

**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. |

**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 & 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 teachers  Abby  Sarah, 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** | | |
| *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** | | |
| *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   * 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**](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**   * 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 | | |
| **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 & Rory  Rory & 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 | | |