

**LS Action plan** *(decided by the reading leader and literacy specialist)*

**School information**

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| Partner School: **Medlock Valley Primary School**  Number on roll: | LS Day date: **Thursday 19th October 2023**  Next date: **Friday 24th November 2023** |
| Headteacher: **Joanne Backhouse – Head of School**  Reading Leader and role in school: **Charlotte Baker – Year 1 teacher, Phonics Lead & Reading Lead (whole school)** | Literacy Specialist: **Sarah Hanley-Wood** |

**Celebrations**

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| **What is going well:** |
| * Year 2 teacher has made a fantastic start to the teaching of phonics. She has worked hard to follow the Little Wandle mantras and lesson plans and has established a strong learning culture in her classroom. As a result, there is 100% participation in phonics lessons. * Key Stage 1 have made a strong start to the teaching of Little Wandle. Teachers and children are becoming more confident with the structure of the lessons. |

**PSC Data**

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| --- | --- | --- |
| December: 19+ words | March: 25+ words | May: 32+ words |
| **%** | **%** | **%** |

**Half-termly Data: % of children at ARE**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **A1** | **A2** | **Sp1** | **Sp2** | **Su1** | **Su2** |
| **Reception** | **%** | **%** | **%** | **%** | **%** | **%** |
| **Year 1** | **%** | **%** | **%** | **%** | **%** | **%** |
| **Year 2** | **%** | **%** | **%** | **%** | **%** | **%** |

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| --- | --- | --- |
| 1. **Teach with fidelity to an SSP Programme** | | |
| *Actions* | *Who* | *Completed* |
| SSP training and CPD is booked with an accredited training provider   * Give the Reading Lead dedicated time to complete all of the Little Wandle training modules. | SLT |  |
| Correct resources are particular to the SSP programme (sound charts, friezes, sound and word cards, cumulative texts)   * Use the Little Wandle GPC flashcards and word cards. * Remove resources of any other SSP from classrooms. * Use the Little Wandle word cards for blending to read practice. | Reception staff  Year 1 |  |
| Sufficient time is given to teach phonics, reading and writing   * Teach 2 phonics lesson a day in Year 1/2 class to ensure full coverage of GPCs before the PSC. The second lesson can be cut shorter by only teaching the reading elements of the lesson. | SLT  Helen |  |
| Teachers and TAs (who are teaching reading) understand the specific activities in the SSP programme   * Watch the Phase 2 whole lesson video on the Little Wandle website. * Watch the ‘Best Bets’ video to support alternative sound teaching. * Use the Little Wandle mantras (emailed over) to support consistent terminology. | Tanzeela & Helena  Beth  All reading teachers |  |
| Teachers pay particular attention to pupils who fall behind during SSP lessons   * Sit children at risk of falling behind in an L shape at the front and down the side so that teachers and TAs can see them clearly and easily support them. * Call upon individual children and rows to check understanding. Always bring it back to ‘everybody’. | All reading teachers  Beth (Year 2 teacher) |  |
| Half-termly data on the lowest 20% pupils from *EHTC Sound and Word Assessment* is uploaded onto EHTC portal from autumn half term 2019   * Email the Little Wandle heatmaps, once they have all been generated, to [englishhub@allsoulsce.rochdale.sch.uk](mailto:englishhub@allsoulsce.rochdale.sch.uk) | Charlotte |  |
| Assessments are used to organise pupils efficiently to maximise progress   * Re-teach all of Reception Autumn 1 apart from s, a & t. Re-assess Autumn 1 once all teaching has been completed. * Re-teach oi, ow, igh, oa, ur, oo (both), er, or, ear, ar & air in Year 1. Re-assess Spring 1 before moving on to Spring 2 teaching. * Re-teach oa, er, or & air in Year 1/2. Then, teach Spring 2. * Move on to spelling programme. | Helena & Tanzeela  Charlotte & Gemma  Helen  Year 2 |  |
| Parents are informed of the SSP programme adopted: what is taught and how they could provide extra practice to develop fluency; how the school will provide extra practice to prevent serious problems developing.   * Share the Little Wandle resources with parents/carers during the workshop next half term. * Add the Little Wandle ‘for parents’ link to the school website. | Charlotte |  |
| Sit correctly at a table, holding a pencil comfortably and correctly   * Sit at the table for the writing element of the lesson. | Year 2 |  |
| 1. **Make a Strong Start in Reception** | | |
| *Actions* | *Who* | *Completed* |
| Follow the same SSP programme as Y1 and 2   * Follow the Little Wandle lesson structure for every phonics lesson. * Use Phase 2 lesson templates to support teaching. | Reception staff |  |
| Give daily extra practice to pupils falling behind in a small group or individually   * Give extra 1:1 practice of GPCs to children identified as struggling in the lesson in the morning. | Reception staff |  |
| Ensure extra practice matches the school’s SSP programme   * Watch the Phase 2: Teaching a new GPC video to ensure that extra practice will follow the Little Wandle structure. Link here: [‘How to’ videos | Letters and Sounds (littlewandlelettersandsounds.org.uk)](https://www.littlewandlelettersandsounds.org.uk/resources/my-letters-and-sounds/whole-school-cpd/how-to-videos/#tabnametabDailyKeep-up) | Donna (Reception TA) |  |
| Display the necessary friezes and charts for the SSP programme at the right height   * Display the GPCs and tricky words learnt so far on the working wall. Use Little Wandle resources only for this. Helena’s display should start to look like Tanzeela’s. | Reception staff |  |
| 1. **Ensure cumulative progression of sounds and books** | | |
| *Actions* | *Who* | *Completed* |
| * Give Reception children worded books when they can blend and not before. | Helena & Tanzeela |  |
| **D. Build a team of expert reading teachers** | | |
| *Actions* | *Who* | *Completed* |
| Coaches reading teachers (who need extra support) during SSP lessons   * Team teach with Helena to ensure that the Little Wandle structure is being followed. * Coach staff on the spelling element – one word at a time, repeat the whole word multiple times before segmenting. * Support staff with cutting back teacher talk to improve pace e.g. ‘digraph’ instead of ‘who can spot the digraph?’ | Charlotte |  |
| **E. Reach the lowest 20% pupils** | | |
| Organises extra daily practice for pupils falling behind, following the school’s SSP programme   * Begin Phase 2 blending interventions:   Adrian, George & Mohammad K  Malachi, Jack, Carson, Carlton, Ana & David   * Begin Phase 3 blending interventions:   Lucas, Sienna, Sultan, Emilia, Arshad & Sefora   * Begin Phase 5 interventions:   Abdul, Aliie & Cassidy  Haris, Harley, Sienna & Nieve |  |  |
| **Literacy Specialist -** Sarah Hanley-Wood **–** [**sarahhanley-wood@outlook.com**](mailto:sarahhanley-wood@outlook.com)  **Hub Lead -** Joshua Callaghan **–** [**jcallaghan@allsoulsce.rochdale.sch.uk**](mailto:jcallaghan@allsoulsce.rochdale.sch.uk) | | |
| **Focus for next LS day:**   * Reception phonics lessons * Coaching with Reception staff * Drop in on Key Stage 1 phonics * Check decodable books are matched correctly | | |