

## School Improvement Plan 2021-22: Writing

<b>Aim: The vast majority of pupils (&gt;85%) make at least good progress from their starting points in writing and the percentage of children meeting 'Expected Standards' for all year groups increases</b>		<b>Timescale: From September 2021 onwards with identification of key milestones in December; April and July</b>		<b>Strategic Lead: Ashleigh Cooper Link Governor: N. Cutts &amp; F. Brown</b>			
<b>Success Criteria:</b> <ul style="list-style-type: none"> <li>Teaching and learning in Literacy will be at least good across all year groups</li> <li>The proportion of pupils working at ARE in Y1, 3, 4 and 5 by the end of the academic year is at least 85%</li> <li>As a minimum, 85% pupils will make at least 'good' progress from their starting point in each year group</li> <li>Increased percentage of Y2 and Y6 children reaching age related expectations in Writing and increased percentage working above age related expectations in Writing</li> <li>Attainment for Y2/6 is at or above the national average – target is at least 85%</li> <li>The gap between pupil outcomes in reading and writing is narrowed as a result of improved outcomes in writing</li> <li>The gap between boys' and girls' writing is narrowed in all year groups, but Y6 specifically</li> <li>Pupils' work will show improved mastery of punctuation, sentence construction, grammar and composition as a result of new initiatives</li> <li>Monitoring of planning, through lesson observations and discussions with pupils show that teachers' subject knowledge in writing is good and underpins the provision of well-matched activities that engage and stimulate pupils, particularly the more- able.</li> <li>All staff demonstrate high quality modelling of GPS strategies throughout the curriculum</li> <li>Pupils will clearly understand and be able to articulate what they need to do to improve their own work in Literacy</li> </ul>				<b>Monitoring and Evaluation Evidence:</b> <ul style="list-style-type: none"> <li>ASP and IDSR – key stages, classes, groups (PP, SEN, boys/girls), individuals.</li> <li>Drop in observations and Learning Walks</li> <li>Performance Management Observations</li> <li>Classroom Monitor analysis of progress and attainment</li> <li>Guided Writing – progress against KPIs and assessment judgements</li> <li>Pupil discussions/conferences</li> <li>Work samples – GPS and Writing Portfolios; Planning Scrutiny</li> <li>Termly Spelling assessments – linked to spelling rules taught within that particular term.</li> </ul>			
<b>Questions for reflection/self-evaluation:</b>							
<ul style="list-style-type: none"> <li>What is the proportion of pupils meeting age expectations/required standards at the end of each year?</li> <li>Are there particular writing skills or standards that present special difficulties to pupils on the progress monitoring or year-end outcome tests?</li> <li>Are the interventions provided to struggling writers strong enough to increase their ability to meet grade-level standards? Determine whether interventions for LA pupils need to be strengthened or improved, which may involve allocating additional resources.</li> <li>What proportion of pupils in each classroom are becoming more proficient writers as the year progresses?</li> <li>At the beginning of the year, which pupils are at special risk of not being able to meet targets/required standards by the end of the year? Use the information to schedule intervention strategies and to develop the school's capacity to provide more intensive and targeted writing instruction to pupils whose writing is below the expected level.</li> <li>Which pupils are making adequate progress, and which may need additional, or improved instructional support? This information is essential to making important instructional adjustments or "mid-course corrections" for individual students, such as increasing instructional time, reducing instructional group size, or shifting an instructional approach, to increase the rate of learning for students who might otherwise continue to make inadequate progress during the year. What are pupils' individual writing strengths and weaknesses?</li> </ul>							
<b>Priorities For Writing</b>							
<ol style="list-style-type: none"> <li>1) To <i>fully</i> embed Talk for Writing strategies to improve progress and attainment in Writing</li> <li>2) To further improve the quality of teaching in English thereby securing better progress and attainment in Writing, especially for boys</li> <li>3) Improve SEND and LA pupils' ability to apply their writing skills by developing more resilient and independent learners</li> <li>4) To implement an effective spelling policy and structure of teaching spelling to improve progress and attainment in Writing</li> </ol>							
<b>Development Objective</b>		<b>Actions</b>		<b>Intended Impact</b>		<b>Cost</b>	
<b>1) To <i>fully</i> embed the Talk for Writing teaching sequence</b>		<ul style="list-style-type: none"> <li>Complete a T4W LTP by the end of the Autumn Term with core fiction texts mapped out alongside non-fiction that compliments the fiction text. The use of additional reading material, writing hooks, example videos will also be highlighted</li> </ul>		Teachers place high emphasis not just on children acquiring specific writing skills but also on promoting engagement and		LCC are funding the Talk For	

<p><b>into the school's English curriculum</b></p>	<ul style="list-style-type: none"> <li>• Also ensure that by the end of the Autumn Term, the following non-negotiables are embedded across every class: <ul style="list-style-type: none"> <li>- Planning and delivery of the T4W process: Imitation, Innovation, Independent Application and Invention</li> <li>- Daily shared reading (at least x3 a week)</li> <li>- Daily shared writing – to model key aspects of the genre of writing and other features such as spelling, vocabulary, grammar and punctuation.</li> <li>- Rhyme/Poem of the day (or week)</li> <li>- Daily Read Aloud (taking advantage of remote ed pedagogy e.g. videos of teachers from other classes reading picture books)</li> <li>- Daily Reading for Pleasure</li> <li>- Use of phonics, spelling and purposeful daily grammar</li> <li>- Use of frequent formative assessment with the feedback aide memoire record being used consistently</li> <li>- Awareness of the key language features per year group (as per the GPS scheme/overview)</li> <li>- Increase and deepen reading, with a strong reading spine from EYFS to Y6 – to continue to add to this spine with further books on diversity.</li> <li>- Introduce 'Magpie' books across all classes, so children act and feel like writers</li> <li>- Introduce spelling cards that link to the current topic and display core spellings for units of work around the classroom</li> <li>- Classrooms which support and celebrate writing, with role-play areas, learning walls/washing lines, easels, all the time toolkits displayed, specific genre toolkits, WAGOLLS...</li> <li>- Embedded DIRT (Dedicated Improvement Reflection Time) – ensure that all teachers build in a focused editing session at the end of a hot write or mini write to teach pupils the skills of proof reading, amending errors, improving GP features and evaluating their own writing using purple polishing pens</li> </ul> </li> </ul>	<p>pleasure in writing. As a result, the proportion of children and staff reporting positive attitudes to reading and writing increases.</p>	<p>Writing Project</p>
<p><b>To further improve the quality of teaching in English thereby securing better progress and attainment in Writing, especially for boys</b></p>	<ul style="list-style-type: none"> <li>• Staff Meetings to increase subject knowledge: <ol style="list-style-type: none"> <li>1) What makes a good piece of writing?</li> <li>2) Developing the use of Toolkits</li> <li>3) What are our Writing Mantras? (E.g. Does it work? What is the effect on the reader? Has each word earned its place? 'Name it' – dog or dalmatian? Common verbs raise alarm bells. What is the mood? – now consider the adjectives /adverbs and verbs. Avoid the cliché . 'Wow' words don't really exist. Tighten the sentence –'was pouring' or 'poured'? Don't add pointless detail. Hint or show don't tell. 'Power of 3' – for repetition and alliteration. Create similes –turn a simile into an adjective/metaphor).</li> <li>4) Purposeful Games linked to a core text - Use Talk for Writing GPS document as the point of reference. Maintain practice by using a range of starters at the beginning of every English lesson. Use games/tasks from FS inset. Resources – Grammarsaurus, Twinkl, Pie Corbett games, Lancs KLIPS document and short burst writing with grammar in context</li> </ol> </li> <li>• Staff to film and review their own T4W lesson – complete peer to peer review work for WWW/EBI</li> <li>• Use of guided groups, focus groups and targeted support (from teaching staff and support staff) to ensure individual learning needs are met</li> </ul>	<p>High quality Writing pedagogy throughout the school secures improved outcomes for all children, but particularly SEND, Watchful Eye and MA pupils capable of GDS (increase the proportion of children reaching and exceeding age-related expectations in reading, writing and GPaS)</p> <p>Pupils are clearly able to articulate own learning needs and how to improve their own work. Feedback is well used by pupils in moving their learning forward.</p>	

	<ul style="list-style-type: none"> <li>• Provide authentic audiences and purposes for writing</li> <li>• Enrichment activities beyond the classroom</li> </ul>		
<p><b>Improve SEND and LA pupils' ability to apply their writing skills by developing more resilient and independent learners</b></p>	<ul style="list-style-type: none"> <li>• Audit current standards of writing for SEN, LA and disadvantaged pupils across the school - identify the specific aspects of writing that need to be improved</li> <li>• Class Teacher to create an action plan of personalised opportunities for this group of children against the findings of the pupil audit</li> <li>• Deliver specific impact driven interventions across the school (Interventions will be monitored and tracked accordingly with any that are not effective being swiftly closed)</li> <li>• Ensure that planning clearly outlines the scaffolding strategies used to a) support pupils' writing but b) enable them to transfer skills independently</li> <li>• CPD to revise key 'Scaffolding Strategies': <ul style="list-style-type: none"> <li>- providing a simplified version of a writing task and then gradually increasing the complexity, difficulty, or sophistication over time</li> <li>- breaking up the lesson into a series of mini-lessons that progressively move pupils toward stronger understanding; describing or illustrating</li> <li>- describing or illustrating a concept in multiple ways to ensure understanding</li> <li>- providing pupils with a WAGOLL, an exemplar or model they will be asked to complete explaining why the specific elements represent high-quality work</li> <li>- adult models a process/modelled Writing is used to effectively illustrate skills for excellence</li> <li>- Pre-teaching e.g. pupils are given a vocabulary lesson before they read a difficult text</li> <li>- Adults clearly describe the purpose of a learning activity, the directions pupils need to follow, and the learning goals they are expected to achieve</li> <li>- Provide a handout with step-by-step instructions they should follow, word map, sentence stems etc</li> <li>- Connect a new lesson to a lesson the pupils previously completed to show how the concepts and skills they already learned will help them with the new task</li> </ul> </li> </ul>	<p>SEND and LA pupils have positive attitudes to learning, are motivated, confident, independent, show initiative and self-esteem.</p>	<p>£300 for relevant CPD relating to TA training</p>

## School Improvement Plan 2021-22: Reading

<b>Priority: To raise the profile, enjoyment, achievement and attainment of Reading across the school so that all pupils make consistently good progress that leads to outstanding achievement in the subject.</b>	<b>Timescale: From September 2021 onwards with identification of key milestones in December; April and July</b>	<b>Strategic Lead: Ashleigh Cooper Link Governor: N. Cutts &amp; F. Brown</b>	
<b>Success Criteria:</b> <ul style="list-style-type: none"> <li>• Further improve reading outcomes so that the percentage of Y1 passing the phonics screening test exceeds the National Average</li> <li>• At least 85% of children in Y2 and Y6 will reach the expected standard in Reading;</li> <li>• Raise the proportion of pupils working above Age Related Expectations (at both Key Stages)</li> <li>• At least 85% of pupils in Y1,3,4,5 are at ARE in Reading by the end of the academic year</li> <li>• As a minimum, all pupils will make at least 'good' progress from their starting point in each year group (5 STEPS). Those who are more able, make more.</li> <li>• The attainment gap between boys' and girls' Reading decreases</li> <li>• The reading development of children falling within the SEN and Pupil Premium brackets accelerates through targeted interventions.</li> <li>• Increased positive response to reading for pleasure in pupil attitude survey and greater engagement in reading from pupils who have previously been identified as reluctant readers.</li> <li>• The learning environment promotes reading for pleasure and there are creative and imaginative ways of actively promoting reading in classrooms and during lesson times.</li> <li>• All staff demonstrate high quality modelling of reading strategies throughout the curriculum</li> </ul>			
<b>Evaluation Questions:</b> Do we have an excellent reading culture at Orchard? How can we take steps to promote children's enjoyment of reading for pleasure both inside and outside of school? How can we find ways to encourage reluctant readers to read for pleasure? How can we sustain reading for pleasure across the whole school community? Are we adequately resourced? How can we ensure that SEN and LA pupils pass the phonics screening test?		<b>Monitoring and Evaluation Evidence:</b> <ul style="list-style-type: none"> <li>• Data: ASP, IDSR, Classroom Monitor, Liaise</li> <li>• Learning Walks; Drop in observations; Formal lesson observations; Pupil discussions/conferences/questionnaires</li> <li>• School system for monitoring progress -termly tracking for year group; shared reading journals, current TA, formative test results - Accelerated Reader Star tests for reading age, reading stage level for children on book band books; half termly phonics progress checks; Accelerated Reader quizzes data to be used for checking accuracy, number of books read and</li> </ul>	
<b>Priorities for Reading</b>			
1) Increase the level of challenge in reading so that more children achieve greater depth in Y2/6 and S+ in Y1,3,4,5 2) Secure early and timely intervention in order to enable SEN, lower attaining and 'disadvantaged' pupils to make accelerated progress in Reading 3) To become a fully embracing 'Reading School' by raising the profile, enjoyment, achievement and attainment of reading across the school 4) To enhance the quality of provision for children in KS2 who access the Accelerated Reader reading scheme in order for them to remain motivated 5) Ensure that attainment in Y1 phonics screening is at least maintained at the National Average, with an aspirational target above the National Average			
<b>Development Objective</b>	<b>Specific Actions</b>	<b>Intended Impact</b>	<b>Costing</b>
<b>1) Increase the level of challenge in Shared Reading sessions so that more children achieve greater depth in Y2/6 and S+ in Y1,3,4,5</b>	<ul style="list-style-type: none"> <li>• Embed questioning based on Bloom's Taxonomy in shared reading sessions</li> <li>• CPD to all TAs on how to teach children to answer questions fully by proving a point made using quotes from the text and explaining and reasoning (APE) with a particular focus on explaining</li> <li>• Staff Meeting: JP and LF to feedback good practice to staff for teaching shared reading and using diagnostic task analysis from the LA's Reading Comprehension training</li> <li>• Gaps analysis assessment to be carried out every term and gaps in learning identified. This is to be used to inform future teaching and used to inform progress and attainment</li> <li>• To set up moderation of reading with teachers in local schools or cluster</li> <li>• Following data analysis and conversations with teachers, FS to facilitate staff training to ascertain a clear and consistent whole school understanding of what constitutes 'Greater Depth' in reading</li> </ul>	The percentage of pupils achieving GDS or S+ increases	

	<ul style="list-style-type: none"> <li>• Subject lead to research greater depth in reading and look at how to apply these ideas to support children just below greater depth in reading in Y2 and Y6 by intervention so they reach their potential.</li> <li>• Subject Lead and Staff to monitor the use of Accelerated Reader to ensure that our greater depth readers are being appropriately challenged.</li> </ul>		
<p><b>2) Reading Recovery: secure early and timely intervention in order to enable the lowest 20% of pupils in each class to make accelerated progress with their reading (especially in relation to phonic awareness and decoding; word recognition; wider decoding)</b></p>	<ul style="list-style-type: none"> <li>• One to one reading diagnostic task and reading record completed to produce a pupil profile to use as a bench mark start point. Additionally, use a timer to check pace of reading aloud.</li> <li>• August/September - Check book banded reading book from previous year is still applicable following above task.</li> <li>• Daily individual reading programmed into all class timetables.</li> <li>• Daily phonics lessons – will need to timetable in revision of earlier phases as well as new phases being taught. To also have a focus on reading and writing of tricky words and high frequency words to develop overall reading fluency.</li> <li>• Shared reading with focus on VIPERS, to ensure good depth of understanding. Also map in a wide range of tasks exploring vocabulary, use of graphic organisers, sequencing, analysis of themes, comparison with other texts, zones of relevance etc. Teach children the range of strategies necessary to be able to tell the gist of a piece of text so they can explain in own words all salient facts.</li> <li>• Work on stamina so children are improving not only how long they can read for as independent readers but also pace of reading aloud. Aim for 90 words per minute by end of Year 2; 100 in Y3/4.</li> <li>• In KS1, pupils who are fluent decoders and show a good degree of understanding and independence as readers should be moved on to Accelerated Reader so they are reading and quizzing regularly.</li> <li>• Accelerated Reader pupils will need to complete the Star Reading Test online half termly to generate an accurate reading age.</li> <li>• Intervention groups need to focus on what is the stumbling block for each pupil who is struggling to read and work on strategies to assist.</li> <li>• Identify any pupils with major difficulties learning to read. Look at strategies for improving working memory as well as same day phonics intervention.</li> <li>• Develop the use of Accelerated Reader data from Star reading test and quizzes to monitor children needing support. (In KS2, Pupils need to be reading and quizzing regularly. Reports should be collected weekly and checked so that pupils not reading or performing less well on quizzes can have their ZPD checked).</li> <li>• Ensure that additional adults are deployed effectively to support those most in need of support through: 1:1 tutoring by teachers (structured phonetic approaches and non-phonetic); 1:1 by teaching assistants; 1:1 tutoring by volunteers; small-group tutorials; use of ICT</li> <li>• Robust tracking of pupils on intervention programmes – impact measures</li> </ul>	<p>Improvement seen in reading skills for decoding, word recognition and wider range of strategies used for comprehension.</p> <p>Reading stamina improves in terms of time reading independently and pace (words read aloud per minute).</p> <p>Phonetic knowledge has widened and is being applied for reading and spelling.</p> <p>The reading development of children falling within the lowest 20% bracket accelerates through targeted interventions.</p>	<p>Pupil Premium to cover Support Staff deployment</p>
<p><b>3) To become a fully embracing 'Reading School' by raising the profile, enjoyment, achievement and</b></p>	<ul style="list-style-type: none"> <li>• KS1 reading book stock further extended where necessary, a love of books promoted through the establishment of exciting 'Reading Nooks' in each KS1 classroom, effective storage of books further considered</li> <li>• Reading support provided for parents e.g. parental reading resources bank: phonics games; question stem cards</li> </ul>	<p>Better home-school reading habits are developed so that each pupils reading repertoire is broadened.</p>	<p>£200 from Covid Catch up Premium</p>

<p><b>attainment of reading across the school</b></p>	<ul style="list-style-type: none"> <li>• To conduct termly 'Reading Cafés' to act as a support to parents, modelling how to read, what substitutes 'good' reading and the kinds of questions to support their child's understanding. To also promote new books or books on a particular theme in line with children's interests.</li> <li>• Signpost the author and book lists on the school's website for pupils and parents as a number of suggested texts to be read in each year group and ensure that teachers have an up to date knowledge of high-quality children's texts so that they can confidently recommend and discuss age appropriate texts with their classes.</li> <li>• Reading Expedition (re-launch in 2021)</li> <li>• Engagement: Pupils complete book reviews/reading tasks – staff to be given templates; Strategies to promote Reading: Reading Bingo, Reading Challenges, Reading Task Cards.</li> <li>• Reading sessions in different places around school – in the wood, on the field, in the library</li> <li>• Every class to read, learn and recite a poem each half-term; termly Poetry Assembly</li> <li>• To provide children with a reading/research area in each classroom linked to the current topic</li> <li>• Class story time at the end of the day with a carefully chosen text to capture children's attention.</li> <li>• Working wall used in each classroom to promote love of reading and showing what the teacher is reading as well as 'we are reading....' in class. The wall will also incorporate VIPERS and current morphology linked to the current book being read and taught in shared reading lessons.</li> <li>• Celebrate achievements in reading – million word readers. Our Top 10, the display to include children's own recommendations etc. Pupils vote for top reads. Request box placed on display for new books.</li> </ul>	<p>The importance of reading is recognised throughout the school leading to children enjoying reading and making progress. Pupils have a wider and more varied knowledge of different authors and their publications.</p>	
<p><b>5) To enhance the quality of Accelerated Reader texts for LA/SEND pupils in KS2 to retain motivation</b></p>	<ul style="list-style-type: none"> <li>• Audit current Accelerated Reader books and update as appropriate e.g. use of graphic novels; dyslexia friendly texts - book audit at end of Summer Term 2021 when books are returned to library – check gaps in ZPD and genres.</li> <li>• PTA to fund set of books for LKS2 that are fully decodable but are written for older children who are less confident readers.</li> <li>• Upper KS2 SEND/LA Pupils. Consider an alternative for those who become de-motivated. What else can we offer to help inspire? Explore new books that have won awards this year and purchase.</li> </ul>	<p>Older pupils, especially boys, remain motivated to read through high quality scheme books</p>	<p>Accelerated Reader new subscription fees after March 2021</p>
<p><b>6) To ensure that attainment in Y1 phonics screening is at least maintained at the National Average, with an aspirational target above the National Average</b></p>	<ul style="list-style-type: none"> <li>• Additional use of the outdoor learning environment to enhance 'phonics' in Y1</li> <li>• Same day intervention for children who struggle with phonics fully embedded</li> <li>• Phonics intervention groups put in place following regular tests to see who may not pass PSC with all interventions robustly target measured</li> <li>• To ensure that each session has an equal balance of work on sound to print, to ensure that children's transcription skills develop at the same time as their decoding and blending for reading.</li> </ul>	<p>85% pass phonics screening check in June 2022</p> <p>Aspirational target: the percentage of Y1 passing the phonics screening test exceeds the National Average in 2022</p>	<p>Phonics play licence</p>