

## Langmoor Primary School - English Development Plan Autumn 2023 KMG – 2-year plan

	Priority	Why / Details	Notes / Ideas
1	<b>Reading</b> To promote reading for pleasure across the school	Many children dislike reading and read little at home for pleasure. This is reflected in school: low interest in reading, a lack of understanding of basic vocabulary, poor application of a wider range of vocabulary in their written work and poor inspiration for storytelling.	<ul style="list-style-type: none"> <li>❖ Encourage book choice</li> <li>❖ Author Visit</li> <li>❖ Competition</li> <li>❖ World Book Day activities</li> <li>❖ All classes 'whole class novel reading' linked to writing topics (and T4W)</li> <li>❖ Class Assemblies – discussions about authors</li> <li>❖ Shed updates</li> <li>❖ Parent involvement</li> <li>❖ Book fair</li> <li>❖ Book buddies</li> <li>❖ Celebration – certificates</li> <li>❖ Purchase more books from diverse authors</li> <li>❖ Purchase more topic books for classrooms</li> <li>❖ Purchase diversity books for class assemblies</li> </ul>
2	<b>Reading</b> To develop our reading curriculum - impact	Many children are not making links between the curriculum in and across year groups. In English lessons a deeper understanding of authors is needed – children should be able to compare them and discuss their style of writing. We need to develop 'impact' from the book choices we offer in English lessons and develop readers across topic / Non-Fiction units as well. Children need to feel motivated and challenged from reading as well as learn from them.	<ul style="list-style-type: none"> <li>❖ Review online resources / sites to use</li> <li>❖ Purchase and use 'Everyone Welcome'</li> <li>❖ Give more time to reading</li> <li>❖ Start a reading club (link to writing as well)</li> </ul>
3	<b>Reading</b> To develop a reading environment across the school	Not all classrooms have a reading area / display for children to explore. Children need space to explore books more.	<ul style="list-style-type: none"> <li>❖ Display in main hallway</li> <li>❖ All classrooms to have a reading corner</li> <li>❖ Classrooms to have a reading display</li> <li>❖ Revamp the creative cabin</li> <li>❖ Start a reading club</li> <li>❖ Reading display in main corridor</li> </ul>
4	<b>Writing</b> To promote a love of writing	Many children dislike writing and do not write for pleasure. It is often seen as boring and 'just for English lessons'.	<ul style="list-style-type: none"> <li>❖ Be more creative with published work eg make mini book / use special paper</li> <li>❖ Have more purpose to writing eg newspaper / magazine / write to an author</li> <li>❖ Engage with parents more – send home writing / link to homework</li> <li>❖ Engage more with authors – email / social media</li> <li>❖ Have special creative writing note books</li> <li>❖ Use props to engage writers – have creative / free writing time / keep a diary</li> <li>❖ Hold competitions</li> </ul>

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			❖ Trip / experiences
5	<b>Writing</b> To increase more EXP confident writers & GD	Writing is a weaker area in our school. Staff need to ensure they are using the Rising Stars intervention more often and consistently. Staff need to ensure they are planning grammar lessons linked to their units more carefully. All staff should consider SPAG recall grids to revisit previous learning and to inform future planning. Children need to be more confident with the ITAF skill for their year group, including the word list for vocabulary choices.	<ul style="list-style-type: none"> <li>❖ Monitor progress</li> <li>❖ Use Rising Stars intervention</li> <li>❖ More grammar lessons to be seen</li> <li>❖ More starter activities in English to be seen, including SPAG recall grids, Spelling Bees and mini editing tasks</li> <li>❖ All English books to have 'word lists' and support sheets for reference</li> <li>❖ Improve working walls – have posters that help the children more with grammar choices</li> <li>❖ Continue to use Spelling Shed across KS2</li> </ul>
6	<b>Reading &amp; Writing</b> To develop spoken language - alongside reading & writing	Children need time to talk about books and as well as their own writing. Children are often unfamiliar with a variety of authors / styles – talking and sharing will also enhance their own articulation and presentation.	<ul style="list-style-type: none"> <li>❖ Book buddies – read to a different year group</li> <li>❖ Book buddies – write own stories and share with a different year group</li> <li>❖ More peer talk time in lesson time</li> <li>❖ Homework – 'talk to your parent'</li> <li>❖ Reading bears at home</li> </ul>
7	<b>Reading &amp; Writing</b> To review our phonics SOW in line with government expectations  <i>Ongoing from last year</i>	Government announcement of new guidelines for teaching phonics from 2022: <i>If your school uses its own approach based around Letters and Sounds 2007 which includes appropriate resources, has decodable books matched to pupils' phonic knowledge, high-quality staff training and achieves strong results, there is no need to change approach. Schools should check that the approach taken is sustainable and works for all children, including the most disadvantaged.</i>	<ul style="list-style-type: none"> <li>❖ Review new schemes</li> <li>❖ Review and purchase resources and books</li> <li>❖ Staff Training – Teachers and Support Staff</li> <li>❖ Have a clear whole school approach to phonics that supports all children with application (from reading to writing)</li> </ul>

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<div> <div>Priority:</div> <div>1</div> <div>Reading</div> </div> <div>To promote reading for pleasure across the school</div>						
Step	Breakdown	Action	Success Criteria	Monitoring / Who	Resources / Cost	Review Dates
1.1	Encourage book choice & Purchase more books from diverse authors	<p>To discuss with staff what is happening in their classroom to promote reading.</p> <p>Purchase more diverse author books (the ones bought this year have been very popular).</p>	<p>Have more rewards for reading.</p> <p>Celebration – certificates for readers.</p> <p>Children enjoy reading more – can discuss a range of authors.</p>	KMG	£??? TBC	
1.2	Parent involvement	To have a reading workshop for parents – introduce book activities and VIPERS for comprehension.	Children will read more at home.	KMG RU	Morning / afternoon cover to hold workshop for parents.	
1.3	Book buddies	<p>To reintroduce book buddies – older children reading to younger children.</p> <p>At least once per half term – staff to pair up (1=4 2=5 3=6).</p>	<p>Children enjoy sharing books.</p> <p>Share on Twitter.</p>	All staff to be involved (1=4 2=5 3=6)	20 mins – once per half term.	
1.4	Shed updates	To continue to use the Creative cabin to promote reading and writing – changing the author each half term.	Children will enjoy the shed area and enjoy reading different authors books.	KMG	£??? TBC	
1.5	Author Visit	To book an author visit for the Spring term – workshops for all children.	Children get a hand on experience and opportunity to work with a real author.	KMG	£??? TBC	
1.6	World Book Day activities	To ensure all children and staff take part in an activity – to be decided in spring term – this must involve parents this year to increase engagement.	Children to enjoy the day and learn about a variety of authors – theme TBC nearer the time.	All staff to be involved		
1.7	Book fair	Book fair is booked for 2023 – rebook again for 2024.	We raise money for school books. Children enjoy purchase.	KMG		

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Priority: 2		<b>Reading</b> To develop our reading curriculum - impact				
Step	Breakdown	Action	Success Criteria	Monitoring / Who	Resources / Cost	Review Dates
1.1	Give more time to reading	All staff to review how much time is spent on reading and reading for pleasure. To give children more time to discuss books and authors. Give children time to do book reviews / posters on authors.	Children will understand their reading more.  Staff can assess children's knowledge.	All staff		
1.2	Review online resources / sites to use	To consider using a new online reading tool / library. Research costs and impact they have in other schools. To research links with phonics reading scheme in KS1 – do they do KS2 level online books	To give children more opportunity to read a wider range of books.  For staff to monitor reading more.	KMG	£??? TBC	
1.3	Start a reading club (link to writing as well)	To expand on children's classroom learning – continue to expand children's learning.	Children get a deeper understanding and enjoyment of and from reading.	KMG	£??? TBC	

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Priority: 3		<b>Reading</b> To develop a reading environment across the school				
Step	Breakdown	Action	Success Criteria	Monitoring / Who	Resources / Cost	Review Dates
1.1	Display in main hallway	To create a library display. One on authors and the other on Phonics / VIPERS. Main hallway to be redesigned with 4 significant authors.	Children to enjoy reading more. They will use the displays to support their reading in the library.	HB KMG	-	
1.2	All classrooms to have a reading corner. Classrooms to have a reading display.	All staff need to ensure they have a reading area in their classrooms and promote free reading more. A display on their current author should also be up and interactive where possible.	Children to enjoy reading more.	KMG		
1.3	Revamp the creative cabin	To continue to promote a different author each term in the cabin.	Children to enjoy reading more.	KMG		
1.4	Start a reading club	To expand on children's classroom learning – continue to expand children's learning.	Children get a deeper understanding and enjoyment of and from reading.	KMG	£??? TBC	
1.45	Purchase and use 'Everyone Welcome'	To use reading across the curriculum more to promote diversity and culture difference.	Learning from stories – children have a better understanding of differences.	All staff	-	

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<div> <div>Priority: 4</div> <div>Writing</div> <div>To promote a love of writing</div> </div>						
Step	Breakdown	Action	Success Criteria	Monitoring / Who	Resources / Cost	Review Dates
1.1	Be more creative with published work & Have more purpose to writing eg newspaper / magazine / write to an author.	Staff to make writing more purposeful eg make mini book / use special paper when publishing.	Children are happier to write – and show better outcomes.	KMG All staff involved		
1.2	Engage with parents more – send home writing activities/ link to homework	Staff to think about how they and their children can make more links with home and writing. Could children write a story with an adult / sibling at home (pobble images for inspiration) – could they write a diary for a week... but make up things to add in (a dragon attacked me)?	Children are happier to write – and show better outcomes.  Parents understand what is needed in writing (ITAF skills).	KMG All staff involved		
1.3	Engage more with authors – email / social media	To research and make ongoing links with authors in our community / publishing.	Children are happier to write – and show better outcomes.  Creativity is developed.	KMG	£??? TBC	
1.4	Have special creative writing note books. & Free writing time. & Use props to write about / inspiration.	To order special books for children to record their 'free writing' in.	Children are happier to write – and show better outcomes.  Creativity is developed.	KMG	£??? TBC	
1.5	Trip / experiences	To research trip opportunities to inspire writing	Children are happier to write – and show better outcomes.  Creativity is developed.	KMG	£??? TBC	
1.6	Hold competitions	To give children opportunity to write. Possibly to run over the trust schools.	Children are happier to write – and show better outcomes.  Creativity is developed.	KMG		

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Priority: 5		<u>Writing</u> To increase more EXP confident writers & GD				
Step	Breakdown	Action	Success Criteria	Monitoring / Who	Resources / Cost	Review Dates
1.1	Monitor progress & Use Rising Stars intervention	All staff to monitor their WTS children and ensure they are in an intervention if they need to, this includes: writing, spelling, reading & phonics or handwriting.	More children reach secure EXP.	KMG All staff		
1.2	More grammar lessons to be seen	To support 1.1 – all staff need to ensure more grammar is being taught and taught well. Links to English units is important to make it more purposeful and cross curricular writing is also needed to show application of skills.	More children reach secure EXP. Confident writers. Children find writing easier.	KMG All staff		
1.3	More starter activities in English to be seen, including SPAG recall grids, Spelling Bees and mini editing tasks	All staff to ensure they continue to use SPAG recall grids introduced last term.  All staff to use more starter activities in English lessons eg spelling bee / fix the sentence.	More children reach secure EXP.  Children find writing easier.	KMG All staff		
1.4	All English books to have 'word lists' and support sheets for reference	Children will have more 'tools' to hand in their books to support their learning.	More children reach secure EXP. Confident writers. Children find writing easier.	KMG All staff		
1.5	Improve working walls – have posters that help the children more with grammar choices	Children will have more 'tools' to support their learning.	More children reach secure EXP. Confident writers. Children find writing easier.	KMG All staff		
1.6	Continue to use Spelling Shed across KS2	All KS2 to use Spelling Shed for teaching and weekly tests.  Y2 will use it once they have recapped phonics.	Better spellers!	KMG All staff		
1.7	More opportunity for GD writers	To start a writing club. To plan a trip / opportunity for inspiration. Allow children to write in the newsletter.		KMG		

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Priority: 6		<u>Reading &amp; Writing</u> To develop spoken language - alongside reading & writing				
Step	Breakdown	Action	Success Criteria	Monitoring / Who	Resources / Cost	Review Dates
1.1	Book buddies – read to a different year group. & Book buddies – write own stories and share with a different year group.	To reintroduce Book Buddies once per half term. Children learn to discuss books with a different audience. It will give purpose to reading and sharing stories. Children could write their own stories.	Promotes reading across the school. Older children develop language to a younger audience.	KMG All staff		
1.2	More peer talk time in lesson time	All staff to be more mindful of more opportunities to discuss books / share books form home. All staff to be give Reading / Spoken Language ITAFs.	Children will develop their spoken language skills.	KMG All staff		
1.3	Homework – ‘talk to your parent’ & Reading Bears at home	All staff / classes to be give a ‘reading bear’ to take home – read to it / with it. Share their experience in the class log book. Children should get their parents involved as well – discuss the book / author / story.	Children will develop their spoken language skills. Improve reading and reading for pleasure.	KMG All staff		

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Priority: 7		<u>Reading &amp; Writing</u> To review our phonics SOW in line with government expectations  <i>Ongoing from last year</i>				
Step	Breakdown	Action	Success Criteria	Monitoring / Who	Resources / Cost	Review Dates
1.1	Review new scheme	<i>Ongoing from last year</i> JB – to action plan alterations to the scheme.	Scheme is running well across EYFS / KS1 and into KS2.	JB KMG		
1.2	Review and purchase resources and books	<i>Ongoing from last year</i> JB – to action plan alterations to the scheme.	Scheme is running well across EYFS / KS1 and into KS2.	JB KMG		
1.3	Staff Training – Teachers and Support Staff	<i>Ongoing from last year</i> JB – to action plan alterations to the scheme.	Scheme is running well across EYFS / KS1 and into KS2. Staff feel confident to teach and assess children.	JB KMG		
1.4	Have a clear whole school approach to phonics that supports all children with application (from reading to writing)	<i>Ongoing from last year</i> JB – to action plan alterations to the scheme.	Scheme is running well across EYFS / KS1 and into KS2. Staff feel confident to teach and assess children. Attainment increases.	JB KMG		

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Whole School Development Plan

<div> <div>KEY PRIORITY 2</div> <ul style="list-style-type: none"> <li>To promote a love of writing throughout the school that supports all learners</li> </ul> </div>			
Success Criteria	Actions	Monitoring/Responsibility	Timescales
2.1 To have a clear understanding of any gaps that the children may have	<ul style="list-style-type: none"> <li>All staff are clear on assessing without a formal testing benchmark</li> <li>All staff are experienced with moderating reading as well as writing</li> <li>Intervention groups are clearly targeted and have clear entry and exit criteria</li> <li>Where possible funding to be used to support 1 – 1 tuition</li> </ul>	HB – all staff	Autumn term and reviewed every half term
2.2 To promote Reading for Pleasure across the Key Stages	<ul style="list-style-type: none"> <li>KS2 to evaluate their Guided reading to ensure that there is less writing so that children can immerse in the texts</li> <li>To set up a borrowing library in the foyer for both parents and children to exchange books</li> <li>To promote the Reading cabin and its use</li> </ul>	KMG/All staff	Termly
2.3 To ensure knowledge is embedded within lessons by using Knowledge Recall Grids	<ul style="list-style-type: none"> <li>Ensure quality first teaching in all classes</li> <li>Hooks used to capture the children’s imagination so that they know more, learn more, remember more (could include trips/activity days)</li> <li>Lessons take into account prior knowledge through the use of Knowledge Recall Grids (RU to lead)</li> </ul>	RU/All staff	Termly
2.4 Ensuring disadvantaged/EAL pupils continue to receive further support as needed	<ul style="list-style-type: none"> <li>Extra phonics sessions for those with EAL – particularly where no English is spoken at home</li> <li>Vocabulary support through key word walls, mats and the knowledge organisers</li> <li>Clear support timetabled for Yr 2/3 pupils for phonics and reading</li> </ul>	HB/All staff including support staff	Termly
2.5 Higher Potential learners are challenged to ensure that more children	<ul style="list-style-type: none"> <li>STEM opportunities across the curriculum</li> <li>Training for staff as available through National College and Optimus</li> <li>High level reasoning task used in Maths, and children exposed to high quality texts with good vocab in them.</li> </ul>	RU– all staff	Termly

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achieve their potential (GDS at KS1/KS2)			
2.6 To support any staff with Talk 4 Writing through observations of exemplary teaching	<ul style="list-style-type: none"> <li>• Use of coaching to support staff who are less confident with T4W.</li> <li>• To ensure that T4W is being used to the best of its ability in order to support the children to achieve the best they can</li> </ul>	KMG/RU – all staff	Termly
Review Comments			
Autumn 2022			
Spring 2023			
Summer 2023			

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Year 1 – 2023 to 2024		
Autumn Term Monitoring	Spring Term Monitoring	Summer Term Monitoring
1) <b>Reading</b> 2) To promote reading for pleasure across the school		
3) <b>Reading</b> 4) To develop our reading curriculum - impact		
5) <b>Reading</b> 6) To develop a reading environment across the school		
7) <b>Writing</b> 8) To promote a love of writing		
9) <b>Writing</b> 10) To increase more EXP confident writers & GD		
11) <b>Reading &amp; Writing</b> 12) To develop spoken language - alongside reading & writing		
13) <b>Reading &amp; Writing</b> 14) To review our phonics SOW in line with government expectations  15) <i>Ongoing from last year</i>		

Year 2 – 2024 to 2025		
Autumn Term Monitoring	Spring Term Monitoring	Summer Term Monitoring