Closing the gap – Queen Emma’s Primary School

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| **Priority** | **Actions** | **Success Criteria** |
| 1 – Explicitly teach vocabulary (tier 2 and tier 3) | 1. Vocabulary Ninja WOD taught explicitly
2. Vocabulary Ninja WOD shared with parents on social media every morning
3. Tier 2 and 3 words taught explicitly in all lessons
4. Cornerstones resources are shared with parents via the school website
5. Parents of disadvantaged children receive a hard copy of the resources
 | Children will use a wide range of vocabulary in the correct context in their talking and writingParents will be able to support their children at home |
| 2 – Foster structured reading opportunities  | 1. Children in RWI phonics have 4 books in their book bag; phonics book, Book Bag Book, a book they can read from the library and a book they want someone else to read to them.
2. All children have a school library slot every week and visit Witney Library termly
3. All staff will foster the 3 read approach (4th read at home) to develop children’s story teller voices
4. KS1 pupils’ parents to have the Book List for the ILP ahead of term
5. KS2 pupils to have their own copy of their ‘Love to Read’ text
6. Every child is read to everyday in school
7. Children are identified to read with ARCh readers to improve reading confidence
 | Children will read a wide range of texts accurately and fluently.Children’s story teller voice will increase with their confidenceChildren will read a range of texts to link to their ILP to help support their subject knowledgeClass story time creates opportunities to explicitly teach tier 2 and 3 words explicitly |
| 3 – Promote and scaffold high quality academic talk in the classroom | 1. Voice 21 programme piloted in LKS2 focusing on physical, linguistic, cognitive, social and emotional
2. Launch discussion guidelines in term 4
3. Voice 21 shared with whole staff to introduce whole school in term 5
4. Use a range of feedback mechanisms and MTYT/TTYP (avoid hands up)
5. Identify children early who will benefit from SALT
 | Children develop their speaking skills physically, linguistically, cognitively, socially and emotionally – Wellbeing compass to measure impactChildren will develop their speech, language, communication and interaction |
| 4 – Promote and scaffold high quality academic writing | 1. Use the feedback planner to plan and feedback literacy and topic lessons
2. Use a range of resources to support and to differentiate e.g. WAGOLL, writing working wall and writer’s palette
3. Use the ‘because, but and so’ to extend writing and assess knowledge
4. Give live feedback
5. Teach editing and redrafting
6. Orange words explicitly taught
7. RWI spelling taught every day
8. Be diagnostic when ‘marking’ spelling to enable gaps to be closed
 | Gaps will be identified and closed effectivelyChildren will be exposed to high quality pieces of writingChildren will know how to edit and redraft from KS1Children’s spelling will improve |
| 5 – Foster ‘word consciousness’ and independent word learning strategies  | 1. Staff to model using a range of vocabulary in reading, writing and talking
2. The etymology of words is taught explicitly (etymology diaries?)
3. Encourage all children to ‘Fred talk’/ ‘sound talk’ when spelling unfamiliar words
4. Highlight the phoneme or grapheme that is incorrect in misspelt words and give children the opportunity to correct
 | Children will use a wide range of vocabulary in the correct context in their talking and writingSpelling will improve |