St. Anne's Catholic Primary School
Literacy Action Plan: 2014/2015

Subject Leader: Nuala Coyle/ D.McGonigle

Key actions	Leadership	Support	Resources (CCRef)	Success Criteria	Impact/ Value Added
Key Stage 1 and 2 class teachers to set challenging targets for improvement for all pupils in reading and writing based on gaps in assessment.	HT DMCG	NC	Time to monitor work/ planning.	100% of Pupils asked are aware of Personalised learning targets and can vocalise these in pupil voice activities .	Ongoing All first targets to be in children's books by end of September 2014. Class teachers regularly ask individuals what their targets are and class teachers ensure children have them in front of them during written work and guided reading.
Monitor standards in writing through whole school moderation/ book scrutinies.	Phase Leaders DMG	NC	Phase meeting time once per term. Whole school staff meeting time.	Teachers are more confident in moving chn on in writing using personalised targets. Whole school writing portfolio in writing. Certificates to be given out in Good Mentions Assembly for 'Writer of the week' one child from each class in KS1 and KS2 Teachers to keep a list of extended writing activities, one piece per week.	ONGOING DM to give each class an Extended Writing Folder during first half term. Into which a piece of 'baseline' writing is put and then a piece of extended writing at the end of every term. Book/ Extended writing folder scrutiny carried out at the end of every term.

Interventions selected and TAs assigned to year groups accordingly. Provision map put in place. (FFT, FLS, QUEST,Extra GR)	SENCO	TA's NC	Provision map Timetable for interventions (where/ when/ what)	Literacy intervention timetable in place. TA's delivering quality interventions. TA's tracking progress and monitored by Literacy lead/ SENCO half termly.	AUTUMN TA's helping children to up-level writing on a 1:1/ small group basis, as applicable and on a daily basis.
APS progress to be analysed through the assessment tracking system in pupil progress. Class Teachers to report to HT/ NC on termly progress	HT DMCG	SENCO NC	Tracking system Pupil progress time once per term. Change to tracking using APS points rather than sub levels to make more accurate judgements.	Children make 3 APS points in progress in reading and writing per year. SEN pupils make 2 APS points.	ONGOING @ pupil progress meetings.
Introduce and develop new 2014 literacy curriculum.	DMCG		Staff meeting time Scheme of work for each class prepared and put on system to access. Assessment for each child now relates to New Curriculum Objectives rather than the old APP assessment.	Teacher's Planning relates to New Curriculum. Children's targets relate to the New Curriculum.	Teachers informed of any changes in expectations of New Curriculum and any new initiatives by DM and NC during staff meetings.
Marking/ planning refers back to children's targets and next steps in learning given, regularly monitored. New Curriculum expectations are clearly embedded in reading and writing.	HT DMCG	DHT	HA, AA, LA, All books D.M to take books in at end of every half term, to ensure marking procedure is being followed by all staff and it has a positive impact on the children's learning.	100% of books/ planning monitored show: -Consistency throughout school in marking. -High quality marking with constructive feedback and evidence of next steps in learning -Activities challenging and differentiated. -Clear assessment cycle can be seen between New Curriculum targets, planning, marking and children's work. -Handwriting and presentation policies implemented.	Book scrutiny by literacy leader end of Autumn 2.

Work scrutinised to ensure high quality learning and appropriate challenge.	HT DHT DMCG	SIP	. Regular monitoring opportunities through year		As mentioned above, including Extended Writing pieces. KS1 and KS2 have writing moderation meeting October 14.
Develop teaching of spelling/ grammar and punctuation throughout school	DMCG	NC	Staff meeting time. Phase meeting time Observation of lessons Spelling Bee	Quality of spelling in children work is of a higher standard. HFW are to be up levelled in written work and any words deemed to be adequate for the individual child to be corrected by child too. Teachers planning reflects spelling needs of children in class. Children are taught discrete literacy skills at least twice a week and get the opportunity to consolidate their understanding. All classes to have SPAG book or folder. Lessons judged to be good or better. Peer planning and observations. Spelling lists and examples of grammar and punctuation displayed in classrooms or onlearning mat.	Ongoing KS1 and KS2 Parent/ Writing Workshops on expectations of New Curriculum. Spring 15. Children are being encouraged to up level spellings in their written work on a daily basis. KS1 continuing with 20/30 mins daily phonics teaching. K.S.2 spelling patterns delivered on a weekly basis or two weeks basis, depending on understanding. These spelling patterns are referred to regularly in other areas of writing.

To close gap between girl and boy attainment in writing.	HT DHT	Class teachers	Entry and exit points (trips/ visitors) to engage boys in learning. Writing weeks every term. Writing opportunities planned throughout the curriculum and handed to DMG every half term. Talk for writing used to develop writing competency, especially in K.S 1, Lower K.S. 2 and for any groups of children who need this scaffold for their writing.	Gap between girl and boy attainment is closing. To be monitored through pupil progress. Writing produced is of a higher quality. Each class produces examples of writing for writing portfolio. All classes take part in 'writing weeks'. As previously mentioned 'Writer of the week' certificates for each class on a weekly basis.	Ongoing Theatre visit January 2015 used as a stimulus for writing. Parents who write/ use writing regularly in theirwork to be invited into school to share their experiences. Mrs Cooper Year 3 parent invited into school to share her newly published book with K.S.2 children. Writing for a purpose referred to and used on a cross curricular basis. Use of lap tops for more reluctant writers. Visualiser to display individual work to a wider audience. Peer assessment of writing. Children encouraged to work with a 'talking partner' or collaboratively to encourage and develop confidence.
All teachers to deliver a QFT GR session to all pupils each week.	DHT DMCG		1 Staff meeting for GR follow up. Planning/ assessment scrutiny for guided reading	100% of pupils make progress within lessons. Structure of GR lessons followed.	Ongoing H.B Learning Walk September 2014. Feedback to staff given on Wednesday morning 'staff

			Drop in guided reading sessions.	All teachers understand how to find strengths/ weaknesses in reading and teach to these.	gathering.' Children encouraged to peer assess. Children encouraged to work with a partner if they need to build confidence. 'Paired Reading' session where less competent readers and writers in KS2 are paired with younger children in KS1. Initiative of children reading to a pet is an option to be considered by SM.

Monitoring and Evaluation

Key monitor	Monitoring Strategy	Date	Evaluation	Date Reported to Governors
Deputy Head Head teacher SIP	Scrutiny of literacy planning/ work scrutiny Observation of teaching through Learning Walks Moderation of writing in phase/ staff meetings. Pupil voice activities Peer observations	January 2015 Autumn term Autumn, spring and summer term. November and again in June Once per term	100% of learning and teaching is judged to be good or better using the renewed OFSTED framework. Pupil voice activities highlight pupils' understanding of their learning and can articulate next steps. Work shows challenge and differentiation to accelerate progress. Planning and observations show clear link with any gaps highlighted in New Curriculum expectations.	

Autumn 2 Next Steps

- **Literacy Co-ordinator to ensure people who write/ use writing in their work visit school at least once a term to share experiences with children. (Mrs Cooper November 2014)**
- **Book scutinies/ pupil voice carried out termly by Lit Co ordinator. (December 2014)**
- **'Spelling Bee' accessible to all children, including reluctant spellers by ensuring children are given spelling lists which match their ability rather than their year group (to promote self-confidence)**
- **Reluctant readers to be paired with younger children at least once a week, to promote confidence.**
- **Literacy Co ordinator to liaise with SMT to discuss impact of 'reading to a pet' initiative and how it could be used in school.**
- **Literacy Co ordinator to ensure whole school writing opportunities/ writing competitions are promoted termly.**