

## The Ryde School SDP 2025-2026

Domain: English

Domain Leaders: S. Thompson / C. Brumby / C. Curtis / K. O'Connor

Objectives for English	
<b>Achievement gap issues</b>	
<b>Objective 1</b>	To launch and embed the new spelling scheme across all year groups to ensure consistent teaching of spelling.
<b>Objective 2</b>	To improve the consistency and effectiveness of feedback and marking in writing to ensure all pupils know next steps and can act on them, leading to accelerated progress.
<b>Objective 3</b>	To fully embed the HfL Essentials scheme of work, ensuring breadth of text coverage across the school.
<b>Objective 4</b>	To strengthen guided reading practice by closely monitoring VIPERS coverage and ensuring high-quality teaching of comprehension skills.
<b>Objective 5 (Early reading/phonics)</b>	Ensure all staff are up to date/relevant phonics/ Little Wandle training
<b>Objective 6 (Early reading/phonics)</b>	All staff to observe a Rec/Year 1 phonics lesson.
<b>Objective 7</b>	Ensure all classes provide reading opportunities that enhance fluency, prosody and comprehension, with an emphasis on retelling.

<b>Objective 1</b>	To launch and embed the new spelling scheme across all year groups to ensure consistent teaching of spelling.					
Action	Timescale	Person responsible	Budget/resource implications	Monitoring (who by and how often)	Success criteria	SEF reference
Provide whole-staff CPD to introduce the spelling scheme, including rationale, lesson structure yes and expectations.	Autumn 1	SLT	CPD time	SLT to review staff feedback	All teachers using scheme weekly  Staff feel confident using scheme	
Monitor planning, books, and spelling journals to ensure consistency and progression across the school.	Half termly (Autumn 2 onwards)	SLT	Subject leader time	SLT to do book looks and/or lesson walks/ pupil voice termly	Consistency is evident in all classes.  Most children show accurate recording of spellings where appropriate.	

Gather feedback from staff and pupils to refine implementation.	Spring 1	SLT	Staff meeting time	Once a term by SLT	<p>By spring 2026, adaptations made to ensure scheme meets needs e.g. scaffolding/challenge.</p> <p>Staff feel supported and confident delivering scheme.</p> <p>Majority of pupils making progress from initial baseline by the end of the year.</p>	
---	----------	-----	--------------------	--------------------	---	--

<b>Objective 2</b>		To improve the consistency and effectiveness of feedback and marking in writing to ensure all pupils know next steps and can act on them, leading to accelerated progress.				
Action	Timescale	Person responsible	Budget/resource implications	Monitoring (who by and how often)	Success criteria	SEF reference
INSET time on effective feedback strategies, including the balance between written and verbal feedback, whole-class feedback, live marking, and providing actionable next steps.	September	SLT	Staff meeting / INSET time	SLT	<p>INSET discussion completed with all teachers.</p> <p>Book looks show evidence of consistent implementation across all classes.</p>	

Place a pupil-friendly “writing targets” sheet in the front of every child’s writing book.	September	Class teachers	Printing/photocopying	SLT to complete book looks half termly	<p>Teachers update targets half-termly based on assessment/ conferencing.</p> <p>Pupils use target sheets to self-assess progress and track next steps.</p> <p>Pupils can articulate their current writing target.</p>	
Complete moderation sessions to review writing outcomes, focusing on accuracy of teacher assessment and quality/impact of marking.	Autumn term 2	Class teachers  SLT	Staff meeting time	SLT termly	<p>All teachers engaged in moderation.</p> <p>Improved accuracy in teacher assessments.</p>	
Teachers to carry out pupil conferencing in writing at least once per half-term.	Once per half term	Class teachers	Timetable time	SLT to monitor half termly	Sessions will give pupils personalised feedback on strengths and next steps, using their writing targets sheet as reference.	

					<p>Pupils can articulate their current writing target.</p> <p>Evidence of improvement between drafts is visible</p>	
To review quality of feedback and marking and impact on progress.	Summer term	SLT	Subject leader time	SLT	<p>Books show regular, high-quality feedback.</p> <p>All books show evidence of pupils responding to marking and acting on feedback.</p> <p>Writing attainment improves for most children.</p>	

Objective 3		To fully embed the HfL Essentials scheme of work, ensuring breadth of text coverage across the school.				
Action	Timescale	Person responsible	Budget/resource implications	Monitoring (who by and how often)	Success criteria	SEF reference
Review first year of the scheme of work with staff.	Autumn 1	SLT and class teachers.	INSET or staff meeting time	SLT and class teachers.	Strengths and areas for development of	

					the scheme are identified and addressed.	
Adapt scheme planning and lessons for Year 2 to provide additional scaffolding (e.g. sentence stems, vocabulary mats, guided writing frames).	Autumn term	Year 1 and 2 teachers.	Staff time	Subject lead	Best practice shared across KS1.  Evidence in Year 2 books shows scaffolds being used effectively.	
Track which genres, authors, and texts are being studied in each year group to ensure breadth and identify gaps.	Autumn term	Subject lead	Subject leader time  Purchasing of high quality texts	Termly check against map by SLT / subject lead	All year groups deliver a broad and balanced text curriculum.	

<b>Objective 4</b>		To strengthen guided reading practice by closely monitoring VIPERS coverage and ensuring high-quality teaching of comprehension skills.				
<b>Action</b>	<b>Timescale</b>	<b>Person responsible</b>	<b>Budget/resource implications</b>	<b>Monitoring (who by and how often)</b>	<b>Success criteria</b>	<b>SEF reference</b>
Staff meeting discussion on the structure of guided reading lessons, the use of VIPERS questioning, and strategies for	Autumn 1	Subject lead / SLT	Subject leader time	SLT	Exemplar lessons and resources shared.  Lesson drop-ins, planning and books show	

developing comprehension.					VIPERS in use in guided reading.	
Provide targeted CPD, resources, and planning support for Upper Key Stage 2 to improve inference teaching.	Autumn term	UKS2 team and SLT	School support	SLT	Strategies such as text-marking, think-aloud modelling, and evidence-based questioning are shared amongst KS2 staff.  Pupils show improved inference skills.	

Objective 5		Ensure all staff are up to date/relevant phonics/ Little Wandle training.				
Action	Timescale	Person responsible	Budget/resource implications	Monitoring (who by and how often)	Success criteria	SEF reference
Audit current staff training status.	September	SLT / Subject lead	Staff time	SLT and English lead to monitor annually	All staff have completed training.  Any gaps identified and planned for completion within the term.	
Staff embed knowledge from	Ongoing	Class teachers, Teaching	None	Learning walks termly / half termly.	All observed phonics lessons meet Little	

training into practice.		assistants and Phonics lead			Wandle expectations.  Pupil outcomes in phonics assessments show improvement from baseline.	
-------------------------	--	-----------------------------	--	--	---	--

Objective 6						
Ensure all staff are up to date/relevant phonics/ Little Wandle training.						
Action	Timescale	Person responsible	Budget/resource implications	Monitoring (who by and how often)	Success criteria	SEF reference
Organise timetable for all teaching and support staff to attend a phonics lesson in Reception or Year 1.	By the end of the Autumn term	Class teachers and Phonics lead	Staff time	English lead.  Feedback gathered at staff meeting / INSET	By the end of Autumn term, all staff have attended at least one phonics lesson.  Staff feel the observation was useful.	
Phonics Lead to provide support/coaching for any staff who require additional guidance following observation.	End of Autumn / Spring 1	Phonics lead	Staff time	Phonics lead as required.	Staff demonstrate confident implementation of Little Wandle strategies in observed phonics sessions.	



<b>Objective 7</b>		Ensure all classes provide reading opportunities that enhance fluency, prosody and comprehension, with an emphasis on retelling.				
<b>Action</b>	<b>Timescale</b>	<b>Person responsible</b>	<b>Budget/resource implications</b>	<b>Monitoring (who by and how often)</b>	<b>Success criteria</b>	<b>SEF reference</b>
Teachers to plan and deliver daily reading practice, embedding opportunities for fluency.	By the end of Autumn term 1.	Class teachers	Text purchases where needed.	SLT and subject leads to monitor planning and learning walks.	<p>Opportunities such as re-reading short texts, timed fluency tasks, prosody (reading with expression), and oral/written retelling of texts are planned daily/weekly in every class.</p> <p>Learning walks and planning show consistent use of fluency and prosody strategies.</p>	
Embed retelling strategies not only in reading lessons but also in wider curriculum subjects.	Autumn term	Class teachers	None	<p>Subject lead to complete learning walks and monitor planning.</p> <p>Collect feedback and share ideas on how this is used in staff meetings.</p>	<p>Retelling opportunities planned e.g. a history event, a science process, or a RE story.</p> <p>Use of story maps, sequencing cards, and drama are used and</p>	

					planned for regularly.	
Assess and track fluency and retelling.	Spring term	Class teachers  Subject lead to track	None	Subject lead to monitor termly	All classes tracking fluency and retelling progress.  Retelling assessed through oral responses, comprehension tasks, timed reads etc.	
To share best practice and celebrate success.	Spring term	Class teachers and subject lead	Staff meeting time	English lead monitor pupil engagement through pupil voice bi annually.	Best practice shared in at least 3 staff meetings.  Pupil engagement in reading visibly increased (observations, pupil surveys).  Most pupils secure in fluency, prosody, and comprehension by the end of the Summer term.	

## Objectives for English review (End of 2025-2026)

Achievement gap issues	
Objective 1	
	<ul style="list-style-type: none"><li>•</li></ul>
Objective 2	
	<ul style="list-style-type: none"><li>•</li></ul>
Objective 3	
	<ul style="list-style-type: none"><li>•</li></ul>