

**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 9th January 2024**Next date: **Tuesday 5th March 2024** |
| 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:** |
| * Kirsty’s lesson was fantastic. The lesson was pacy and all misconceptions were addressed within the lesson.
* Teaching assistants in Reception Yellow provided excellent support to the children, moving their learning on.
* Most recent data is being used effectively to plan interventions for children falling behind.
* Children requiring interventions have been identified and are set up and ready to go.
* All GPCs below 70% have been re-taught.
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**PSC Data**

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| --- | --- | --- |
| December: 19+ words | March: 25+ words | May: 32+ words |
| **42/53****79%** | **%** | **%** |

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

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **A1** | **A2** | **Sp1** | **Sp2** | **Su1** | **Su2** |
| **Reception** | **80%** | **28/58****48%** | **%** | **%** | **%** | **%** |
| **Year 1** | **51%** | **35/53****66%** | **%** | **%** | **%** | **%** |
| **Year 2** | **61%** | **39/58****67%** | **%** | **%** | **%** | **%** |

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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* Observe Year 1 phonics interventions being taught.
 | Miss Fernandez |  |
| 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.
 | 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.
 | HollyDrop-in next time to observe |  |
| Re-read these books to build up their fluency and confidence in word reading* Prepare guided reading questions before the session.
 | CU |  |
| 1. **Make a Strong Start in Reception**
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| *Actions* | *Who* | *Completed*  |
| N/A this visit |  |  |
| 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*  |
| Timetables practice times (weekly if possible) and ensures all reading teachers attend * Begin weekly coaching sessions as soon as Reception join singing assembly (Spring 1). 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* Deliver interventions to the following children:

1B – Ezra, Rumaisah, Ayaan, Rahim, Zainab, Asim 1Y – Anais, Ibrahim, Maria, Benjamin, Samuel, Inaaya, Ruqayyah, Kareem, Logan* Begin teaching INAs Reception Autumn 1 daily – Shayan (Y1), Amaan (Y1), Mutiba (Y2), Abdul-Raheem (R). Possibly during Year 1 phonics lessons.
 | Year 1 staffSLT |  |
| **Literacy Specialist -** Sarah Hanley-Wood **–** **sarahhanley-wood@outlook.com****Hub Lead -** Joshua Callaghan **–** **jcallaghan@allsoulsce.rochdale.sch.uk** |
| **Focus for next LS day** * Year 2 Guided Reading
* Drop in on Reception Blue (Holly)
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| **Notes:*** 56 in Year 1 now – 2 INAs & 1 new starter due W/B 15th Jan
* Year 1 PSC Mock – Anabia absent (will pass)
* Small group teaching – Reception Spring 1, 1 sound over 2 days – Ibrahim K (Y1), Rahim (Y1), Zainab (Y2), Saladin (Y2), Rosie (Y2)
* 4 children on Year 1 data not accessing phonics – Hajra, Moyin,
* Oliver & Arfin – Year 1 age but on Reception roll. Will be counted in Year 1 PSC data. 58 Year 1 children including these two.
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