

<b>Focused Priority 3</b>	<b>English</b>
<p>What will be different for children (emphasise learning &amp; achievement)?</p> <p>Ofsted category cross reference:</p> <p>Areas for Improvement 1, 2 and 3</p>	<p>Children develop their spoken language, reading, writing and vocabulary as integral aspects of everyday life in school; fluency and understanding in English provide the foundations for their success. They learn to speak and write fluently so that they can communicate their ideas and emotions to others and as they read and listen others in turn are able to communicate with them. They are able to rehearse, understand and consolidate their learning through speaking and listening, reading and writing. They learn to read fluently and with understanding. They are encouraged to read widely and for pleasure. They develop the handwriting fluency and stamina to write at length with accurate spelling, punctuation and grammar.</p>

<b>Targets</b>	<b>Success criteria</b>
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<b>PHONICS</b>	<b>Baseline attainment July 2019</b>	<b>Target attainment July 2020</b>	<b>December 2019</b>	<b>April 2020</b>	<b>July 2020</b>
<b>Year 1</b>	EYFS Reading ELG at EXP+ = 66%	75% to achieve phonics pass	Target: 20% Actual (yellow+ now) %	Target: 50% Actual:	Target: 75% Actual:
<b>Year 1 Boys – 27 children</b>	EYFS Reading ELG at EXP+ = 46.1%	60% to achieve phonics pass	Target:20% Actual	Target 40%: Actual	Target 60% Actual
<b>Year 2</b>	Year 1 63% achieved phonics pass	90% to achieve phonics pass	Target: 70% Actual % (yellow+ now)	Target: 80% Actual:	Target: 90% Actual:

**SC1: Children’s reading skills, knowledge, understanding and vocabulary are improved through regular reading at home.**

**SC2: Progress in RWInc phonic groups, Literacy and Language reading and comprehension “Progress” tests shows children are making expected and accelerated progress, reaching ARE and narrowing the gap to national standards.**

**SC3: Children’s handwriting develops as they move through the academy: posture, positioning and pencil grip; correct letter formation; accurate letter orientation and relative size; horizontal and diagonal joins; fluent and comfortable joined handwriting.**

**SC4: Children are able to explain their learning and explore ideas during lessons and in writing using an ever increasing vocabulary and grasp of grammatical structures (purple end of unit write and connected curriculum writing tasks); their performance in reading and comprehension tasks shows expected or accelerated progress.**

**SC5: Children make steady and accelerated progress in spelling and grammar activities and tests (RWInc spelling and “Progress” grammar). Their written work**

<b>Reading</b>	<b>Baseline attainment</b>	<b>Target attainment July 2020</b>	<b>Dec 19</b>	<b>Feb 20</b>	<b>Apr 20</b>	<b>July 20</b>
<b>Y2 (TA)</b>	2018 EYFS EXP+= 63% GDS= 3%	EXP+ = 66% GDS = 13%	Target ARE+:60% Actual ARE+:%	N/A	Target ARE+:63% Actual:	EXP+: 66% Actual:
<b>Y2 PPG – 6 children</b>	2018 EYFS EXP+= 66% GDS=17%	EXP+=66% GDS=17%	Target ARE+:66% Actual ARE+:% Target GDS:17% Actual	N/A	Target ARE+:66% Actual ARE+:% Target GDS:17% Actual	EXP+ Target=66% Actual GDS Target=17% Actual
<b>Y6 (TEST)</b>	KS1 APS/FFT starting point has been used to forecast targets.	EXP+ = 70% GDS = 20%	Target:40% Actual: %	Target:50% Actual:%	Target:60% Actual:	Target: 70% Actual:
<b>Y6 PPG – 24 children</b>	KS1 APS/FFT starting point has been used to forecast targets.	EXP+=71% GDS=8%	EXP+ Target=30% Actual=29% GDS Target=0% Actual=0%	EXP+ Target=45% Actual=% GDS Target=0% Actual=0%	EXP+ Target=55% Actual=% GDS Target=4% Actual=0%	EXP+ Target=71% Actual GDS Target=8% Actual

<p align="center"><b>EYFS Profile Attainment</b></p> <p>Entry data shows the gap between boys and girls for reading is still too wide.</p> <p>At the end of the year the gap between boys and girls attaining ELG for reading should be no greater than 10% (2017-18 national).</p>		<p><i>shows accurate application of their learning at an appropriate level.</i></p> <p><i>SC6: Children's end of unit write (literacy and language) and write about (phonics) meet the relevant success criteria and bring together the spelling, handwriting, grammar and vocabulary appropriate to the age and stage of their learning.</i></p>		
<p align="center"><b>EYFS Profile Attainment</b></p> <p>Entry data shows the gap between boys and girls for writing is still too wide.</p> <p>At the end of the year the gap between boys and girls attaining ELG for writing should be no greater than 13% (2017-18 national).</p>				
<b>Key People</b>		<b>Funding &amp; Resources</b>		
<p>Sarah Whiteman</p> <p>Team leaders: Jo Costanzo, Linda Embling, Laura Giles and Danielle Holmes</p>		<ul style="list-style-type: none"> <li>£1500 RWInc training</li> <li>£1000 RWInc consumables</li> <li>£5000 new books for reading across the curriculum</li> </ul>		
<b>Actions (and those responsible)</b>	<b>Who monitors?</b>	<b>Who evaluates? *</b>	<b>When</b>	<b>Check</b> Date when completed
Class teachers ensure all children have regular access to Oxford Reading Buddy; that they take a library book and another reading book home every week.	JC LE LG DH HLTA PPG	MSW	term 1  term 4	
Class teachers in KS2 display texts to support children's learning in Literacy and Language.	JC LE	MSW	termly	
Year group teams provide loan titles to order books to support Connected Curriculum learning from LRE.	JC LE LG DH	MSW	termly	
Class teachers and year teams display books and regularly signpost children to the texts they might enjoy and where they might find additional information including specific reference to and use of texts in planning and during teaching and learning sessions.	JC LE LG DH	MSW	termly	
Class teachers share the Literacy and Language "suggestions for wider reading"; LRE topic box books and story time collection books with the children on a regular basis as part of teaching and learning throughout the year.	JC LE LG DH	MSW	term 2 term 5	
Reading group teachers ensure children learning to read using RWInc phonics take paper story books and book bag books home every week as appropriate, recording books taken home in each group's log book and noting reading progress and attainment on planning.	all class teachers	MSW	term 1 term 3	
MSW provides side by side coaching in RWInc phonics groups for all group reading teachers.	MSW	HS	twice termly	

Class teachers across the academy are supported to develop a consistent and effective use of story words and 3 read approach in both phonics and Literacy and Language through informal drop ins and feedback points.	MSW	HS	term 2 term 4	
Class teachers teach knowledge and comprehension skills explicitly alongside guided access to a wide range of texts and text types, including across all curriculum areas.	MSW	HS	term 4	
Termly reading assessments - 1:1 phonics assessments; reading "Progress" tests; PiXL or mock SST results – are completed to measure progress, inform assessment judgements, interventions and future planning.	DN KH AT JC LE LG DH	MSW	termly	
Class teachers continue to review, evaluate and improve handwriting development across all year groups.	JC LE LG DH	MSW	term 1	
MSW to complete a book scrutiny focussing specifically on progression in handwriting and presentation across the academy.	JC LE LG DH	MSW	term 2 term 4 term 6	
MSW to complete a learning walk focussing on speaking, listening, oral rehearsal and explanations and the quality of vocabulary and grammar.	MSW	HS	term 3	
MSW to analyse children's performance in phonics assessments and reading "Progress" tests, feedback to teams and discuss next steps for groups and individuals.	MSW	HS	termly	
KS2 class teachers and year teams to consider children's progress in Literacy and Language grammar and RWInc spelling and their scores in the end of unit tests to determine development points for grammar and spelling and key development points for each year group.	JC LE	MSW	term 3	
Year teams to develop consistency across new year teams in the use of write about, initial writes and end of unit purple book writes to refine targeted teaching for groups and individuals.	JC LE LG DH	MSW	term 3 term 6	

<b>Evaluation:</b>
<b>Impact Review January 2020</b>
<b>Impact Review April 2020</b>
<b>Impact Review July 2020</b>