



The Meadow Community Primary Subject Action Plan 2021-2022

Subject/Area: English

Leader(s): Tim Barrow

Quality of teaching and learning; *outcomes for children*

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| Activities and improvements during the year 2020/21 | <ul style="list-style-type: none">• Improved consistency and quality of phonics teaching in KS1.• Developed reading culture in school.• Ensured that the English curriculum has good coverage and progression in all year groups. |
| Overall evaluation of impact on subject | <ul style="list-style-type: none">• Reading books in school match the phonics that is being taught in classes. Teachers follow a systematic approach to how lessons are taught and a new assessment tracker is used to make more informed decisions about when children are ready to move on to the next band.• Rainbow reader initiative had an engagement rate of 48%, which is far higher than any previous initiative. The poorest year group to engage were year 6 so of the children currently in school this is even higher. Reading is taking place more regularly in all year groups and is given appropriate curriculum timetabling for the importance it has on learning.• Progression and coverage documents have been continued; however, during book looks what is on the document is not always what is in the book so needs to be monitored in 21/22. |

Judgement (pick one based upon the above evaluation):

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| Outstanding | Good | Requires improvement |
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On the basis of this information, what are your key priorities for development? (up to 3)

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| <ul style="list-style-type: none">• Improve the attainment of all pupils in reading to continue the improvement in KS2 reading to above 73% at expected.• Improve the phonics attainment in school to above 82% for year 1 and over 90% leaving KS1 including resitting.• Ensure that year groups are following their progression and coverage documents. |
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| Improvement plan for the year 2021/22 | | | | | | |
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| What do we want to improve? (area for development) | How will we go about it? | When will it happen and be completed? | What will success look like/anticipated impact ? | Cost (if applicable) | Who will monitor its impact and to whom will this be reported (e.g. governor)? | Relevant links to School priority 1,2,3 |
| Improve the attainment of all pupil groups in reading to continue the improvement in KS2 reading to above 73% at expected. | <ul style="list-style-type: none"> Use of Speed Read intervention with children who are not above KS expectations for fluency. Shine intervention for children who are in the bottom 20% at struggling with fluency. More scrutiny of teaching and reviews of work to ensure that standards are maintained. Ensuring that the English dog skills are being taught and reading is pitched at the appropriate standard within year groups. Open lessons for teachers to attend to see how whole class reading is taught across the school. | <ul style="list-style-type: none"> Half termly scrutiny of work in books. Staff meetings to make sure people are confident. | <ul style="list-style-type: none"> Higher attainment in NTS and SATS with expected at 73% in 2022. Average scaled score to be 104 in reading to show attainment of all learners. Improved fluency and comprehension at the end of KS1 so give stronger foundations. Reading in KS1 to stay above 77% for expected. Phonics scores to be above national average 82%. LSAs better trained to deliver interventions. Survey to show improved confidence with over 80% saying they are more confident. | <ul style="list-style-type: none"> Booster group costs. CPD for support staff | <ul style="list-style-type: none"> Tim Barrow Charlie Smith Louise Allen Matthew Brookes English Governor | 1+2 |
| Improve Phonics Attainment in school to above 82% in year 1 screening and above 90% at the end of KS1. | <ul style="list-style-type: none"> Take EYFS to library to get them to become members. More parental involvement throughout the year. Ensure that all KS1 staff are following the phonics teaching structure. Use of the phonics decodable books to support reading. Ensure that reading books closely match phonics teaching. Ensure that assessments are being carried out regularly using the new assessment tracker. | <ul style="list-style-type: none"> Monitor the use of the phonics decodable books. Assessment to be carried out by teacher when appropriate. | <ul style="list-style-type: none"> Achievement in year one of above 82% in the phonics screening. Over 90% of children leaving KS1 having passed the phonics screening including resits. | <ul style="list-style-type: none"> Phonics training for support staff. | <ul style="list-style-type: none"> Tim Barrow Charlie Smith Louise Allen Matthew Brookes English Governor | 1+2 |
| Ensure year groups follow their progression and coverage documents. | <ul style="list-style-type: none"> Staff meeting time to allow staff to be able to update and change their progression documents. Encourage staff to maintain the document as a working document. Book looks throughout the year to ensure text types and progression are present. | <ul style="list-style-type: none"> At least termly book looks. Staff meeting early in the year. | <ul style="list-style-type: none"> Pupil's books will directly match the progression and coverage documents that each year group produce. | | <ul style="list-style-type: none"> Tim Barrow Charlie Smith Louise Allen Matthew Brookes English Governor | 1+2 |



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| Subject specific tasks for the year | Planning reviews, work scrutiny and learning walks. | | Analysis of data to inform changes and intervention. | | Staff CPD | |