Subject Leader Action Plan for: Literacy **2022 - 23** **Subject Leader: JJ**

	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) • Tracking on Insight	• Monitor Star Assessment data • Intervention records, monitoring progress • Monitor medium term planning of English and WCR, 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 – non-fiction in particular • Assess following MP schedule and track using Phonics Tracker • Keep up phonics interventions for children in KS2	• Policy and procedure adhered to • Book looks – home reading records • Team teaching • Observe reading sessions (1-1 and group)	

Develop use of whole class reading and improve reading fluency	• Classes developing the whole class reading approach • Fluency intervention being used where necessary and teachers trained	• Monitor whole class reading sessions • Continue CPD for staff • CPD for teaching assistants – developing comprehension • Develop reading/comprehension strategies and how these are used • Train teachers in using the Herts for Learning Fluency intervention	• Learning walks – whole class reading • Book looks • Planning • CPD records and follow up on agreed processes	
Raise the profile of reading	• Promote enjoyment of reading	• Continue to replenish books in the library • Create book/reading areas in the corridors • Virtual Book Fairs • Apply for funding for new library books • DEAR sessions each term • Look into author visits and book festivals such as Stroud Book Festival • Create a diversity library area • Develop use of story boxes		

To improve attainment in writing	• All children make at least expected progress or better in writing • Attainment in spelling improves	• Review writing process and how we can develop this • Track on Insight • Roll out the new writing assessment criteria for each year group • Internal and external moderation • High quality teacher modelling of writing • Cross curricular opportunities for writing identified in MTP • Continue to gather examples of WTS, EXP and GD writing - set up tracker children to track their writing (ongoing) • Monitor and reflect on use of No nonsense Spelling • Writer of the Week	• 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	• Review interventions being used	• Pupil voice • Learning walks	
	• English working walls are visible and contain vocabulary/examples of shared writing	• High quality teacher modelling of writing displayed and used • Continue to use CLPE Power of Reading resource • Create a working wall checklist of resources needed on the wall	• Learning walks • Pupil voice	