



Designing a curriculum for all

Action Plan 23/24

Subject: English

Leader: Claire McIllroy

Date: 19-9-23

Intent Statement:
 At Sandfield Primary School, we expect all children to be avid readers. All children will be able to read fluently and, through the embedded reading culture within the school. Children will be able to discuss their personal reading preferences across multiple genres. This is supported through consistent, high quality phonics teaching across the school. We expect all children to write with confidence and accuracy across all genres and various audiences. Children are inspired writers and are able to write using their own creative flair as well recording their ideas with grammatical accuracy and spelling. Children at Sandfield will be exposed to, and use, high level and wide ranging vocabulary choices and will apply all of these skills and strategies across the wider curriculum.

Action Implementation (these are your specific actions – these can then be RAG rated at review points)	Timeframe (start & end) Milestones	Resources (people/time/ training)	Accountable	Monitoring and Evaluation (How will it be achieved?)	Success Criteria Impact (What will it look like? How will you know you have met the objective? What will you see?)
Progression documents for both reading and writing include granular detail, highlighting the KPIs required for each year group	Start: Autumn Term End: Spring Term	CMc time	CMc	<ul style="list-style-type: none"> CMc to have used the English programmes of study from the National Curriculum to identify and highlight the key knowledge required for each year group in relation to reading and writing Updated progression documents shared with all staff through subject lead staff meeting updates 	<ul style="list-style-type: none"> Progression documents are updated and reflect key knowledge required in both reading and writing Staff are using updated documents to support their planning and medium term planning also reflects the key skills and knowledge that children are expected to have Use of these documents will support the whole target of achieving 74% EXP+ in writing across the school

<p>Yearly overviews are in place for both reading and writing that track the progression in texts and purposes of writing across the school.</p>	<p>Start: Autumn Term End: Spring Term</p>	<p>CMc time</p>	<p>CMc</p>	<ul style="list-style-type: none"> • CMc to have developed a year group writing/reading overview • CMc to have used subject leader update time to share new overview with staff • Staff to have completed their yearly overview • CMc to have monitored overviews to ensure progression in knowledge and skill and adapt accordingly • Driver texts to support writing are identified, opportunities for oracy are identified as well as highlighting cultural capital opportunities 	<ul style="list-style-type: none"> • Subject leader is able to clearly articulate the whole school's progression in both reading and writing • A writing and reading curriculum that is cohesive and builds upon prior knowledge • A curriculum which supports the achievement of the whole school EOY targets in both reading and writing • A reading and writing curriculum which is divers, includes challenging texts and ensures equal opportunities for all
<p>Programmes of study documents are designed and subsequently used to ensure that all teachers know exactly what skills are to be taught (writing)</p>	<p>Start: Autumn Term In use: Summer Term</p>	<p>CMc time</p>	<p>CMc</p>	<ul style="list-style-type: none"> • CMc to have written the Programmes of Study documents for each year group which outline the key skills needed in writing • CMc to use subject update time to share document with staff and how this document will identify the key skills that are being taught and identify those skills or knowledge which have not been taught 	<ul style="list-style-type: none"> • A robust writing curriculum which ensures all children are on track to reach EOY targets and thus supporting the whole school 74% EXP+ target. • Class teachers are sufficiently aware of any gaps in learning and can and will adapt planning principles accordingly • Staff confidence in teaching writing is high and feel that they are have a number of supporting documents to aid the planning process in writing

<p>Clear strategies and interventions have been identified to support the learning of the lowest 20% as well as higher attainers</p>	<p>Termly</p>	<p>CMc time</p>	<p>CMc</p>	<ul style="list-style-type: none"> • CMc to have identified the children who fall into the bottom 20% and have shared with all class teachers • Targets to EXP tracker document is being used to identify the strategies and interventions that are happening to support children within this category • Monitoring of interventions by subject lead across all year groups to ensure progress and suitability of intervention 	<ul style="list-style-type: none"> • Children identified in targeted to EXP tracker system achieved EXP by the end of the year. Ensuring the whole school target of 74% is achieved. • Interventions are well matched to the individuals and ensure a good or better rate of progress • Class teachers are targeting these individuals in class so that they are receiving high quality first class teaching iwht models and crib sheets used to support independent writing.
<p>To achieve 74% EXP+ in writing by the end of the year</p>	<p>Start: Autumn Term End: Summer Term</p>	<p>Target to Expected trackers Time to moderate</p>	<p>CMc</p>	<ul style="list-style-type: none"> • CMc to develop termly Sandfield moderation tasks • All class teachers have attended the x3 termly trust moderations • Consistent use of writing checklists used to mark independent pieces of writing • Key areas of difficulty are identified from the moderation processes and adaptations are made to ensure whole school target is met 	<ul style="list-style-type: none"> • Data target for writing has been achieved • Class teacher judgements are consistently accurate and are validated across the trust • Class teachers are confident using year group writing checklist to identify key skills that need to be re-taught

<p>To improve parental engagement in both reading and writing</p>	<p>Start: Autumn Term End: Summer Term</p>	<p>CMc time</p>	<p>CMc</p>	<ul style="list-style-type: none"> • New EYFS parent meeting (September 23) to share areas of learning, specifically literacy and the skills required • Year group curriculum meetings to outline expectations in both reading and writing • Bug Club Phonics PPTs with information as to programme and pronunciation of sounds are outlined on the website • How to support children in reading video is re-signposted to parents • How to support writing video to be filmed and shared with parents • Termly overviews in reading and writing shared with parents 	<ul style="list-style-type: none"> • All parents are aware as to how reading and writing is taught across the school • All parents can see the progression in knowledge and skills across the school • All parents are aware of the cultural capital opportunities across the school • Parents are fully aware of the rich and diverse reading curriculum • Parents are engaging with the resources on the website (video counts)
--	--	------------------------	-------------------	--	--