

Problem (why?)	Intervention Description (what?)	Implementation Activities (how?)	Implementation Outcomes (how well?)	Final Outcomes (and so?)
<ul style="list-style-type: none"> • Pupils across KS1 and KS2 currently do not read enough, with enough fluency and perseverance. • Pupils (particularly disadvantaged pupils) do not have access to high quality, age appropriate texts at home. • Some pupils (especially disadvantaged) have not accessed books or online reading resources provided by school while they have been off school. • There are gaps in vocabulary as pupils have not read enough. • Weak application of new vocabulary to own writing. • Limited use of varied strategies to aid reading difficult words. • Limited reading outside the classroom by choice. • Not enough copies of high quality texts in school for pupils to have their own copy – they often have to share or listen to the teacher read. 	<p>Purchase of new whole class sets of high quality texts for KS1 and KS2 to support pupils in English lessons.</p> <p>Each half term, the English curriculum across both key stages is linked to a different text (The Five Plagues of Writing).</p> <p>All pupils will be provided with individual copies of each text, to be used daily in lessons and to enable them to participate in whole class learning in the event of having to self-isolate due to Covid.</p> <p>(£5268.19)</p>	<p>Audit of texts being taught and copies available in school to be carried out by English Lead.</p> <p>Texts to be evaluated and revised as needed to ensure that all teachers are clear about why they have been chosen and how they will support children's learning.</p> <p>Whole class sets of chosen texts will be purchased.</p> <p>As texts are used throughout the English curriculum, all pupils will have their own copy of each book they can read it themselves, recap pages and chapters as required, and use it to magpie new / adventurous vocabulary for use in own writing.</p> <p>Monitoring:</p> <ul style="list-style-type: none"> - English Lead to closely monitor teaching of English through regular drop-ins, pupil conferencing and booklooks. - Phase and Phonics Leaders to meet weekly with class teachers and TAs to monitor pupil progress and plan next steps. - Pupil data, pupil books. 	<p>Short term</p> <p>High quality texts will be in place to improve the quality of teaching and learning in English across KS1 and KS2.</p> <p>New resources will be well used by all teachers and children.</p> <p>Children will have individual copies of texts.</p> <p>Medium term</p> <p>Pupils will make clear progress with Reading – demonstrated by termly GL assessments.</p> <p>Reading fluency will increase and pupils will be able to answer increasingly complex questions linked to reading, demonstrating increased understanding of what they have read.</p> <p>Pupils will demonstrate increased ability to apply vocabulary from reading to own writing.</p> <p>Long term</p> <p>Pupils' stamina for reading long texts will increase.</p> <p>Pupils (particularly those identified as having fallen significantly behind) will have made accelerated progress from their September starting point and attainment will be more in line with National expectations.</p>	<p>Pupils will have made accelerated progress in Reading and Writing.</p> <p>Pupils will experience significantly increased opportunities to read at length and apply reading to their own writing.</p> <p>End of year outcomes for pupils will show rapid improvement from September 2020 baseline.</p> <p>The gap between national and school outcomes at KS1 and KS2 in Reading and Writing will continue to close.</p> <p>Pupils will be well prepared for transition into the next year group and accessing the next step in their education.</p> <p>Pupils will be able to talk with greater coherence and enthusiasm about the texts they have read.</p> <p>Pupil voice will demonstrate that enjoyment of English and Reading has increased.</p>