

**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: **Tuesday 23rd January 2024**Next date: **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:** |
| * Teaching of phonics is strong across Reception and Year 1 consistently.
* 2 Year 1 SEND children are now accessing whole class phonics.
* Staff trained today are very keen to teach phonics confidently following ELS.
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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 & Vicki |  |
| 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 diagnostic assessment with 2 new starters in year 2 to decide whether they should join the phonics or spelling group.
* Assess Year 2 children that need to re-sit PSC on next mock. Include 3 new starters to year 2.
* Reassess Kaida on ELS assessments.
* Make sure that all children accessing ELS phonics are being assessed half termly.
 | Year 2 teachersAbbySarah, staff in The Gap |  |
| 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 |  |
| Give all pupils practice in reading letter-sound correspondences and oral sound-blending a few times each day* Target children struggling with oral blending throughout the day e.g. put on your c-oa-t.
 | Lyndsey |  |
| 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* Use the ELS videos to support teaching and interventions.
 | All staff teaching phonics in The Gap |  |
| **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 |  |
| **Literacy Specialist -** Sarah Hanley-Wood **–** **sarahhanley-wood@outlook.com****Hub Lead -** Joshua Callaghan **–** **jcallaghan@allsoulsce.rochdale.sch.uk** |
| **Focus for next LS day** * Drop in on interventions in Reception & Year 1
* Modelling the teaching of spelling in Year 2 phase 5 group
* Drop in on Madia’s full Year 2 phonics lesson
* Spring 1 data & mock PSC data – focus on Year 2 re-sits
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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* – Brodi, Kaysen, JJ, Oscar F, Oscar K, William & RoryRory & JJ are now in whole class phonics lessons* Year 1 children to keep an eye on for PSC – Aliza (scored 16) & Kaida (scored 25 but only 7% on ELS assessment)
* 3 new starters in Year 2 – all new to the country and will need to take the 2024 PSC
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