

## ENGLISH ACTION PLAN FOR 2020-2021

### READING

- New written procedure which reflects our teaching of reading to be completed, shared and agreed with staff and governors.
- Complete a methodology for Reading which outlines approaches used to teach reading and engage children in reading within each class.
- Develop a page for the school website which explains our school procedure for reading and includes advice, links and reading recommendations to support parents with helping their child read at home.
- Annual parent workshop on reading. A workshop could include visiting classes to see writing in action (through English this academic year and Mantle next).  
**NOTE:** second workshop in March 2020 (to be led by AR, ES and RW) had to be cancelled.
- Continued support of member of staff.
- RW to carry out an 'In the moment of reading' survey with 21 children to assess at the beginning of a new academic year what skills pupils can name that we use in the moment of reading. To be carried out in the first two weeks of Autumn 1 by RW. This will be an assessment of where the whole school is with reading and then we can plan how to improve/build upon this.  
  
In summer term, RW to carry out the same task and compare results. Feedback to staff.
- Staff meeting on reading: sharing learning and good practice gained from Reading Comprehension course. The intention will then be for a sample of around 21 children (6 from each class exception Reception which will be 3) to have their reading assessed by the coordinator so that areas of strength and weakness can be noted across the school and celebrated/addressed.
- Organise professional development for staff who have requested interest in specific reading courses or have identified an aspect of reading they would like to develop further. (RW to investigate relevant course to support.)
- Termly monitoring of reading across the school through learning walks and/or arranged times with an agreed focus shared with staff.
- Ensure staff are creating exciting opportunities for coverage of writing, during Mantle of the Expert lessons.
- Use Suffolk Reading Scale 2 as a standardized school-based test for reading ability from Year 2-6. To be administered in small groups or individually dependent on class cohorts and needs of pupils.
- Reception and KS1 pupils to be assessed AND KS2 pupils to be re-assessed on their reading comprehension ability using the Oxford reading Criterion Scale. To be administered in small groups or individually dependent on year groups, dynamics of class cohorts and needs of pupils. At the discretion of the class teacher, this assessment can be used is to be delivered as a Guided Reading lesson.
- Record opportunities for reading in Mantle

	<p><b>Ways to celebrate being a reading school:</b></p> <ul style="list-style-type: none"> <li>• Continue Reading Rockets from last year. Complete what we started before Lockdown, i.e. bronze, silver, gold award. Keep track as we did last year of whether they have achieved 5 weeks of reading per half term. Aim to inform me of achievements by Friday 16<sup>th</sup> October.</li> <li>• Whole school bookworm - every time a pupil in KS2 completes a reading book, whether a home book, library book or Oxford Level book, they can record this in their Pupil Planner and then on a circle to add to the worm. The aim is to enable the bookworm to grow around the whole school. KS1 and Reception can record books they have shared as a whole class and if any children in Y1/2 would like to add one of their finished books to the worm, then they can. School Council organising library loans this half term (by way of promoting the use of the library and RW recording books) could help pupils contribute to this idea.</li> <li>• We are to have a whole class reading book to share with the class. <b>Target:</b> minimum of one whole class reader per half term as this is dependent on year groups. Why not choose a Roald Dahl book for the first half of the autumn term. Talk to me first as I can point you in the direction of resources available which might then help you choose which Roald Dahl book to go with. Other books to choose from are outlined on <i><b>Pie Corbett's Literacy Spine</b></i>. I will put copies of this on Staff Share for you to refer to. I have also recommended reads from Babcock and other providers.</li> <li>• Setting up the loaning of books from our school/class libraries. In these different times, School Council will be asked to promote the use of class and whole school library by way of a letter/message/video to parents on the website/email and posters in each class. Staff to organise children visiting the library and loaning books. RW to create a system for loaned books to be recorded. Monthly, children have opportunities to swap books. Any books returned are to have a 72-hour time span before being put back on the shelves.</li> <li>• Organise a Roald Dahl Day, World Book Day and celebrate the work of William Shakespeare.</li> </ul> <p>Assessment</p> <ul style="list-style-type: none"> <li>• Ensuring a uniform approach to planning and assessing reading using Babcock resources.</li> <li>• Ensure clear procedures are in place for teachers to be informed regarding what happened to their class in previous years. (NC and Progression of Skills)</li> <li>•</li> </ul>
WRITING	<ul style="list-style-type: none"> <li>• New written procedure which reflects our teaching of reading to be completed, shared and agreed with staff and governors.</li> <li>• Complete a methodology for Writing which outlines approaches used to teach writing and engage children in writing within each class.</li> <li>• Develop a page for the school website which explains our school procedure for writing/handwriting and includes advice,</li> </ul>

links and writing recommendations to support parents with helping their child write at home.

- Parent workshop on writing/handwriting. (NOTE: gauge whether this is something the parents feel they need in addition with information on the website.) A workshop could include visiting classes to see writing in action (through English this academic year and Mantle next).
- Continued support of member of staff.
- Offer professional development to staff in the form of RW delivering GPS support to colleagues for one hour after school, e.g. a Friday.
- Organise professional development for staff who have requested interest in specific writing courses or have identified an aspect of writing they would like to develop further. (RW to investigate relevant course to support.)
- Termly monitoring of writing and handwriting across the school through learning walks and/or arranged times with an agreed focus shared with staff.
- Handwriting to be a focus. Reception and KS1 to continue their first year of using the scheme as only started in the January and then COVID. Ideal situation would be to also subscribe to the KS2 Nelson scheme (one we have always used at Grimley and the children are familiar with BUT our resources are outdated and only cover to Y3/4. In addition, our teaching of handwriting would benefit from NEW recommended approaches to the delivery of this skill.
- Share new 'Learning Objective' format with SP in order to develop a uniform approach across the core subjects.
- Ensure staff are creating exciting opportunities for coverage of writing, during Mantle of the Expert lessons.
- Look at and discuss with staff the teaching of spelling across the school. Remind staff of how to cover the RWI Spelling Zone programme. (Staff meeting)  
Spelling coverage should include: Phonics, High Frequency Words (HFW), RWI Spelling Zone, topic words, year group National Curriculum exception words and individual spellings.
- Carry out monitoring of spelling across the school through a learning walk in the autumn term.

**Ways to celebrate being a writing school:**

- Organise a Vocabulary Parade celebrating English language, especially exciting choices of words.
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**Assessment:**

- Ensuring a uniform approach to assessing writing using Babcock resources and Folens Exemplification of Writing folder.
- Ensure clear procedures are in place for teachers to be informed regarding what happened to their class in previous years. (NC and Progression of Skills)

	<ul style="list-style-type: none"> <li>• Moderating writing: half termly, staff share four pieces of writing from three pupils (WT/EXS/GD). Autumn 1 we will focus on Reception, Y1, 3 and 5. Autumn 2, we will repeat this for Reception, Y2, 4 and 6. <u>NOTE:</u> quantity of writing can be less for Reception especially in the autumn. This is repeated for Spring and Summer using the same children so as to track progress.</li> <li>• Ensuring staff in KS1 and 2 know to use Literacy and Language spelling assessment (accessed via the Lit and Lang year group CD) and their own spelling check (e.g. a mixture of up to 20 spellings covering what has been focused on in that half term), as their half term, formative, teacher assessment.  (Then summative assessment will be carried out at the end of each term using NFER/SATs resources.)</li> </ul>
SPEAKING AND LISTENING	<ul style="list-style-type: none"> <li>• Ensuring opportunities in all lessons are planned to enable the children to speak and listen to different audiences, e.g. each other; staff; parents; governors; visitors. Staff to use good practice in the form of: MTYT/TTYP/Gp/Whole class and also the metacognitive approach, 'I do', 'we do' and 'you do'.</li> <li>• Organisation of additional whole school speaking and listening opportunities per half term. In the past, additional events have been organised through House assemblies or celebratory assemblies. A proposed timetable could be:  Autumn 1: Harvest/Autumn poetry recital in HOUSES and HARVEST church service (For 2020, this could be run in year group bubbles.)  Autumn 2: Carol Service; Nativity and Class Mantle assemblies (NOT this year)  Spring 1: Shakespeare themed challenge/sharing of vocabulary through Vocabulary Parade/World Book Day Focus OR discuss a book/share a book review with their class.  Spring 2: Easter Service readings/poetry/messages in church and Class Mantle assemblies (Dependent on restrictions for 2020-21)  Summer 1: Sharing a talent in HOUSES (2 minutes to talk about their talent with their HOUSE)  Summer 2: KS2 production, Leavers Service readings/poetry/messages in church and Class Mantle assemblies (Watch this space)</li> </ul>
Completed actions for 2019-2020	<ul style="list-style-type: none"> <li>• Parent workshop: four families only but a worthwhile task.</li> <li>• Reading events organised: <i>Roald Dahl Day</i> and <i>WBD</i>.</li> <li>• Inspiring new novels researched and purchased for KS2.</li> </ul>

	<ul style="list-style-type: none"> <li>• Oxford Press representative met to discuss ways to improve our reading and handwriting provision and also ways to support parents in knowing how to support their children's reading development at home.</li> <li>• Handwriting scheme researched and then purchased for R and KS1.</li> <li>• Lesson observations have taken place: SC of RW (x3); RW of SC (x3) Regular meetings for reflection and support.</li> <li>• Learning walks and lesson observations for reading and writing across the school.</li> <li>• New learning objectives and lesson plan format following 'Effective Leadership Course' in the autumn term. (Worked alongside JT)</li> <li>• Monitoring of planning following implementation of new planning format.</li> <li>• Book trawls for writing.</li> <li>• Improvement to organisation of library in line with Dewey system; running of Library group on a Friday and setting up librarians on School Council to design a library loan system (which then wasn't put into action because of COVID-19).</li> </ul>
Completed actions for 2020-2021	<ul style="list-style-type: none"> <li>•</li> </ul>
Changes to action plan	<i>Prioritise supporting staff in creating more varied writing opportunities during Mantle of the Expert lessons.</i>
Actions for after Covid-19 restrictions	<ul style="list-style-type: none"> <li>• Staff meeting on reading: sharing learning and good practice gained from course. The intention will then be for a sample of around 21 children (6 from each class exception Reception which will be 3) to have their reading assessed by the coordinator so that areas of strength and weakness can be noted across the school and celebrated/addressed.</li> <li>• Staff meeting on moderation of writing: sharing samples of work from cluster schools and moderating our own year group samples for working towards, expected and greater depth.</li> <li>• <b>Setting up a book club for reluctant readers. Led by coordinator with the support of School Council with a view that the latter could lead a few sessions.</b></li> <li>• Address the gap between boys and girls in writing, particularly improving the percentage of boys achieving higher levels of attainment. Could a reading club be trialed at lunchtime prioritising disengaged boys or look into books that inspire the targeted children to read. Those children could choose the books.</li> <li>•</li> </ul>

**KEY:**

**Green:** actions completed

**Orange:** actions ongoing

**Red:** actions yet to be carried out

**NOTE:**

All actions worked upon and completed **MUST** be dated from 2020-2021.