

**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: **292** | LS Day date: **Friday 8th December 2023**  Next date: **Tuesday 23rd January 2024**  **Tuesday 12th March 2024** |
| 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:** |
| * Learning routines and behaviours are much more established in Reception and Year 1. Children are therefore making more progress. * Re-teaching gaps has helped children to retain GPCs and start blending in Reception. * Melissa (Year 2 TA) is highly skilled in supporting those children who need to recap Phase 2. She encourages children to use pure sounds and targets children well. |

**PSC Data**

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| --- | --- | --- |
| December: 19+ words | March: 25+ words | May: 32+ words |
| **10/20**  **50%**  **10/12 children who are accessing whole class phonics = 83%** | **%** | **%** |

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

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| --- | --- | --- | --- | --- | --- | --- |
|  | **A1** | **A2** | **Sp1** | **Sp2** | **Su1** | **Su2** |
| **Reception** | 35% | 15/26  57% | % | % | % | % |
| **Year 1** | 53% | 10/20  50% | % | % | % | % |
| **Year 2** | 65% | % | % | % | % | % |

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| 1. **Teach with fidelity to an SSP Programme** | | |
| *Actions* | *Who* | *Completed* |
| Correct resources are particular to the SSP programme (sound charts, friezes, sound and word cards, cumulative texts)   * Put the ELS sound mats out in year 2 to support writing. | Madia |  |
| Teachers pay particular attention to pupils who fall behind during SSP lessons   * Target Theo in lessons, particularly when reviewing GPCs. | All EYFS staff |  |
| 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 mock PSC (2022 paper) with Safa. * Investigate who completed the ELS and mock PSC assessments with Kaida as there is a huge difference between the results. Get a trusted adult to reassess her on ELS. | Year 1 staff  SG, Year 1 staff |  |
| Assessments are used to organise pupils efficiently to maximise progress   * Keep i, n, d, g, c, k, ck, e, u and r in the review pack and review these GPCs at different points in the day. | 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’. | Madia |  |
| 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. * Use the ELS spelling strategy: | Year 2 staff |  |
| 1. **Make a Strong Start in Reception** | | |
| *Actions* | *Who* | *Completed* |
| Give daily extra practice to pupils falling behind in a small group or individually   * Deliver GPC interventions to:   Elijah – 24%  Paisley – 29%  Myles – 35%  Mohammed Natha – 47%  Hoorain – 53%  Ariana – 59%  Kayce – 59% | 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 in Year 2 team meeting. | SG and Year 2 teachers. |  |
| **E. Reach the lowest 20% pupils** | | |
| Uses the programme’s SSP assessment to identify immediately pupils falling behind   * Teach phase 2 gaps to Rabbi (Year 2). * Teach Phase 3 to Rabbi, Lily-Grace, Asma, Reggie-Rae, Rehan-Ali in Year 2. | Melissa |  |
| Organises extra daily practice for pupils falling behind, following the school’s SSP programme   * Target Aliza with extra PSC practice and in lessons. | Year 1 staff |  |
| Engages the support of parents, where appropriate.   * Send home personalised GPC mats (organised today) so that children can practice sounds at home. | Reception 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**   * Interventions in Reception & Year 1 * Staff training * Modelling the teaching of spelling in Year 2 phase 5 group * Drop in on full Year 2 phonics lesson | | |
| **Notes**   * School has 41 EHCPs currently. This is 14% compared to the national average of 2.5%. * **SEND children:**   *Year 1* – Brodie, Kaysen, JJ, Oscar F, Oscar K, William & Rory   * Kaida – scored 25 on PSC mock but only 7% on ELS assessment * Borderline year 1 children according to PSC mock – Aliza (16) | | |