



Objective 1: To embed good practice in the teaching of reading and improve outcomes by:

- Reflecting on what is working well and what can be improved in our current provision
- Further develop a culture of reading across the school
- Improve the rate at which children are supported with reading at home

Success Criteria				Evaluation			
• There is a clear rationale for the teaching of reading across the school • Intervention is timely and effective in closing gaps for lower attainers • Every classroom is a language-rich environment • Reading areas around the school motivate children to read for pleasure • Fluency and prosody are a focus of reading sessions • Regular assessment shows more children are reaching age related expectations in reading • A higher percentage of parents record children reading 5 times a week at home				•			
Ref	Specific actions including CPD	Lead	Timescale/ Milestones	Resources	Monitoring	Impact/Evidence/Review	Date
1.1	Create an agreed rationale for the role of the Reading and English lead	JW/RR /HW	End of September 2025	Meeting time	Governor monitoring		
1.2	Ensure all children judged to be WTS or below in their year group are re-assessed using the Benchmarking Tool Kit	Teachers	By October Half Term	TA release time	HW/RR		
1.3	Subject leaders to work closely with EYFS/KS1 staff to understand which children may need early additional support	HW	By October Half Term	Meeting time	HT/ Governor monitoring		
1.4	Outcome of 1.3 to inform EYFS/ KS1 intervention and volunteer reader deployment	HW/SS	By October Half Term	Volunteer reader availability Meeting time	HT/ Governor monitoring		
1.5	CPD session to work with staff on a plan to increase reading time across the school week.	RR/HT	23/9/25	CPD session	HT/ Governor monitoring		



1.6	CPD session to work with TAs to share the outcomes of the Reading Framework document	HT	10/9/25 17/9/25	TA time out of class	Governor monitoring		
1.7	Subject leaders to look at all audits in the Reading Framework and complete where next steps are necessary	RR	By October Half Term	Release time	HT/ Governor monitoring		
1.8	Reading leads to look closely at our approach to the teaching of reading, with a view to an increasing focus on fluency and prosody, including regular opportunities for children to read aloud	RR	By October Half Term	Release time	HT/ Governor monitoring		
1.9	Learning walks to focus on the quality of talk in the classroom – is each room a 'language-rich environment', share feedback with staff and agree next steps	HT	w/b 13/10	HT time	Governor monitoring		
1.10	Audit of texts planned across the curriculum (use criteria in RF pg. 32)	HW	By end autumn term	Release time	HT/ Governor monitoring		
1.11	CPD session to ensure a 'robust approach to vocabulary' across the curriculum	All subject leads	14/10	CPD slot	HT/ Governor monitoring		
1.12	Audit and update all reading corners and the school library.	All staff	By spring half term	Funding from FOSH	HT/ Governor monitoring /Pupil Voice		
1.13	Audit and update the school's book stock, purchase new books where necessary (in line with outcomes of National Literacy Survey 2025)	RR/HW	By end spring term	Funding from FOSH	HT/ Governor monitoring		
1.14	Reading leads to update the school website considering the work completed this year.	RR	By May half term 2026	Release time	HT/ Governor monitoring		
1.15	Regularly update parents and other stakeholders on the progress of this objective, with clear communication about the importance of reading (including presence at parent consultations)	HT	Autumn and spring term Half termly in newsletters	HT time	Governor monitoring		



1.1 6	Senior leaders to monitor the effectiveness of all reading intervention, across all age groups	SLT	Every other meeting from 16/10	SLT meeting time	Governor monitoring		
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Objective 2: To improve writing attainment across the school by:

- Introducing a new scheme to improve age and stage appropriate fluency, automaticity and accuracy in handwriting
- Continuing to embed our spelling programme, building on success in phonics attainment
- Ensure a focus on vocabulary is evident across all subjects

Success Criteria				Evaluation			
• Kinetic Letters has been introduced throughout the school • Monitoring shows handwriting automaticity has improved in all year groups • Handwriting is not a barrier to children's access to writing activities • Well-planned intervention supports children with transcription difficulties • Spelling is taught effectively in every class, based on good teacher subject knowledge • Grammar and punctuation are taught explicitly and within writing tasks, where children apply what they have been taught • Long term planning in all subjects shows a focus on vocabulary development and both Tier 2 and Tier 3							

Ref	Specific actions including CPD	Lead	Timescale/ Milestones	Resources	Monitoring	Impact/Evidence/Review	Date
2.1	CPD session to introduce the Kinetic Letters programme to staff	RR	16/9	CPD session	HT/ Governor lead		
2.2	Agree a clear progression of skills in handwriting from EYFS to Y6 and publish this on the school website	RR	16/9	CPD session	HT/ Governor lead		
2.3	Agree how explicit teaching of handwriting will be managed (including time management)	HT and RR	By October half term	Staff meeting time	Governor lead		
2.4	Complete EYFS and Handwriting audits from Writing Framework document	RR and LM	By October half term	Meeting time	HT/ Governor lead		



2.5	Agree an approach to the marking and assessment of spelling, as part of writing moderation	All teachers	16/12	CPD session	HT		
2.6	Devise and plan additional support for children identified by class teachers as having difficulties with transcription	HT and AC	Spring term 1	Meeting time, intervention time	Governor lead		
2.7	CPD to ensure staff have a clear understanding of orthography, morphology and etymology	RR	Spring term 1	CPD session	HT/ Governor lead		
2.8	Drop-in observations to observe modelling and teaching of handwriting	HT and RR	Spring term 1	Drop-in time	Governor lead		
2.9	Complete spelling audit from Writing Framework	RR	Spring term 1	SL release time	HT/ Governor lead		
2.10	Drop-in observations to observe the teaching of writing, with a focus on grammar and punctuation	RR and HT	Spring term 2	Drop-in time Planning scrutiny time	Governor lead		
2.10a)	CPD session to address any issues raised by drop-in observations	RR	Spring term 2	CPD session	HT/ Governor lead		
2.11	CPD session to work with subject leaders to check long term subject plans for a focus on vocabulary	SLs	18/11	CPD session SL release time to monitor implementation	HT/ Governor lead		



Objective 3: To improve the quality of teaching and learning in geography by:

- Developing staff subject knowledge
- Ensuring progression across and between year groups
- Ensuring the updated LTP is followed with fidelity

Success Criteria				Evaluation			
• Staff feel confident to teach Geography • Book scrutiny shows the LTP is being followed and meets the requirements of the National Curriculum • Resources to support teaching are sufficient and of good quality • There is a well-evidenced and clear progression of skills and knowledge evident in books • A focus on vocabulary ensures children can discuss their learning using the appropriate language.							
Ref	Specific actions including CPD	Lead	Timescale/ Milestones	Resources	Monitoring	Impact/Evidence/Review	Date
3.1	SL to create and disseminate a staff survey to understand where CPD is needed.	SN	By October half term	Survey and time for staff to complete it	HT/ Governor lead		
3.2	CPD to support staff in response to the outcomes of the survey	Geography colleague	25.11.25	CPD slot, support from a Geography specialist	HT/ Governor lead		
3.3	Audit of existing geography resources and plan to fill gaps/ improve provision	SN	By end of autumn term	SL release time. Funding to buy resources needed.	Teachers		
3.4	Add resources and key vocabulary to LTP for geography	SN	By end of spring term	SL release time	HT/ Governor lead		



3.5	Book scrutiny x 2 to ensure LTP is being followed with fidelity and NC objectives are being evidenced	HT/S N	By end of spring term	SL release time/ HT time	Governor lead		
3.6	Close scrutiny of subject MT planning and outcomes to ensure progression is evident, based on LTP	HT/S N	By end of spring term	SL release time/ HT time	Governor lead		
3.7	Cross-reference history and geography LTPs to find where geography is evidenced as part of history teaching and learning.	SN	By end of spring term	SL release time	HT/ Governor lead		
3.8	Research geography field trip options and add to LTP	SN	By end of spring term	SL release time	HT/ Governor lead		
3.9	Work with children to monitor their understanding and retention of their geography skills and knowledge.	SN	By end of summer term	SL release time	HT/ Governor lead		

Objective 4: To ensure that disadvantaged and vulnerable children have equitable access to the curriculum and wider school life by:

- Rigorous monitoring of pupils' lived experience
- Analysis of data linked to participation in the wider life of the school and identification of barriers
- Analysis of attainment, progress and attendance data

Success Criteria				Evaluation			
• There is a thorough understanding of the experience of identified children in the school • Disadvantaged and vulnerable children are tracked for attainment, progress and attendance • Barriers to participation have been identified, a plan of action in response has been created and has begun to be implemented • Analysis of initial implementation shows positive impact							
Ref	Specific actions including CPD	Lead	Timescale/ Milestones	Resources	Monitoring	Impact/Evidence/Review	Date



4.1	Update list of disadvantaged and vulnerable children.	AR	By October half term	AR time; Class teachers liaison time	Governor lead		
4.2	Analysis of data from 2024-25	AR	By October half term	AR time	Governor lead		
4.3	Observations of disadvantaged and vulnerable children in class settings (7 x 1hour)	AR	By end of autumn term	AR time	Governor lead		
4.4	Maintain list – termly check with staff for any possible additions	AR	January and April	AR time	Governor lead		
4.5	Pupil Progress Meeting 1 – focus on vulnerable and disadvantaged children – plans made with CTs to address any falling behind and action planning to enhance progress	AR / JW	By October half term	Heads' time / CT time	Governor lead		
4.6	Pupil Progress Meeting 2 - focus on vulnerable and disadvantaged children – plans made with CTs to address any falling behind and action planning to enhance progress	AR / JW	By end of Spring half term	Heads' time / CT time	Governor lead		
4.7	Gathering pupil voice – to draw out shared and individual pupils' views about school, learning, and wider participation.	AR	By end of Spring term.	AR time	Governor lead		
4.8	Based on evidence gathering in terms 1 and 2, plan of action drawn up and shared with staff / governors	AR	By start of summer term	AR time Staff meeting time GB meeting time	Governor lead		
4.9	Analyse impact of initial implementation of plan of action.	AR	End of summer term	AR time	Governor lead		
4.10	Re-examine and re-write priorities, where necessary, for the following year.	AR	End of summer term.	AR time	Governor lead		