



# English Action Plan

Autumn 2023 – Autumn 2024

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## Whitchurch Values are British Values



## British Values



### Rule of Law

The rules help us to stay safe and fair. They apply to everyone, no matter who you are.



### Individual Liberty

Everyone has the right to be themselves and express their opinions. We respect each other's differences.



### Democracy

Every voice counts! We all have a say in making decisions that affect us.



### Mutual Respect

We treat others as we want to be treated. We celebrate diversity and show kindness to everyone.



### Tolerance

We respect and learn from each other's beliefs and traditions. We live together in harmony.

## Section One: Statement of Intent for English at Whitchurch

At Whitchurch, we believe that the teaching of English should be of the highest quality, ensuring children can learn the fundamental skills needed to develop their understanding of language, build confidence in the subject and be prepared for the future. Children are at the heart of the curriculum, and staff are encouraged to plan and implement creative lessons which are driven by the passions and interests of the children; allowing them the chance to 'learn through exploration'. Through the use of diverse texts and authors, children are exposed to a range of perspectives to enable them to grow as individuals, learn through the experiences of others, to make links between different concepts and subjects and question their role and influence within the wider world.

We feel English teaches our children:

- To be passionate about reading and writing and have the opportunity to showcase their own personalities and interests through the study of these skills
- To become more fluent and confident readers who develop the key phonetic knowledge needed for to become independent learners
- To develop their comprehension skills and become confident to question the world around them through the texts they read and their interpretation of these
- To develop their subject knowledge in spelling, grammar and punctuation to aid them in their writing in the future and apply it accurately
- To develop a stamina for writing and be creative with their compositions, bringing in their own perspectives or passions
- To be able to articulate themselves more freely and have a deeper understanding of vocabulary used ambitiously
- To grow in confidence to communicate with others through paired and group work, as well as become more confident to present in front of people
- To be exposed to a diverse range of texts, authors and influential figures, allowing them to broaden their knowledge of the world around them and to embrace their personal perspectives
- To make links between the skills learned in English and other subjects within the curriculum and understand that education is a fluid process.

## Section Two: English Key Priorities

Key Priorities	
To ensure the English curriculum reflects the interests of the children and allows them to lead the learning process to aid in their growth as individuals within the wider world.	To work with YTLs to continue to embed a broad, diverse curriculum containing relevant concepts and materials that will allow children to gain deeper perspective of their role in society.
	To provide training or teaching partnerships for staff, to help increase confidence with planning and leading more creative lessons where children lead the sessions and 'learn through exploration'.
	To support pupils to understand the importance of English in all aspects of their learning and to apply and use English consistently with flair and ambition, specifically focusing on developing more opportunities for speaking and listening/Oracy during English
To develop a consistent approach in all aspects of the English curriculum to raise expectations and improve pupils' outcomes.	To embed and monitor the impact of a whole-school approach to writing using 'Talk for Writing' which enables greater consistency and challenges pupils to lead the learning and use more expressive vocabulary.
	To embed a whole-school approach for handwriting in order to raise standards and expectations for all groups of children
	To review and evaluate pedagogy linked to the use of drama within teaching and learning across the entire school and adopt age-appropriate strategies for role play
To effectively use assessment of English across the school and ensure practices are more personalised and consistent, particularly for disadvantaged pupils (SEND, PP, EAL).	To provide classroom-based staff with training and CPD linked to strategies for writing that support disadvantaged pupils in their development of writing
	To provide regular opportunities for moderation of English assessment to ensure consistency of assessment across the school e.g. across year groups, phases and linking up with other schools
	To use data analysis of teacher assessment framework to inform future planning opportunities, address misconceptions in pupils' learning and accelerate progress
To develop pupils at Whitchurch across all phases to become confident and fluent readers.	To establish a whole-school system for the teaching and embedding of phonics (e.g. RWI, Fresh Start) that develops pupils to become independent, fluent readers
	To invest in appropriate resources needed to teach phonics adequately so that we can ensure that the reading books being sent home fully align with pupils' developing phonics knowledge.
	To provide CPD for classroom-based staff focusing on the teaching and learning of phonics to develop greater subject knowledge, confidence and impact when teaching phonics.

## Section Three: Development Planning

<b>Key Priority 1:</b> To ensure the English curriculum reflects the interests of the children and allows them to lead the learning process to aid in their growth as individuals within the wider world.			<b>Lead:</b> Sal Cumming		<b>RAG</b>
<b>Key Priority: Quality of Teaching</b> 1. To work with YTLs to continue to embed a broad, diverse curriculum containing relevant concepts and materials that will allow children to gain deeper perspective of their role in society. 2. To provide training or teaching partnerships for staff, to help increase confidence with planning and leading more creative lessons where children lead the sessions and ‘learn through exploration’. 3. To support pupils to understand the importance of English in all aspects of their learning and to apply and use English consistently with flair and ambition, specifically focusing on developing more opportunities for speaking and listening/Oracy during English					<b>Behind</b> <b>Not achieved</b> <b>Underway</b> <b>Completed</b>
<b>Outcome – What?</b> <i>What are we aiming to achieve?</i>	<b>Actions – How?</b> <i>What will happen to achieve the outcome?</i>	<b>Who/when?</b>	<b>Resources</b> Costs Budget Code CFR	<b>Success Criteria and Evaluation</b> <i>What will we see when we have achieved the outcome?</i>	
1. To work with YTLs to continue to embed a broad, diverse curriculum containing relevant concepts and materials that will allow children to gain deeper perspective of their role in society.	<ul style="list-style-type: none"><li>Allow time in planning meetings for the planning of English to be broad and diverse. YGLs to ensure that relevant concepts and materials allow a deeper perspective;</li><li>YGLs to meet with the SL to ensure consistency and broadness of planning;</li><li>Overview of core texts and enrichment demonstrate diversity and broadness;</li></ul>	YGL SL		By ensuring depth to planning and an overarching responsibility to check (YGLs, AHTs and DHT) the English curriculum should be diverse, relevant and broad.	
2. To provide training or teaching partnerships for staff, to help increase confidence with planning and leading more creative lessons where children lead the sessions and	<ul style="list-style-type: none"><li>YGLs coaching and mentoring time to discuss issues, support that team members may need;</li><li>Phase meetings facilitate a sharing of planning, ideas and areas for development;</li><li>Year group meetings to support colleagues;</li><li>CPD: opportunities to explore planning, WWW and EBI;</li><li>Performance management meetings will offer opportunities to raise concerns.</li></ul>	YGLs SL DHT	Coaching and mentoring Phase & YG meetings CPD PM time	Opportunities for support and shared practice will allow teachers to confidently plan creative lessons which encourage pupils to ‘learn through exploration.’	

'learn through exploration'.				
3.To support pupils to understand the importance of English in all aspects of their learning and to apply and use English consistently with flair and ambition, specifically focusing on developing more opportunities for speaking and listening/Oracy during English	<ul style="list-style-type: none"> <li>• Ensure spoken and written English is modelled well by every adult;</li> <li>• Conferencing time to allow children to discuss their targets and be ambitious in their learning;</li> <li>• Encourage and monitor reading so that children can be inspired by the words they read and magpie creativity into their own writing.</li> <li>• Ensure all children are assessed in their reading and assigned appropriate reading books – this will be supported by a review and investment of literature across the school to promote a more diverse reading spine and enjoyment of reading</li> </ul>	Class teachers YGLs	Phase time PPA	Evidence will be seen in all areas of learning including oracy, reading, writing, working walls, displays and books. Pupil voice will demonstrate children's ability to articulate well.

<b>Key Priority 2:</b> To develop a consistent approach in all aspects of the English curriculum to raise expectations and improve pupils’ outcomes.		<b>Lead:</b> Sal Cumming		<b>RAG</b>
<div>1. To work with YTLs to develop a whole-school approach to writing using ‘Talk for Writing’ which enables greater consistency and challenges pupils to lead the learning and use more expressive vocabulary.</div> <div>2. To develop staff’s subject knowledge and pedagogy linked to teaching writing and focusing on ‘quality over quantity’.</div> <div>3. To raise staff expectations for all elements of writing, for all groups of pupils and empower pupils to lead the learning</div>				<div>Behind</div> <div>Not achieved</div> <div>Underway</div> <div>Completed</div>
Outcome – What? <i>What are we aiming to achieve?</i>	Actions – How? <i>What will happen to achieve the outcome?</i>	Who/when?	Resources Costs Budget Code CFR	Success Criteria and Evaluation <i>What will we see when we have achieved the outcome?</i>
1.To embed and monitor the impact of a whole-school approach to writing using ‘Talk for Writing’ which enables	<div><div>● Attend talk for writing training</div><div>● Update staff on talk for writing expectations particularly new members of teaching staff ECTs</div><div>● Monitor the delivery and effectiveness of talk for writing through learning walks, writing data, staff survey and pupil conferencing</div></div>	AHTs SL YTLs Class teachers	Attend talk for writing training (potential cost of CPD and SL	Staff are confident with their delivery of Talk for writing and this is evident in pupils writing.

greater consistency and challenges pupils to lead the learning and use more expressive vocabulary.			release time/cover)	
2.To embed a whole-school approach for handwriting in order to raise standards and expectations for all groups of children	<ul style="list-style-type: none"> <li>• Meet with Year team leaders to share expectations</li> <li>• Hold handwriting expectation refreshers for anyone who may want to attend</li> <li>• Modelling of writing in every writing lesson;</li> <li>• Monitoring of quality of writing in PPA, Phase and Year group meetings.</li> </ul>	SL AHTs YGLs CTs	CPD time Leadership time PPA and meeting time	Teachers approach to teaching handwriting will be consistent across the school, except KS1 who will follow RWI
3. To review and evaluate pedagogy linked to the use of drama within teaching and learning across the entire school and adopt age-appropriate strategies for role play	<ul style="list-style-type: none"> <li>• Carry out a staff survey to discover whether staff are using drama strategies in their lessons and how effect is it?</li> <li>• Contact drama specialists and arrange for CPD</li> <li>• Coach staff who may need support with using this strategy.</li> </ul>	SL YGLs CTs SENDCo	Drama specialists, whole school CPD (cost?)	The use of drama in classes will be used to further support the children's learning and make the curriculum accessible to all, particularly pupils attaining in the lowest 20% of the cohort

Key Priority 3: To effectively use assessment of English across the school and ensure practices are more personalised and consistent, particularly for disadvantaged pupils (SEND, PP, EAL)			Lead: Sal Cumming		RAG
Key Priority: CPD Opportunities and Consistency of Teaching					Behind Not achieved Underway Completed
1. To provide classroom-based staff with training and CPD linked to strategies for writing that support disadvantaged pupils in their development of writing					
2. To provide regular opportunities for moderation of English assessment to ensure consistency of assessment across the school e.g. across year groups, phases and linking up with other schools					
3. To use data analysis of teacher assessment framework to inform future planning opportunities, address misconceptions in pupils’ learning and accelerate progress					
Outcome – What? What are we aiming to achieve?	Actions – How? What will happen to achieve the outcome?	Who/when?	Resources Costs Budget Code CFR	Success Criteria and Evaluation What will we see when we have achieved the outcome?	
1.To provide classroom-based staff with training and CPD linked to strategies for writing that support disadvantaged pupils in their development of writing	<ul style="list-style-type: none"><li>• Carry out a staff survey to find out how confident staff are to support their disadvantaged pupils to further develop their writing</li><li>• Provide coaching for staff who feel less confident in this area, with the support of the SENDCo</li></ul>	SL SENDCo	No cost	We will begin to reduce the gap between disadvantaged pupils and all other pupils.  Teachers will feel confident in their classroom based strategies when supporting disadvantaged children.	
2.To provide regular opportunities for moderation of English assessment to ensure consistency of assessment across the school e.g. across year groups, phases and linking up with other schools	<ul style="list-style-type: none"><li>• Moderate writing within year groups</li><li>• Moderate writing within phases</li><li>• Moderate writing across cluster schools.</li><li>• Refer to in-school writing exemplifications and review/update these regularly.</li><li>• Refer to National/STA end of key stage writing exemplifications to support with moderation.</li></ul>	AHT SL CTs		Staff will begin to become confident in their judgements of writing and will be able to justify reasons for	



3.To use data analysis of teacher assessment framework (TAF) to inform future planning opportunities, address misconceptions in pupils' learning and accelerate progress	<ul style="list-style-type: none"> <li>• AHT's and YTL's to work with groups to moderate how the TAF's are being used to inform planning</li> <li>• AHT's and YTL's to support staff to effectively use TAF;s to inform planning</li> </ul>	AHT's YTL's	Phase meetings PPA	TAF's are used effectively to inform planning an staff feel confident to
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<b>Key Priority 4:</b> To develop pupils at Whitchurch across all phases to become confident and fluent readers		<b>Lead:</b> Sal Cumming		<b>RAG</b>
<b>Key Priority: Assessment and Monitoring</b> 1. To establish a whole-school system for the teaching and embedding of phonics (e.g. RWI, Fresh Start) that develops pupils to become independent, fluent readers 2. To invest in appropriate resources needed to teach phonics adequately so that we can ensure that the reading books being sent home fully align with pupils’ developing phonics knowledge. 3. To provide CPD for classroom-based staff focusing on the teaching and learning of phonics to develop greater subject knowledge, confidence and impact when teaching phonics.				<b>Behind</b> <b>Not achieved</b> <b>Underway</b> <b>Completed</b>
<b>Outcome – What?</b> <i>What are we aiming to achieve?</i>	<b>Actions – How?</b> <i>What will happen to achieve the outcome?</i>	<b>Who/when?</b>	<b>Resources Costs</b> Budget Code CFR	<b>Success Criteria and Evaluation</b> <i>What will we see when we have achieved the outcome?</i>
1. To establish a whole-school system for the teaching and embedding of phonics (e.g. RWI, Fresh Start) that develops pupils to become independent, fluent readers	<ul style="list-style-type: none"><li>• RWI training for all staff (will built in development days)</li><li>• Assess any pupils working on the RWI programme across the whole-school</li><li>• Allocate children to appropriate groups</li><li>• Reassess children every half term for progress</li><li>• Adapt groups based on assessment data</li><li>• Establish phonics coaches to support with staff subject knowledge and CPD</li><li>• Establish phonics tutors who can target pupils not on track to achieve the PSC and/or age-related expectation for reading</li></ul>	CTs YGLs AHT SL Reading leads	Cost for: Training (ongoing)	<p>RWI is well embedded in the school and groups run efficiently with clear pupil gain.</p> <p>Children are completing the RWI programme as fluent and confident readers</p>

<p>2. To invest in appropriate resources needed to teach phonics adequately so that we can ensure that the reading books being sent home fully align with pupils' developing phonics knowledge.</p>	<ul style="list-style-type: none"> <li>• Purchase RWI resources needed to effectively deliver the programme</li> </ul> <p>Allocate these resources to groups delivering the programme</p>	<p>Reading leaders</p>	<p>Cost for: Resources (ongoing)</p>	<p>The school is well resourced to effectively delivery the programme</p>
<p>3. To provide CPD for classroom-based staff focusing on the teaching and learning of phonics to develop greater subject knowledge, confidence and impact when teaching phonics.</p>	<ul style="list-style-type: none"> <li>• Reading leads to regularly provide coaching and class based support (team teaching) to members of staff delivering the programme.</li> <li>• Allocate time for staff to go onto the Ruth Miskin portal for CPD opportunities and perfect their teaching of RWI</li> <li>• Reading leaders to attend RWI leadership training</li> <li>• Schedule development days to further support our delivery of the RWI programme</li> </ul>	<p>Reading Leaders CT's and group leaders</p>	<p>Leadership training Development days (Ongoing)</p>	<p>Staff will have strong subject knowledge and will be able to confidently deliver the RWI programme, further supporting children to become confident and fluent readers</p>

## Section Four: Monitoring

### Leaders' Monitoring Schedule School Development Plan Monitoring 2023/2024

Priority	Responsible Staff	Monitoring Leader	Monitoring Date
To ensure the English curriculum reflects the interests of the children and allows them to lead the learning process to aid in their growth as individuals within the wider world.	SC & MLT	Joseph Pine (HT) Martin TL (DHT)	End of Academic Year – July 2024
To develop a consistent approach in all aspects of the English curriculum to raise expectations and improve pupils' outcomes.	SC & MLT	Joseph Pine (HT) Martin TL (DHT)	End of Academic Year – July 2024
To effectively use assessment of English across the school and ensure practices are more personalised and consistent, particularly for disadvantaged pupils (SEND, PP, EAL)	SC & MLT	Martin TL (DHT) Martin TL (DHT)	End of Academic Year – July 2024
To develop pupils at Whitchurch across all phases to become confident and fluent readers	SC & MLT	Joseph Pine (HT) Martin TL (DHT)	End of Academic Year – July 2024