

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

**School information**

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| Partner School: **Acacias Community Primary School**  Number on roll: **472** | LS Day date: **Wednesday 1st May 2024**  Next date: **Monday 17th June 2024**  **Tuesday 16th July 2024** |
| Headteacher: **David Griffiths**  Reading Leader and role in school: **Carly Upton – Year 1 teacher, Early Reading Lead** | Literacy Specialist: **Sarah Hanley-Wood** |

**Celebrations**

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| **What is going well:** |
| * Teaching of phonics in Reception is consistently strong. * The Reading Lead is an expert in coaching staff and they engage well with the training. * The Reading Lead knows the children very well and is committed to all children achieving their potential. |

**PSC Data**

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| --- | --- | --- |
| December: 19+ words | March: 25+ words | May: 32+ words |
| **42/53**  **79%** | **44/59**  **75%** | **43/57**  **75%** |

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

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **A1** | **A2** | **Sp1** | **Sp2** | **Su1** | **Su2** |
| **Reception** | **80%** | **28/58**  **48%** | **24%** | **16/60**  **27%** | **%** | **%** |
| **Year 1** | **51%** | **35/53**  **66%** | **36%** | **35/58**  **60%** | **%** | **%** |
| **Year 2** | **61%** | **39/58**  **67%** | **45/60**  **75%** | **50/61**  **82%** | **%** | **%** |

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| 1. **Teach with fidelity to an SSP Programme** | | |
| *Actions* | *Who* | *Completed* |
| Teachers and TAs (who are teaching reading) understand the specific activities in the SSP programme­   * Use the ELS planning to get the correct words that children should be writing in each lesson. | Reception teachers |  |
| Teachers and TAs teach these activities confidently   * Use correct terminology when referring to ‘letters’ in HRSW and ‘sounds’. * Use the handwriting rhymes for some letters, not all, to maintain pace in the lesson. * Model 2 or 3 examples of the sentence including the HRSW. * Discuss if children should stand up for oral blending with robot arms. * Use partner talk to get the children to orally blend words during the lesson (as seen in Kirsty’s lesson). | Reception staff |  |
| SSP lessons are of the highest standard to reduce the amount of extra support needed   * Support the lowest 20% by writing words and sentences on the whiteboard for children when appropriate. * Use 12 GPC cards maximum (6 with SEND children) when reviewing sounds at the start of the lesson. * Say each sound once without repeating e.g. ‘a’ not ‘a a a’. * Introduce the phoneme before showing children the grapheme card. | Miss Fernandez |  |
| The reading leader/ class teacher assesses pupils using an individual termly/half termly reading assessment to record letter-sound knowledge and word reading (using assessments in the SSP programme)   * Complete the 2017 PSC paper with the Year 2 children who will re-sit – Marwa, Summer, Umer, Maya, Sahalludin, Dan, Shayan A & Zainab. | Carly |  |
| Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words   * Get the children to read independently during guided reading sessions and tune in to listen to them read. This will allow children to read the whole book every session. * Use partner talk to answer questions about the book. * Use choral reading for certain parts of guided reading e.g. modelling expression. Don’t use it to read every page with the children. | All Year 2 guided reading teachers |  |
| Re-read these books to build up their fluency and confidence in word reading   * Prepare guided reading questions before the session. | CU |  |
| 1. **Make a Strong Start in Reception** | | |
| *Actions* | *Who* | *Completed* |
| N/A this visit |  |  |
| 1. **Ensure cumulative progression of sounds and books** | | |
| *Actions* | *Who* | *Completed* |
| As soon as pupils can read unfamiliar words confidently, they read wider literature and no longer read books in the school’s levelled reading programme   * Consider the following points when looking at purchase a scheme for Whole Class Reading:   Cost & value for money  Range of texts covered – are there classics and modern texts and texts that the children can see themselves in?  Range of genres covered – fiction, non-fiction, poetry  Workload for teachers  Can you receive a year group sample to trial?  Research to show outcomes for pupils   * Consider completing the year 1 fluency assessment with pupils who seem ready to finish decodable books. | Carly & English Lead  Year 1 teachers |  |
| **D. Build a team of expert reading teachers** | | |
| *Actions* | *Who* | *Completed* |
| Timetables practice times (weekly if possible) and ensures all reading teachers attend   * Continue with weekly coaching sessions. Start with the following elements:   -Introducing phoneme before grapheme  -Repeating the HRSW and decodable words | Carly |  |
| Coaches reading teachers (who need extra support) during SSP lessons   * Observe Carly’s Year 1 guided reading session to see how children read independently and the strategies used. * Support Kirsty & Holly to drop in on each other’s phonics lessons to share good practice. | Year 2 staff  Carly |  |
| **E. Reach the lowest 20% pupils** | | |
| Organises extra daily practice for pupils falling behind, following the school’s SSP programme   * Recap HRSW daily with the lowest 20% in Year 2. These were a sticking point for all children we reading a decodable book. Also recap them before the guided reading session as an extra intervention. * Begin daily PSC boosters during guided reading sessions with the following children: Anais, Ruqayyah, Logan, Ben, Sam, Ibrahim K, Ayaan, Zainab, Rahim, Ezra, Rumaisah, Asim, Shayan & Ally | Year 2 staff  Year 1 staff |  |
| **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**   * Phonics in Nursery * Dedicating time to building up guided reading resources for decodable books (use ELS decodable readers chart to help) * Drop in on guided reading next visit or the one after | | |
| **Notes:**   * Small group teaching – 1 sound over 2 days – Ibrahim K (Y1), Rahim (Y1), Ezra (Y1), Zainab (Y2), Saladin (Y2), Rosie (Y2) * 4 Year 1 children disapplied from PSC – Moyin, Oliver, Arfin & Hajra * Year 1 children who didn’t pass Paper 2 PSC Mock:   Ibrahim K – 16 (24 on PSC)  Sam – 14  Ben - 10  Ezra – 7  Shayan - 4  Rahim – 1  Rumaisah - 16  Logan – 13   * 2 new entries to Year 1 – Abdurraheem (EHCP, Year 2 age), Aywanseosa (INA) | | |