

Consider when writing your plan... • Quality of Provision • Curriculum design, coverage, appropriateness • Curriculum delivery, teaching and assessment, • Parental engagement • Attainment, Progress, Basic skills • Personal Development • Leadership and Management • Key stage markers and end points • Intervention and provision for lowest 20%		Priority Targets from the School Development Plan: • Design learning tasks with precision and clarity to enable the systematic delivery of sequenced knowledge, promoting both recall and independent learning, while allowing for timely correction and intervention. Enable thoughtful opportunities for the recording and retrieval of knowledge. • Embed high levels of oracy as a cross-curricular thread, ensuring purposeful opportunities for spoken language development across all subjects to enhance communication skills and pupil confidence. • Embed adaptive teaching strategies, both during planning and at the point of delivery, to meet the diverse needs of all learners. • Challenge for the most able – evidence in planning, books and discussion • Strengthen the accuracy and consistency of teacher assessment across all subjects by refining and standardising assessment criteria to ensure accuracy, consistency, and inform effective teaching • Review and update subject-specific curriculum documentation, ensuring clarity of intent, implementation, and impact for each subject area. • Support for ECT's • Stakeholder feedback			
Objectives	Actions (Processes)	Success criteria (Outcomes)	Monitoring arrangements (Outputs)	Time line	£
Priority Target 1 Design learning tasks with precision and clarity to enable the systematic delivery of sequenced knowledge, promoting both recall and independent learning, while allowing for timely correction and intervention. Enable thoughtful opportunities for the recording and retrieval of knowledge.					
Strengthen the delivery of a carefully sequenced English curriculum, ensuring pupils systematically build knowledge and skills in reading, writing, spelling, handwriting and phonics through retrieval, practice and independent application.	• Ensure reading texts are appropriately matched to taught GPCs within ELS progression and intervention programmes. • Embed retrieval opportunities for vocabulary, spelling patterns, grammar, punctuation, VIPERS skills and previously taught knowledge. • Strengthen the reading-to-writing journey through high-quality model texts and explicit teaching of authorial techniques.	• Learning builds on prior knowledge. • Tasks support intended outcomes. • Pupils show increasing independence. • Misconceptions are addressed promptly. • Work demonstrates progression over time. • Pupils demonstrate secure recall of previously taught English knowledge. • Writing outcomes show improved application of spelling, grammar and vocabulary. • Handwriting is increasingly automatic and fluent. • Reading books support successful application of taught phonics knowledge.	Learning walks and lesson observations. • Planning scrutiny. • Book scrutiny. • Pupil voice. • Assessment data reviews. • CPD impact evaluation.	Autumn, Spring and Summer.	

	- Fully implement the new KS2 ELS spelling scheme to provide continuity from ELS phonics. - Fully implement the whole-school Nelson Handwriting scheme from EYFS to Year 6. - Ensure progression documents are used consistently across year groups. - Provide opportunities for pupils to apply English knowledge independently across the wider curriculum.	Pupils transfer reading and writing skills independently across subjects.			
Priority Target 2 Embed oracy as a cross-curricular thread, ensuring purposeful opportunities for spoken language development across all subjects to enhance communication skills and pupil confidence.					
Develop pupils' oracy skills across the curriculum.	- Deliver English-focused staff meeting on Oracy. - Plan structured talk and oral rehearsal opportunities in reading and writing lessons. - Use partner talk, storytelling, discussion, debate and oral rehearsal routinely. - Explicitly teach ambitious vocabulary from reading texts. - Model and encourage full-sentence responses. - Promote reading aloud and performance opportunities. - Ensure oracy strategies support SEND, EAL and disadvantaged pupils.	- Pupils confidently articulate ideas using appropriate vocabulary. - Speaking and listening skills improve across year groups. - Pupils use ambitious vocabulary in speech and writing. - Reading discussions demonstrate deeper comprehension. - Writing outcomes show improved sentence structure and vocabulary choice. - Oracy is evident in lesson delivery across the school.	Learning walks and lesson observations. - Planning scrutiny. - Pupil voice. - Work scrutiny and displays. - Staff reflections and CPD reviews.	Autumn term launch and ongoing implementation.	
Priority Target 3 Continue to refine adaptive teaching strategies, both during planning and at the point of delivery, to meet the diverse needs of all learners.					
Ensure all English lessons effectively meet the needs of SEND, EAL, disadvantaged pupils and the lowest 20%, while maintaining	- Develop adaptive teaching within reading, writing and phonics lessons. - Promote effective use of scaffolds, sentence stems, word mats and vocabulary banks. - Embed flexible grouping and responsive teaching.	- All pupils access English lessons successfully. - SEND and EAL pupils make strong progress from starting points. - Attainment gaps reduce over time. - The lowest 20% make accelerated progress.	Learning walks and lesson observations. - Planning and book scrutiny. - Pupil voice. - Assessment and progress data. - Monitoring of vulnerable groups.	Ongoing	

high expectations.	- Continue precision teaching and Daily Readers programmes. - Provide targeted interventions using ELS and additional literacy support. - Support teachers in adapting learning at the point of delivery, specifically for the lowest 20% - Monitor impact of interventions regularly.	- Pupils demonstrate increasing confidence and independence. - Teachers adapt learning effectively and consistently.	- CPD impact reviews. - Intervention reviews		
---------------------------	---	---	---	--	--

Priority Target 4

To ensure the most able learners, including middle-attaining pupils with Greater Depth potential, are consistently challenged through adaptive teaching, effective questioning, rich learning experiences and opportunities for independent research, critical thinking and self-directed learning.

Increase challenge and attainment for the most able pupils and those with the potential to achieve Greater Depth Standard (GDS).	Create a targeted "potential GDS" register and review termly. - Develop effective questioning strategies that promote reasoning, explanation, justification, inference and deeper thinking across the curriculum. - Ensure teachers plan regular opportunities for pupils to think critically, problem-solve, investigate and apply learning independently. - Embed high-quality challenge within all lessons rather than relying on extension tasks. - Provide opportunities for pupils to undertake self-directed learning, research projects and enquiry-based activities which promote independence, curiosity and resilience. - Ensure middle-attaining pupils capable of achieving GDS are regularly identified, monitored and challenged appropriately. - Provide opportunities for pupils to demonstrate greater depth through speaking, writing, reasoning, collaboration and independent outcomes across the wider curriculum. - Share examples of effective challenge through coaching, planning scrutiny and pupil progress discussions. - Increased proportion of pupils working at and achieving Greater Depth standards.	Identified potential GDS pupils make accelerated progress towards end-of-year expectations. - Pupils demonstrate increased independence, resilience and ownership of learning. - Lesson observations and work scrutiny show consistent evidence of challenge for higher-attaining pupils. - Pupils can explain, justify and reason about their learning with confidence. - Teachers routinely adapt questioning and learning activities to deepen thinking and extend learning. - Termly analysis of assessment data, including NFER and practice papers.	Pupil progress meetings. - Work scrutiny and book looks. - Pupil voice. - Learning walks and lesson observations. - Monitoring of identified potential GDS pupils' attainment and progress. - Pupil Progress meetings		
---	--	--	--	--	--

Priority Target 5 Strengthen the accuracy and consistency of teacher assessment across all subjects by refining and standardising assessment criteria to ensure accuracy, consistency and inform effective teaching.					
Develop consistency in assessment practice across Reading, Writing and Phonics.	- Conduct regular moderation activities. - Use assessment information to inform interventions. - Ensure all staff utilise Phonics Tracker accurately. - Phonics tracker training for new staff - Train new staff in assessment systems and expectations. - Monitor intervention effectiveness through assessment. - Use assessment outcomes to identify trends and priorities.	- Assessment judgements are accurate and consistent. - Teachers confidently identify next steps. - Interventions are targeted effectively. - Phonics progress is monitored accurately. - Assessment information informs teaching decisions.	- Moderation meetings. - Data reviews. - Pupil progress meetings. - Assessment scrutiny. - Phonics Tracker audits.	Termly	
Priority Target 6 Review and update subject-specific curriculum documentation, ensuring clarity of intent, implementation and impact for each subject area.					
Ensure all English curriculum documentation reflects current practice and supports consistency for all staff, including new teachers.	- Review English curriculum documents. - Update progression documents where required. - Review reading spine and text choices. - Audit reading books to ensure GPC match and curriculum relevance. - Develop induction materials for new staff. - Share key English systems and expectations clearly - Information sharing for new staff - Review curriculum website content and subject documentation.	- Curriculum documents are current and consistent. - New staff quickly understand English expectations. - Reading resources match curriculum requirements. - Clear progression is evident across the subject. - Staff have a shared understanding of provision.	- Curriculum audits. - Resource audits. - Staff feedback. - Planning scrutiny. - Governor monitoring.	Autumn audit, ongoing review.	
Priority Target 7 Reading for Pleasure, Enrichment and Community Engagement					
Promote a strong reading culture through enrichment opportunities, parental engagement and pupil leadership.	- Continue National Year of Reading legacy work. - Develop library provision and links with Libraries for Primaries. - Further develop Reading Ambassadors.	- Reading engagement increases across all year groups. - Positive pupil voice demonstrates a love of reading. - Increased participation in reading events.	- Reading Ambassador meetings. - Pupil voice. - Parent surveys. - Library usage data.	Across the year	

	• Promote Books Alive and other reading enrichment activities. • Organise author, storyteller and reading events where possible. • Increase parental engagement with reading through communication and support. • Celebrate reading achievements and promote reading for pleasure across the school.	• Reading Ambassadors actively contribute to school improvement. • Parents engage positively with reading initiatives. • Reading for pleasure is visible and embedded across the school.	• Learning walks. • Event evaluations.		
--	--	--	--	--	--