YEAR	AREA OF FOCUS	MODIFICATION OF CURRICULUM	Success/impact indicators	WHEN / WHERE	WHO	USEFUL LINKS
	PTE To analyse PTE data effectively and to identify areas that require improvement to support and plan for inclusion in lessons.	**GAPS identified year group wise and action taken** **Year 2 -** Question Category: **GAP -** Phonic knowledge and skills **Action -** Use of flash cards, picture and letter tiles Read books daily independently and guided to bridge the gap. Develop digital testing skills **Year 3 -** Question Category: **GAP -** Reading Comprehension- Narrative **Action -** TIMSS style questioning in mid plenary Develop digital testing skills Daily reading with a set focus and revisiting of topics help to ensure gaps are covered. **Year 4 -** Question Category: **GAP -** Reading Comprehension, Non-Narrative - why & what if questions Comprehension in HL	In lessons, large majority students will confidently recognise words at their level and use phonic strands to blend and decode words and extend skill acquired to reading. Large Majority of students have improved digital skills and are able to read online & answer multiple-choice questions accurately. Large majority students are confidently able to identify the difference in a wide range of texts. Locate information in text and identify language features. Large majority of students have improved digital skills and are able to answer multiple-choice questions accurately. Large majority of students will be able to compare structure of different stories and use deduction and inference skills, apply their knowledge and use inquiry skills.	SOW/ Termly Ongoing in lessons Ongoing	Subject Planner/ HOD ALL teachers Subject teachers	http://www.bbc.co.uk/schools/wordsandpictures/phonics/postcard/flash/fsgame.shtml https://www.fishermarriott.com/StarSpell/PhonicsWordLists https://www.tes.com/teaching-resource/year-3-reading-comprehension-6445126 http://printableworksheets.in/?dq=Year%204%20Comprehension http://www.bbc.co.uk/bitesize/ks2/english/spelling_grammar/nouns_adjectives_prepositions/play/ https://www.australiancurriculumlessons.com.au/2014/01/02/teaching https://www.learnenglish.de/grammar/clausetext.html

		Year 5- Question Category: **GAP -** Reading Comprehension Narrative **Action -**Critical questioning and thinking time in lessons **Year 6 -** Question Category: **GAP -** Reading Comprehension Non-Narrative -sequencing - inference **Action -** Revisit to cover gaps. Reading a range of texts using a variety of resources e.g. – newspapers, journals, magazines, non-fiction texts, novels etc.	Students will be able to retrieve and collate ideas and information from a range of text. Will be able to discuss the difference between literal and figurative language.. Derive inference from text. Large majority of students will be able to explain detailed language features and discuss the purpose and organisation of different text. Will be able to discuss how inference may differ, use and apply knowledge independently. Large majority of students make progress effectively due to personalised planning, teaching, diagnostic marking and oral and written feedback.	Subject teachers	http://www.englishexercises.net/yyreading1.html http://www.grammarbank.com/drag-drop-vocabulary.html http://www.k12reader.com/subject/reading-skills/inference/ http://primaryleap.co.uk/primary-resources/Year+6?emptySearch=1 http://www.bbc.co.uk/bitesize/ks2/english/spelling_grammar/sentences/play/ http://www.primaryresources.co.uk/english/englishB12.htm http://www.educationquizzes.com/ks2/english/complex-sentences/
CAT 4 To analyse CAT4 data to identify students who may require intervention for optimum progress. To personalise lessons plans using the student implications and monitor impact.		**Detailed analysis of CAT4** Use the analysis to identify and provide appropriate challenge to support high achievers and G&T (ALP/TLP) and plan intervention groups for students who require support (ELL/Wave1/target groups) Involving parents to support the intervention groups, reading during registration time. Data tracking sheets, planning, sharing best practice, lesson observations, book look, tracking intervention & support groups, 1:1 sessions.	Large majority of students perform to the best of their potential in internal and external assessments Low achievers to make increased progress, narrowing gaps in the assessments. High achievers and G & T will show accelerated progress	Every 6 weeks Ongoing : beginning term 1 In lessons	ALL teachers http://www.softschools.com/literature/worksheets/inference_worksheets/

		PIRLS	**GAP -** Reading relatively complex literary texts. **Action –** Reading a range of **Fiction** texts using a variety of resources e.g. – newspapers, journals, magazines, novels etc.	Large Majority of students can: • Locate and distinguish significant actions and details embedded across the text • Make inferences to explain relationships between intentions, actions, events, and feelings, and give text-based support • Evaluate the significance of events and actions across the entire story. • Recognize the use of some language features (e.g., metaphor, imagery)	Termly in class Ongoing from mid - term 1	HOD/SID/ Planners/ Teachers	primaryleap.co.uk/primary-resources/Year+2/.../**Reading+Comprehensions** http://www.educationquizzes.com/ks2/english/spelling-unstressed-vowels-01/ http://primaryleap.co.uk/imary-resources/Year+2/Literacy/Reading+Comprehensions/
			GAP -Reading relatively complex information texts. **Action -** Reading a range of **non-fiction** texts using a variety of resources e.g. – newspapers, journals, magazines, brochures, leaflets, non-fiction texts, novels etc.	Large majority of students can: • Locate and distinguish relevant information • Make inferences about logical connections to provide explanations and reasons			https://www.superteacherworksheets.com/reading-comp/1st-rhyming-game_RGAME.pdf?up=1466611200
FS :	To bridge the gap for ease in transition through personalized strategies		**SOW** Review sow to include Phonic methodology and reasoning skills in lesson plans.	Large Majority of students develop strong reading skills through focussed, independent daily reading in a range of situations and a variety of text.	Ongoing : beginning term 1		http://www.k5learning.com/reading-comprehension-worksheets/first-grade-1
Key stage 1	To instil and embed reading skills through various strategies of Synthetic Phonics.		**In Lessons** Registration time: Integrate dedicated reading by all classes **Starter** Relevant Questions to be provided to assist in understanding the concept and derive possible response	Large Majority of students read to find information, make plausible predictions and establish meaning during lessons as per their age and abilities.	Online beginning term 1	HOD/SID/ Planners/ Teachers	http://www.k5learning.com/reading-comprehension-worksheets/second-grade-2

	To strengthen reading and comprehending skills in familiar and unfamiliar text. Empower students to effectively interpret, analyse and infer content.	**Plenary/ Mid plenary** Can we Infer? **Challenge students to create questions using Blooms Taxonomy.** **Home learning:** Reading comprehension to focus on evaluative and deductive questioning. Critical thinking questions. Spellings to focus on decoding simple to complex words Phonetically. **Weekly routines For Year 1 to Year 6.** Library : guided & group reading Spelling quiz **Induction week:** An overview of Phonic awareness and its effectiveness in the classroom **Mentoring** Planned Demos with clear agenda: phonics and reading skills with Yrs. 1 & 2 Focussed year group meetings weekly Early intervention and follow up of boys performance Personalized strategies **SOW-**	Large Majority of students read a wide range of different text types for a variety of purpose. To identify, interpret, justify and elaborate on opinions. To critically think, explain and enhance analytical skills. Accurate assessments will ensure individual needs of student is met. Prediction- DATA by end of KS2 Above 90% Opportunities for presentation in class and during events(WIN SPARKS, International Olympiad, English Challenge, Oscars, Theatrical performances) as focus for boys Large majority of students will be able to apply knowledge and techniques to decode and blend words.			https://www.superteacherworksheets.com/3rd-comprehension.html https://www.superteacherworksheets.com/4th-comprehension.html http://www.k5learning.com/reading-comprehension-worksheets/fourth-grade-4 https://www.ereadingworksheets.com/browse-worksheets-by-grade-level/reading-worksheets-by-grade-level/5th-grade-reading-worksheets/ https://www.fishermarriott.com/StarSpell/PhonicsWordLists
Key stage 2	Bridge gap and ensure similar performance of both boys and girls			In class every term		http://www.educationquizzes.com/ks1/english-spelling/year-2-tricky-words-2/ https://www.youtube.com/watch?v=3CFAcWvBVi4

4

	Curriculum Modification according to new English National Curriculum 2014.	Reading comprehension Narrative and Non Narrative during class activity. Challenge questions and vocabulary building worksheets to be used during reading activities in class. Varying the sentence structure	Use text to read, interpret and analyse data and make inferences.		ALL teachers	