

**ENGLISH ACTION PLAN 2022-23**

**Barriers to overcome**

- EAL – language acquisition
- Social deprivation
- Lack of external opportunities outside school
- SEND
- Parental engagement

**Writing strategies to embed**

- Vocabulary Ninja Spelling Scheme
- Writing Revolution Sentence Composition Strategies
- Shape Coding
- Clicker
- Mind Mapping
- Handwriting policy and scheme for learning
- 'Community of Writers' – Purposeful, authentic publishing opportunities
- SEEC Vocabulary Teaching – Top 10 Power words
- 'Praise, improve, Plan'

Objective 1   Develop and strengthen pedagogy in writing to ensure that standards continue to improve and barriers to learning are overcome					
Transcription (Spelling and handwriting)					
Objective	Implementation	Resources / cost	Timescale	Monitoring	Success criteria
<p>To embed a new whole school spelling scheme to improve children's outcomes in spelling</p> <p>To develop children's ability to attend to and correct their spellings</p>	INSET to introduce resources	<p>Vocabulary ninja subscription</p> <p>Spelling Journals</p>	<p>Implemented during Autumn term</p>	<p>-Staff feedback on resources</p> <p>-Pupil voice feedback</p> <p>- Learning walk – Working walls</p> <p>- Spelling data tracking</p> <p>- Book Scrutiny</p>	<p>Children able to use appropriate strategies to improve spelling</p> <p>Teaching of spelling is effective across school</p> <p>Children able to identify and correct spelling errors</p> <p>Children who need support with spelling are identified and supported through targeted intervention</p>
	HR – Power up writing CPD (3 Days)				
	Parent Workshop for spellings				
	Monitor implementation though staff feedback, pupil voice				
	PDM – Transcription – How to teach spelling effectively				
	Create a whole school progression document for spellings				
	Implement spelling interventions for KS2				
	Devise a proof-reading expectations for KS2 regarding spelling				
<p>To introduce and embed sentence construction strategies</p>	Shape-coding drop-ins	<p>NA</p>	<p>Autumn Term</p>	<p>Working Walls</p> <p>Learning Walk</p> <p>Lesson Observations</p> <p>Book Scrutiny</p> <p>Pupil Voice</p> <p>PDM</p>	<p>Teachers use strategies to support lesson planning</p> <p>Children use strategies to support with writing</p>
	Writing Revolution Lesson starters - PDM				
<p>To embed a whole school progression for the teaching of handwriting</p>	Create a whole school progression document for handwriting.	<p>Handwriting pens</p> <p>Handwriting scheme</p>	<p>Spring Term</p>	<p>-Book scrutiny</p> <p>- Pupil Voice</p>	<p>Children able to write quickly, accurately and effortlessly</p>
	Staff PDM Transcription				

	HR – Power up writing CPD (3 Days)				Children who need support with handwriting are identified and supported through targeted intervention
	Weekly handwriting lessons across school				
	Monitor handwriting licenses				
	Implement handwriting interventions				
	Handwriting taught within RWI lessons				
<b>Text Generation (Ideas, vocabulary and sentences)</b>					
<b>Objective</b>	<b>Implementation</b>	<b>Resources / cost</b>	<b>Timescale</b>	<b>Monitoring</b>	<b>Success criteria</b>
Develop use of engaging and purposeful hooks for writing units	Staff PDM – Planning time linked to long term planning/medium term planning	Possible trip/workshop expenses	Ongoing	Pupil voice Staff feedback	Children gain experiences and cultural capital supporting ideas for writing
	Creative writing Trips/authors/workshops for classes				
To develop children’s language and vocabulary capabilities.	Introduce pre-teaching vocabulary to support ideas for text generation ‘Top 10’	Vocabulary Books for pupils  Vocabulary dictionaries	Spring Term	Pupil voice Staff feedback Lesson Observations Book Scrutiny Learning Walks	Children have a wide repertoire of vocabulary which they are taught explicitly
	Staff PDM - Vocabulary				
	HR – Power up writing CPD (3 Days)				
	Vocabulary banks at the start of writing units				
	Introduce ‘Tier 2’ Lists for each year group				
	Implement SEEC model for teaching vocabulary				
	Each class to have a designated Vocabulary display				
<b>Executive Function – Planning, Motivation, Drafting and reviewing</b>					

Objective	Implementation	Resources / cost	Timescale	Monitoring	Success criteria
Develop use of planning and drafting techniques to support writing through modelling and supported practice	Planning and drafting PDM		Spring Term	Pupil voice Staff feedback Lesson Observations Book Scrutiny	Children know the stages of the writing process and know how to evaluate and improve their work  Children feel confident in using a range of editing and proof-reading techniques
	KS2 symbols for drafting implemented – posters for working walls				
	Introduce 'shapes for writing' to aid pupil's planning				
	HR – Power up writing CPD (3 Days)				
To create a community of writers with purposeful and authentic writing projects	Implement 'Praise, Improve, Plan' model for supporting children	Prizes Possible trip expenses	Poetry day October, poetry competition  To be planned into the school calendar throughout the year	Projects take place Pupils are engaged	Writing is meaningful, motivating and engaging to pupils  Pupil's written work is celebrated and valued
	Introduce whole school writing/poetry competitions				
	Staff PDM – Planning time linked to long term plan/medium term plan				
	Create opportunities for written work to be celebrated i.e. performances				
Monitoring-assessment-interventions					
Objective	Implementation	Resources / cost	Timescale	Monitoring	Success criteria
Assessment information used to monitor provision, track vulnerable groups and ensure high achievement for all	Birmingham toolkit PITA 1,2		On Going PDM every half term Book scrutiny half termly	Birmingham toolkit PITA 1,2 Flow charts –class provision Assessment sheets in books – writing units assessments	Children needing support are identified and tracked  All pupils achieve and make progress in writing
	Flow charts –class provision				
	Assessment sheets in books – writing units assessments				

To use a structured interventions to help pupils who need support with writing	TA Training RWI writing resources	National Tutoring RWI writing resources	Autumn 2	TA Observations/Drop ins Pupil's work Birmingham toolkit PITA 1,2 Flow charts –class provision	Children needing support are identified and tracked  All pupils achieve and make progress in writing
	Introduce interventions to support transcription				
	Introduce interventions to support idea generation				
Monitor and develop assessment procedures in writing	Use of assessment sheets in books	Supply cover for Y6 and Y2	On going Termly Moderation meetings	Birmingham toolkit PITA 1,2 Flow charts –class provision Assessment sheets in books – writing units assessments	Teaching staff aware of year group expectations  Teachers able to formally assess pupils work  Writing assessment is consistent across school  Children's work is moderated regularly to ensure consistency
	Regular staff moderation working with partner teachers				
	Moderation CPD for teachers Y6 and Y2 (Learn Sheffield)				