

**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.
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**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% | % | % | % | % | % |

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| 1. **Teach with fidelity to an SSP Programme**
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| *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.
 | MadiaCatherine |  |
| 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**
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| *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**
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| *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 lessonsCoaches 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, oaWillow – j, v, ng, nkAliza – ng, nk, oa | Year 1 staff |  |
| **Literacy Specialist -** Sarah Hanley-Wood **–** **sarahhanley-wood@outlook.com****Hub Lead -** Joshua Callaghan **–** **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**
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