

Nursted Community Primary School - Action Plan for: English 2022-2023, 2023-2024

Updated following OFSTED Spring 2023

Success Criteria/Impact Indicators:

- 1.1 By July 2023 and then 2024 90%+ of children make at least expected progress from their starting points in Reading and Writing (YR-Y6).
- 1.2 By July 2023 and then 2024 progress measures for Y6 are in line with or better than national averages for Reading and Writing (0+).
- 1.3 By July 2023 and then 2024 the % achieving the greater depth standard in Y6 is at least in line with the national for Reading, Writing and GPS.
- 1.4 By July 2023 and then 2024 the % achieving the greater depth standard in Y2 is at least in line with the national for Reading and Writing.
- 1.5 By July 2023 and then 2024 Attainment gaps between PPG and non PPG children are narrowing compared to 2021 end of T6 data in Reading, Writing.
- 1.6 By July 2023 Y3 has at least 69% of children achieving at the expected standard and at least 17% achieving at the greater depth standard.
- 1.7 The average number of children achieving at the greater depth standard has improved from the end of 2022 for reading and writing (2022 R = 27%, W= 20%)
- 1.8 By T4 2023 Sounds Write phonics, is consistently taught to a high standard by all members of staff responsible for teaching whole class, groups and individuals.
- 1.9 By July 2024 the teaching of reading at KS2 is taught in a consistent way across the Key Stage, following agreed procedures.

Monitoring Who, How and When	Lesson Observations, planning and book scrutiny: Termly Assessments/data review: end of T3/6 with Action Plan being Rag Rated following this. Pupil voice T2 Governor with responsibility for English: Andy Geddes – visit reports	Evaluation Who How and When	KV and T+L Committee at each meeting		
Lead Person	Amanda Dunstone	Others involved	All Class Teachers		
Action		Start/End date	How impact measured	Cost/Resources	Status RAG
1	Agree high quality texts of a suitable variety, pitch and diversity, to be used in each year group to ensure systematic teaching of reading				
A	Confirm high quality, whole class reading texts to be used as our Reading Spine. These cover the 'Five Plagues of Reading' identified by Doug Lemov and take into account the 'Arduous Eight' by Alex Quigley to ensure	T5 2023	Document showing clear progression of texts across the school with the Five	£3000 Access to WLS SM 4.5.23	

	the complexity of texts is built on each year and the children are regularly exposed to a diverse range of texts.		Plagues weaving though the year groups.		
B	Supplementary texts will be chosen for each year group to cover fiction/non fiction/poetry and linked to the wider curriculum.	T5/6 2023	List agreed for each year group shows appropriate pitch and breadth of style for poetry and non fiction.	SM: 10.5.23 17.5.23	
C	Training for staff on The Five Plagues and The Arduous Eight to ensure teachers understand what makes texts more or less difficult.	Term 5	Reading Spine takes this information into account	SM 4.5.23	
D	Ensure progression of difficulty texts and diversity of range of texts.	Term 6	EL monitor the key texts chosen for progression of difficulty.	Leader time	
E	Purchase books for Autumn and Spring terms 2023/24 or order them from the WLS.	Term 6	Books available for the term they are needed	SM 7.6.23	
2	Agree Nursteed's Timetable for teaching reading across KS2 and the CPD needed to teach this consistently well across the school.				
A	Timetable includes the appropriate strategies for teaching reading in each year group: <ul style="list-style-type: none"> • Phonics • group reading (mainly KS1) • Vocab teaching including tier 2 words and Greek and Latin root words (KS2). • Time for fluency practice • Time for comprehension strategies practice (KS2) • Time for reading for pleasure 	Term 6	Timetable agreed, understood and followed. Teachers feel confident in teaching all elements of the reading curriculum.	SM 24.5.23 TD Day 1.9.23	
B	Provide KS2 teachers with a timetable for introducing key Latin and Greek root words.	Term 6	List in place to be built into timetable	Leaders time 7.6.23	
C	Provide KS2 teachers with a timetable for introducing tier-two words	Term 6	List in place to be built into timetable	Leaders time 7.6.23	
D	English lead demonstrates methods to teach vocabulary to teachers.	Term 6		Leaders time SM 22.6.23	

3 CPD put in place to ensure all staff are able to teach all elements of reading to a high standard.					
A	CPD for staff in strategies to support the teaching of reading and reading comprehension, including: explaining, modelling, scaffolding. This will include ways to teach: skimming, scanning, slowing down, re-reading, checking index, glossaries and other scaffolds available, summarising, noticing patterns, asking questions, inference, predicting, etc.	Term 6/ Term 1 2023	Teachers understand and use a range of strategies to teach reading at KS2	SM 22.6.23 and 21.9.23	
B	CPD for teacher on what Fluency Practice looks like at Nursteed at KS1 and KS2. AC	Term 6/ Term 1 2023	All teachers teach reading fluency in a consistent way, following a lesson proforma	SM 25.5.23 TD Day 1.9.23	
C	CPD for teacher on different strategies to teach reading through Whole Class Reading, following Nursteed proforma lesson plans, including: <ul style="list-style-type: none"> • Shared reading • Fluency Practice • Extended reading • Close reading • Vocabulary Instruction 	Term 1 2023	By the end of Term 2 2023, Teachers feel confident to teach all elements of the reading curriculum to a high standard. Lesson observations in 23/24 will focus on this.	TD Day 1.9.23	
4. Ensure Phonics is taught consistently across the school with fidelity to Sounds Write					
A	Ensure new Teachers have Sounds Write training	Ongoing	All staff follow the principles and lesson format of Sounds Write for phonics/spelling teaching.	£1000 per teacher	
B	Ensure all staff have regular opportunities for CPD in Sounds Write to ensure, consistently high quality teaching.	Term 1/3/5 annually	Teaching in phonics is consistent and to a high standard as seen in lesson obs.	SM time Leaders time	

C	Share videos on the website for training purposes for staff and parents	ongoing	Video's support consistency of teaching and approach.	Leaders time	
D	Give teachers training in how to build opportunities to extend children and to scaffold children as appropriate into Sounds Write lesson, so that the lesson meets the need of every child.	T1 2023	All Sounds Write lessons meet the needs of each child.	TDDay 1.9.23	
5.	Agree ways to assess all elements of reading and ensure this impacts teaching				
A	Phonics: children are assessed at the end of every second unit.	T3 2023 onwards	Assessments known and used consistently by all teachers and inform teaching	TDDay 17.10.23	
B	Fluency	Term 2 2023	Assessments known and used consistently by all teachers and inform teaching	TDDay 17.10.23	
C	Reading comprehension	Term 2 2023	Assessments known and used consistently by all teachers and inform teaching	TDDay 17.10.23	
6.	Develop Reading across the wider curriculum				
A	Agree opportunities to practise reading in other subjects.	Term 3 2024	Practice in different subjects supports reading development.	TDDay 4.01.24	
B	Agree Vocab to be taught explicitly in History and Geography	Term 1 2023	Vocab list in place and built into non core subject planning.	SM	
C	Agree Vocab to be taught explicitly in Art and Design, Design and Technology	Term 2 2023	Vocab list in place and built into non core subject planning.	SM	
D	Agree Vocab to be taught explicitly in PE, Computing	Term 3 2024	Vocab list in place and built into non core subject planning.	SM	

E	Agree Vocab to be taught explicitly in Music, RE	Term 4 2024	Vocab list in place and built into non core subject planning.	SM	
F	Agree Vocab to be taught explicitly in Science	Term 5 2023	Vocab list in place and built into non core subject planning.	SM	
7.	Develop Reading for Pleasure				
A	KS2 Classes to visit Devizes Library Annually.	2023/24	Pupil Voice T3/6 children talk about their love of reading.	Time to organise	
B	Develop our Policy for Reading for Pleasure taking into account guidance in ch 14 of 'The Art and Science of Teaching Primary Reading'.	Term 1 2023	Pupil Voice T3/6 children talk about their love of reading.	Leaders time	
C	All children to be read to daily as part of the timetable.	2023/24	Pupil Voice T3/6 children talk about their love of reading.	To be planned during PPA for teachers	
D	Organise three events annually to raise the profile of reading including 'Book Week', author visits(live or on-line) plus a further event.	2023/24	Pupil Voice T3/6 children talk about their love of reading.	PPA and leaders time	
E	Opportunities for children to tell the headteacher about their reading such as Hot Chocolate with the Headteacher.	T3 2023 ongoing	Pupil Voice T3/6 children talk about their love of reading.	HT time.	
F	Termly book assemblies focusing on favourite books and recommendations from children and staff.	T1 2023 onwards	Information about good books is shared.	Assembly time	
8.	Improve parental engagement with their child's reading				
A	Provide support for parents in how to listen to their child read via a video from each class teacher. This builds on the videos on phonics and early reading provided during 2022/23 by AC.	Term 2 2023 updated Term, 1+2 for KS2	Videos are referred back to, to ensure consistency of approach.	Teachers time	

B	Share information each term on reading in the newsletter	T1 2023 ongoing	Reading has a high profile.	HT time	
C	Seek parent voice on how best to support them to support their children.	Term 1 2023	Information gathered is used to inform next steps	Leaders time	
9.	Develop the School Library to support reading across the school				
A	Consider how best to use the library. Seek external ideas and advice.	Term 1 2024	Library supports pupils' love of reading	Leaders time.	
10.	Work with other experts to ensure our reading curriculum is the best it can be				
A	Investigate what support is available from The Ramsbury Hubb by attending a show case event.	Term 5/6 2023	Action Plan updated following guidance given.	HT+1 non contact time to attend.	
B	Work with local schools to monitor and develop aspects of reading	2023/24	Action Plan updated following best practice seen.	Time to work with other schools.	
C	Visit schools with acknowledged 'best practice' in reading to learn from them.	2023/24	Action Plan updated following best practice seen.	Time to work with other schools.	
11.	Decide Interventions to be used to support all children to reach their potential				
A	Sign up to Reciprocal Reading (RR) Trial by FFT	Term 5 2023	If accepted, take part in training and trial.	Leaders time.	
B	Take part in information session to learn more about RR	Term 6 2023	Understand what RR will provide.	Leaders time.	
C	Train staff in RR (timeframe to be decided by trial.)	Either Term 6 2023 or 2024	Interventions are of a high quality and lead to rapid improvement in comprehension.	Non contact time to attend training.	
D	Continue with keep up and catch up support for those who need it based on phonic assessments	Term 1 2022 ongoing	Children receiving Intervention make good progress in end of unit phonics test.	TA time to deliver interventions	
12.	Ensure progression in the teaching and learning or writing skills				

A	Set out writing genres to be specifically taught in each year group and the skills to be covered.	Term 1 2023	Planning and work shows sequenced teaching of genres and skills.	Leaders time	
B	Set out writing genres to be practiced in each year group and the skills to be covered.	Term 1 2023	Planning and work shows sequenced teaching of genres and skills.	Leaders time	
C	Provide training in any areas of GPS shown to be weak in KS2 assessments 2023	Term 2 2023	Identified areas are addressed in planning and teaching.	Leaders time and SM	
D	Moderate writing assessments across the school to ensure a consistent approach	T2/5 annually	All teachers understand what the expected standard looks like in each year group.	SM time	
E	Work with standardized examples of writing, other schools and access LA training to assess writing to ensure a consistent approach	T2 2023 T5 2024	Our assessments match external assessment during moderation.	Non contact time	
F	Audit writing across the school and use findings to draw up a detailed action plan to improve writing during 24/25	Term 6 2024	English Action Plan drawn up for 2024/25 with a focus on Writing.	Leaders time and LA English lead time.	