

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

**School information**

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| Partner School: **Barrowford Primary School**  Number on roll: **313** | LS Day date: **02.11.23**  Next date: **Friday 8th December 2023** |
| Headteacher: **Rachel Tomlinson**  Reading Leader and role in school: **Sarah Green – Reading & Phonics Lead/Year 3 teacher** | Literacy Specialist: **Sarah Hanley-Wood** |

**Celebrations**

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| **What is going well:** |
| * All decodable books are organised to make a strong start across EYFS and Key Stage 1 with reading. * Reception children are now settled and ready to learn. |

**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** | 35% | % | % | % | % | % |
| **Year 1** | 53% | % | % | % | % | % |
| **Year 2** | 65% | % | % | % | % | % |

|  |  |  |
| --- | --- | --- |
| 1. **Teach with fidelity to an SSP Programme** | | |
| *Actions* | *Who* | *Completed* |
| Assessments are used to organise pupils efficiently to maximise progress   * Re-teach Autumn 1 from ‘a’. * Re-assess Reception Autumn 1 at the end of re-teaching this block. | Catherine |  |
| Teachers and TAs (who are teaching reading) understand the specific activities in the SSP programme   * Get children to stand up during oral blending and robot arms. * Get the children to repeat the GPCs being reviewed independently. * Hide the new GPC in the review pack and play ‘there it is’. * Ask the children to repeat the GPCs when looking for the new GPC. | Madia  Catherine |  |
| Spell words containing each of the 40+ GPCs already taught by:   * Writing letters in response to hearing a sound\* * Identifying the sounds and then writing the sound with letter/s\* * Use letter names in Year 2 when spelling e.g. the letters e and a are making the /e/ sound. * Give children the opportunity to correct mistakes (spelling and letter formation) themselves first by highlighting the mistake. | Vicky |  |
| 1. **Make a Strong Start in Reception** | | |
| *Actions* | *Who* | *Completed* |
| Give daily extra practice to pupils falling behind in a small group or individually   * Give extra practice of the GPC taught in the morning and oral blending to Paisley, Theo R-S, Myles, Khizir, Kayce, Blake, Ariana, Jacob & Elijah. | Reception staff |  |
| 1. **Ensure cumulative progression of sounds and books** | | |
| *Actions* | *Who* | *Completed* |
| N/A this visit |  |  |
| **D. Build a team of expert reading teachers** | | |
| *Actions* | *Who* | *Completed* |
| Coaches reading teachers (who need extra support) during SSP lessons  Coaches reading teachers who support pupils who have fallen behind   * Coach all reading teachers on using pure sounds and correcting children when necessary. | SG and all reading teachers |  |
| **E. Reach the lowest 20% pupils** | | |
| Uses the programme’s SSP assessment to identify immediately pupils falling behind   * Complete diagnostic assessment with Year 2 children not secure in phase 2 and 3 to establish starting point for small group teaching. * Teach Rabbi, Lily-Grace, Asma, Anaya, Reggie-Rae & new starters in a separate group until they are secure in phase 3. | Melissa |  |
| Organises extra daily practice for pupils falling behind, following the school’s SSP programme   * Deliver 1:1 GPC interventions to the following Year 1 children:   Kaida – x, ch, th, ng, igh, oa  Willow – j, v, ng, nk  Aliza – ng, nk, oa | 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**   * Reception phonics – knowledge of GPCs and blending * Year 1 phonics * Year 2 Phase 5 group * Year 2 Phase 2/3 group * **Data** | | |