



Designing a curriculum for all

Action Plan 25/26

Subject: English

Leader: Claire McIllroy

Date: 28-9-25

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	Timeframe Milestones	Resources	Accountable	Monitoring and Evaluation	Success Criteria Impact
<p>To improve outcomes for 36 PP children in reading across the school so that all children achieve their bespoke target by the end of the year</p>	<p>Summer 2026</p>	<p>CMc CPD training for staff on fluency instruction</p>	<p>CM/KC/inclusion Team</p>	<p>Benchmarking system used in KS2 to identify gaps early and those gaps to be targeted accordingly</p> <p>36 identified children to receive targeted support via CT and support staff as identified through PM cycle</p> <p>Track progress of these children through termly pupil progress meetings</p> <p>Embed fluency instruction via pace and accuracy</p> <p>Prioritise a focus on tier 2 and tier 3 vocabulary in KS2</p>	<p>All 36 identified children to have reached their bespoke end of year target</p> <p>Staff have received training as to how to embed fluency across their daily teaching and through specific interventions</p> <p>Progress demonstrated by all children across termly pupil progress meetings</p>

<p>To achieve at least 80% pass rate in phonics screening by the end of Year 1 and 90% pass rate at the end</p>	<p>Start: 18-9-25 Finish: June 2026</p>	<p>LSA intervention time for Phase 3 and phase 5 phonics groups</p> <p>X 3 sessions weekly</p>	<p>CM/KS1 Support Staff</p>	<ul style="list-style-type: none"> Targeted children identified to pass their phonics screening X 3 weekly intervention groups for identified children in Year 1 and Year 2 Targeted pseudo words for children to decode regularly Matched home learning set for children to support phonics taught in class 	<ul style="list-style-type: none"> All children targeted to pass have passed the Year 1 phonics screening in June – minimum of 80% pass rate in Year 1 and 90% in Year 2
<p>To improve reading outcomes for 20 pupils with identified SEND needs in reading (Year 6, 1 + EYFS) through a bespoke programme of support</p>	<p>Summer 2026</p>	<p>STIPS support – bought in</p> <p>Purchase Nessy</p>	<p>CMc/LK</p>	<p>Bought in service from STIPs to support the set up and delivery of alternative provision within the KS2 learning hub (Year 6)</p> <p>Buy Nessy Reading Package and BugClub for identified pupils in KS2</p> <p>KS1 + EYFS identified to receive STIPs support across the year and outcomes/ strategies to be seen within class teaching</p> <p>EYFS + Year 1 – 3 x phonic intervention sessions</p>	<p>All 20 identified children to have reached their bespoke end of year reading target</p> <p>Staff have received training as to how to embed fluency across their daily teaching and through specific interventions</p> <p>Progress demonstrated by all children across termly pupil progress meetings</p>

<p>To further improve outcomes in reading by developing a clear fluency strategy for 10 WTS children in KS2 so they can read at a fluency rate of 90%</p>	<p>End of Summer Term</p>	<p>CMc CPD training</p>	<p>CMc</p>	<p>CPD to focus on the role of adult modelling to develop fluency including modelled reading, choral reading, performance of a text</p> <p>Further CPD to explore explicit fluency instruction including prosody</p> <p>Develop a consistent approach in KS2 as to how to develop a weekly fluency routine with identified children</p> <p>Monitor progress through reading speed (words per minute)</p>	<p>Consistent intervention approach to developing fluency is in place</p> <p>Identified children demonstrate progress over time in relation to their speed when reading</p> <p>The 3 Pillars of Fluency (accuracy, automaticity and prosody) are embedded</p> <p>Use fft reading assessment programme to test fluency termly</p>
<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>	<p>CMc to have identified the children who fall into the bottom 20% and have shared with all class teachers</p> <p>Targets to EXP tracker document is being used to identify the strategies and interventions that are happening to support children within this category</p> <p>Monitoring of interventions by subject lead across all year groups to ensure progress and suitability of intervention</p>	<p>Children identified in targeted to EXP tracker system achieved EXP by the end of the year. Ensuring agreed writing target is achieved.</p> <p>Interventions are well matched to the individuals and ensure a good or better rate of progress</p> <p>Class teachers are targeting these individuals in class so that they are receiving high quality first class teaching with models and crib sheets used to support independent writing.</p>

<p>To further improve writing outcomes for all children at Sandfield so that each year group in KS2 achieves 72% EXP+ and in KS1 65%</p>	<p>Summer 2026</p>	<p>CMc time to support year groups</p>	<p>CMc</p>	<p>Identify specific year groups when EOY data falls short of the data target – explore patterns and trends to guide support according to the age of the children</p> <p>X3 weekly phonic interventions for those in danger of falling of behind in EYFS, Y1 and Y2</p> <p>Consistent medium-term planning for English in place and writing opportunities and outcomes clearly identified on long-term cycle plans</p> <p>Use of trust checklists to support marking of independent pieces of work</p> <p>High quality scaffolds and wigits to support all learners</p> <p>Monitor high quality modelling across the school – where is the good practice and what can we learn from that?</p> <p>Work alongside phase leaders to discuss further opportunities for oracy to support writing</p>	<p>Year groups achieve the 72% EXP+ target</p> <p>Consistency is evident across the school according to grading of writing – cross phase approach</p> <p>Staff subject knowledge is secure in terms of sentence level instruction and planned opportunities which have a purpose</p> <p>Children are able to use given scaffolds and widgets with independence and this is withdrawn the higher the children move through the school</p> <p>Sandfield writing judgements are agreed across trust moderation</p>
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