



CURRICULUM ACTION PLAN 2020/21

Date:	03/10/19	Subject/Focus Area:	Reading	Completed by:	HG, LC & RW
Links to Whole School Development Priorities (please tick the last column to show which priority your objectives link too)	<ul style="list-style-type: none"> To broaden the children's understanding of Global Citizenship and Diversity 				✓
	<ul style="list-style-type: none"> To implement a research based approach to improving aspects of writing across the curriculum 				✓
	<ul style="list-style-type: none"> To further enhance the connectivity of the curriculum through our Curriculum Families 				✓
	<ul style="list-style-type: none"> To further improve the physical and mental wellbeing of children and staff 				✓

Intent Statement

We believe English is fundamental, not only to personal and social development, but also to our ability to understand, evaluate, dissect and disseminate knowledge and, consequently, our ability to communicate effectively in society.

At Markeaton Primary School, it is our intent that we will instil a passion and enthusiasm for 'writing and reading for pleasure' in every child. With this at the core of our values, we will provide each child with the opportunity to explore the world around them and widen their experience and imagination through reading and writing. We will also provide children with the skills to critically evaluate texts and explore the tools and techniques employed by the writer. It is the skill of 'reading as a writer' and 'writing as a reader' that we want to nurture and develop.

We want our children to leave Markeaton with a rich vocabulary that provides them with the ability to play and manipulate language; recognising the nuance of meaning and how language can be used for a range of purposes. We want children to have the confidence to be able to communicate effectively and get their meaning across in a variety of situations, not least, the world of employment when they are older.

Intent	Implementation					Impact	
<i>What do we want to do and why are we doing it?</i>	<i>How are we going to do it?</i>					<i>What will be the impact and how will we know?</i>	
Objective	Action(s)	Staff	Resources (costs if applicable)	Start date	End date	Success criteria	Monitoring
Developing a whole school research-based approach to shared reading.	-Attend Reading PSG to develop a shared reading structure for the whole school	HG & LC	-Free course, staff cover (covered internally if	Sept 2019	July 2020	-Continuity and consistency across year groups in approach to reading	-planning scrutinies



	-Develop shared reading overview		possible)				-pupil voice -lesson observations
Ensuring that <i>all</i> members of staff are confident in delivering and supporting reading objectives.	-TA Reading Champions to be elected in both Key Stages -TA Champions and additional KS1 and KS2 TAs to attend PSG training and disseminate CPD -English leads to deliver staff CPD	HG & LC (various TAs)	-Free course, staff cover (covered internally if possible)	Sept 2019	July 2020	-All staff confidence in teaching/supporting reading to increase	-staff questionnaires (Autumn and Summer terms) -lesson and/or intervention observations
To ensure that our whole school approach to shared reading is appropriate for both children working above the expected standard and those working below age expected.	-English Lead CPD (PSG) -Develop shared reading structure	All staff		Nov 2019	July 2020	-Those working above the expected standard are challenged -High expectations for those working below age expected result in visible engagement during shared reading.	-pupil voice -planning scrutinies -lesson observations – is discussion happening in mixed ability groups? -What are engagement levels across the class?
To ensure a wide of texts closely linked to phonics stages are available within book bands.	-Book band audit to gauge any immediate gaps -Use bookfair money to further supplement book bands	HG & LC	-Expenditure directly impacted by Bookfair sales.	Oct 2019	July 2020	-Wide range of books available suited to children’s phonic ability.	-pupil voice -half-termly 1:1 reading sessions between English Leads and children



	-Monitoring of children in KS1 by English leads to ensure that books are appropriate for their phonic level						
Creating ore opportunities for children to read for pleasure, fostering a love of reading (both indoor and out).	<p>-English leads to complete environmental audit (reading areas, libraries, books displayed etc.)</p> <p>-Create a sheltered outdoor reading area to be used at playtimes.</p> <p>-Ensure that texts are carefully selected as to include books that promote equality and diversity.</p>	HG & LC	-£500 to create outdoor reading area	Sept 2019	Spring Term 2020	-Children engaging with reading opportunities independently.	-Pupil voice -Audits/walk-arounds

Additional Notes

CURRICULUM ACTION PLAN 2019/20

Date:	03/10/19	Subject/Focus Area:	Writing	Completed by:	HG & LC	
Links to Whole School Development Priorities (please tick the last column to show which priority your objectives link too)	<ul style="list-style-type: none"> To broaden the children's understanding of Global Citizenship and Diversity 					✓
	<ul style="list-style-type: none"> To implement a research based approach to improving aspects of writing across the curriculum 					✓
	<ul style="list-style-type: none"> To further enhance the connectivity of the curriculum through our Curriculum Families 					✓
	<ul style="list-style-type: none"> To further improve the physical and mental wellbeing of children and staff 					✓



Intent <i>What do we want to do and why are we doing it?</i>	Implementation <i>How are we going to do it?</i>					Impact <i>What will be the impact and how will we know?</i>	
Objective	Action(s)	Staff	Resources (+ costs)	Start date	End date	Success criteria	Monitoring
For English leads to monitor and evaluate the progression and coverage of purposes for writing from Y1 to Y6.	<ul style="list-style-type: none"> -English leads to create pro forma for year group overviews for purposes for writing coverage -All staff to submit an overview of texts studied and purposes for writing covered in each year group to SharePoint. To be reviewed by English leads -Staff to create reading spines in year groups/departments, identifying any gaps where texts need to be purchased. 	HG & LC, All staff	-Book Fair Scholastic Rewards	Jan 2020	July 2020	-English leads can see progression through thorough and detailed overviews of texts being taught in different year groups, ensuring no overlaps or repetition. Overviews will include coverage of purposes for writing and SPaG coverage.	-Scrutinies of overviews and lesson observations to show cohesion
To ensure that, where appropriate, disadvantaged pupils are targeted to support their attainment of GD.	<ul style="list-style-type: none"> -Review MAGs data and identify children -Professional discussions with relevant Y2 and Y6 teachers/TAs regarding implementation of interventions and targets for children -Co-ordinate and discuss with PP leads 	HG & LC, Y2 and Y6 staff	N/A	Jan 2020	July 2020	<ul style="list-style-type: none"> -Data percentages reflect attainment within GD -Children feel more confident working within GD 	<ul style="list-style-type: none"> -Targeted book scrutinies (Y2 & Y6) -Intervention progress reports and discussion -SATs/Pupil Progress reports -Pupil voice of targeted groups



<p>To ensure that teaching staff feel confident in their planning of and approach to teaching children to review their own work e.g. revision and editing</p>	<p>-Staff meeting to deliver training on reviewing and idea pool (Summer Term) -English Leads to create questionnaire for staff meeting to assess confidence</p>	<p>HG & LC</p>	<p>N/A</p>	<p>Nov 2019</p>	<p>July 2020</p>	<p>-Improvement in staff confidence as evidenced by questionnaires</p>	<p>-Planning scrutinies: is sufficient reviewing time for children evidenced in planning? -Observe 'reviewing' lessons</p>
<p>Detailed Monitoring and Evaluation of data by English Leads</p>	<p>-English leads to track data of cohorts across year groups to identify trends and disparities -English leads to address significant disparities through professional dialogue with staff and to suggest appropriate interventions</p>	<p>HG & LC</p>	<p>N/A</p>	<p>Oct 2019</p>	<p>July 2020</p>	<p>-Successfully identify and address the most significant trends and disparities in data</p>	<p>-Review MAGs data -Monitor that feedback given to departments is being acted upon</p>

Additional Notes