



CO-ORDINATOR'S ACTION PLAN 2018 – 2019 SUBJECT AREA - ENGLISH

Current Status	<i>Initial Plan</i>					
Outcome required (What do we want to achieve?)	Action to be taken	Actioned by	When?	Resources	Success Criteria	
					<i>How will we know when we've got there?</i>	<i>Where will we look for evidence?</i>
Foundation To achieve: 75% -reading 75% -writing at age expected.	<ul style="list-style-type: none"> Create positive writing learning environments that encourage children to write in different ways 	Rachel Year R Team English Team	Half Termly	Time, range of writing apparatus, research books, different ways to record writing	+ Children will be immersed in the new writing environments and will be willing to have a go at writing in different ways. + Teachers will feel secure that children have 'had a go' and will have experimented with different ways to set up writing environments. + Teachers will have set up themed learning environments and children will access them.	Classrooms and outdoors areas Monitoring weeks Research from Rachel Planning folders
	<ul style="list-style-type: none"> Develop a reading culture whereby reading is valued and children become better readers 	Rachel Year R Team English Team	Weekly	Budget, new library space, books, project team member, parental engagement	In foundation they will: + Dedicate time for reading conferencing (1:1 reading) + Promote the reading dragon when a child has engaged with reading at home + Project team member will create a 'buzz' for reading + Read to the children daily in different ways + Use the library and bug club resources + Have an author of the half term display and book exploration + Assistant head will conduct reading celebration assemblies + Make use of props and environment to promote reading	Classrooms and outdoor areas Monitoring weeks Home record books Website Library usage Dragon cards Displays Reading folders
	<ul style="list-style-type: none"> Invest in outdoor resources that promote reading and writing Resources to be used daily to teach and encourage reading and writing 	Rachel Year R Team English Team	Half termly	Budget, fine and gross motor skill equipment, displays	+ Children will be seen using the equipment provided. + Children will be engaging with reading and writing in the outdoor area that can be transferred to whole class teaching	Outdoor area, Foundation classrooms, monitoring week, discovery time

	<ul style="list-style-type: none"> Use Cued articulation phonics scheme to teach phonics 	Rachel Year R Team	Weekly	Budget, training, teaching materials,	<ul style="list-style-type: none"> Children will engage in phonics sessions and become familiar with the hand actions. Their phonic knowledge and S & L will improve. The team will feel secure in teaching in this way. Displays will be evident in classrooms. 	<ul style="list-style-type: none"> Planning In all teaching areas Monitoring weeks Training in other year groups
	<ul style="list-style-type: none"> Support English project team members with planning and coverage 	Kelly T & Kate Project team members	Weekly	Meetings, training, research materials	<ul style="list-style-type: none"> Pupils and other team members will feel more confident in the outcomes of lessons. Project member can take lead in whole year group planning time. 	<ul style="list-style-type: none"> Work books, weekly planning Monitoring weeks Project team meets
	<ul style="list-style-type: none"> Ensure a consistent approach to T4W 	Rachel Year R team Project team members	Weekly	Washing lines, meeting time, props, quality texts	<ul style="list-style-type: none"> Classroom environments will look similar Planning will be consistent across classes Children will get the same experiences Speaking and listening will improve T4W will be discussed at year team meetings 	<ul style="list-style-type: none"> Classrooms Monitoring week Planning English meetings
	<ul style="list-style-type: none"> Ensure that reading and writing is linked to the termly topic 	Rachel Year R team Project team members	Weekly	Meetings, time, books, topic resources, visits, budgets	<ul style="list-style-type: none"> Children's reading and writing opportunities will link in with current topic Children will be enthused and gain more knowledge Observations and work books will show high quality experiences and links 	<ul style="list-style-type: none"> Classrooms Monitoring week Planning Discovery books Meetings Topic folders/displays
<p>KS1 To achieve: 75% -reading 70% -writing at age expected</p>	<ul style="list-style-type: none"> Develop a reading culture whereby reading is valued and children become better readers 	Kelly T & Natalie P KS1 Team English Team	Weekly	Budget, new library space, books, project team member, parental engagement	<p>In KS1 they will:</p> <ul style="list-style-type: none"> Dedicate time for reading conferencing (1:1 reading) Promote the reading dragon when a child has engaged with reading at home Project team member will create a 'buzz' for reading Read to the children daily in different ways Use the library and bug club resources Use weekly shared reading sessions that teach a range of reading skills (YR 1 – 1 session p/w Oct – Dec 2 thereafter & YR 2 (2 Sessions per week and big quiz every fortnight) Assistant head will conduct reading celebration assemblies Make use of props and environment to promote reading 	<ul style="list-style-type: none"> Classrooms and outdoor areas Monitoring weeks Home record books Website Library usage Dragon cards Displays Reading folders

	<ul style="list-style-type: none"> Research and implement different ways to help children spell correctly and consistently. 	Kelly I English project team	Monthly	SLI time, research books/papers. Spelling resources.	<ul style="list-style-type: none"> + Teachers will feel more confident in the way they are teaching. + Children will show in their workbooks that they have spelt words correctly. + Each week children will improve in their spelling test. + Spelling will be a focus during marking in reading, writing and topic. 	Work books, spelling logs, tracking sheets, Monitoring weeks
	<ul style="list-style-type: none"> Implement the marking policy and use consistently 	Kelly T & Natalie P KS1 Team TLR Project team	Daily	Work books, time, coloured pens, posters	<ul style="list-style-type: none"> + Writing and shared reading books will show a consistent approach to marking + NQTs will be well supported + Children will have been supported and all work will be marked + Children's English work will be valued, they will respond accordingly to feedback + The marking policy will have been followed fully 	Work books, monitoring week, Drop in's, Classroom environments
	<ul style="list-style-type: none"> Ensure a consistent approach to T4W 	Kelly T, Kate & Natalie P KS1 Team English project team	Weekly	Washing lines, meeting time, props, quality texts	<ul style="list-style-type: none"> + Classroom environments will look similar + Planning will be consistent across classes + Children will get the same experiences + Speaking and listening will improve + TLR will support consistent teaching + Links made to current topic + Children immersed in a range of texts + All staff will be following the stages in order + T4W will be discussed in weekly team meetings 	Class rooms Monitoring week Planning English meetings
	<ul style="list-style-type: none"> Consistency of planning across the key stages using the proforma provided 	Kelly T, Kate, Natalie P KS1 Team English project team	Monthly	Time, Project & year team meetings	<ul style="list-style-type: none"> + Pupils and other team members will feel more confident in the outcomes of lessons. + Monitoring shows progress and developments. + Planning will be personalised to the class as the teacher will have annotated. + NQT's will be well supported + Teachers will access the support groups offered on a Wednesday by KT & KB. 	Work books, weekly planning, learning walks, Support sessions, Monitoring week
	<ul style="list-style-type: none"> Identify groups of children from the outset and discuss with staff how to support them to meet ARE 	Year leads Year Teams	September (data) Monthly	Year team meetings, SLT time, O track,	<ul style="list-style-type: none"> + Data will show that the pp children are beginning to make the same amount of progress as non pp. + Teachers will be aware of individual children and will support accordingly. + AH to target vulnerable children 	Data, sims background info, o'track reports

	<ul style="list-style-type: none"> Ensure that reading and writing is linked to the termly topic 	Kelly I & Natalie P KS1 team Project team members	Weekly	Meetings, time, books, topic resources, visits, budgets	+ Children's reading and writing opportunities will link in with current topic + Children will be enthused and gain more knowledge + Observations and work books will show high quality experiences and links	Classrooms Monitoring week Planning Discovery books Meetings Topic folders/displays
	<ul style="list-style-type: none"> Ensure that afternoon interventions meet children's individual writing needs i.e. phonics, hand gym, letter recognition 	Kelly T & Natalie P Year Team Teaching Assistants	Half Termly	Time, phonic resources,	+ Children with additional needs will make progress and work into the working towards band. + In work books children will show progress and misconceptions addressed. + If children are on ISSP's their folder will show evidence of working	Intervention records, work books, data, SEND files
	<ul style="list-style-type: none"> Plan early intervention of children that need to re take phonics test (Year 2) & those that were weaker in FS data (Year 1) 	Kelly T & Natalie P Year teams	Monthly	Time, phonic resources,	+ Children that failed the year 1 phonic test will pass the test in year 2. + The year 2 retake percentage will be higher. + Children will apply phonics across the curriculum. + Children will be well supported in year 1 from the outset and gaps will start to close	Workbooks, data, intervention logs.
	<ul style="list-style-type: none"> Create a greater depth reading and writing group to deepen children's understand and prepare them for end of key stage testing 	Kelly T	Weekly	Time, range of texts, workbooks	+ Children will show depth to answers in shared reading sessions and write with elements of GD. + There will be extra learning at a greater depth level that will demonstrate the interim standards. + Children will be a greater depth level at the end of the key stage. + Children will be identified as GD in class and will also be encouraged to work at that standard daily.	Workbooks, data, tracking sheets, monitoring week, meetings
	<ul style="list-style-type: none"> Use assessments to inform teaching and learning and prepare for moderation visit (hot writes, big quizzes, practise sats etc) 	Kelly T & Natalie P Year Teams English project team	End of English Units Assessment calendar	Workbooks, Writing paper, sats papers,	+ Margin marking will be shown in children's books and will refer to the interim standards (YR 2) + Teachers will be able to refer to standards easily on each piece of work. This evidence will be used in triangulation, moderation and transition work. + Big quizzes will link to the reading domains and will inform practice and intervention. + SATs paper will be analysed by AH. + Pupil conferencing will take place as a result to improve standards.	Workbooks, data, tracking sheets, QLA,

	<ul style="list-style-type: none"> Promote a love for topic, reading and writing in the corridor and classroom learning environments 	Kelly I & Natalie P Project teams Year Teams	Weekly	Resources, time, research, teamwork,	<ul style="list-style-type: none"> + Children will feel immersed into their topic and will enjoy learning in their environment. + Children will gain further knowledge + Children will know where in the classroom to access support + There will be impact shown in day to day work 	Work books, weekly planning, data, monitoring weeks
<p>Lower KS2 & Upper KS2</p> <p>To achieve: 75% -reading 70% -writing at age expected</p> <p>GAPS – 75 - 80%</p>	<ul style="list-style-type: none"> To use the idea of 'live marking' and follow the English marking policy 	AH's Project members Year Teams	Daily	Time, pens, policy, discussion,	<ul style="list-style-type: none"> + Writing and shared reading books will show a consistent approach to marking + NQTs will be well supported + Children will have been supported and all work will be marked + The policy and symbols will have been followed correctly + Children's English work will be valued, they will respond accordingly to feedback + Both live and summative marking will be evident + Children will have been conferenced in the innovation stage + Children will be conferenced by AH in stage 4 	Work books, Monitoring week, Pupil conferencing, Teacher interviews
	<ul style="list-style-type: none"> Ensure a consistent approach to T4W 	Kelly T & Kate B LKS2 Team English project team	Weekly	Washing lines, meeting time, props, quality texts	<ul style="list-style-type: none"> + Classroom environments will look similar + Planning will be consistent across classes + Children will get the same experiences + TLR will support consistent teaching + Links made to current topic + Children immersed in a range of texts + All staff will be following the stages in order (4 I's) and non-negotiables + Spelling and handwriting will improve + Teachers will model texts to a high standard 	Class rooms Monitoring week Planning English meetings
	<ul style="list-style-type: none"> Ensure consistency of planning across year groups 	Kelly T & Kate B AH's KS2 Teams English Project team	Weekly	Time, Project & year team meetings	<ul style="list-style-type: none"> + Pupils and other team members will feel more confident in the outcomes of lessons. + Monitoring shows progress and developments. + Planning will be personalised to the class as the teacher will have annotated. + Teachers will access the support groups offered on a Wednesday by KT & KB. + Links will be made to the NC and standards + Key questions will be part of focus teaching + High quality texts will be planned for Will focus on subject knowledge where people need support/ clarification 	Work books, weekly planning, learning walks, Support sessions

	<ul style="list-style-type: none"> Improve spelling standards and spellings in every day work 	Kelly I & Kate B KS2 Teams English Project team	Weekly	Spelling lists, puppets, books, research	+ Spelling will be taught daily + 5 day spelling structure to be taught + Range of approaches used to engage children + Spelling will be a focus during marking and identified on planning + Discuss spelling difficulties in year teams + Spelling teaching will recap previous years to close gaps	Work books, planning, support sessions, monitoring week
	<ul style="list-style-type: none"> Develop a reading culture whereby reading is valued and children become better readers 	AH's KS2 Team English Team	Weekly	Budget, new library space, books, project team member, parental engagement	In KS2 they will: + Dedicate time for reading conferencing (1:1) if a child needs reading support + Promote the reading credit cards when a child has engaged with reading at home + Project team member will create a 'buzz' for reading + Read to the children daily in different ways + Use the library resources and teach children how to look after environment + Use weekly shared reading sessions that teach a range of reading skills + Assistant head will conduct reading celebration assemblies + Use topic books to demonstrate non-fiction reading + Develop reading areas to engage children and make them want to borrow books	Classrooms and outdoor areas Monitoring weeks Home record books Website Library usage Credit cards Displays Reading folders
	<ul style="list-style-type: none"> Promote a love for topic, reading and writing in the corridor and classroom learning environments (Hawaii as an example) 	AH's Kelly T Project teams Year Teams TLR	Weekly	Resources, time, research, teamwork,	+ Children will feel immersed into their topic and will enjoy learning in their environment. + Children will gain further knowledge + Children will know where in the classroom to access support + There will be impact shown in day to day work + Writing pieces will have an appropriate audience and purpose	Work books, weekly planning, data

	<ul style="list-style-type: none"> Use assessments to inform teaching and learning and prepare for moderation visit (hot writes, big quizzes, practise sats etc) 	AH's Kelly T Project teams Year Teams	End of English Units Assessment calendar	Workbooks, Writing paper, sats papers,	<ul style="list-style-type: none"> + Teachers will be able to refer to standards easily on each piece of work. This evidence will be used in triangulation, moderation and transition work. + Big quizzes will link to the reading domains and will inform practice and intervention. + SATs papers will be analysed by AH. + Hot write target sheets will be used to inform teacher and celebrate children's writing and their development points + Pupil conferencing will take place as a result to improve standards. 	Workbooks, data, tracking sheets, QLA,
--	---	---------------------------------------	--	--	--	--

Evaluation	Continuing/further actions/ other actions <ul style="list-style-type: none"> - Discuss library service as our books do not meet the need of our topics - Develop whole school subject knowledge - Purpose of tests they must be analysed and used to inform teaching - Development of library with Gemma Wylie - Plan in questions for teacher and pupil interviews - Cursive handwriting must be displayed in every classroom
------------	--