

**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.
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**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**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **A1** | **A2** | **Sp1** | **Sp2** | **Su1** | **Su2** |
| **Reception** | 35% | 15/2657% | % | % | % | % |
| **Year 1** | 53% | 10/2050% | % | % | % | % |
| **Year 2** | 65% | % | % | % | % | % |

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| 1. **Teach with fidelity to an SSP Programme**
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| *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 staffSG, 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**
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| *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**
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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 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****Hub Lead -** Joshua Callaghan **–** **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
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| **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)
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