



## English Action Plan 2021-22



### English Aims include:

1. Ensuring National Curriculum Coverage with clear progression throughout the school.
2. To develop pupil's English and phonics knowledge and conceptual understanding through a range of English lessons and experiences.
3. Monitor the coverage and good practice of English across the Federation.
4. Monitor the coverage and good practice of Phonics across the Federation for all children.
5. Challenge and stretch children's learning.
6. Promote the correct use of grammar vocabulary.
7. Build children's resilience, perseverance and determination skills when writing at length.
8. To continue to monitor assessment and to identify pupils' strengths and weaknesses.
9. To encourage a love of reading and the importance of daily reading.
10. To use VIPERS in all guided reading sessions across the Federation.
11. Embed approaches to reading to become a reading school where reading is taught very well so pupils read widely and often.
12. To provide a range of opportunities to allow pupils to extend their vocabulary.
13. To ensure that there is breadth and depth across the curriculum, where coverage, skills and progression can be measured from year to year.
14. To ensure that the well-being of the staff and children of the phase is prioritised and improved where appropriate.

### KEY PRIORITY

Objective	Actions and Responsibility	Success Criteria	Completion	Resources
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<ul style="list-style-type: none"> <li>• <b>To monitor the statutory requirements within the curriculum</b></li> </ul>	<ul style="list-style-type: none"> <li>• Monitor the teaching of English throughout the Federation and that the Cornerstones curriculum is being followed.</li> <li>• Monitor the implementation of phonics throughout the Federation.</li> <li>• Book looks to make sure progress is being made and spelling, punctuation and grammar concepts are being taught.</li> <li>• Learning walks to see English and phonics in action.</li> <li>• Discuss with staff any concerns.</li> <li>• CPD opportunities for all staff both teaching and non-teaching.</li> <li>• Use Spag.com to reinforce and consolidate concepts taught in school.</li> <li>• Staff to use rich, powerful vocabulary when introducing new words to children.</li> <li>• Staff to understand the importance of using and applying the correct grammar in all written work.</li> <li>• All children to use letter-join formation when writing.</li> <li>• Each classroom to have an English working wall.</li> </ul>	<ul style="list-style-type: none"> <li>• All staff to be confident in the delivery of English through the Cornerstones Curriculum.</li> <li>• Staff to have a deeper understanding of the subject and use the correct vocabulary.</li> <li>• All staff to be confident in the implementation and delivery of phonics.</li> <li>• All staff to use spag.com on a regular basis.</li> <li>• Staff and pupils to have a positive approach to English.</li> <li>• Build upon resilience, determination and perseverance skills.</li> <li>• Encourage the use of new vocabulary especially in written work.</li> <li>• Letter-join to be used throughout the Federation.</li> </ul>	Ongoing throughout the year.	Cornerstones Curriculum
<ul style="list-style-type: none"> <li>• <b>To monitor assessment across the Federation.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Monitor assessment to see if progress is happening.</li> <li>• Use the skills progression sheets provided to identify next steps.</li> <li>• Use our own trackers to monitor individual pupil progress and to identify gaps in learning.</li> <li>• Use existing SATs papers and Phonic Screening Assessment to monitor children's progress.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff to feel confident in using the skills progression sheets to check pupil progress.</li> <li>• Staff to feel confident in using the termly trackers to monitor progress and identify gaps.</li> <li>• Pupils to understand their next steps in learning.</li> <li>• Pupils become more confident and familiar with the layout and expectations of SAT's and Phonic Screening assessment.</li> </ul>	Ongoing throughout the year.	Pupil progress trackers  Pira Assessment

				KS1/KS2 SAT's papers  Phonic Screening Assessment
<b>SIAMS PRIORITY</b>				
<ul style="list-style-type: none"> <li><b>To extend the provision for Spiritual Development within all areas.</b></li> </ul>	<ul style="list-style-type: none"> <li>Use a wide range of questions to start the lesson to allow children to develop their spiritual thinking and to show a deeper understanding of the subject knowledge.</li> <li>Different activities to allow all children access to English.</li> </ul>	<ul style="list-style-type: none"> <li>Staff to become better at using their questioning skills, taking part in group discussions and solving problems.</li> <li>Pupils to increase and build upon their existing subject knowledge.</li> <li>Pupils to become more confident in taking a positive role in their learning.</li> </ul>	Ongoing throughout the year.	
<ul style="list-style-type: none"> <li><b>To develop the importance of equal opportunities and understand British values.</b></li> </ul>	<ul style="list-style-type: none"> <li>Provide equal opportunities through a range of activities to deliver English (presentations, role play, allowing all children to have opportunities to share their learning in different ways.)</li> <li>Differentiate activities to allow children to access to English.</li> <li>Develop an English working wall that shows different spelling, punctuation and grammar (SPaG) strategies to help inform children's learning.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils to have a better understanding why equal opportunities and respect is important.</li> <li>Pupils to become positive role models to others.</li> <li>Pupils to demonstrate British values to all members of the school family.</li> </ul>	Ongoing throughout the year.	
<b>OFSTED PRIORITY</b>				

<p><b>To provide opportunities to read a variety of texts to allow the children to improve their reading skills (inference, retrieve, sequence and prediction)</b></p> <p><b>Ensure children have opportunities to develop their language skills through reading, roleplay and discussion.</b></p> <p><b>Ensure exposure to a range of vocabulary from different areas of the curriculum.</b></p>	<ul style="list-style-type: none"> <li>• Provide opportunities for pupil discussions about books/texts they have read.</li> <li>• Provide opportunities for pupil presentations using ppt or word.</li> <li>• Provide children with a copy of the guided reading text linked to their Cornerstones topic that term.</li> <li>• Encourage the good habit of reading daily and how reading more helps develop their writing skills.</li> <li>• Fully embed whole class reading strategies.</li> <li>• Reading interventions are used to build confidence, close the gap and raise the attainment of children.</li> <li>• Children are exposed to a selection of high quality texts.</li> <li>• Children are encouraged to read a range of literature to build up a 'love' of reading.</li> <li>• Staff refresher training on phonics</li> <li>• Individual reading materials updated, include a broad range of materials and interest the children.</li> <li>• Update the school library area and ensure an appropriate selection of reading material is available.</li> <li>• Speech and Language team provide interventions to those children that need support.</li> <li>• All reading sessions include focussed questioning (VIPER)</li> <li>• Reading skills are developed and reinforced across the curriculum by all staff.</li> </ul>	<ul style="list-style-type: none"> <li>• Children to be able to identify the key vocabulary needed to infer and predict how certain characters are feeling.</li> <li>• Children understand how the choice of vocabulary can change the whole meaning.</li> <li>• Children in KS1 are confident readers and are ready to make the transition into KS2 with their reading.</li> <li>• Low attaining pupils close the gap with their peers.</li> <li>• Work is differentiated to meet the needs of all pupils and provides challenge for all.</li> <li>• Pupils are well prepared for assessment requirements</li> <li>• Children have an appreciation of a range of authors.</li> <li>• Children have experience of reading a wider range of genre.</li> <li>• Reading skills are reinforced across the curriculum.</li> <li>• Staff encourage children to read more widely across of styles and genres, and have a good understanding of children's literature using the Cornerstones Curriculum as a guide.</li> <li>• Promote children's love of reading and enthusiasm for books and stories.</li> <li>• Monitor impact of school reading schemes.</li> <li>• Ensure whole school progression and continuity of scheme</li> <li>• Promote a love of reading through external agencies and school visits</li> <li>• Whole school celebration of World Book Day (or other significant author related days)</li> <li>• Opportunities for roleplay</li> <li>• More opportunities to discuss themes and new vocabulary.</li> </ul>	<p>Ongoing throughout the year.</p>	<p>Cornerstones Curriculum</p>
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	<ul style="list-style-type: none"> <li>EYFS Early Adopter</li> <li>Moderation activities regularly take place (internal and external).</li> </ul>	<ul style="list-style-type: none"> <li>Use topic vocabulary in writing, drawing on word mats when needed</li> </ul>		
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## SCHOOL DEVELOPMENT PLAN PRIORITY

<p><b>Covid-19:</b></p> <p><b>To raise the attainment of children throughout the school with a particular focus on writing and overall attainment in EYFS, phonics, KS1 and KS2</b></p> <ul style="list-style-type: none"> <li>To ensure the standards of writing improves throughout the school.</li> <li>The in-school achievement gap between boys and girls closes.</li> <li>Ensure the needs of all</li> </ul>	<ul style="list-style-type: none"> <li>Children have opportunities to write every day, in the majority of sessions and at length at least once a week.</li> <li>Planning includes opportunities for purposeful writing across the curriculum.</li> <li>Planning shows differentiation, progression and builds on prior learning.</li> <li>Clear extension and challenge activities are planned for.</li> <li>Teacher led discussions allow children to be more reflective, discuss their learning and take responsibility for their own development.</li> <li>Children are given more 'experiences' and have the opportunity to work in range of learning environments, including outside regularly, and in a range of ways (i.e. practical activities etc. COVID dependent).</li> <li>Objectives linked to end of year expectations and are age-appropriate.</li> <li>Visits to other schools- COVID dependent.</li> <li>Speech and Language team provide interventions to those children that need support.</li> <li>Interventions for those that need them.</li> </ul>	<ul style="list-style-type: none"> <li>The attainment gap between boys and girls writing is closing.</li> <li>Higher percentage of boys at age-related expectations or better.</li> <li>Writing skills are being reinforced across the curriculum.</li> <li>School results are at least in line with or above national averages.</li> <li>Marking (verbal and written) is high quality and identifies next steps to learning; the marking policy is adhered to.</li> <li>Boys show that they want to write more.</li> <li>Boys are excited about learning activities in school.</li> <li>Boys want to write.</li> <li>Boys are socially successful in school.</li> <li>Pupils are engaged.</li> <li>Work is differentiated to meet their needs.</li> <li>All children are making progress.</li> <li>Interventions have the desired impact.</li> <li>Pupils feel challenged.</li> <li>Boys are rewarded for their success in line with the girls across all subjects (particularly writing).</li> <li>Good levels of communication between all staff and use and support of SLT when necessary.</li> </ul>	Ongoing through the year.	Cornerstones Curriculum
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<p><b>pupils are met during lessons with a particular focus on boys, the more able children.</b></p> <ul style="list-style-type: none"> <li>• <b>All pupils to be challenged during lessons.</b></li> <li>• <b>To provide a range of opportunities to allow pupils to extend their vocabulary.</b></li> <li>• <b>Embed approaches to reading to become a reading school where reading is taught very well so pupils read widely and often</b></li> </ul>	<ul style="list-style-type: none"> <li>• High quality resources to support scaffolding of tasks and activities and learning/ toolkits used.</li> <li>• Curriculum topics maintain the interests of boys.</li> <li>• Positive role models are brought into the school to inspire the boys- NUFC</li> <li>• Social skills programmes introduced for children (particularly boys that need it).</li> <li>• Purposeful work.</li> <li>• EYFS Early Adopter</li> <li>• Learning styles catered for.</li> <li>• Pupil conferencing and monitoring.</li> <li>• Staff training.</li> <li>• Moderation activities regularly take place (internal and external).</li> <li>• Ensure children have opportunities to develop their language skills through reading, roleplay and discussion.</li> <li>• Ensure exposure to a range of vocabulary from different areas of the curriculum.</li> <li>• Review the current Reading Curriculum</li> <li>• Create a whole school Reading curriculum</li> <li>• Start with the new whole school reading approach</li> <li>• Monitor the new approach to reading</li> <li>• Create a way to recommend books to children and parents</li> <li>• Create a monthly Reading Newsletter for parents and carers to provide them with recommendations and ways to support their children</li> <li>• Monitor the impact of the strategies in place</li> </ul>	<ul style="list-style-type: none"> <li>• All children and adults feel safe, respected and ready to widen their learning experiences.</li> <li>• Regular meetings within key stages to discuss curriculum and class needs/concerns.</li> <li>• To ensure all pupils have access to a range of high level texts, fiction and non-fiction.</li> <li>• To ensure the use of dictionaries and thesauruses to promote the ability to select higher level language choices.</li> <li>• To model higher level vocabulary in lessons through the use of carefully written or chosen texts (WAGOLL).</li> <li>• To develop children's understanding of the grammatical terminology used to describe and categorise new vocabulary.</li> <li>• To ensure all pupils have access to a range of high level texts, fiction and non-fiction.</li> <li>• To ensure the use of dictionaries and thesauruses to promote the ability to select higher level language choices.</li> <li>• To model higher level vocabulary in lessons through the use of carefully written or chosen texts (WAGOLL).</li> <li>• To develop children's understanding of the grammatical terminology used to describe and categorise new vocabulary.</li> </ul>		
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<ul style="list-style-type: none"> <li>• <b>To provide a range of opportunities to allow pupils to extend their vocabulary.</b></li> <li>• <b>To ensure that there is breadth and depth across the curriculum, where coverage, skills and progression can be measured from year to year.</b></li> <li>• <b>To ensure that the well-being of the staff and children is prioritised and improved where appropriate.</b></li> <li>• </li> </ul>	<ul style="list-style-type: none"> <li>• Review the teaching of Reading to identify if this is best practice.</li> <li>• Year 6 children to complete book reviews when they have finished their reading book. A selection of their reviews will then be attached to the weekly newsletter and on the school website/school360</li> </ul>	<ul style="list-style-type: none"> <li>• Staff have an extensive knowledge of children's literature and use this information to encourage children to read more widely</li> <li>• There is a love of reading seen and heard throughout the school</li> <li>• To ensure breadth of coverage is met in line with yearly expectations.</li> <li>• To build upon children's prior learning. Pop tasks will be introduced so progress can be measured across each term.</li> <li>• Staff feel that they can use the support of SLT when necessary.</li> <li>• Communication levels remain high and the SLT continue with an open-door policy to promote staff well-being.</li> <li>• Staff meetings will keep to a planned schedule, aiming to improve staff work-life balance.</li> <li>• All children and adults continue to feel safe, respected and ready to widen their learning experiences.</li> </ul>		
<b>To support Pupils mental health.</b>	<ul style="list-style-type: none"> <li>• Pupils to help support each other in a range of activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils to feel more positive about themselves.</li> <li>• Pupils to be more supportive of each other.</li> </ul>	Ongoing	

<b>To raise children's aspirations and self-coaching skills.</b>	<ul style="list-style-type: none"> <li>• Children know what to do when they can't do something.</li> <li>• Pupils have regular opportunities to debate a range of issues which include those that are important to them and those of national importance linked to English.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils learn how to respect each other's viewpoints.</li> <li>• Pupils to have a more positive attitude towards school life.</li> <li>• Pupil leaders to take an active role in school life.</li> <li>• Pupils learn how to be independently self-reflective.</li> </ul>	Ongoing	