| CURRICULUM ACTION PLAN 2022-23					
Date:	5/10/22	Subject/Focus Area:	Phonics	Completed by:	V. Gamble
Links to Whole School Development Priorities (please tick the last column to show which priority your objectives link to)	To further develop how teachers plan and assess in *Foundation Subjects (*all taught subjects apart from Reading, Writing and Maths)				
	Children from FS2 to Y6 to make at least good progress in targeted areas of Writing e.g. spelling				X
	To improve whole school attendance and the attendance of identified groups of children across the school				
	To develop support, training and moderation opportunities for teaching staff with local partner schools				
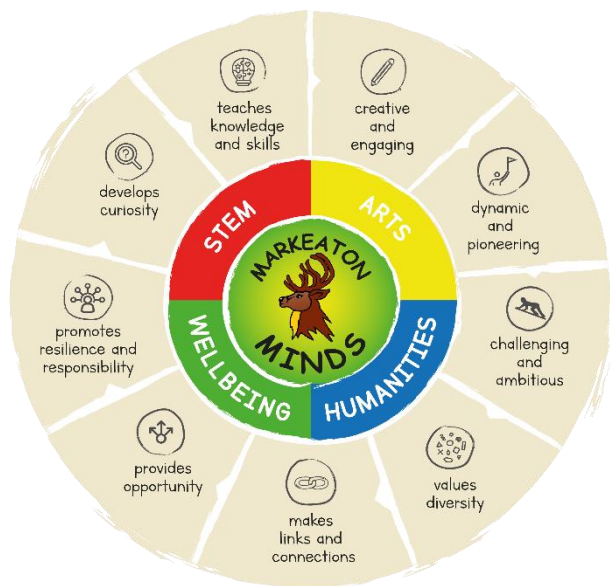
Vision statement:

At Markeaton Primary School, we are committed to inspiring a love of reading at the heart of English and we aim to instil a passion and enthusiasm for reading for pleasure in every child. It is our intent, that with this at the core of our values, we can provide each child with the opportunity to explore the world around them and widen their experience and imagination through reading. To achieve this, we will provide children with the skills to critically evaluate texts and explore the tools and techniques employed by the writer. During their time at school children will be taught to read and write using a systematic synthetic phonics programme.

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' both now and in the future.

Curriculum Family Target
To further enhance Phonics provision across all year groups

| Targets *(please highlight any targets which strengthen the connectivity of the curriculum)* | Implementation

How are we going to do it? | | | | | Impact

What will be the impact and how will we know? | |
|---|---|---|---|---|---|---|---|
| Objective | Action(s) | Staff | Resources (costs if applicable) | Start date | End date | Success criteria | Monitoring |
| To monitor the implementation of Unlocking Letters & Sounds phonic scheme during phonic lessons - FS2 – Yr2, ensuring high expectations for all. | Learning Walks x3 (at least)

Staff meetings to discuss good practise and problems that are occurring.
Mentoring of staff – if needed e.g. model lessons, discuss planning etc.

Phonics displays, phonic mats etc. evident | VG | Staff meeting time

Internal cover for learning walks | Sept 2022 | July 2023 | Staff will be seen teaching phonics as set out in the Unlocking Letters & Sounds scheme.
Staff will feel confident in delivering ULS. | Observations through learning walks and classroom environment |
| To monitor the implementation of the Unlocking Letters & Sounds intervention using the document 'Ambitious Expectations' – FS2 – Yr6 | ULS Assessment to Intervention online training 24/11/22 – DG, VR, DU, (TAs from FS2, KS1, LKS2) – feedback to their key stages.

Learning walks x3 (at least)

Mentoring of staff if need be by staff trained. | VG, class teachers | Online training - £75pp (3 for 2 offer)

Internal cover for learning walks

Staff meeting time | Sept 2022 | July 2023 | Staff will feel confident in delivering ULS interventions. | Observations through learning walks, pupil data |
| To achieve 85%+ in the Year 1 screening check. | Follow the ULS scheme

Use of the ULS intervention

Children assessed three times a year (Sept, Dec, March) using past screening | VG, SP | Time – Year 1 PPA, key stage meetings

Internal cover for learning walks | Sept 2022 | June 2023 | 85%+ of Year 1 children achieve the expected standard in the screening check | Pupil data |

	check paper to gauge how they are progressing. Mentoring of Year 1 staff if need be. Discussions between Year 1 staff – concerns etc. Monster words being seen by children during English Fast Fours from Sept. Learning walks x3 (at least)					

Additional Notes