Core Priority
Literacy

Overall Strategic Aim: To improve children's outcomes in reading and writing at Age Related and at Greater Depth

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Rationale and Evidence:

- 2023 data shows that children's performance in writing, in all year groups except Year 6, is lower than reading or maths
- The percentage of children achieving GDS in writing in Year 2 and Year 6 is lower than national and Trust averages
- Writing data for Year 1, 2 and 4 is below 70%
- Writing results are impacting significantly on the combined data across the school
- English consultant feedback for Year 6 has highlighted a gap in terms of conscious control and voice in writing preventing GDS
- English consultant feedback for Year 2 highlighted the fact that children in KS1 should be regularly editing their writing
- Conferencing/live marking has been successfully used in Year 6 and has led to improved outcomes

Strategic Aim	Key Tasks Autumn	Impact so far?	Key Tasks Spring	Impact so far?	Key Tasks Summer	Overall Desired Impact
To further develop children's ability to evidence an exposure of wider reading in their writing.	1. Revisit and review current core texts, book canon and books for pleasure for each year group including class novels. (AC/MB) 2. Develop a series of 3 - 5 PDMs to support understanding of Graeter Depth writing: study of exemplification materials and GDS statements; teaching sequences with clear outcomes and specifc techniques for using high quality texts to improve writing e.g. revisit mimicking sentences – linked to reading		1. Review system for tracking books read at home over Key Stage 2 (MB/EH) 2. Ensure library visits happen regularly for KS1 and lower KS2. (MB/EH) 3. Introduce visits to Woolwich Library for Year 5 and 6. (MB/EH) 4. Encourage parents to attend library trips to sign up for library cards. (MB/EH) 5. Careers and Enterprise – authors/illustrators/storytellers/editors. (MB/AA)			Texts, authors and vocabulary which children are exposed to are progressive in complexity, broaden and challenge their knowledge and represent a variety of cultures and beliefs. Teachers plan effectively ensuring children are exposed to and practise the application of high quality sentence structures and vocabulary. Children will enjoy reading, seek new books and genres and engage in reading beyond the classroom.

technique for new staff (AC/MB/JL) 3. Teachers to revisit reading and writing plans ensuring texts accurately support specific writing genres. (SLT through monitoring/ CTs) 4. Non-negotiables in writing based on the national curriculum and end of key stage expectations, shared with all class teachers. (AC/MB) 5. Author focus in book corners to be carefully planned for progression across the school (AC/MB) 6. Investigate sources of funding to refresh collections in libraries and book corners. (CLPE book list - AC/MB) 7. Regular monitoring of reading at the end of the day for pleasure. (SLT) 8. Y6 book club established with texts linked to current learning sequences to support children to reach AARE in writing (MB/ NN)		6. Organise books in shared areas and book corners. Purchase up-to-date fiction and non-fiction texts. (MB/EH) 7. Trial Literacy Tree units in Year 1, 3 and 6 (MB/KW/JR) 8. Introduce regular opportunities for children to orally share books, their opinions on books. (EH) 9. Revisit EPIC books with all staff and check staff have logins 10. Reintroduce EPIC books with children 11. Establish whole school termly reading buddy session (begin on World Book day)		School will have an increased budget in order to refresh book corners and libraries across the school with up-to-date and challenging texts. The percentage of children achieving GDS at the end of KS2 will be in line with the Trust and higher than National averages.

	9. Explore and identify Literacy Tree units that could develop. (SLT/AC) 10. Provide Open Mornings for phonics lessons in Autumn 2 (KP, KW)					
To refine assessment for learning practices to ensure gaps are closed and facilitate greater progress in writing	1. Design and deliver a six-week Ambition refresher plan based on Responsive Teaching (LR, AC and HT) 2. SLT to read EEF Teacher Feedback to improve Pupil Learning document (SLT) 3. SLT to review Feedback on Learning Policy in light of EEF research and discussion (SLT) 4. SLT to agree clear policy based on conferencing/ live marking (SLT) 5. SLT to agree clear policy on self and peer editing (SLT) 6. Introduce Conferencing/ Live Marking to staff through a PDM (MB/NN/JL) 7. English leads to introduce Happy Handwriting and No-Nonsense Spellings as		1. Monitoring of writing to focus on children at high ARE/AARE for evidence of reading in writing (SLT) 2. Weekly seen/unseen reading comprehensions to be embedded in reading teaching sequences from Year 2 onwards (EH/MB) 3. Launch revised Marking Policy in a PDM with a focus on edting practice (MB/JR) 4. Peer and self-improving and editing opportunities to be revisited as a technique from Year 2 onwards and embedded in writing sequences (EH/MB) 5. Happy Handwriting – refresher and reflection (EH/MB)			A consistent approach to teaching and learning is embedded across the school, based on current research. Teacher feedback is purposeful, acted upon and applied. All children in KS1 and KS2 can edit their learning. All children understand that they have the ability to improve their outcomes and progress in their learning. A consistent, regular approach to conferencing is understood and embedded across KS2 by both staff and children. Teachers implement handwriting and spelling scheme consistently leading to improved handwriting and spellings. All children except those with specific

	a whole school initiative (AC) PDM 8. Provide staff with a list of non-negotiable and desirable spelling lists and monitor their implementation (AC) 9. Set up book boxes for Quiet playground reading area					SEND or new to English achieve ARE in writing at the end of this academic year.
To further develop the use of a range of assessment devices in reading	1. Ensure all new and existing staff are familiar with the Assessment Year document. (JR) 2. Incorporate Little Wandle half termly assessments into the main assessment timeline. (AC/JR) 3. Hertfordshire Reading Test data from Summer 2023 analysed by SLT 4. Research and establish a bank of summative reading assessments to use each term (e.g. Rising Stars and past papers for year 2 and 6). (JR/AC/MB) 5. Summative reading assessments taken I December. (CTs/AHTs)		1. Summative reading assessments taken in March. (CTs/AHTs)		1. Summative reading assessments taken in June. (CTs/AHTs) 2. Re-design Home Learning Journals for September 2024 (EH/MB)	Staff are aware of assessments to be undertaken across all year groups. Teachers feel confident when assessing against reading statements. Data from a range of assessments is used to support accurate teacher assessment.
To embed the use of Assistive Technology and scaffolding to ensure all	1. PDM to Introduce the EEF Five a Day Principles. (BT/EA) 2. PDM to revisit visual verbal and written scaffolds and		1. PDM to focus on reflection tool. (EA/BT/LR) 2. Monitoring focus on scaffolding. (EA/LR)		1. Ten-minute PDM sessions weekly to focus on the tools – Immersive Reader, Dictation, Lens (EA/LR/SC)	All staff are confident in their knowledge and use of Assistive Technology. AT is used appropriately to ensure

children secure good or better progress in their learning.	responsive teaching. (EA/LR) 3. Introduce Reflection Tool (EA) 4. Support staff to receive a training session on '5 a Day' and scaffolding model (EA/LR)		3. PDM to introduce Microsoft Office Assistive tools. (BT/EA/SC) 4. Training session on Assistive tools for key support staff. (EA/LR/SC) 5. Identify Assistive Technology Champions (EA/LR/SC) 6. Trial Reading Coach with a group of reluctant readers (EA/LR/SC CTs)		2. Monitoring of Assistive Technology (EA/LR/SC) 3. Identify children to use assistive technology for next year (LR/SC/CTs) 4. Expand Reading Coach to more children (EA/LR/SC)	children who use it make good or better progress. The percentage of children with SEND achieving ARE at the end of KS2 increases. Childre with SEND make expected or better progress from their different starting points.