

Literacy action plans 2016/2017

Improve progress in reading so that all pupils make progress that is at least good and most make progress that is outstanding

- The Majority of pupils are secure at AREs by the end of the year and some pupils are in mastery in reading.
- Independent activities are purposeful and pupils demonstrate a high level of engagement in their independent work
- Guided groups develop excellent higher order/mastery skills as a result of teachers' questioning
- All staff are confident in the delivery of guided reading and have been trained to deliver high quality sessions
- Mastery is embedded in most lessons

The Majority of pupils are secure at AREs by the end of the year and some pupils are in mastery in reading.	Ensure the assessment system in place for reading is robust and fit for purpose in the new curriculum and that the children are introduced to the new target and reminded of them on a regular basis		LE	JR	Headteacher
	Continue to track reading progress half termly and adjust provision through the PPM provision map		LE	JR	Headteacher
	Ensure all interventions are carefully tracked each half term to ensure their impact is sufficient	£1000	LS	LE	JR
	Arrange reading workshops for parents to demonstrate good reading skills and introduce year group expectations	£600	SH/LE	LE	Headteacher
	Staff meetings looking at mastery in guided reading Visit Fairfield to investigate The Power of Reading		LE/RL	RL	Headteacher
Independent activities are purposeful and pupils demonstrate a high level	Staff continue to be supported to develop Reading Logs for guided reading that build a profile of each child's reading development	£500	LE/SH	RL	Headteacher

of engagement in their independent work	Reading logs to continue to be developed to include quality marking that indicates the high value placed on reading and ensures each child has pride in their work, SLT to monitor books		LE/SH	RL	Headteacher
Guided groups develop excellent higher order skills/mastery as a result of teachers questioning	All staff to be supported to question across all areas of new curriculum to develop all reading skills		LE/SH	RL	HT
All staff are confident in the delivery of guided reading and have been trained to deliver high quality sessions	Staff meetings throughout the year to move guided reading forward to make it fit for purpose for the new KS2 SATs		LE	JR	Headteacher
Reading environment to be stimulating throughout the school	EYFS out door area to be developed to be as language rich as the indoor environment and story sacks to be introduced to the outdoor area	£1000	CD	VW	Headteacher
	Reading areas and strategies to be clearly developed within classrooms and around school		Staff	LE/SH	Headteacher
	Library furniture to be resourced.	£1000	LE/SH	RL	Headteacher
Ensure reading for pleasure is made high profile	New reading competitions to be re-introduced throughout year		SH	LE	RL
	Develop the use of book reviews and book recommendations in the library and in class reading areas	£100	Staff	SH/LE	RL
	Make Roald Dahl day high profile with interesting activities and a whole school focus on the day.		SH	LE	RL
	Take photos of children 'caught reading' to be shared on class and reading display boards, throughout school.		Staff	SH	LE

	Invite local authors in to school to speak to different year groups		SH/LE	LE	RL
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By October 31st 2016

- The majority of Pupils are on track to meet ARE by the end of the year and some pupils are on track for mastery
- Independent activities are purposeful and pupils demonstrate a high level of engagement in their independent work in 17/21 classes
- Guided groups develop excellent higher order skills as a result of teachers questioning in 17/21 classes
- All staff are confident in the delivery of guided reading and have been trained to deliver high quality sessions in 17/21 classes
- All sessions are well resourced with high quality reading materials in 17/21 sessions

By December 31st 2016

- The majority of Pupils are on track to meet ARE by the end of the year and some pupils are on track for mastery
- Independent activities are purposeful and pupils demonstrate a high level of engagement in their independent work 18/21 classes
- Guided groups develop excellent higher order skills as a result of teachers questioning in 18/21 classes
- All staff are confident in the delivery of guided reading and have been trained to deliver high quality sessions in 18/21 classes
- All sessions are well resourced with high quality reading materials 18/21 classes

By February 28th 2017

- Almost all pupils are on track to meet ARE by the end of the year and some pupils are on track for mastery
- Independent activities are purposeful and pupils demonstrate a high level of engagement in their independent work 20/21 classes
- Guided groups develop excellent higher order skills as a result of teachers questioning in 20/21 classes
- All staff are confident in the delivery of guided reading and have been trained to deliver high quality sessions in 20/21 classes
- All sessions are well resourced with high quality reading materials in 20/21 classes

- By April 30th 2017

- Almost all pupils are on track to meet ARE by the end of the year and some pupils are on track for mastery (KS1/KS2)
- Independent activities are purposeful and pupils demonstrate a high level of engagement in their independent work 21/21 classes
- Guided groups develop excellent higher order skills as a result of teachers questioning in 21/21 classes
- All staff are confident in the delivery of guided reading and have been trained to deliver high quality sessions in 21/21 classes
- All sessions are well resourced with high quality reading materials in 21/21 classes

July 2017

- All Pupils, except SEND, meet ARE and some pupils are meet mastery
- Independent activities are purposeful and pupils demonstrate a high level of engagement in their independent work in 21/21 classes
- Guided groups develop excellent higher order skills as a result of teachers questioning in 21/21 classes
- All staff are confident in the delivery of guided reading and have been trained to deliver high quality sessions in 21/21 classes
- All sessions are well resourced with high quality reading materials in 21/21 classes

Improve the progress and outcomes of pupils in phonics so that results in the Y1 and Y2 screening tests exceed those achieved nationally

- Pupils progress through the phonic phases at an appropriate pace
- Phonic skills are applied through all aspects of the curriculum to re enforce and embed them
- All staff are confident to deliver all aspects of the phonic curriculum
- 82% of pupils in Y1 and 92% of pupils in Y2 achieve the required standard in the phonic screening

Pupils progress through the phonic phases at an appropriate pace	New staff to be trained in both RWI and Letters and Sounds.		VW	RL	HT
Phonic skills are applied through all aspects of the curriculum to re enforce and embed them	Year group/phase moderation termly - topic books Literacy leader moderation termly – topic books Observations of topic literacy to look at the literacy aspects		YGL LE/SH LE	LE RL	HT HT
All staff are confident to deliver all aspects of the phonic curriculum	All new staff trained in Read, Write, Inc where necessary All staff not yet confident to deliver phonics to receive support from appropriate staff to support them to improve		VWI VW	RL LE	HT HT
82% of pupils in Y1 and 92% of pupils in Y2	Staff to ensure they are choosing correct scheme to teach phonics for their children		VW/LE	RL	HT

achieve the required standard in the phonic screening	All staff not yet confident to deliver phonics to receive support from appropriate staff to support them to improve Phonic intervention groups		VW	RL	HT
			YGL	LE/CA	HT

By October 2016
<ul style="list-style-type: none"> The large majority of pupils progress through the phonic phases at an appropriate pace Phonic skills are applied through all aspects of the curriculum to re enforce and embed them in 75% of appropriate classes All staff are confident to deliver all aspects of the phonic curriculum in 75% of appropriate classes 82% of pupils in Y1 and 92% of pupils in Y2 to be on track to achieve the required standard in the phonic screening
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By April 2017
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By July 2017

- Almost all pupils progress through the phonic phases at an appropriate pace
- Phonic skills are applied through all aspects of the curriculum to re enforce and embed them in 95% of appropriate classes
- All staff are confident to deliver all aspects of the phonic curriculum in 95% of appropriate classes
- 82% of pupils in Y1 and 92% of pupils in Y2 to be on track to achieve the required standard in the phonic screening

Improve pupil progress in SPAG across KS2 so that outcomes at the end of KS2 are above those achieved nationally

- All staff have a clear understanding of the requirements of SPAG and are confident to teach all aspects
- The teaching of SPAG indicates high expectations and ensures progress is maximised
- To ensure that skills taught in SPAG sessions are implemented across the curriculum

All staff have a clear understanding of the requirements of SPAG and are confident to teach all aspects	All staff not yet confident to deliver SPAG to receive support from Literacy leader/ assistant heads to support them to improve		LE/VW/DN/LK	RL	HT
The teaching of SPAG indicates high expectations and ensures progress is maximised	Develop peer marking across the curriculum Year group/phase moderation termly - topic books Literacy leader moderation termly – topic books Observations of topic literacy to look at the literacy aspects Ensure new skills sheets are in place in all children's books		YGL YGL LE/SH LE LE	LE LE RL RL RL	HT HT HT HT HT
To ensure that skills taught in SPAG sessions are implemented across the curriculum	Year group/phase moderation termly - topic books Literacy leader moderation termly – topic books		CA/LE/TO/RM/DN/CH LE		

	Observations of topic literacy to look at the literacy aspects		LE		
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By October 2016
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Improve progress and outcomes in writing across the school so that outcomes at the end of each key stage are above those achieved nationally

- The Majority of pupils are secure at AREs by the end of the year and some pupils are in mastery in writing.
- To ensure literacy lessons are engaging and stimulating
- To ensure writing in other areas is to the same standard as in literacy lessons/books
- To develop more 'real audiences' opportunities

The Majority of pupils are secure at AREs by the end of the year and some pupils are in mastery in writing.	Develop writing interventions to support the progress of vulnerable pupils		CA/LS	LE	HT
	Ensure all interventions are carefully tracked each half term to ensure their impact is sufficient		CA/LS	JR/LE	HT
To ensure literacy lessons are engaging and stimulating	Year group leaders to look at LTP and ensure there are opportunities for high engagement and stimulation		YGL	LE/AHs	HT
To ensure writing in other areas is to the same standard as in literacy lessons/books	Year group/phase moderation termly		YGL	LE	HT
	Literacy leader moderation termly		LE/SH	LE	HT
To develop more 'real audiences' opportunities	To redevelop the use of writing booklets, both class and whole school which will be given out in assemblies, shown at open evenings, sent out into the communities e.g. doctor's surgeries, dentist surgeries, etc		All staff	LE	HT
	To enter competitions where stories/poems are published, such as 'Young Writers' competitions.		All staff	LE	HT
	To write to authors, people of interest (both real and fictional), etc		All staff	LE	HT
To develop consistently	Introduce new handwriting scheme (Penpals) to encourage high standards of		SH	LE	HT

good handwriting throughout the school	presentation throughout				
	Moderation of literacy books to ensure handwriting is being taught to new scheme.		SH	LE	HT
	Moderation of topic books later in year to ensure handwriting is consistent in all areas.		SH	LE	HT

By October 31 st 2016
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<ul style="list-style-type: none"> • All sessions are well resourced with high quality materials in 21/21 classes • Handwriting is improving in 15/21 classes
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Improve progress and outcomes in Speaking and Listening to match the new curriculum

<ul style="list-style-type: none"> • To ensure plenty of opportunities for speaking and listening that engage and stimulate pupils are in place in new planning • To ensure speaking and listening activities are presented in a wide range of situations and across curricular areas • To create 'real audiences' where possible • Children are encouraged to speak correctly and incorrect use of grammar is picked up
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To ensure plenty of opportunities for speaking and listening that engage and stimulate pupils are in place in new planning	Re-identify children for Talk boost intervention		VW	LE	HT
	Groups to be established in F2 and Y1 (F1 summer term)		VW	LE	HT
	Teachers to use elements of talk boost in whole class situations		VW	LE	HT
To ensure speaking and listening activities are presented in a wide range of situations and across curricular areas	Year group leaders and Literacy leaders to develop banks of ideas to support teaching across the new curriculum.		LW/LE/LH/KC/ DN/GO/SC/ZB/ CH	LE	HT
	Opportunities for speaking and listening activities included in all topics.			LE	HT
	Year group/phase moderation termly		LW/LE/LH/KC/ DN/GO/SC/ZB/ CH	LE	HT

	Literacy leaders moderation termly		LE/SH	LE	HT
To create 'real audiences' where possible	Encourage children participation in assemblies/ productions/ class meetings/ year group meetings After school/lunchtime drama clubs to be established		CA/LE/TO/ RM/DN/CH Northern Lights	LE LE	HT HT
Children are encouraged to speak correctly and incorrect use of grammar is picked up	Staff to correct incorrect grammar usually by repeating back to the child using the correct grammar. Lesson observations.		ALL STAFF	LE	HT

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