Subject Leader Action Plan for: Literacy **2021-2022** **Subject Leader: JJ and MS**

	Planning		Evidencing Impact	
Identified area of improvement	Success Criteria and milestones	Key action- how are we going to do it?	Monitoring mechanism	Evaluation of impact
To improve attainment in reading	• All children remain on track to achieve expected progress or better	• Review Star Assessments each term • Put interventions in place for children not on track • Monitoring of agreed procedures (consistency between classes)	• Monitor Star Assessment data • Intervention records, monitoring progress • Monitor medium term planning of Literacy, use and effectiveness of Power of Reading – pupil/teacher conferencing	
Ensure consistency in phonics teaching and improve attainment	• Phonics programme is streamlined and decodable books are used to match to children's learning • Assessment is regular to track each child's progression and especially the lowest 20%	• Monitor consistency of MP • Buy new decodable books • Assess regularly each term on top of AfL	• Policy and procedure adhered to • Book looks – home reading records • Team teaching	
Develop use of whole class reading	• Classes using a whole class reading approach	• Monitor whole class reading sessions • Continue CPD for staff • CPD for teaching assistants – developing comprehension • Develop reading/comprehension	• Learning walks – whole class reading, guided reading and intervention sessions • Book looks • Planning • CPD records and follow up on agreed processes	

		strategies and how these are used		
Raise the profile of reading	• Promote enjoyment of reading	• Develop the library area and books within • Apply for funding for new library books • DEAR sessions each term • Look into author visits if possible		
To improve attainment in writing	● All children make at least expected progress or better in writing ● Attainment in spelling improves	• Monitor use of writing assessment cards • Internal and external moderation • High quality teacher modelling of writing • Cross curricular opportunities for writing identified in MTP • Non-negotiables – punctuation, correct use of upper/lower case • Begin to gather examples of WTS, EXP and GD writing - set up tracker children to track their writing (ongoing) • Introduce No nonsense Spelling • Review the marking and feedback policy	● Book looks (across other curriculum areas too) ● Learning walks ● Pupil voice ● Check against the marking policy ● Work sampling	

	• Children who are off track know and understand their next steps in learning to improve their writing • Literacy working walls are visible and contain vocabulary/examples of shared writing	• Use and application of writing assessment cards • High quality teacher modelling of writing displayed and used • Continue to use CLPE Power of Reading resource	• Pupil voice • Learning walks • Learning walks	