

Language Communication Matters



Overall aim

Strengthening children's ability to find meaning in language and communicate effectively through different media

Strategic aim	Key tasks	Accountabilities and timescales						Desired impact	Evidence
		T1	T2	T3	T4	T5	T6		
L1. Deepen children's understanding of challenging texts thereby enabling learners to powerfully communicate ideas	a) Research current and high quality texts to be used across the curriculum b) Update the curriculum map for KS1 and KS2 to include reviewed and revised texts c) Introduce and embed a core text approach to English learning through a PDM d) Create a whole school progression skills document for debating, incorporating the expectations and use of language across the school e) Gather feedback from pupil voice. Gather opinions and evidence of confidence in debating and presenting techniques	AG/DH						Whole school will use a core text approach to teaching English. High quality and current texts will be used across the curriculum. Core texts are used as a basis for presenting and debating. Pupils are typically able to articulate their knowledge and understanding clearly in an age-appropriate way. They can hold thoughtful conversations about them with each other and adults.	<ul style="list-style-type: none"> Core texts being used in all year groups for English Curriculum document displays core texts that have been used Pupils are able to discuss their current and past core texts confidently Debates are taking place regularly across the curriculum Progression of debates is visible across the whole school Debating Skills progression Document

<p>L2. Develop a new structure during guided reading sessions that enables children to understand texts at a deeper level</p>	<p>a) Observe and investigate reading teaching within outstanding schools b) Design a new approach to planning and teaching reading across the school c) English leaders to present PDM to introduce new reading session structure d) Trial new approaches in English leaders' classes e) English leaders and SLT to observe each other (in the space) in delivering of reading sessions evaluating the effectiveness f) Review and feedback on the observations and monitoring of reading sessions to inform design of reading format g) Create a whole school progression skills document for reciprocal reading</p>	<p>AG/ DH/ CD AG/ DH/ CD</p>	<p>→ → AG/ DH/ CD</p>	<p>→ → AG/D H and SLT</p>	<p>→ → AG/ DH/ CD</p>	<p>→ → AG/ DH/ CD</p>	<p>→ → AG/ DH/ CD</p>	<p>A new approach to planning and teaching of reading developed and being used successfully across the school. Reading sessions enable children to understand texts at a deeper level. Whole school will use a core text approach to teaching English. High quality and current texts will be used across the curriculum. Children can link what they are reading in stories to real life situations whether it be in their life or in the news.</p>	<ul style="list-style-type: none"> • New reading session structure is being used throughout the school effectively • Children are able to articulate thoughts and understandings of a text • Observations and monitoring of reading sessions • All year groups taking part effective reciprocal reading sessions • Reciprocal Reading Skills progression Document • Children relate the books they are reading to real life events
<p>L3. Strengthen knowledge and understanding of speech and language in order to strengthen our ability to support and challenge all learners</p>	<p>a) SALT team to lead a PDM to support staff in identifying different types of speech and language difficulty b) SENCO to support teachers to apply knowledge of speech and language difficulties e.g., planning</p>				<p>SENCo SENCo</p>	<p>→</p>		<p>School will achieve the Communication Commitment award. All staff able to identify the Speech and Language Therapists for our school and explain their role/understand how they support us.</p>	<ul style="list-style-type: none"> • PDM slides and notes • Intervention timetables • Parent workshops • Parent feedback and questionnaires • Newsletter • School website • Revised curriculum

	<p>monitoring</p> <p>c) Intervention TAs set up across each phase to deliver key language and communication programmes such as STEPS</p> <p>d) SALT team and SENCOs to lead workshops to support parents to have a greater awareness of the different speech and language difficulties and be signposted to more information</p> <p>e) SENCOs to publish Monthly article in the Newsletter and on the website about the different language difficulties</p> <p>f) Communication friendly checklist to be completed by all teachers</p> <p>g) MFL curriculum to be revised and updated and included on Curriculum Framework for KS2</p> <p>h) PDM to introduce writing element of MFL across KS2</p>	SENCo						<p>Staff are confident identifying speech and language difficulties</p> <p>Key interventions are in place and children with communication difficulties are making good progress.</p> <p>Parents are informed of various communication difficulties and know where to go and how to access support.</p> <p>Communication area of the school website created and updated regularly to inform parents.</p> <p>Classrooms are all communication friendly.</p> <p>The profile of French has been raised across KS2 and all staff are confident at meeting the NC requirements.</p>	<p>framework</p> <ul style="list-style-type: none"> Updated MFL policy
L4. Further develop the engagement and passion of boys in	a) Whole School Project topic to focus on boys' engagement and passion for learning			AG/DH/CD				<p>Attainment in boys writing has increased and gap between boys and girls writing has been reduced.</p>	<ul style="list-style-type: none"> Books and displays show evidence of high quality boys writing across the

their writing leading to ambitious and challenging outcomes	b) Identify revised texts for the curriculum, ensuring they have strong male characters	AG/DH						<p>Children are curious, interested learners who seek out and use new information to develop, consolidate and deepen their writing skills.</p> <p>Children are confident, self-assured learners. Their excellent attitudes to learning have a strong, positive impact on their progress in writing.</p> <p>They are proud of their achievements in their writing.</p>	<p>curriculum</p> <ul style="list-style-type: none"> • Children are able to discuss their passion and engagement in writing • Data showing the similar attainment levels of boys and girls • Displays show the high quality of writing throughout the school • Core texts being used to inspire great writing • Writing clubs are up and running throughout the school • School magazine is published termly
	c) Non-fiction cross curricular writing to be planned across the curriculum	All staff							
	d) School to set up relevant magazine subscriptions using pupil voice	AG/DH							
	e) Create writing club/s focussed around children's' interests and hobbies with the aim of publishing a termly school magazine		AG/DH						
	f) Promote the use of technology and videos to simulate writing			AG/DH/RF					
	g) English leaders to research relevant and inspiring writing competitions	AG/DH							