

Pontyclun Primary School 2022-2023

Target: To improve standards and pupil progress in reading, writing and oracy

Success criteria

- **There is an annual/termly writing overview detailing progression and core expectations in LLC across the curriculum in place, which is informing planning, teaching and learning**
- **There is a progressive oracy programme in place focusing on vocabulary enhancement which is having a positive effect on standards**
- **To develop a reading for pleasure culture across the school.**
- **To ensure consistent, high quality focussed writing opportunities across P1 and P2**

Action	Outcome	Date	Person responsible	Evidence/impact and next steps
To develop an annual and termly writing overview detailing progression and core expectations in writing in LLS and across the curriculum				
Complete self evaluation of Pontyclun Primary current writing journey	Literacy coordinators have a greater understanding of the schools current writing journey and reflect on areas that need addressing	SEPT 2021	Rhian Morgan Cath Pope	Completed RAG rated – identified a need for phonics training within foundation phase, awareness of effectively building up the skills of a genre, pupils stamina with extended writing needed to be developed
Staff to analyse our current writing journey pathway	Literacy coordinators to Produce SASH (Sustain, Adjust, Start, Halt)	SEPT 2021	All teaching staff	The results of the self evaluation were discussed in staff meeting. Discussions with staff conducted on writing journey pathway. Outcome of discussion identified a need to increase the range of genres per year group and reduce the amount spent

	writing journey document taking opinions from staff and act upon areas within adjust and Start columns			on individual genres. Helen Bowen training was organised for December to review and develop the writing journeys across the school . No more marking assessments took place and reemphasised the need to address writing across the school. This resulted in the school consciously deciding to prioritise writing this year with a reduced focus on the oracy and reading. By focussing on the writing journey it became apparent that the impact of COVID had lowered pupils basic literacy skills in relation to phonics, sentence construction and extended vocabulary in the foundation phase. In KS2, pupils basic grammar skills, higher tier vocabulary and writing stamina needing developing. Work was undertaken alongside the IP reviewing
Produce genre progressive overview with all staff	Staff to agree progressive core expectations for LLC and writing across the curriculum and implement	SEPT 2021	All teaching staff	Completed by all staff – staff were happy with chosen genres
Develop Autumn termly writing overview with explicit links to rich texts and develop writing across the curriculum	Staff produce termly overviews with appropriately chosen texts and implement within class	OCT 2021	All teaching staff	Completed by all staff and reviewed by Helen Bowen, amendments made by identified year groups
Support teachers understanding of developing a writing journey with pupils, staff to implement throughout Autumn Term SM	Staff understand how to build a genre with pupils over 2 weeks and implement within their classes	OCT 2021	Rhian Morgan Cath Pope	Literacy leads undertook training with Helen Bowen and cascaded information to staff via staff inset on genre build up. December 10 th – Helen Bowen conducted training with all staff on What do we want writing to look like at Pontyclun Primary? Initial feedback was positive and staff identified 2 chosen core strategies to implement and trial into their writing journey during the Spring Term. This had limited impact due to a high number of staff COVID absences

Monitor implementation of termly writing overview through book look and listening to learners	Literacy coordinators able to see clear progressive learning journey for a range of genres for each year group and give guidance and support where needed	NOV 2021 MAR CH 2022 JULY 2022	Rhian Morgan Cath Pope	Increase in genres covered across year groups. Greater consistency of approach to the writing build up and structure identified through book looks. Improved pupil outcomes in writing was greater in years 2 and above. Lower foundation stage pupils made less progress and we identified the need to change the structure of the writing journey, review the quality of the learning intentions and provide supportive training to develop basic literacy Next step: Listening to learners activities with pupils discussing their writing journey needs to be undertaken
Staff to work with Helen Bowen literacy consultant to produce termly overviews for Spring and Summer terms with explicit links to Welsh texts/authors SM/TD	Staff to have a clear understanding of the genres and writing expectations for Spring and Summer term	NOV 2021 / FEB 2022 April-July 2022	All teaching staff Helen Bowen	Overviews were produced by all staff and used. Helen Bowen supported staff when choosing high quality text types. Helen Bowen and Stephanie Vaughan undertook a book scrutiny of LLC across the Foundation Phase to further understand the schools approach to early writing. As a result of this Helen and Stephanie met with all year groups Nursery to Year 2 to discuss core expectations of year groups, timetabling, structure of teacher led activities moving into continuous and enhanced provision. Further training identified for the Autumn term with follow up monitoring and evaluation.
Staff training from Helen Bowen to establish and set out the strategic approach to LLC in the FP.	Staff to become more familiar with core expectations for each progression step and What Matters Statements in LLC.	Oct 2022	All foundation phase staff	Session one training has taken place which sets out a clear structure of the new approach to LLC (6 th October 2022) Timetabling and structure have been closely scrutinised by Helen and it has been decided that a new approach to the teaching cycle in Foundation phase is the best way forward.
The planning and teaching cycle will be revised to ensure pupils develop language acquisition.	Staff to be introduced to the new circular and linear models of planning.	Oct 2022	Cath Pope Helen Bowen	The new circular and linear models of Literacy have been disseminated to all foundation Phase staff, with opportunities given for staff to share their thoughts and ask questions. Staff to use these models going forward.
To exemplify the toolkit of teaching materials and reference point to	Documents will be produced to set out skill development, progression and range in PS 1 and PS 2	Nov 2022	All foundation phase staff	The teaching toolkit has been produced, but has not yet been disseminated to the staff.

support teachers with LLC.				
Monitor the implementation and impact of the training ideas and new structure provided by Helen Bowen. Give more support where necessary.	Literacy Co-ordinators and Helen Bowen able to see a change in daily structure and organisation, which shows progression with children's independence.	Jan 2023	Helen Bowen and all foundation phase staff.	Not yet completed.
To develop a progressive oracy programme focussing on vocabulary enrichment				
Audit staff using a questionnaire as to how confident they feel when teaching pupils oracy skills and using them effectively within the classroom to promote higher order vocabulary	Literacy coordinators will have a baseline assessment to understand how staff feel about oracy skills	NOV 2021	Rhian Morgan Cath Pope	Audit was completed – identified that the range of opportunities to use oracy strategies needed to be extended.
Staff to receive training from Helen Bowen using oracy strategies to further develop and embed higher order vocabulary within the school SM/TD Helen Bowen	Staff will gain an understanding of the importance of oracy skills to further develop pupils use of language	NOV 2021	Helen Bowen	All staff received training from Helen Bowen via staff training day. Limited impact due to changing focus.

Share oracy overview document with staff and ask staff to choose suitable strategies to implement within their year groups/phase, create an oracy overview document for staff to implement	Staff will have a bank of suitable and progressive oracy strategies to embed within their classroom and promote higher order vocabulary skills and pupils independence skills	Spring 2023	Rhian Morgan Cath Pope	
Complete listening to learners exercise to ensure agreed upon oracy strategies are being embedded within year groups/phase	Children are able to discuss oracy strategies being used in their classroom	FEB 2023 MAY 2023	Rhian Morgan Cath Pope	
To further develop pupils reading and comprehension skills				
Develop staffs understanding of progression within phonics Training with Mandy Webb	All staff including LSA's to gain confidence when delivering phonics sessions daily	DEC 2021	Mandy Webb	Training by Mandy Webb completed by all staff on 15 th March 2022.
Monitor teachers planning and complete book scrutiny	All staff are planning effective opportunities to develop pupils reading skills through daily VIPERS sessions and/or reading response tasks	DEC 2022 APRIL 2023 JUNE 2023	Rhian Morgan Cath Pope	

Develop staffs awareness of reading response tasks and implement a progressive overview for year groups/phases SM/TD Helen Bowen	Staff to agree upon progressive reading response tasks and implement within their daily/weekly teaching timetables to further develop pupils reading skills	DEC 2021	Helen Bowen	
Measure impact of National reading scores Year 2-6	75% of children to make expected or better than expected progress at the end of the year	JULY 2022	HR/RM/CP	

Staff revise yearly progressive writing overviews	Staff to agree/edit previous years writing overviews for Autumn/Spring/Summer terms	SEP 2022	Rhian Morgan	
Provide KS2 staff with refresh training on the writing journey	All KS2 staff to receive training with a clear focus on the writing journey build up and core oracy strategies that can be used	Nov 22	Rhian Morgan	
Monitor the implementation of the termly writing overview	Conduct book looks and listening to learners exercises to ensure consistency of writing journeys in KS2 and identify any needs for training opportunities	DEC 2022	Rhian Morgan	

Conduct a staff and pupil audit on reading for pleasure	Staff audit - to gauge whether staff allow opportunities for pupils to have reading for pleasure time and provide time for a class reader Pupil audit - to gauge whether pupils enjoy reading for pleasure and feel they are provided opportunities for this	Jan 2023	Rhian Morgan	
Prioritise reading for pleasure within Pontyclun Primary school	Promote opportunities for reading for pleasure Class reading time Book fairs World book day Author visits Displays Book reviews Jamboard book reviews	Spring/summer 2023	Rhian Morgan	