

**St. Bernadette's Catholic Primary School
School Improvement Plan**

Area for development: English

Rationale: To embed new initiatives and review current practice

Points for Action	Provision	Lead Person	Outcome with timescale	Cost	Evaluation
1) <u>Reading Assessment:</u> To align Classroom Monitor objectives with those listed within the reading codes.	CC to review reading codes and reband based on expectation; updated bands will include skills listed as working towards, expected standard and greater depth. Updated records to be uploaded onto Classroom Monitor by MA. MA to explore boundaries within Classroom Monitor in order to try to remove 'E' listing.	Cathy Connaire Matt Abbott	Reading codes and Classroom Monitor to be updated ready to use from September 2017. Greater cohesion within the assessment of reading. Reading data derived from Classroom Monitor should provide a more accurate reflection of the children's reading ability across the school.	N/A	
<u>Review</u>					

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<p>2) <u>Reading:</u> To ensure take home books match the reading ability of the pupils.</p> <p>To provide the children with additional reading for pleasure materials to take home.</p> <p>To ensure comprehension texts are appropriately pitched in relation to pupil ability. Teachers should offer a range of different types of question, in line with C codes and statutory assessment.</p>	<p>KS1 reading books will be audited to check which stage they most closely align with.</p> <p>A reference tool will be created that outlines how Oxford Reading Tree books and stages correspond to age related expectations. English teachers to ensure children are suitably challenged by their take home book, particularly in lower ability setting groups.</p> <p>Children to be given the opportunity to borrow a range of different types of age appropriate (vocabulary rich) reading material, including chapter books and non-fiction texts.</p>	<p>Clare O'Toole Kerry Lakin English setting teachers. Teaching Assistants who are reading with groups.</p>	<p>Books to be audited for the beginning of the academic year.</p> <p>New books to be allocated to reading groups ready to give out in the first week in September.</p> <p>Staff to refer to reference guide throughout the year to ensure children are appropriately challenged.</p> <p>Children will have the opportunity to take free readers of their choice home from September. Setting teachers to ensure books are returned to school before an additional book is provided.</p> <p>Comprehension texts will be matched appropriately to children's reading ability and questions will be varied and will reflect the type of questions given within national assessments.</p>	<p>New books to be purchased as free readers. TBC</p>	

	<p>Teachers to ensure that comprehension texts used match age related expectations and contain a variety of different types of question. Question style should reflect those given in national assessments and should incorporate a range of skills.</p>				
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<p>3) <u>Handwriting:</u> To improve the standard of handwriting across KS1 and KS2.</p>	<p>Designated handwriting time to be scheduled across KS1 and KS2: 2 x 10 minute slots weekly. 1 x 30 minute slot weekly.</p> <p>Staff to receive training in effective teaching of handwriting (preferably by Nelson, if available, as scheme is already used throughout the school).</p> <p>Greater emphasis on the teaching of handwriting - informal learning walks to take place in Autumn 1 to check provision is in place and handwriting will also be focused on within book monitoring.</p> <p>Audit Nelson resources in school</p>	<p>Kerry Lakin Clare O'Toole All staff</p>	<p>To begin in Autumn 1, with training to be organised before October half term.</p> <p>By February half term, there should be clear progress with regards to the development of handwriting. Standards of handwriting should be improving across the school.</p>	<p>Training costs TBC.</p>	

	<p>and share resources with staff.</p> <p>Cursive style to be introduced from year 1 to allow for greater continuity across the school.</p>				
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<p>4) <u>Talk for Writing:</u> To be fully implemented within KS1, EYFS and across lower ability setting groups in KS2.</p>	<p>COT and CC to attend a one day training session for EYFS and KS1.</p> <p>COT and CC to then disseminate this training to relevant staff.</p> <p>COT to support within the planning and delivery of Talk for Writing.</p> <p>Learning Walks to be conducted to ensure that the programme is beginning delivered regularly across the relevant year bands.</p> <p>Book monitoring to focus on the three stages of the programme. In particular, scrutiny will focus on the independent application and ensure there is</p>	<p>Cathy Connaire Clare O'Toole Kerry Lakin</p>	<p>Programme will be fully implemented by October half term.</p> <p>Monitoring will be ongoing throughout the year to ensure successful implementation. Standards of writing will improve across the school, including standards of writing within lower ability setting groups.</p>	<p>Training cost (TBC)</p> <p>New flip chart stands and paper needed for each group.</p>	

	independence and variety within the children's work.				
5) To offer refresher training on Alan Peat sentence tricks.	<p>One staff meeting to be dedicated to sharing Alan Peat sentence tricks and discussing how to use these to aid writing.</p> <p>Current sentence tricks to be rebanded into age related stages, in line with new curriculum, as opposed to levels.</p> <p>New sentence tricks to be explored and shared with staff.</p>	Clare O'Toole Kerry Lakin	<p>All staff will have refresher training on Alan Peat sentence tricks.</p> <p>Standards of writing should improve due to variation in sentence types being used by children.</p>	N/A	
Review					