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| **Our Lady’s R.C Primary School**English Action Plan 2019 - 2020 Mrs C Smith |
| Area and Objective | Success criteria | Time Frame | Evaluation |
| **INTENT:**Does the quality of the English curriculum drive progress?Audit the effectiveness of the teaching and learning in English to ascertain whether it drives progress | Assessment outcomes for pupils, in English, are good and improving. Children are at Age Related Expectations (at least ‘Developing’ in their current year group) by the end of their current year.Outcomes across the broader curriculum, where English is used to enhance progress, is good and improving. | Termly | CoordinatorSLT, including Governing Body |
| **IMPLEMENTATION:**Is the content and sequencing of the English curriculum appropriate and effective for the children at Our Lady’s School?Ensure the English curriculum is appropriate, in particular to the pupils at Our Lady’s School.Ensure the curriculum for English is taught to enhance the broader curriculum. | The English curriculum lends itself to local requirements and those that will provide further learning and job opportunities for our children.The teaching of English is taught in a timely manner, sequenced to compliment and supports the teaching of other subjects.Discrete SPAG lessons are taught within each year and are assimilated into creative writing lessons through the Jane Considine ‘The Write Stuff’ | Termly | CoordinatorSLT, including Governing BodyLearning walks involving all staffDisplays in each classroom evidenced showing SPAG washing line and working walls |
| **IMPACT:** Are Our Lady’s children learning the content outlined in the English curriculum?Monitor learning in English and the impact of the use of English across other subjects.Undertake regular/termly work scrutiny (files/books/display) Discussions with pupils and staff.To undertake discussions with pupils and staff. | Evidence in children’s exercise books/displays/folders (work scrutiny by SMT)Children able to talk about their learning. Staff able to evaluate their effectiveness of their teaching of ICT.  | TermlySMT October 2019 – three pupils from Y2 and Y6HA, MA, LA | CoordinatorSLT, including Governing BodySLT Peer Review Assessor 15th and 16th October 2019 Tracy Higgins |
| ***Reading Vocabulary and inference***To ensure that staff are aware of the need to specifically address vocabulary through their teaching. To ensure that staff focus on developing inference skills across the school.  | * Consistent high-quality teaching throughout the school through informal lesson observations starting with Early Years and KS1
* Guided reading lessons that specifically address the need to extend vocabulary and ensure children understand aspects of grammar e.g. synonyms.
* Staff to model extended vocabulary
* Reading comprehension scores at the end of KS2 and KS1 to improve
* Reading comprehension scores to improve across the year groups
* Staff to incorporate levelled questions in to guided reading planning or whole class novels and be mindful when asking children, the correct level of questions in order to ensure participation and understanding.
 | Throughout the yearTraining in Autumn BFor T.A.’sQuestion writing to occur throughout the year | CS  |
| P***honics and SPaG***To continue to make progress in the phonics screening checkTo use new robust phonics tracking systems in KS1 initially and then in EYFS | * Continually monitor year 1 and year 2 children’s progress
* Monitor Reception’s performance and teaching of phonics (Summer term)
* Put interventions in place to target children working below expectations in Reception
* Continually review resources and monitor teaching
* Phonics meetings to be held with EYFS and KS1 parents?
* Robust tracking in place.
* Long term SPaG plan in place.
 | Throughout the year |  |
| **R*eading and Writing for Pleasure*** | * Children to be enthused by reading and writing.
* High participation in events and competitions (summer reading challenge)
* Children to want to read more at home –
* Review resources including the home readers to ensure that the books are fit for purpose
* Reading Shakespeare – linked to Shakespeare Schools Festival 2018-2019 (Hamlet), 2019-2020 (Macbeth)
 | English leader to continue leading reading for pleasure ideas along with Reading Champions Summer Reading ChallengeChristmas Reading Challenge | Summer reading challenge 41 pupils took part awarded 2nd place in authority October 2019Celebration Assembly with parentsShakespeare Schools Festival November 21st 2019 |
| ***Cross-Curricular Writing*****More opportunities for independent cross-curricular writing** | * Children to complete independent writing either during a unit or at the end of a unit of work via cross-curricular writing (at least two pieces per half term).
* Independent writing to be completed in independent writing book and cross-curricular writing identified as such within books.
 |  | Assessment Lead – ASSMT |