Focussed Priority 3	English: Reading for Enjoyment
What will be different for children (emphasise learning & achievement)? Ofsted category cross reference: Quality of Education Behaviour and Attitudes Personal Development Leadership and management	**Children read a range of genres, both fiction and non-fiction widely and often, for pleasure and with a specific purpose, both in school and at home. They have frequent, regular opportunities in both English lessons and across the wider curriculum to listen to texts read aloud and to access texts both for pleasure and to enhance the curriculum.** **Children are specifically taught the skills and knowledge necessary to enable them to read fluently, accurately and with understanding both for enjoyment and to develop their life opportunities and aspirations. They will develop and explore their understanding and use of vocabulary and language structures; their knowledge and understanding of the wider world; feelings, thoughts and experiences in different contexts, which will in turn have an impact on their spoken and written language skills. The information and understanding they develop through exposure to quality texts will contribute to their wider learning and growth as a member of the wider community of learners.**

Success Criteria

S.C. 1 Reading diaries and pupil voice show children read widely and often for pleasure both in school and at home.

S.C. 2 Timetabling, planning and lesson visits / learning walks evidence children are provided with frequent opportunities both to read texts and to listen to texts read aloud for pleasure and to enhance the curriculum.

S.C. 3 Assessment results, planning and lesson visits / learning walks show children are specifically taught the skills and knowledge necessary to read fluently, accurately and with understanding.

S.C. 4 Lesson visits, planning scrutiny and pupil voice shows children's spoken and written language skills improve as a result of the development of their knowledge and understanding of vocabulary and language structures through use of texts.

S.C. 5 Planning and lesson visits / learning walks in other lessons show children's access to quality texts contributes to their wider learning and growth as a learner.

Data Targets

Due to Covid-19, there was no end of year data for July 2020. Data targets are based on pupil prior attainment at the previous key stage and FFT projections. Data targets will need to be reviewed as the academic year progresses and current progress and attainment can be taken into consideration.

The following information will be taken into consideration when setting and reviewing targets:

- RWInc assessments: phonics and freshstart (decoding and speed) Reception to year 6
- Transition diagnostic and Impact assessments years 2 to 6 (Pixl)
- Phonic Screening tests: terms 2 and 5 years 1 and 2
- Sats' results years 2 and 6:
- FFT assessment data: years 1-6
- EYFS data: RWN

All class teachers will set end of year targets for individual pupils on FFT, these will be reviewed during the year.

Reception Reading and Writing:

We are following the early adopter trial for reception this year. Baselines will be set using this new system and reviewed throughout the year.

Phonics Year One and Year Two:

PHONICS	Baseline attainment July 2020	Target attainment July 2021	December 2020	April 2021	July 2021
Year 1	EYFS Reading ELG at EXP+ = 71%	75% to achieve phonics pass	Target: 20% Actual:	Target: 50% Actual:	Target: 75% Actual:
Year 2	Year 1 % achieved phonics pass	% to achieve phonics pass	Target: % Actual % (yellow+ now)	Target: % Actual:	Target: % Actual:

Y2 targets to be agreed after December phonic screening

Year Two End of Year Outcomes:

Year Group	Baseline attainment	Target attainment July 2021	Nov 20	Jan 21	Mar 21	July 21
Y2 Reading (TA)	2019 EYFS EXP+= 65% GDS= 2%	EXP+ = 70% GDS = 15%	Target ARE+:% Actual ARE+%	N/A	Target ARE+:% Actual:	EXP+: 70% Actual:
			Target GDS:% Actual: %	N/A	Target GDS:% Actual:	Target GDS: 15% Actual:
Y2 Writing (TA)	2019 EYFS EXP+= 65% GDS= 2%	EXP+ = 70% GDS = 10%	Target ARE+:% Actual ARE+%	N/A	Target ARE+:% Actual:	EXP+: 70% Actual:
			Target GDS:% Actual: %	N/A	Target GDS:% Actual:	Target GDS: 10% Actual:

Year Six End of Year Outcomes:

Year Group	Baseline attainment	Target attainment July 2021	Nov 20	Jan 21	Mar 21	July 21
Y6 Reading (TEST)	KS1 APS/FFT starting point has been used to forecast targets.	EXP+ = 72% GDS = 20%	Target:20% Actual: %	Target:40% Actual:%	Target:58% Actual:	Target: 72% Actual:
			Target GDS:3% Actual: %	Target GDS:7% Actual:%	Target GDS:12% Actual:	Target GDS: 20% Actual:
Y6 Writing (TA)	KS1 APS/FFT starting point has been used to forecast targets.	EXP+ = 75% GDS = 20%	Target:20% Actual: %	Target:35% Actual:%	Target:55% Actual:	Target: 75% Actual:
			Target GDS:3% Actual: %	Target GDS:7% Actual:%	Target GDS:11% Actual:	Target GDS: 20% Actual:
Y6 GPS (TEST)	KS1 APS/FFT starting point has been used to forecast targets.	EXP+ = 76% GDS = 25%	Target:30% Actual: %	Target:45% Actual:%	Target:60% Actual:	Target: 76% Actual:
			Target GDS:3% Actual: %	Target GDS:10% Actual:%	Target GDS:15% Actual:	Target GDS: 25% Actual:

Key People		Funding & Resources		
Sarah Whiteman Team leaders: Jane Wall, Linda Embling, Jo Costanzo, Laura Giles and Danielle Holmes		• Staff Training sessions • Release for staff to attend training • Subscriptions: RWInc x 3 • Release for evaluation, planning and monitoring feedback		
Actions (and those responsible)	**Who monitors?**	**Who evaluates?** *	**When**	**Check** **Date when completed**
Reading Prepare and lead training developing staff skills, knowledge and understanding with opportunities for discussion, sharing and reflection; clear identifiable development points and evaluation of strategies and ideas. (SC1) (SC2) (SC3) (SC4) (SC5)	Sarah Whiteman	Hayley Scargill	Sept. Oct. Dec. Jan. Mar. May June	
Complete pupil voice (SC1) (SC4) Discuss and feedback strengths and areas for development, including next steps to teams and individuals. Identify further actions, who is responsible and intended impact.	Sarah Whiteman	Hayley Scargill	Nov. Mar. June	
Complete Reading diary book look (SC1) Discuss and feedback strengths and areas for development, including next steps to teams and individuals. Identify further actions, who is responsible and intended impact.	Sarah Whiteman	Hayley Scargill	Oct. Jan. May	
Analyse Reading Buddy reports for each class (SC1) Discuss and feedback strengths and areas for development, including next steps to teams and individuals. Identify further actions, who is responsible and intended impact.	Sarah Whiteman	Hayley Scargill	Nov. Mar. June	
Learning walk during whole class reading sessions (SC2) (SC3) Discuss and feedback strengths and areas for development, including next steps to teams and individuals. Identify further actions, who is responsible and intended impact.	Sarah Whiteman	Hayley Scargill	Nov.	
Learning walk during English lessons (SC2) (SC3) (SC4) Discuss and feedback strengths and areas for development, including next steps to teams and individuals. Identify further actions, who is responsible and intended impact.	Sarah Whiteman	Hayley Scargill	Jan.	
Learning walk during lessons other than English (SC2) (SC5) Discuss and feedback strengths and areas for development, including next steps to teams and individuals. Identify further actions, who is responsible and intended impact.	Sarah Whiteman	Hayley Scargill	Mar.	

Timetable and planning discussions with class teachers (SC2) Discuss and feedback strengths and areas for development, including next steps to teams and individuals. Identify further actions, who is responsible and intended impact.	Sarah Whiteman	Hayley Scargill	Oct. Jan.	
Monitor and analyse PiXL impact assessment results and PiXL Transition Cohort Checklists (SC3) Discuss and feedback strengths and areas for development, including next steps to teams and individuals. Identify further actions, who is responsible and intended impact.	Sarah Whiteman	Hayley Scargill	Sept. Dec.	
Monitor and analyse Pira test results for years 3, 4 and 5 Discuss and feedback strengths and areas for development, including next steps to teams and individuals. Identify further actions, who is responsible and intended impact.	Sarah Whiteman	Hayley Scargill	Oct.	
Monitor FFT assessment results (SC3) Discuss and feedback strengths and areas for development, including next steps to teams and individuals. Identify further actions, who is responsible and intended impact.	Sarah Whiteman	Hayley Scargill	Dec. April July	
Monitor a range of planning (SC3) (SC4) (SC5) Discuss and feedback strengths and areas for development, including next steps to teams and individuals. Identify further actions, who is responsible and intended impact.	Sarah Whiteman	Hayley Scargill	Feb.	
Complete an English book look (SC4) Discuss and feedback strengths and areas for development, including next steps to teams and individuals. Identify further actions, who is responsible and intended impact.	Sarah Whiteman	Hayley Scargill	Mar.	

Evaluation:
Success criteria: **Impact Review one :**