

Foxfields Academy - English Development Plan 2021-2022



Main area of development	Objective (Intent)	Lead resp	Time focus / start date	Implementation	Impact /success criteria	Monitored by	Milestones	Method of monitoring
Input					Outcome			
1. Improve the quality of teaching in phonics.	<p>Impact of teaching is judged good.</p> <p>Phonics screening attainable for those working towards age related.</p>	BS	Spring 1	<p>Little Wandle (LW) Phonics Scheme purchased.</p> <p>All children in the school are phonics screened in order to ensure no child is missed.</p> <p>LW implements in KS1 and KS2 class.</p> <p>LW phonics catch up programme for all children who have not passed phonics screening in school.</p> <p>SOW created for catch up programme.</p> <p>2 TAs trained to delivery LW catch up by phonics lead.</p> <p>Phonics lead to monitor groups and ensure children are making accelerated progress to close the gap.</p>	<p>All staff know what is happening in each group. Any cover needed, can easily pick up.</p> <p>Consistently good teaching in all groups and classes.</p> <p>Accelerate the progress of children who are vulnerable to not passing the screening or with S&L difficulties in the school.</p> <p>Impact shows children are using their phonics in their writing.</p>	CH		<p>Assessment</p> <p>Observation</p> <p>Planning scrutiny</p>
2. Improve the outcomes for reading.	<p>Impact of teaching is judged good.</p> <p>All year groups show an increase in the % of pupils achieving ARE in reading.</p> <p>Accelerated progress Shows an increase in % of pupils achieving ARE in reading.</p> <p>Moderation shows Teachers are accurate With assessment.</p>	SC	Aut 2	<p>SC to undertake additional training in AR and disseminate outcomes for all teachers to enable them to use the programme effectively.</p> <p>Improve support staff's ability to support and develop children's reading by a series of staff training (twilight 2.2.22)</p> <p>Consolidate our whole school Shared Reading initiative: Shared reading staff training Aut 2</p>	<p>Shared reading is consistently taught at a high level across school.</p> <p>Regular scrutiny of AR data will identify better than expected progress in reading for the majority of children.</p> <p>All staff supporting reading in groups or 1;1 have a range of strategies that they can draw upon to enable children to make progress in their reading.</p> <p>Children are all aware of what VIPERS Is and can explain what each letter Means.</p>	CH		<p>Pupil voice</p> <p>Observation</p> <p>Planning scrutiny</p>

			Spring 2	<p>Shared reading refresher staff Training in Spr 1.</p> <p>Shared reading refresher staff training in Summer 1</p> <p>Use of seesaw to show additional evidence of Shared Reading sessions.</p> <p>VIPERS used by all teachers and they are aware that they are the 6 reading domains as part of the reading curriculum.</p> <p>Children can explain what each Of the VIPERS stands for and What they mean.</p> <p>Reading moderation part of the School QA calendar (7/2/22, 4/4/22, 15/6/22)</p> <p>Open classroom for Shared Reading in Spring 2 to share good practice in Shared Reading across school.</p>	<p>Teachers see good practice. Apply good practice in their own classrooms. Raise the quality of teaching a consistent approach to shared reading.</p> <p>Amount of children writing at ARE increases. Improved vocabulary. Confidence in subject.</p> <p>Moderation shows teachers are Confident and accurate with their Assessment.</p>			
3. Foster a life long love for reading.	<p>Children develop a greater enjoyment and engagement with a range of texts.</p> <p>When evaluated through pupil voice discussion, children will speak positively about the range of texts they have experienced (in school and independently).</p>	SC	Ongoing	<p>All children have an Accelerated Reader book and free reading Book.</p> <p>Parent meeting tARwice a year to Help parents read with their child At home. (31.1.22 and 7.6.22)</p> <p>Bookmarks sent home in their Free read books to help parents Ask appropriate questions. (BS)</p> <p>Free read books in classrooms linked To topic/unit.</p> <p>Mix of fiction and non-fiction books In classrooms.</p> <p>All classrooms have enticing Reading areas for children to use.</p>	<p>Parents feedback that session was useful (parent voice on teams after each session)</p> <p>Children moving through the accelerated Reader levels and monitored by SC.</p> <p>Children can identify what type of genre Books they like reading and have a Favourite author.</p> <p>Children choose to use the reading Area in their free/ choice time.</p> <p>90% of children engage with reading Challenges set per half term.</p>	CH		<p>Pupil voice</p> <p>Parent feedback</p> <p>Environment learning walk</p>

				<p>Whole school reading challenges Set each half term. E.g. Extreme Reading/ Million Minutes</p> <p>World Book Day celebrated.</p> <p>All classes have library card and Visits to library once a term.</p> <p>Reading rewards set up for Lower School and Upper School. (RED TED etc.)</p>				
4. Vocabulary	Accelerated progress Shows an increase in % of pupils achieving ARE in reading and Writing.	SC	<p>Spring 1</p> <p>Ensure vocabulary walls are Consistent in every room.</p> <p>Ensure vocabulary walls are Challenging and increasing in Difficulty per year group.</p> <p>Ensure vocabulary walls are linked To topic/units as well as including Any vocabulary children bring, e.g. During newsround/ class story/ etc.</p> <p>Friday assembly to include 2 new words in a sentence as a challenge Whole school. E.g. Advocate and Synonym. (Use Vocab Ninja)</p> <p>Monito Shared Reading to ensure It has a focus on V (for vocabulary) each session.</p> <p>All medium term plans for subjects Have vocabulary on. Medium Term plans annotated in Planning folders. (Twilight identified (2.2.22) for work on this.</p> <p>Each lesson has vocabulary Identified.</p> <p>Summer 1</p> <p>Knowledge Organisers created For the start of each new topic/ Unit.</p> <p>KOs shared on seesaw and stuck In books.</p>	<p>Children using vocabulary on wall and Identified per lesson in their speech and Writing.</p> <p>Children are aware of the vocabulary To focus on each lesson.</p>	CH		<p>Learning walk.</p> <p>Planning scrutiny.</p> <p>Observations.</p> <p>Pupil voice.</p>	

5. Develop and improve the process of writing (including extended pieces)	All year groups show an increase in the % of pupils achieving ARE in writing. Spelling in children's writing (independent application) will improve.	SC	Summer 2 Spring 1	First try at new independent Writing half termly piece. Curriculum maps genre Spread. Writing process created. Grammar and Spelling Scheme Found. Grammar and Spelling Scheme Implemented and monitored.	Children exposed to a variety of genres Across the curriculum in each year group Consistency in teaching writing. Accelerated progress. More children Achieving ARE. Children using the spelling and grammar in their writing. Building up writing expectations ready for KS4 GCSE curriculum.	CH		Assessment Observation Moderation
6. Improve handwriting legibility and fluency.	Children's handwriting improves. % of children finishing the handwriting scheme.		Spr 1	Penpals handwriting scheme is purchased. Children are correctly assessed to The level handwriting book given.				Assessment Observation Pupil voice Moderation
7. Improve the consistency in using data in reading and writing for tracking and assessment	Accelerated progress For all children who Are not at ARE. % of children reaching ARE is raised. Improve % of children on free reader books by the end of the Year.	SC	Aut 2 Spr 1 TBC	Standardised Reading Assessment Accelerated Reader Tracking Is consistently done by teachers Each half term. Internal Writing moderations happen termly. External writing moderation course Attended by all teachers over The year.	Accurate representation of year group's Gaps and strengths. Accelerated progress Interventions on specific areas for specific Children. Assessment is accurate.	CH		Assessment Moderation
8. Develop leaders and roles in the English Team	% of children reading ARE in English is improved. External visits are successful.	CH	Spr1	Identify a phonics lead. Phonics lead to train 2 TAs in order to distribute phonics for upper school children. English lead supported by HOS through weekly coaching.	All external visits are successfully done by English Lead. English lead is able to monitor and lead the development plan. English lead has a clear vision for the subject.	CH		External visits Formal reports Assessment Coaching