

**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 5th March 2024**Next date: **Wednesday 1st May 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:** |
| * All Year 2 children had a well-matched book during guided reading sessions.
* Year 2 children were applying their phonics strategies very well to continue to support their reading.
* Year 2 staff built upon ELS strategies and used these to support the lowest 20% with reading.
* More Year 1 children are on track to pass the PSC in Spring than in Autumn.
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**PSC Data**

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| --- | --- | --- |
| December: 19+ words | March: 25+ words | May: 32+ words |
| **42/53****79%** | **44/59****75%** | **%** |

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

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **A1** | **A2** | **Sp1** | **Sp2** | **Su1** | **Su2** |
| **Reception** | **80%** | **28/58****48%** | **24%** | **%** | **%** | **%** |
| **Year 1** | **51%** | **35/53****66%** | **36%** | **%** | **%** | **%** |
| **Year 2** | **61%** | **39/58****67%** | **45/60****75%** | **%** | **%** | **%** |

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| 1. **Teach with fidelity to an SSP Programme**
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| *Actions*  |  *Who* | *Completed* |
| 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)* Assess those children who have gone backwards on their PSC mocks using the 2017 paper to get a clearer picture of their progress:

***Ayaan, Felix, Ezra, Rumaisah, Shayan, Owen, Asim, Ally, Anais, Umer, Inaaya, Ruqayyah, Ben, Sam, Ibrahim K, Armaan**** Complete the 2017 PSC paper with the Year 2 children who will re-sit.
* Check which Year 2 in year transfer pupils need to re-sit the PSC.
 | Carly |  |
| Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words* Get the children to read independently during guided reading sessions and tune in to listen to them read. This will allow children to read the whole book every session.
* Use partner talk to answer questions about the book.
* Use choral reading for certain parts of guided reading e.g. modelling expression. Don’t use it to read every page with the children.
 | All Year 2 guided reading teachers |  |
| Re-read these books to build up their fluency and confidence in word reading* Prepare guided reading questions before the session.
 | CU |  |
| Sit correctly at a table, holding a pencil comfortably and correctly* Sit at the table with the children when completing writing activities during guided reading.
 | All Year 2 staff |  |
| 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*  |
| As soon as pupils can read unfamiliar words confidently, they read wider literature and no longer read books in the school’s levelled reading programme* Add in Accelerated Reading to guided reading activities.
* Consider the following points when looking at purchase a scheme for Whole Class Reading:

Cost & value for moneyRange of texts covered – are there classics and modern texts and texts that the children can see themselves in?Range of genres covered – fiction, non-fiction, poetryWorkload for teachersCan you receive a year group sample to trial?Research to show outcomes for pupils | Year 2 staffCarly & English Lead |  |
| **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 |  |
| Coaches reading teachers (who need extra support) during SSP lessons* Observe Carly’s Year 1 guided reading session to see how children read independently and the strategies used.
 | Year 2 staff |  |
| **E. Reach the lowest 20% pupils** |
| Organises extra daily practice for pupils falling behind, following the school’s SSP programme* Recap HRSW daily with the lowest 20% in Year 2. These were a sticking point for all children we reading a decodable book. Also recap them before the guided reading session as an extra intervention.
 | Year 2 staff |  |
| Engages the support of parents, where appropriate.* Send home the HRSW for Year 2 struggling to retain them.
 | Year 2 teachers |  |
| **Literacy Specialist -** Sarah Hanley-Wood **–** **sarahhanley-wood@outlook.com****Hub Lead -** Joshua Callaghan **–** **jcallaghan@allsoulsce.rochdale.sch.uk** |
| **Focus for next LS day** * Phonics in Nursery
* Dedicating time to building up guided reading resources for decodable books (use ELS decodable readers chart to help)
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| **Notes:*** Small group teaching – 1 sound over 2 days – Ibrahim K (Y1), Rahim (Y1), Zainab (Y2), Saladin (Y2), Rosie (Y2)
* New to Year 1 – Gabriella – has moved schools frequently, gaps have been identified and are being filled
* 4 Year 1 children disapplied from PSC – Moyin, Oliver, Arfin & Hajra
* Year 1 children who didn’t pass Spring PSC Mock:

Ally – 16Ibrahim K – 14Sam - 10Ezra – 8Shayan - 7Rahim – 3RumaisahArmaan (INA) – 0Logan – could not complete due to behavioural barriers* Ezra, Rumaisah & Ruqayyah are being taught in a small group, recapping Phase 3 GPCs and blending Phase 4 words

1 new entry to Year 1 (actually Year 2) – has EHCP |