



Ashleigh Primary School and Nursery English Action Plan 2020 – 2021

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(blue for all other members of staff)

Priority One: To accelerate phonics progress in Reception, Year 1, Year 2 and Year 3 to bring children back up to expected standard after lockdown

Priority Two: To continue to embed consistent high expectations of handwriting across the school

Priority Three: To raise the profile of reading across the school to ensure children have the opportunity to develop a love of reading

Priority 1	To accelerate phonics progress in Reception, Year 1, Year 2 and Year 3 to bring children back up to expected standard after lockdown						
Rationale	<ul style="list-style-type: none"> - In 2019 a lot of work was put into increasing phonics attainment and as a result of this, Year 1 data was 2% above national and in school tracking demonstrated a 40% increase of children working at the expected standard by the end of Reception. - Due to Covid-19, school was closed for a significant period of time and Baseline assessments in September 2020 indicate a huge drop in the percentage of children working at expected standard in Year 1 and Year 2. - Government have announced Year 2 children need to take the Phonics Screening in Autumn 2 - The current Year 3 children who did not pass the screening in Year 1 missed out on a significant amount of intervention in Year 2 due to lockdown. - Due to lockdown, we were unable to assess the impact of the new StoryTime Phonics scheme on end of year Reception data. 						
Success Criteria	<ul style="list-style-type: none"> - Percentage of children working at expected level by the end of Reception = 85% or above (using in school tracking system) - Percentage of children passing phonics screening in Year 1 is above national in 2021 (2019 National = 82%) - Percentage of children who pass phonics screening by the end of KS1 is above national (2019 National = 92%) - Year 3 children show accelerated progress using school tracking system by July 2021 						
Outcome of Success Criteria (July 2021)	-						
Intended Outcomes	Actions	Who	Resource/Time	Timescale	Monitoring	Evaluation	
1.1	StoryTime Phonics is in place across Reception, Year 1 and Year 2 (for this year only) to ensure quality first teaching and a clear pace and progression	- Ensure all teachers know where to find the planning and resources for StoryTime Phonics	HD	Online resources Share password	Autumn 1	JM to monitor through termly observations/ learning walks	Governors report from Deep Dive Day HD/ JM to compare Year 1 data with National JM to compare 2021 Reception data with end of 2019 data
		- Closely monitor the teaching of phonics across all classes to ensure consistency	JM	Observation time	Each term		
		- Provide opportunities for teachers to observe how StoryTime Phonics is taught in other classes to support consistency	JM and EYFS KS1 teachers	HLTA cover for teachers to go and observe	Spring Term		
		- Develop a bank of resources to compliment the story books	Reception and Year 1 teachers JM to facilitate	£ budget for extra resources	Throughout the year		
1.2	Target children are identified through the rigorous tracking system and intervention is put in place for any child working below expected standard	- Teachers to complete gaps tracker each half term	HD complete first round to model Reception and KS1 teachers JM	HD to set up trackers JM to email half termly reminders	Throughout the year	HD/ JM to collect in Phonics Trackers each half term and compare against intervention in class	
		- Teachers to identify target children from the gaps tracker and plan intervention for specific sounds or blending	HD complete first round to model Reception and KS1 teachers	PPA time	Throughout the year		
		- English Lead to plan intervention for Year 3 group using Precision Teaching approach to fill gaps with phonics and tricky words	HD to plan HM to train TAs	-	Autumn 1		
		- Pupil Premium teacher to lead intervention groups in Year 2 Autumn term in preparation for Autumn 2 Screening	HD identify target children HM lead groups	Time for PP teacher to plan intervention	Autumn Term		
1.3	Parents know how to support their children with phonics at home	- Stick sound mats and activity ideas in children's reading diaries	Reception and KS1 teachers JM to check	Resources for reading diaries printed out	Autumn Term	JM to monitor the use of Seesaw and parent information	
		- Use Seesaw in Reception and Year 1 to communicate each new sound to parents using a video	Reception and KS1 teachers	Seesaw App	Throughout the year		
		- Send home specific sound cards for children to practise with parents after every assessment	Reception and KS1 teachers	PPA time Master copy of sound cards	Half termly		
		- Identify how we can further upskills parents to support their children at home e.g. termly blending videos on Seesaw	Reception and KS1 teachers JM to check	Seesaw App	Termly		

1.4	Ensure all staff involved in phonics teaching have appropriate training and support to meet the needs of the children	- Book TA phonics course for all TAs involved in phonics intervention	HD	£500	Autumn 1	JM to send out staff survey of training needs to teachers and TAs in Spring term once all autumn actions are complete
		- Train Year 3 TAs in Precision Teaching intervention plan	HM Year 3 TAs	Time to meet TAs	Autumn 1	
		- Coaching style observations for each TA leading intervention to ensure consistency and opportunities to upskill	HM/ JM TAs	Time to meet TAs	Autumn 2 Spring 2	
		- English Lead to fill in first Gaps Trackers and identify Intervention groups to model the process to teachers	HD	TLR time	Autumn 1	
		- Reduce teacher workload by transferring assessment sheets to Excel which automatically colour code correct responses and count gaps	HD	TLR time	Autumn 1	

Priority 2		To continue to embed consistent high expectations of handwriting across the school (continued priority from 2019-2020)					
Rationale		<ul style="list-style-type: none"> - After our 2018 Ofsted inspection, presentation was identified as our only area for development - After discussions with teachers, it has been identified that KS2 are not clear on the progression of handwriting through the phase - Our handwriting policy is due for review and needs clearer expectations for the end of each year group - Due to Covid-19, this priority was not completed last academic year 					
Success Criteria		<ul style="list-style-type: none"> - By the end of the year, all teachers will have identified children who need support with handwriting and be able to explain how these children have been supported - By the end of the year, each teacher will be able to confidently explain the handwriting expectations for their year group - In a Summer Term book scrutiny, it will be agreed that handwriting is meeting high expectations across the school 					
Outcome of Success Criteria (July 2021)		-					
Intended Outcomes		Actions	Who	Resource/Time	Timescale	Monitoring	Evaluation
2.1	Quality first teaching is in place across the school	- Update handwriting policy so all teaching staff are aware of expectations for their year group	HD	-	Autumn Term	JM learning walk, JM end of year teacher questionnaire to check teachers know expectations JM book scrutiny	SLT end of year review of progress against whole school priorities
		- Relaunch Pen Licences so all children know how they can achieve their licence in KS2	Hannah and AW	Pen Licence info shared on Sharepoint	Autumn Term 2019		
		- Explicitly teach handwriting alongside phonics in Reception using the Sparkle Marks	Reception teachers	-	Throughout the year		
		- Explicitly teach handwriting From Year 1 – Year 6 each week	All teachers	-	Throughout the year		
		- Teachers to model handwriting joins during shared writing	All teachers	-	Throughout the year		
2.2	High quality intervention is used for identified children	- All teachers to identify children in their class who need to work on their handwriting (Completed 2019 – JM to share list with new teachers Autumn 2020)	All teachers JM to collate updated list	-	Spring Term		
		- Staff meeting to remind teachers that Hulk Handwriting should be used for any child who is not meeting year group expectations in handwriting.	JM to remind staff at the start of a staff meeting	-	Spring Term		
2.3	Handwriting expectations are communicated effectively with parents	- Seesaw used in Reception and Year 1 to show parents how to form letters in each letter family	Reception and Year 1 teachers	-	Throughout the year		
		- Updated handwriting policy added to website – Twitter post to direct them to the policy.	HD	-	Autumn Term		
2.4	Handwriting is celebrated in the school	- Presentation stamps to be used in children's books	All teachers	-	Throughout the year		
		- Handwriting certificates to be used to celebrate and motivate children in Year 1 when they are learning the handwriting families.	Year 1 teachers	-	Throughout the year		
		- Handwriting certificates to be used to celebrate and motivate children in Year 2 when they are learning the joins.	Year 2 teachers	HD to make certificates	Throughout the year		

Priority 3		To raise the profile of reading across the school to ensure children have the opportunity to develop a love of reading					
Rationale		<ul style="list-style-type: none"> - Our Ashleigh Book List is due for review and the History and Geography curriculum transformation period provides a chance to review our current reading curriculum in line with the current issues in society - Some good practice is happening in individual classrooms to promote reading; sharing this good practice across the school is the next step - With the current Covid-19 situation, encouraging reading for pleasure as a way of supporting wellbeing is more important now than ever 					
Success Criteria		<ul style="list-style-type: none"> - Ashleigh Book List for each year group has a broad and balanced range of themes and genres - Pupil voice shows the opportunities children feel they have for reading for pleasure in our school have increased - Teachers talk about the positive impact the changes we put in place have had on children reading for pleasure 					
Outcome of Success Criteria (July 2021)		-					
Intended Outcomes		Actions	Who	Resource/Time	Timescale	Monitoring	Evaluation
3.1	'Ashleigh Book List' is updated and contains a broad and balanced range of texts to inspire and engage children (At least 6 quality chapter books per year group from Year 2-6 and a broad range of quality texts used in EYFS and Year 1)	- Audit current Guided Reading texts from Year 2 to Year 6 to establish the range we currently provide	HD	Time to read all GR texts	Autumn 1	JM to review the 'Ashleigh Book List' at the end of the year to ensure it is broad and balanced	SLT to review 'Ashleigh Book List' at the end of the year
		- Email teachers to ask them to start thinking about the range of books they read in their year group and how this can be improved in line with the curriculum	HD	-	Autumn 1		
		- Provide time for teachers to consider how they can refresh guided reading texts and class book choices alongside the History/Geography curriculum transformation and in light of current issues in society	JM	Planning time	Autumn 2/ Spring 1		
		- Seek advice from experts to fill gaps in our reading curriculum for each year group (Kett's Book Shop, School Library Service)	JM All teachers	Planning time	Spring term		
		- Share 'Ashleigh Book List' on school website so parents can see which authors we cover	JM	-	Summer term		
		- Display 'Ashleigh Book List' in the school library so supporting adults can recommend appropriate texts to children	JM	-	Summer term		
3.2	Reading for pleasure is actively promoted in each classroom	- Gather a list of the good practice which is happening in each classroom (send out a teacher survey)	JM	-	Spring 1	JM to monitor what is happening in classrooms throughout the year	JM to complete Pupil Voice survey at start and end of trials in class
		- Share the list of good practice and ask each teacher to try one new thing from the list in their classroom	JM	-	Spring 1		
		- Staff meeting to feedback on the reading for pleasure ideas which have been trialled and decide how to implement them more widely if appropriate	JM to lead	Staff meeting time	Spring term		
		- Complete Reading Speed assessment in Autumn term to identify struggling readers who might need more support to engage in reading for pleasure	JM to collate list Teachers to carry out assessments from Y2-6	-	Autumn term		
		- Complete Reading Speed assessment at end of Summer term to identify children who have made accelerated progress and collect pupil voice about what has helped them	JM to collate list Teachers to carry out assessments from Y2-6	Time to make pupil voice questions	Summer term		
3.3	Reading for pleasure at a wider school level is promoted	- Plan events for Book Week which focus on reading for pleasure – competition, author visit, book fair, KS event	JM	Time to plan	Spring term	N/A	JM to complete Teacher Voice survey at end of the year
		- Develop a book list for each year group of books to try and read by the end of the year – give out at start of summer holidays	JM	Time to plan	Summer term		
		- Encourage older children to record themselves reading a story for Ashleigh Radio and share the link regularly in the school newsletter	JM LW and LE	Time to record stories	Spring/ Summer term		

		- Review the chapter books provided at the end of KS1 book bands and purchase more high quality texts to motivate children to reach this stage	HD	Time to choose books £200 credit from Scholastic	Autumn/ Spring term		
		- Introduce a sticker system in the library so children in KS1 know which chapter books are appropriate for them, rather than always choosing a picture book, and upper KS2 children know which texts are more challenging. This should also support TAs to guide children to books they will enjoy.	JM	£300 for School Library Service to label books	Spring term		
		- Ensure additional books from authors covered in classes are available in the library and can be easily found. (Ashleigh Book List to be stored in the library for reference)	JM and ER	Possible use of English budget if extra books are required	Spring / Summer term		