



# Ludham Primary School and Nursery English Action Plan 2022 – 2023

**Team Members:** (English Leads: JA/AG/AV/Teaching 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"> <li>- In 2019 a lot of work was put into increasing phonics attainment and as a result of this, Year 1 data was above national and in school tracking demonstrated an increase of children working at the expected standard by the end of Reception.</li> <li>- Due to Covid-19, school was closed for a significant period of time and Baseline assessments in September 2020 indicated a drop in the percentage of children working at expected standard in Year 1 and Year 2.</li> <li>- Government announced Year 2 children need to take the Phonics Screening in Autumn 2</li> <li>- 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.</li> <li>- Due to lockdown, we were unable to assess the impact of the new Read Write Inc Phonics scheme on end of year Reception data.</li> </ul>						
Success Criteria		<ul style="list-style-type: none"> <li>- Percentage of children working at expected level by the end of Reception = or above national in 2023 (using in school tracking system)</li> <li>- Percentage of children passing phonics screening in Year 1 is above national in 2023 (2019 National = 82%)</li> <li>- Percentage of children who pass phonics screening by the end of KS1 is above national in 2023 (2019 National = 92%)</li> <li>- Year 3 children show accelerated progress using school tracking system by July 2023</li> </ul>						
Outcome of Success Criteria (July 2023)		-						
Intended Outcomes		Actions		Who	Resource/Time	Timescale	Monitoring	Evaluation
1.1	Read Write Inc Phonics is in place across Reception, Year 1 and Year 2 to ensure quality first teaching and a clear pace and progression	- Ensure all teachers know where to find the planning and resources for Read Write Inc Phonics		English Leads/Teachers	Online resources Share passwords	Autumn 1	JA/AV to monitor through termly observations/ learning walks	Governors report from Deep Dive Day  JA/AV/AG to compare Year 1 data with National
		- Closely monitor the teaching of phonics across all classes to ensure consistency		English Leads/Teachers	Observation time	Each term		
		- Provide opportunities for teachers to observe how Read Write Inc Phonics is taught in other classes to support consistency		English Leads/Teachers	HLTA cover for teachers to go and observe	Spring Term		
		- Develop a bank of resources to compliment the story books		English Leads/Teachers	£ 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		English Leads/Teachers		Throughout the year	JA/AV to analyse groups each half term and re-group children	LM to compare 2022 Reception data with end of 2019 data
		- Teachers to identify target children from the gaps tracker and plan intervention for specific sounds or blending		English Leads/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		English Leads/Teachers	-	Autumn 1		
		- Intervention HLTA/TA to lead intervention groups in Year 2 Autumn term in preparation for Autumn 2 Screening		English Leads/Teachers	Time for PP teacher to plan intervention	Autumn Term		
1.3	Parents know how to support	- Stick sound mats and activity ideas in children's reading diaries		English Leads/Teachers	Resources for reading diaries printed out	Autumn Term	JA to monitor the	
		- Use Communication platforms in Reception and Year 1 to communicate each new sound to parents using a video		English Leads/Teachers	Tapestry	Throughout		

	<b>their children with phonics at home</b>			Dojo	the year	use of communication platforms	
		- Send home specific sound cards for children to practise with parents after every assessment	English Leads/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	English Leads/Teachers	Tapestry Dojo	Termly		
1.4	<b>Ensure all staff involved in phonics teaching have appropriate training and support to meet the needs of the children</b>	- All TAs to be involved in phonics intervention and to engage with RWI training	English Leads/Teachers	£***	Autumn 1	JA 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 informed by RWI approach	English Leads/Teachers	Time to meet TAs	Autumn 1		
		- Coaching style observations for each TA leading intervention to ensure consistency and opportunities to upskill	English Leads/Teachers	Time to meet TAs	Autumn 2 Spring 2		
		- English Lead to fill in RWI online portal and identify Intervention groups to model the process to teachers	English Leads/Teachers	Subject time	Autumn 1		
		- Reduce teacher workload by transferring assessment sheets from Excel to Pupil Asset which automatically colour codes levels	NK JA/AV	Subject time	Autumn 1		

Priority 2		To continue to embed consistent high expectations in the standard of writing across the school (continued priority from 2019-2020)					
<b>Rationale</b>		<ul style="list-style-type: none"> <li>- After our 2018 Ofsted inspection, standard of writing and stamina as our main area for development</li> <li>- After discussions with teachers, it has been identified that KS2 are not clear on the progression of handwriting through the phase</li> <li>- Our handwriting policy is due for review and needs clearer expectations for the end of each year group</li> <li>- Due to Covid-19, this priority was not completed last academic year</li> </ul>					
<b>Success Criteria</b>		<ul style="list-style-type: none"> <li>- 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</li> <li>- By the end of the year, each teacher will be able to confidently explain the handwriting expectations for their year group</li> <li>- In a Summer Term book scrutiny, it will be agreed that handwriting is meeting high expectations across the school</li> </ul>					
<b>Outcome of Success Criteria (July 2021)</b>		-					
<b>Intended Outcomes</b>		<b>Actions</b>	<b>Who</b>	<b>Resource/Time</b>	<b>Timescale</b>	<b>Monitoring</b>	<b>Evaluation</b>
2.1	<b>Quality first teaching is in place across the school</b>	- Update handwriting policy so all teaching staff are aware of expectations for their year group	AG/AV/JA	-	Autumn Term 2022		
		- Relaunch Pen Licences so all children know how they can achieve their licence in KS2	AG/RA/LM/JA All teachers	Pen Licence info shared on Sharepoint/one drive	Autumn Term 2022		
		- Explicitly teach handwriting alongside phonics in Reception using RWI and then Nelson Handwriting for KS2	All 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	JA/AG learning walk  J A end of year teacher questionnaire to check teachers know expectations  AV book scrutiny	SLT end of year review of progress against whole school priorities
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 – AV to share list with new teachers Autumn 2022)	All teachers AV to collate updated list	-	Spring Term 2023		
		- Staff meeting to remind teachers that Handwriting Reset should be used for any child who is not meeting year group expectations in handwriting.	AG remind staff at the start of a staff meeting	-	Spring Term 2023		
2.3	Handwriting expectations are communicated effectively with parents	- Tapestry and Dojo used in Reception and Year 1 to show parents how to form letters in each letter family	Reception/Year 1 teachers	-	Throughout the year		
		- Updated handwriting policy added to website – Facebook post to direct them to the policy.	HT/JA/AV/TP	-	Autumn Term		
2.4	Handwriting is celebrated in the school	- Presentation stamps to be used in children's books	HT	-	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 1 and 2 when they are learning the joins.	Year 1 Teachers	NK to make certificates	Throughout the year		

<b>Priority 3</b>	<b>To raise the profile of reading across the school to ensure children have the opportunity to develop a love of reading</b>						
<b>Rationale</b>	<ul style="list-style-type: none"> <li>- Our Ludham 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</li> <li>- Some good practice is happening in individual classrooms to promote reading; sharing this good practice across the school is the next step</li> <li>- Encouraging reading for pleasure as a way of supporting wellbeing is more important now than ever</li> </ul>					-	-
<b>Success Criteria</b>	<ul style="list-style-type: none"> <li>- Ludham Book List for each year group has a broad and balanced range of themes and genres</li> <li>- Pupil voice shows the opportunities children feel they have for reading for pleasure in our school have increased</li> <li>- Teachers talk about the positive impact the changes we put in place have had on children reading for pleasure</li> </ul>					-	-
<b>Outcome of Success Criteria (July 2023)</b>	-						
<b>Intended Outcomes</b>	<b>Actions</b>	<b>Who</b>	<b>Resource/Time</b>	<b>Timescale</b>	<b>Monitoring</b>	<b>Evaluation</b>	
	- Audit current Guided Reading/Book Band/ Free Reading texts from Year 2 to Year 6 to establish the range we currently provide	English Leads/Teachers	Time to read texts	Autumn 1	AV/JA to review this at the end of the year to ensure it is broad and balanced	SLT to review 'Ludham Book List' at the end of the year	

3.1	<b>of texts to inspire and engage children</b>  <b>(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)</b>	- 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	English Leads/Teachers	-	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	English Leads/Teachers	Planning time	Autumn 2/ Spring 1		
		- Seek advice from experts to fill gaps in our reading curriculum for each year group (School Library Service, Little Ducklings Book Shop)	English Leads/Teachers	Planning time	Spring term		
		- Share 'Ludham Book List' on school website so parents can see which authors we cover	English Leads/Teachers	-	Summer term		
		- Display 'Ludham Book List' in the school library so supporting adults can recommend appropriate texts to children	English Leads/Teachers	-	Summer term		
3.2	<b>Reading for pleasure is actively promoted in each classroom</b>	- Gather a list of the good practice which is happening in each classroom (send out a teacher survey)	English Leads/Teachers	Time to make survey	Spring 1	AV/JA  to monitor what is happening in classrooms throughout the year	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	English Leads/Teachers	Time to make and share list/Staff meeting time	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	English Leads/Teachers	Staff meeting time	Spring term		
		- Complete Reading Speed Accelerated Reader assessment in Autumn term to identify struggling readers who might need more support to engage in reading for pleasure	English Leads/Teachers	All Teachers	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	English Leads/Teachers	Time to make pupil voice questions	Summer term		
3.3	<b>Reading for pleasure at a wider school level is promoted</b>	- Plan events for Book Week which focus on reading for pleasure – competition, author visit, book fair, Inter-key stage event	English Leads/Teachers	Time to plan	Spring term		JA 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	English Leads/Teachers	Time to plan	Summer term		
		- Encourage older children to record themselves reading a story for 'Ludham Radio' and share the link regularly in the school newsletter	English Leads/Teachers	Time to record stories	Spring/ Summer term		