve phonics pass	Target: 40% Actual	Target: 60% Actual:	Target: 75% Actual
Y 2	Year 1 76% achieved phonics pass	95% to achieve phonics pass	Target: 80% Actual	Target: 85% Actual:	Target: 95% Actual

Pupils will be tracked using prior attainment information to ensure progress is maximised. Some year 2 pupils will be targeted to move from eyfs emerging to year 2 expected in line with national average. KS2 pupils will be tracked to ensure they are making at least expected progress from KS1 outcomes.

READING	Baseline attainment	Target attainment July 2019	Nov 17	Jan 18	Apr 18	July 18
Y2 (TA)	2017 EYFS Reading pupils EXP+= 62% GDS=0%	EXP+ = 70% GDS =10 %	Target:25 % Actual:	Target:40 % Actual:	Target:55 % Actual:	Target: 70% Actual:
			Target GDS:0% Actual:	Target GDS:0% Actual:	Target GDS:5% Actual:	Target GDS: 10% Actual:
Y6	KS1 APS/FFT starting point has been used to forecast targets	EXP+ = 70% GDS = 15%	Target:35 % Actual:	Target:50 % Actual:	Target:65 % Actual:	Target: 70% Actual:
			Target GDS:0% Actual:	Target GDS:5% Actual:	Target GDS:10% Actual:	Target GDS: 15% Actual:

grammatical understanding and a wide vocabulary (SC4)

- 🎯 Children who are falling behind will be targeted for intervention to accelerate progress (SC5)
- 🎯 Children will be able to demonstrate their comprehension and written skills through well-planned learning (SC6)
- 🎯 Children in year 6 narrow the gap to national in the key areas identified – ASP QLA - for GPS and reading (SC7)

Reception pupils will be baselined following school procedures. Pupils will be given targets for progress in line with VPA expectations:

4 steps – VPA minimum expected progress

5 steps – VPA good progress

6+ steps – VAP rapid progress

READING	Baseline attainment October 2018	Target attainment July 2019	December 2018 (target)	March 2019 (target)	July 2019 (target)
% children at age bands for reading	8-20 – 16-26 – 22-36 – 30-50 – 40-60 –	ELG – ELG Exc –	8-20 – (% target) 16-26 – 5% target) 22-36 – (% target) 30-50 – (% target) 40-60 – (% target) ELG – (% target) ELG – (% target)	16-26 – (% target) 22-36 – (% target) 30-50 – (% target) 40-60 – (% target) ELG – (% target) ELG Exc – (% target)	16-26 – 22-36 – 30-50 – 40-60 – ELG – (% target) ELG Exc – (% target)

WRITING	Baseline attainment July 2018	Target attainment July 2019	December 2018	April 2019	July 2019
Y1	60% (2%)	67% (5%)	Target 63% (2%) Actual	Target 65% (5%) Actual	Target 67% (5%)
Y3	63% (0%)	68% (10%)	Target 63% (0%) Actual	Target 66% (5%) Actual	Target 68% (10%)
Y4	53% (10%)	66% (11%)	Target 56% (10%) Actual	Target 59% (10%) Actual	Target 66% (11%)
Y5	47% (3%)	58% (10%)	Target 50% (5%) Actual	Target 55% (9%) Actual	Target 58% (10%) Actual

Educator Progress Writing	Y1	Y2	Y3	Y4	Y5	Y6
December 2018	Target 0.67 Actual	Target 1 Actual	Target 1 Actual	Target 1 Actual	Target 1 Actual	Target 1 Actual
April 2018	Target 0.67 Actual	Target 2 Actual	Target 2 Actual	Target 2 Actual	Target 2 Actual	Target 2 Actual
July 2018	Target 0.66 Actual	Target 3 Actual	Target 3 Actual	Target 3 Actual	Target 3 Actual	Target 3 Actual

WRITING	Baseline attainment	Target attainment July 2019	Dec 18	Jan/Feb 19	Apr 19	July 19
Y2 (TA)	2017 EYFS EXP+= 60% GDS= 0%	EXP+ = 65% GDS = 10%	Target:20% Actual:	Target:35% Actual:	Target:50% Actual:	Target: 65% Actual:
			Target GDS:0% Actual:	Target GDS:2% Actual:	Target GDS:6% Actual:	Target GDS:10% Actual:
Y6 (TA)	KS1 APS/FFT starting point has been used to forecast targets.	EXP+ = 75% GDS = 12%	Target:30% Actual:	Target:45% Actual:	Target:60% Actual:	Target: 75% Actual:
			Target GDS:0% Actual:	Target GDS:2% Actual:	Target GDS:5% Actual:	Target GDS:12% Actual:
Y6 GPS (test)	KS1 APS/FFT starting point has been used to forecast targets.	EXP+ = 75% GDS = 20%	Target:40% Actual:	Target:50% Actual:	Target:65% Actual:	Target: 75% Actual:
			Target GDS:0% Actual:	Target GDS:4% Actual:	Target GDS:12% Actual:	Target GDS:20% Actual:

	Baseline attainment October 2018	Target attainment July 2019	December 2018 (target)	March 2019 (target)	July 2019 (target)
% children at age bands for writing	8-20 – 16-26 – 22-36 – 30-50 – 40-60 –	ELG – ELG Exc –	8-20 –(% target) 16-26 – 5% target) 22-36 –(% target) 30-50 –(% target) 40-60 –(% target) ELG- (% target)	16-26- (% target) 22-36 – (% target) 30-50 – (% target) 40-60 – (% target) ELG – (% target) ELG Exc - (% target)	16-26 – 22-36 – 30-50 – 40-60 – ELG – (% target) ELG Exc – (% target)

Key People	Funding & Resources
Sarah Whiteman – English Improvement lead PiXL and Reception / KS1 lead Jane Wall – Pupil premium champion nad KS2 lead Jo Costanzo – PiXL and year 5/6 lead Ian Pearson– Inclusion Manager Hayley Scargill – Principal	<ul style="list-style-type: none"> Continued investment in training for RWInc Resources for RWInc phonic, L&L and Spelling Investment in PiXL membership Quality reading resources <p>Budget for reading to be agreed and amounts will be added</p>

Actions (and those responsible)	Who monitors?	Who evaluates? *	When	Check Date when completed
Scrutiny of planning (L&L, Freshstart, Grammar, Spelling, Phonics/Get Writing! and Reading) to ensure correct structures in place for the teaching of English (SC3) (SC4) (SC6)	MSW	HS	Autumn Spring Summer	
Expectations for use of working walls, pocket chart and spelling chart etc displays, linked texts and suggestions for wider reading are shared and in place in all classrooms, monitored and feedback given (SC2) (SC4)	MSW	HS	Autumn Spring Summer	
Monitor children's practice letter formation and handwriting to ensure it occurs daily (SC4) (SC6)	MSW	HS	Autumn Spring Summer	
Ensure timetabled teaching of spelling patterns and irregular words through RWInc Spelling lessons and TLIF Speedy Spellings fast learning occur daily in KS2 (SC4)	MSW	HS	Autumn Spring Summer	
Monitoring to ensure daily whole class reading sessions explicitly teach reading decoding and comprehension skills through modelled reading of a shared quality text, TOL and adult demonstration of "what a good reader does". Feedback given to individuals for follow up as required. (SC3) (SC5)	MSW	HS	Autumn Spring Summer	
Monitor TLIF fast learning strategies implicit in RWInc phonics and Story book lessons to ensure children are taught to decode and encode words effortlessly, to read for understanding and with expression and to orally compose and write ever increasingly complex sentences (SC1) (SC2)	MSW	HS	Autumn Spring Summer	
Monitor Literacy and Language teaching to ensure children are able to read texts fluently and with understanding; build ideas, vocabulary and organisation within their writing through carefully structured development and modelling (SC3) (SC4) (SC6)	MSW	HS	Autumn Spring Summer	
Formalise and improve strategies for engaging parents with the English curriculum - learning journeys, home reading diaries, Reception Stay and Read sessions and English home learning activities extend opportunities for the development of English and consolidation of skills in the home learning environment (SC2) (SC3) (SC5)	LE	HS	Autumn Spring Summer	
School procedures for the collection of evidence of attainment in English is revisited and agreed for the coming year (SC2) (SC5)	MSW	HS	Autumn	
Implement new assessment system. Training in September and follow up training termly (SC2) (SC5)	HS	RH	Autumn Spring Summer	
Moderation of reading and writing judgements, internally and with HAT schools (SC2)	MSW	HS	Autumn Spring Summer	
Training in use of assessment / evidence to make final termly judgements and analysis of data (SC2) (SC5)	HS	RH	Autumn Spring Summer	
Training in use of data to select pupils for accelerated progress and intervention using pixl materials and TLIF Achievement team meetings (SC2) (SC5)	HS	RH	Autumn Spring Summer	

Identify pupils and groups of pupils who are falling behind and target them for interventions, formally after each data drop, but continuously following any concerns raised through lesson observation, monitoring etc. (SC2) (SC5)	MSW	IP JW LE	terms 1-6	
Pupils in vulnerable groups tracked carefully and as distinct groups to ensure any issues can be tackled quickly, teachers to be aware of which groups are most vulnerable for their class (PPG, SEND, EAL, other groups as noted in cohort profiles) (SC2) (SC5)	MSW	IP JW LE	terms 1-6	
Monitor the explicit teaching of sight vocabulary and spellings from NC PoS and learning tracked (SC6)	MSW	IP	terms 1-6	
Monitor to check that English join in and 1:1 feedback and coaching is successfully acted upon and implemented for both reading and writing activities (SC2) (SC3) (SC4) (SC5)	MSW	HS	<u>on-going</u>	
Class teachers actively share the progress, support and next steps made with children in all RWInc groups offering constructive feedback and support to group leaders (SC2) (SC3) (SC4) (SC5)	MSW	HS	terms 1-6	
RWInc training for new staff as appropriate (SC2) (SC3) (SC4)	MSW	HS	<u>on-going</u>	
Monitor the use of RWInc throughout the day and 1:1 catch up interventions to ensure children progress in their GPC learning to develop accurate decoding skills (SC2) (SC3) (SC5)	MSW	IP	terms 1-6	
Library books and b.w. paper story books go home daily / weekly (SC2) (SC3)	MSW	HS	terms 1-6	
Use phonics decoding assessments (accuracy) and story book (fluency) assessments monitor progress and regroup children regularly (SC2) (SC3) (SC5)	MSW	IP	terms 1-6	
Reading, writing, spelling and grammar progress tests and completed trackers identify learning and progress and feedback into the planning process (SC2) (SC3) (SC4) (SC5)	MSW	HS	terms 1-6	
Monitor the outcomes of strategies implemented to improve pupil outcomes in Year 6 reading in the areas identified by ASP QLA: building reading stamina, regular poetry coverage, prioritising foundational learning and increasing vocabulary (SC7) (SC1) (SC2) (SC5)	JC	MSW	to coincide with mock sats	
Monitor the outcomes of strategies implemented to improve pupil outcomes in Year 6 GPS in the areas identified by ASP QLA: the expectation that questions are read aloud for the children; continuous structured vocabulary development; adaptation of our approach to grammar teaching in year 6 (SC7) (SC1) (SC2) (SC4) (SC5)	JC	MSW	to coincide with mock sats	

Evaluation:

*the majority of evaluation for focus priorities will be carried out by the SMT. This will be in the form of presentations to the SMT by improvement leaders - question and answer sessions will take place and follow up with be agreed.

December

April

July

