



Subject Specific Action Plan 2021-2022

**Intent Statement:**

We believe English is fundamental, not only to personal and social development, but also to our ability to understand, evaluate, dissect and disseminate knowledge and consequently, our ability to communicate effectively in society.

At Croftlands Infant and Nursery school, it is our intent that we instil a passion and enthusiasm for writing and reading for pleasure in every child. With this at the core of our values, we will provide each child with the opportunity to explore the world around them and widen their experience and imagination through reading and writing.

We want our children to leave our school with a rich vocabulary and to be able to use language for a range of purposes in a variety of situations.

**Links to whole school development priorities found in SIP:**

<b>Intent</b> <b>What do we want to do and why are we doing it?</b>	<b>Implementation</b> <b>How are we going to do it?</b>					<b>Impact</b> <b>What will be the impact? How will we know?</b>	
<b>Objective</b>	<b>Actions</b>	<b>Staff</b>	<b>Resource (if applicable)</b>	<b>Start date</b>	<b>End date</b>	<b>Success Criteria</b>	<b>Monitoring</b>
To improve the quality of phonics teaching and to have whole school fidelity to a phonics scheme.	-KS1 and EYFS to implement new phonics scheme, Floppy's Phonics.  -	All staff, AW to support and monitor.	Use of all new Floppy's Phonics resource materials and decodable books in all classes. Materials displayed the same in each room and accessible in phonics areas.	Sept 2021		All staff confidence and expertise in teaching of phonics will increase.  All children to be successfully trained in how to use the materials. All children to be able to take part confidently and successfully in the phonics lesson, using the same language, materials and routines.  Books are matched closely to children's phonic ability.	Pupil voice Lesson observations Walk arounds Scrutiny of phonics assessments  Listen to children read.
To improve reading comprehension skills and breadth of vocabulary.	-Guided reading sessions that address the need to extend vocabulary and develop	All staff AW and	Sets of differentiated guided reading	Sept 2021		Children's vocabulary is extended. Vocabulary is ambitious and effective	Questioning of children in guided

	<p>inference skills.</p> <ul style="list-style-type: none"> <li>-Staff to model extended vocabulary in a variety of stories and poems.</li> <li>-Whole class shared reading session</li> <li>-Story time to be planned to help develop vocabulary and inference skills.</li> <li>- Vocabulary to be added to working walls once discussed.</li> </ul>	JP to monitor.	<p>books.</p> <p>A range of literary genres for the children to explore.</p> <p>Reading areas to display books decided by teacher and pupil.</p>			<p>in a range of situations e.g. verbal and non verbal.</p>	<p>reading observations. (Termly)</p> <p>Vocabulary working walls evident. (Half termly)</p> <p>Book scrutiny. (Half termly)</p>
<p>To raise the profile of reading for pleasure.</p>	<ul style="list-style-type: none"> <li>-Time for daily class story (non negotiable)</li> <li>- Pictures of staff are put up around the school; their favourite book and something they like to read now.</li> <li>- Reading challenge as a class/over the holidays.</li> <li>- Embed World Book Day in the school calendar.</li> <li>-Reading certificates in assemblies.</li> <li>- Use of library van and town library.</li> <li>-Book voting system in classrooms.</li> </ul>	All staff AW and JP to monitor.	<p>Time tabled reading slot each day.</p> <p>Ensure a wide variety of books to be provided in each reading corner.</p> <p>Liaise the local library to sign up to the reading challenges.</p> <p>Sign up for World Book Day.</p> <p>Reading Certificates.</p> <p>Book library van.</p> <p>Book library slot.</p> <p>Book reading topic boxes.</p> <p>Provide scoring sheet and cubes/counters to make voting towers.</p>	Sept 2021		<p>An increase of children using book corners for pleasure.</p> <p>An increase in children asking to take books home.</p> <p>Increased parental feedback linked to reading.</p> <p>'Caught reading' photographs shared on Class Dojo etc.</p> <p>Children joining the local library.</p>	<p>Reading corner scrutiny.</p> <p>Observation of children in the reading corner.</p> <p>Inspection of photos on Class Dojo.</p> <p>Talk to children to gauge enjoyment of reading and breadth of genres they have sampled.</p>