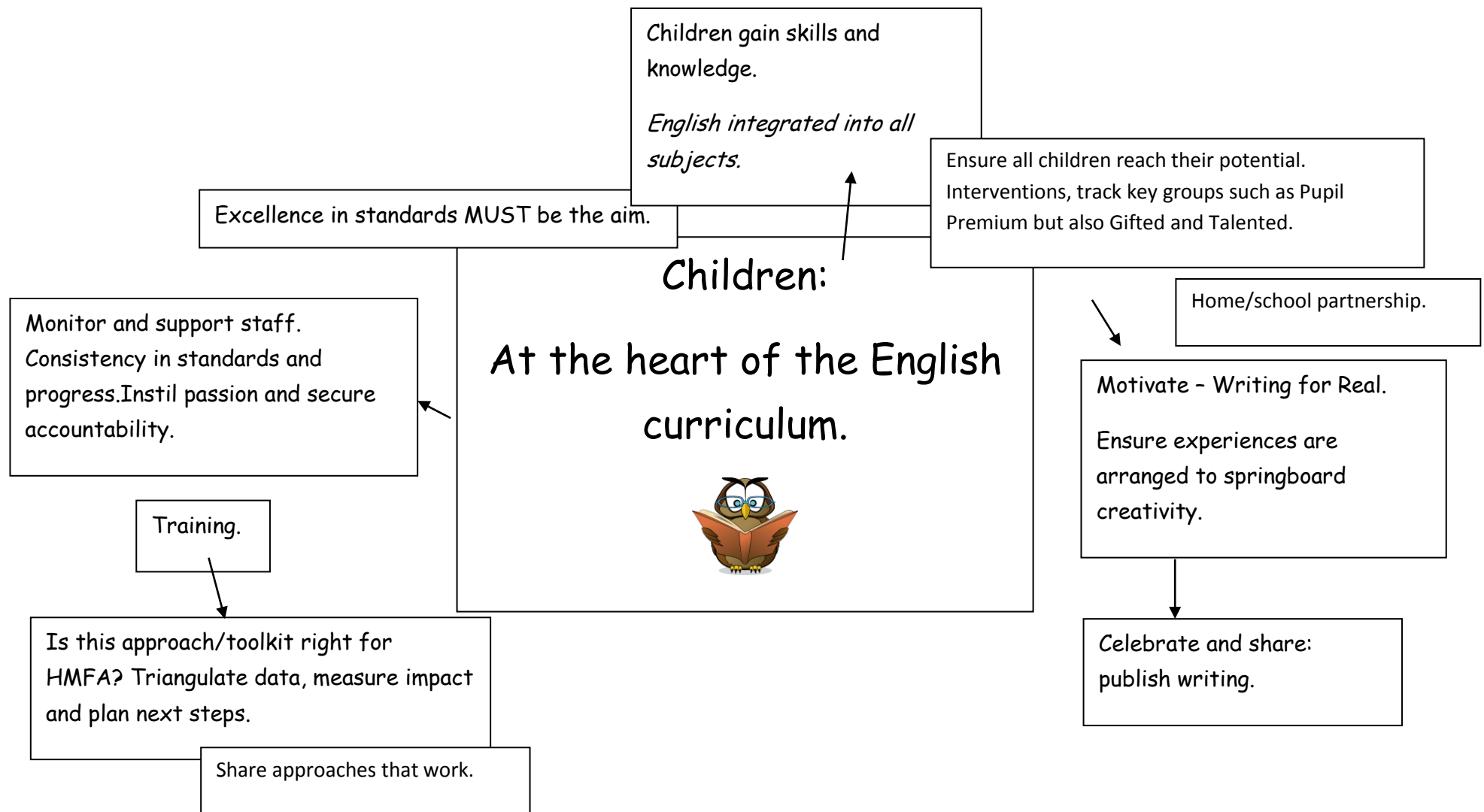


Strategic Plan for English. HMFA 2016-17



Major theme/strategy	Direction/activity	Key Outcomes	Time	Person/s with oversight
Coverage of skills for each year gp by all teachers.	<ul style="list-style-type: none"> • Ensure that all teachers have incorporated all literacy objectives from the 2014 National Curriculum into their planning across the year. • Look for evidence in books of skills coverage. 	<ul style="list-style-type: none"> • Children making at least expected age related achievement. • Coverage of all English objectives evident in all year groups. • SPAG covered through grammar, spelling and punctuation sections of curriculum. 	September 2016	English Manager Head Teachers
Assessment of English curriculum.	<ul style="list-style-type: none"> • Ensure that English objectives are being tracked and assessed across the year (Classroom Monitor/ Progress grids). • Moderation to ensure accuracy of assessments 	<ul style="list-style-type: none"> • Accurate assessments of English objectives available once a term. • Planning is based on accurate assessments. 	September 2016	English Manager Head Teachers GM
Ensure effective use of Assessment for Learning	<ul style="list-style-type: none"> • Targets (based on assessments) must be child-friendly and changed regularly. • Book scrutinies ensure that: <ul style="list-style-type: none"> ○ Marking/feedback is purposeful and moves children forward in their learning. ○ Regular dialogue is taking place with pupils on their targets. ○ Pupils are given opportunity to reflect upon and respond to teacher marking. 	<ul style="list-style-type: none"> • Teachers fully aware of pupils' abilities and able to identify what needs to be done to move learning on. • Pupils fully aware of their next steps for learning. • Pupils engaged in feedback to staff, showing marking and feedback are improving outcomes. 	September 2016	English Manager Head Teachers GM
<p>Ensure progress of key children in years 1-6 (SEN and Gifted and Talented).</p> <p>Writing 'for real.' Partnerships.</p>	<ul style="list-style-type: none"> • Data analysis of results for reading and writing • Children identified to ensure acceleration in progress. • Maintain Literacy Ambassadors scheme. • Class RAPs in place and reviewed regularly. 	<ul style="list-style-type: none"> • Improved outcomes for pupils. • Improved knowledge for teachers. • Improved links with other organisations and opportunities for pupils. • Enrichment of the curriculum and cross-curricular links. 	September 2016	English Manager Head Teachers (Liasion with ZB).

Improve quality of writing.	<ul style="list-style-type: none"> • Hooks, trips, workshops, visiting artists and other motivational ways of working are planned half termly. • Publish children's work on different platforms. • Scrutiny of work to ensure clear differentiation and effective Assessment for Learning strategies. • Guided writing to take place in each class and exemplification models used in KS2. • Presentation guidelines taught at the beginning of each year and expectations maintained throughout. • Talk for Writing and THRASS used across all schools. • Extended independent writing to take place at least each half term. 	<ul style="list-style-type: none"> • Progression of skills • Pupils engaging in a wide range of writing genres. • Increased motivation for writing. • Links with other organisations. • Children clearly understand what to aim for. • Celebration of achievement. • Improved outcomes for pupils. 	September 2016	English Manager Head Teachers Liaison with JB.
Improve the teaching and learning of grammar.	<ul style="list-style-type: none"> • Ensure that grammar is taught discretely and in context. • Regularly update teachers on resources – online and other. E.g. Pie Corbett and Alan Peat. • Continue to collate SPAG booster activities and games and ensure all have access to them. 	<ul style="list-style-type: none"> • Improved quality of teaching and learning. • Progression of skills. • Improved outcomes for pupils. • Improvement in knowledge and understanding of teachers. 	September 2016 onwards	English Manager Head Teachers
Improve the quality of spelling.	<ul style="list-style-type: none"> • Ensure spelling lessons are taking place each week in each year group. • Regular spelling activities sent home as well as advice on spelling strategies and apps (e.g. Squeebles) • THRASS used as intervention throughout KS2. 	<ul style="list-style-type: none"> • Staff are clear on spelling progression within the 2014 framework. • Improved outcomes for pupils • Children spelling more accurately in own work. • Parents have strategies to support children. 	September 2016 onwards	English Manager Head Teachers
Improve reading.	<ul style="list-style-type: none"> • Ensure that Book Talk or other guided reading is taking place in each year group. • Provide GR models/resources for staff. 	<ul style="list-style-type: none"> • Children make age related progress in reading. • Children develop strong comprehension skills. • Children develop strategies for 	September 2016 onwards	English Manager Head Teachers

	<ul style="list-style-type: none"> • Run THRASS training for new staff. • Peer reading – Reading Buddies. • Put new library scheme in place. 	<p>decoding unfamiliar texts.</p> <ul style="list-style-type: none"> • Links are made with external agencies. • Children gain sense of responsibility. 		English Manager
Improve speaking and listening skills	<ul style="list-style-type: none"> • Organise and run a debating competition for Year 6 across federation. Speakers to include local MP and Big Chill founder. Invite Whitecross High School to be involved. 	<ul style="list-style-type: none"> • Increased skills and confidence for pupils. • New partnership with local organisations. 		English Manager