Action Plan:	Language and Literacy	Year(s):	2017-20
Curriculum Team:	Mrs K. Jensen Mrs J. Hanafin Mrs L. Ambrose Mrs J. Lowry (Co-Ordinator)	Link Governor(s) (if appropriate): *Is this a strategic or maintenance plan?*	Mrs. S. Otley *Strategic Plan*

Areas for improvement (as identified by inspection/self-evaluation/survey):	The following areas will be addressed over the next three years. 1. To plan strategically and effectively in response to the outcomes of assessment. 2. To develop **Comprehension Strategies** throughout school with particular emphasis on the development of **Questioning Strategies.**
Where are we now? Include evidence where appropriate, e.g. quantifiable data, qualitative references/sources:	❖ Of recent years Reciprocal Reading has been successfully introduced and developed in school from P4-P7. We need to continue to develop the comprehension and questioning elements of Reciprocal Reading as well as developing these strategies from P1-P3. ❖ Quantitative Data used includes PtE and Cat4. • PtE results were compared with CAT4 to identify discrepancies from the expected performance. • PtE analysed group Scores and compared Stanine Bands A.M.P.S. achieved against the National Average. • PtE analysed Curriculum Content by category and compared what A.M.P.S. achieved against the National Average. • This Quantitative Data is used in the setting of targets which in turn leads to the development and implementation of strategies to bring about improvements. ❖ The Language and Literacy Data Report revealed that we need to continue to develop and monitor Comprehension and Questioning Strategies. ❖ The range of Writing Genre is now firmly embedded in all classrooms. P1-P3 will continue to monitor the six writing genres over a three year cycle. P4 will consolidate Narrative, Procedural and Recount Writing whilst P5 will consolidate Report, Discursive and Explanation Writing. P6 and P7 will produce a wide variety of all six Writing Genre related to the topics they are studying.

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2017-18					
Targets to bring about improvement *What do we want to achieve?*	**Success Criteria** *How do we know if we have succeeded?* *What will be the impact of our work on the children?*	**Actions to bring about improvement** *What will we do?* *Align with each success criteria*	**Resource allocations**	**Staff – lead responsibility** *Who is responsible for each action and what support is required?*	**Dates**
T1 To continue to develop comprehension throughout school with particular emphasis on the development of teachers' Questioning Strategies.	SC1a Teachers will be more aware of the purpose and importance of Questioning Strategies in the classroom. • Going beyond recall • Assessment • Children thinking together	1a Brian Yeats (Educational Consultant) will lead a workshop/seminar on the development of Questioning Strategies across the curriculum.	1a Brian Yeats (Educational Consultant) will have led a workshop/seminar on the development of Questioning Strategies across the curriculum during our August "Baker Days.	1a Co-Ordinator to invite and arrange a suitable date for Brian Yeats to lead a workshop/seminar on the development of Questioning Strategies across the curriculum.	25th.August,2017
	SC1b Teachers will implement and develop strategies from the "Jester Model" to encourage • "Recall inquiries" • "Explanation questions" • "Transfer questions"	1b ▪ All teachers will select Questioning Strategies from the "Little Pack of 66 Questioning Strategies" produced by Brian Yeats to develop the implementation of • "Recall inquiries" • "Explanation questions" • "Transfer questions" ▪ All year groups will provide the Literacy Team with a brief report of the strategies they have selected and of the impact on the pupils' learning. ▪	1b 1. Time during a staff meeting to discuss how to implement these Questioning Strategies. a. "Little Pack of 66 Questioning Strategies" by Brian Yeats 2. Time during a "Twilight" session to discuss the impact of the development of these Questioning Strategies.	1b Language and Literacy team All staff	Term 2, 2018

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T2 To use data effectively to set specific and measurable targets to improve standards within the comprehension category of Language and Literacy.	SC2 To increase the average percentage differential between the national average and A.M.P.S. (P3-P7) to 6% for the combined comprehension score.	2 a. Identify year groups which fall below the national average in the comprehension category of Language and Literacy; liaise with class teachers & plan intervention strategy. b. All teachers will be involved in the development of Questioning Strategies in the classroom. (Reference to T1.)	2 a. Language and Literacy Data Report (2016-2017) b. Time to discuss and implement the development of Questioning Strategies in the classroom.	2 a. Language and Literacy Team b. All staff	2 a. September,2017 b. September/October,2017
T3 Awareness of PERMA principles in PDMU curriculum NB – generic target for all Curriculum Areas	SC3a Children are aware of engagement & achievement across the curriculum	Lessons to incorporate PERMA discussion where appropriate (engagement) Celebration of Achievement – focus on EFFORT & the Growth Mindset • Dressing up as characters from a book. • Pupils devise questions to ask their particular character.	PERMA resources Growth Mindset resources World Book Day	 All staff	 World Book Day 1st March 2018

2018-19					
Targets to bring about improvement *What do we want to achieve?*	**Success Criteria** *How do we know if we have succeeded?* *What will be the impact of our work on the children?*	**Actions to bring about improvement** *What will we do?* *Align with each success criteria*	**Resource allocations**	**Staff – lead responsibility** *Who is responsible for each action and what support is required?*	**Dates**
T1 To continue to develop comprehension throughout school with particular emphasis on the	SC1 Teachers will implement and develop strategies from the "Jester Model" to encourage	1 • All teachers will select Questioning Strategies from the "Little Pack of 66 Questioning	1. Time during a staff meeting to discuss how to implement these Questioning Strategies.	All staff	Term 2, 2019

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development of teachers' Questioning Strategies.	• "Sort" Questions • "Envision" Questions • "Judge Questions"	Strategies" produced by Brian Yeats to develop the implementation of • "Sort" Questions • "Envision" Questions • "Judge Questions" • All teachers will be involved in the development of Questioning Strategies in the classroom.	a. "Little Pack of 66 Questioning Strategies" by Brian Yeats 2. Time during a "Twilight" session to discuss the impact of the development of these Questioning Strategies.		
T2 To use data effectively to set specific and measurable targets to improve standards within the Grammar category of Language and Literacy.	**SC2a** The Language and Literacy Data Report to inform the success criteria for 2018-2019 Action Plan for the Grammar category.	**2** Actions to be agreed once success criteria have been set.	Resource allocation to be agreed once success criteria have been set.	Language and Literacy Team All staff	
T3 a. To review the existing Grammar Scheme. b. To focus on the teaching of the punctuation element of grammar. c. All staff will inspect the Prim-Ed "Primary Grammar School Pack" with a view to adoption.	**SC3** a. All staff will be familiar with the grammar to be taught in their year group. b. When completing any Writing Genre one success criteria will be based on punctuation. c. All staff will have inspected the Prim-Ed "Primary Grammar School Pack" with a view as to whether it should be adopted or not.	**3** a. A member of the Literacy team will meet with each year group to review the grammar being taught and to ensure that there is not an overlap. b. Children's writing will reflect the punctuation being taught in class. c. Teachers will be familiar with the Prim-Ed "Primary Grammar School Pack" and trialled the relevant materials in their classroom.	**3** a. Time for the Literacy Team to meet with each year group. b. Time for the Literacy Team to monitor the use of punctuation in Writing Genre. c. Purchase of sample copies of Prim-Ed-Publications "Primary Grammar School Pack."	**3** a. Language and Literacy Team All staff b. Language and Literacy Team c. All staff	a. Term 1,2018 b. April,2019 c. Term 3, 2017 Purchase of sample pack of "Primary Grammar School Pack"

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Targets	Success Criteria	Actions	Resource allocations	Staff	Dates
T4 To introduce P1 pupils to letter sounds through the "Jolly Phonics" programme.	SC4a P1 pupils will be able to identify and implement the sounds that have been taught through the "Jolly Phonics" programme.	P1 teachers will introduce the "Jolly Phonics" programme to their pupils.	Purchase of "Jolly Phonics" Resources.	P1 Teachers	2018-2019

2019-20					
Targets to bring about improvement *What do we want to achieve?*	**Success Criteria** *How do we know if we have succeeded?* *What will be the impact of our work on the children?*	**Actions to bring about improvement** *What will we do?* *Align with each success criteria*	**Resource allocations**	**Staff – lead responsibility** *Who is responsible for each action and what support is required?*	**Dates**
T1 a. To continue to develop comprehension throughout school with particular emphasis on the development of teachers' "Progressive Questioning Strategies." b. Consolidation of the development of Questioning Strategies	SC1 a. In all areas of the curriculum teachers will implement "Progressive Questioning Strategies" SC1b b. K.S.2 Pupils will be able to implement the various strategies at each level of the "Jester Model." c. F.S./K.S.1 Pupils will be able to respond appropriately to each level of questioning from the "Jester Model"	1 a. All teachers will introduce an activity into their P.B.L./A.B.L./S.B.L which incorporates "Progressive Questioning." b. Language and Literacy Team will observe lessons to monitor and assess the implementation and development of Questioning Strategies in the classroom.	a. Time b. Time for the Language and Literacy Team to observe lessons.	a. All staff b. Language and Literacy Team All staff	a. Term 2, 2020 b. Term 3, 2020
T2 To use data effectively to set specific and measurable targets to improve	SC2a The Language and Literacy Data Report to inform the success criteria for 2018-2019 Action Plan	2 Actions to be agreed once success criteria have been set.	Resource allocation to be agreed once success criteria have been set.	Language and Literacy Team All staff	

standards within Language and Literacy.				

Strategies to monitor & evaluate			
Success Criteria	**What?**	**Who?**	**When?**
2017-18			
SC1a Teachers will be more aware of the purpose and importance of Questioning Strategies in the classroom. • Going beyond recall • Assessment • Children thinking together	1a • Seminar led by Brian Yeats (Educational Consultant) – INSET feedback completed	1a • Brian Yeats (Educational Consultant) • All staff	25th.August,2017
SC1b Teachers will implement and develop strategies from the "Jester Model" to encourage • "Recall inquiries" • "Explanation questions" • "Transfer questions"	1b ▪ All year groups will provide the Literacy Team with a brief report of the strategies they have selected and of the impact on the pupils' learning.	1b • All staff	Term 2, 2018
SC2 To increase the average percentage differential between the national average and A.M.P.S. (P3-P7) to 6% for the combined comprehension score.	2 • Language and Literacy Data Report (2016-2017)	2 Language and Literacy Team All staff	
SC3a Children are aware of engagement & achievement across the curriculum.	3a • Team to collate evidence of PERMA in Literacy, eg classroom displays, photos, evidence of pupils' work	3a Literacy Team	Term 3 2018

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2018-19			
SC1 Teachers will implement and develop strategies from the "Jester Model" to encourage • "Sort" Questions • "Envision" Questions • "Judge Questions"	1b ▪ All year groups will provide the Literacy Team with a brief report of the strategies they have selected and of the impact on the pupils' learning.	1b All staff.	Term 2, 2019
SC2a The Language and Literacy Data Report to inform the success criteria for 2018-2019 Action Plan for the Grammar category.	2a • Language and Literacy Data Report (2017-2018) 3 a. A member of the Literacy team will meet with each year group to review the grammar being taught and to ensure that there is not an overlap.	2a Language and Literacy Team	Term 3 2019
SC3 a. All staff will be familiar with the grammar to be taught in their year group. b. When completing any Writing Genre one success criteria will be based on punctuation. c. All staff will have inspected the Prim-Ed "Primary Grammar School Pack" with a view as to whether it should be adopted or not.	b. Literacy team to sample pupils' work c. Teaches will feedback to the Literacy team on quality of the resource	3 • All staff • Literacy Team to meet with each year group. • Literacy Team to monitor the use of punctuation in Writing Genre. • All staff	September/October,2018 Term, 2 2018 Term 3, 2017 Purchase of sample pack of "Primary Grammar School Pack"

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SC4 P1 pupils will be able to identify and implement the sounds that have been taught through the "Jolly Phonics" programme	4 P1 teachers will record in their observations	4 P1 Teachers	2018-2019
2019-20			
SC1 a. In all areas of the curriculum teachers will implement "Progressive Questioning Strategies.	SC1 a. All teachers will feedback on an activity in their P.B.L./A.B.L./S.B.L which incorporates "Progressive Questioning."	1 All staff	2019-2020
SC1b b. K.S.2 Pupils will be able to implement the various strategies at each level of the "Jester Model." c. F.S. /K.S.1 Pupils will be able to respond appropriately to each level of questioning from the "Jester Model."	SC1b Language and Literacy Team will observe lessons to monitor and assess the implementation and development of Questioning Strategies in the classroom.	1b All staff Language and Literacy Team.	2019-2020 2019-2020
SC2a The Language and Literacy Data Report to inform the success criteria for 2018-2019 Action Plan	SC2a Actions to be agreed once success criteria have been set.		