

ENGLISH ACTION PLAN 2023-2024

| Targets | Success Criteria | Evaluation methods | Tasks | Timescale | Who | Monitoring the task | Costs |
|--|---|--|---|---|---|---|-------------|
| <p><u>Spelling</u> – Y1-Y4</p> <p>In Year 1, as spelling activities are introduced, provide parental guidance on ways to learn spellings.</p> <p>In Year 2, parents are introduced to further methods of how to learn phonic patterns and common exception words.</p> <p>The use of No-Nonsense Spelling is introduced from Y2</p> | <p>Children have covered all requirements of their year group.</p> <p>Children retain spellings in long-term memory and use common exception words in written work.</p> | <p>Weekly spelling checks</p> <p>Monitoring spelling written activities.</p> | <p>Peer editing -</p> <p>Self-checking tasks.</p> <p>Continuing word patterns work.</p> <p>Individual spelling lists.</p> | <p>Weekly.</p> <p>Twice weekly.</p> <p>Twice per ½ term.</p> <p>First half Term</p> | <p>H.D.</p> <p>G.G</p> <p>S.M.</p> | <p>Half termly spelling checks by Classroom Teachers</p> <p>Weekly in class 2, through use of personal spelling lists.</p> | <p>Nil.</p> |
| <p>To support independent writing in Y1, Y2, Y3 and Y4</p> | <p>All children working at an appropriate level independently.</p> | <p>½ termly assessments.</p> <p>Weekly individual monitoring</p> | <p>Provide support - both resources and adults to encourage independent writing.</p> | <p>Ongoing.</p> | <p>HD</p> <p>GG</p> <p>SM</p> <p>Volunteer helpers.</p> <p>T.A.</p> | <p>Individual children's work assessed and monitored throughout each ½ term and appropriate support given in response to needs.</p> | <p>Nil.</p> |
| <p>To further develop reasons for writing by regularly accessing a greater audience for children's writing.</p> | <p>Projects which are published on the website.</p> <p>Projects which provide shared books for class 1.</p> | <p>Production of work.</p> <p>Opinions from other children and adults.</p> | <p>Provide opportunities in a range of subjects to develop reasons for writing.</p> | <p>Throughout the academic year 2023-2024</p> | <p>G.G</p> <p>Classroom assistant.</p> <p>H Davey</p> | <p>All adults involved.</p> | <p>Nil</p> |

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| To liaise with pre-school so Twinkl phonics Level 1 is introduced. | Children on entry to R are ready for L2 phonics | Twinkl Program | Inform Parents | Academic year 2023 – 2024 | HD B. Gibson C. Coulson | Readiness for school | Twinkl membership |
| To prepare Y1 for 2024 phonics test. To prepare children for 2024 SAT's To use Twinkl phonics scheme to ensure all children have an excellent grounding in phonics. | Children pass Phonics test. Children achieve in SAT's Tests. Phonics scheme is followed. Children use their knowledge to decode their phonically matched reading books. | Previous tests and programs to develop the concept of alien words. To familiarise children with previous SAT's tests. | Inform parents giving ideas to practice phonics | Autumn term 2023 | G.G S.M H.D | Overview of progress H.D | Nil |
| To work in collaboration with Pre-School to develop through all areas of the EYFS curriculum; stimulus to inspire children to engage in mark-making activities. To develop activities which enable physical development, e.g. shoulder strength | Evidence of children's work To assess if children are ready to write. | Initial observations in Reception. | | Academic Year 2023-2024 | Class Teachers, TAs Outside Agencies Language for Literacy | Obs of children | Nil. |
| To ensure able pupils are challenged to achieve high standards in reading and writing. | Evidence in children's work. | Monitoring ½ termly of more able children. | Providing challenging resources and opportunities to enable most able to achieve higher standards. | Academic year 2023-2024 | Class teachers, classroom assistants | Staff meetings to discuss individual children | Nil |

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| To narrow gaps for identified children in progression in phonics, reading and writing. | Gaps are narrowed. | Monitoring identified children's progress. | Additional support for selected children. To inform parents of support. | Throughout academic year 2023-2024 | Class teachers Teaching assistants | Overview of progress. H.T Class teachers | Nil |
| In collaboration with Hexham Partnership develop vocabulary banks for N/C subjects. | Children using appropriate vocabulary in each subject. | Teacher/ HLTA/ Governors observations | Vocabulary lists | Throughout academic year 2023 – 2024 | Colleagues in the partnership. All teaching staff | Overview of development of lists | Nil |
| Assessment using termly NFER Reading Tests which give nationally standardised scores. | Assessment in line with nationally set curriculum | Teacher/ HLTA | NFER Tests | Termly | Class teachers | Data from the scores | Nil |