

**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. |

**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** | | |
| *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 Fernandez  Reception 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** | | |
| *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** | | |
| *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**](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**   * Potentially Reception Yellow * Guided Reading * Reception Interventions | | |