

**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: **Tuesday 7th November 2023**Next date: **Tuesday 9th January 2023** |
| 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:** |
| * Reception are settled and have made a strong start to their phonics teaching.
* Individual children, who are at risk of falling behind, are being targeted in lessons.
* Interventions have been organised and are being delivered.
* All staff have high expectations of children and there is 100% engagement.
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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** | **80%** | **%** | **%** | **%** | **%** | **%** |
| **Year 1** | **51%** | **%** | **%** | **%** | **%** | **%** |
| **Year 2** | **61%** | **%** | **%** | **%** | **%** | **%** |

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| 1. **Teach with fidelity to an SSP Programme**
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| *Actions*  |  *Who* | *Completed* |
| SSP training and CPD is booked with an accredited training provider* Train Miss Fernandez on ELS.
* Attend ELS Send webinar on Wednesday 15th November.
 | CU, Miss FernandezReception and Year 1 teachers |  |
| Correct resources are particular to the SSP programme (sound charts, friezes, sound and word cards, cumulative texts)* Provide children with the ELS sound mats on their tables to support them during application and Literacy lessons.
 | 1Y staff |  |
| Teachers and TAs (who are teaching reading) understand the specific activities in the SSP programme* Introduce the new phoneme orally and practice this a few times with the children before showing the grapheme.
* Repeat the HRSW and decodable words a few times with the children using ‘me and then you’.
 | All reading teachers |  |
| Teachers pay particular attention to pupils who fall behind during SSP lessons* Tell Miss Fernandez who the target children are so that she can keep her eyes on them during the phonics lessons.
 | Holly |  |
| Assessments are used to organise pupils efficiently to maximise progress* Assess Joshua to see if he should join Year 1 phonics sessions.
 | Kirsty |  |
| 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)* Use the non-verbal assessment materials to support Ayaan.
 | CU |  |
| 1. **Make a Strong Start in Reception**
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| *Actions* | *Who* | *Completed*  |
| Set up frequent meetings to show parents how to help their children practise reading sounds and words at home.* Deliver the phonics workshop to Reception parents in Autumn 2.
 | CU |  |
| 1. **Ensure cumulative progression of sounds and books**
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| *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* Use the ELS Fluency Assessment to see which Year 2 children are ready to stop reading decodable books and go on to Accelerated Reader.
 | Year 2 staff |  |
| **D. Build a team of expert reading teachers**  |
| *Actions* | *Who* | *Completed*  |
| Timetables practice times (weekly if possible) and ensures all reading teachers attend * Begin weekly coaching sessions as soon as Reception join singing assembly (Autumn 2). Start with the following elements:

-Introducing phoneme before grapheme-Repeating the HRSW and decodable words-Sentence reading – using thumbs up to spot digraphs and HRSW, write the sentence first in Y1-Eliminating hands up-Share the sentence with your partner | CU |  |
| **E. Reach the lowest 20% pupils** |
| Organises extra daily practice for pupils falling behind, following the school’s SSP programme* Use the ELS SEND Sound Mats with Ezra and Rumaisah and let them choose images to go with each GPC they are learning.
* Use the ELS Slowed Progression Planning for Olivia’s small group.
 | 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** * Potentially Reception Yellow
* Guided Reading
* Reception Interventions
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