

**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 12th March 2024**Next date: **Tuesday 21st May 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:** |
| * The children were applying their knowledge very well during the Year 2 phonics lesson. Spelling has really improved.
* Staff in The Gap are teaching phase 3 phonics consistently and the data shows that the children are secure in the sounds that have been taught.
* Reception & Year 1 are receiving good quality interventions to help them learn their GPCs and improve their blending.
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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%** | **10/19****53%** | **%** |

**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* |
| SSP training and CPD is booked with an accredited training provider* Discuss training staff in ELS Foundation Stage so that children not ready for phase 2 can be participating in phase 1 activities.
 | Sarah & SLT |  |
| Correct resources are particular to the SSP programme (sound charts, friezes, sound and word cards, cumulative texts)* Remove Twinkl sound mats and use ELS sound mats only.
 | 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)* Assess Year 2 children re-taking the PSC using the 2018 paper in May.
* Assess Miley, Himida, Donte & Hayden on PSC mock.
* Make sure that all children accessing ELS phonics are being assessed half termly.
* Discuss why Khizr & Myles have not completed the ELS assessments. Assess these children if appropriate.
 | Year 2 teachersAll reading teachersSarah & Catherine |  |
| Assessments are used to organise pupils efficiently to maximise progress* Deliver a blending intervention to Harris, Willow & Aliza in preparation for the PSC in June.
* Get Year 1 together at another point in the day to have an extra practice of reading words with split digraphs and alien words.
 | Year 1 staffAbby |  |
| 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’.
* Bring the children together at the end of the lesson and review the GPCs one more time, including the new GPC.
 | Madia |  |
| Sit correctly at a table, holding a pencil comfortably and correctly* Sit children at the table to complete the ELS spelling activities.
 | All year 2 staff |  |
| 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* Provide decodable books so that children can apply their phonics whilst waiting for others to complete the ELS workbook.
* Listen to the phase 2 group read individually in the 10 minutes after the phonics lesson.
 | MadiaMelissa |  |
| Write sentences by saying out loud what they are going to write about; composing a sentence orally before writing it; sequencing sentences to form short narratives; re-reading what they have written to check that it makes sense.* Give the dictated sentence to the children when starting the workbook so that children can complete it at the same time.
 | Madia |  |
| 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*  |
| 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 * Deliver a Phase 3 & phase 5 booster to Reggie, Donte, Mujahid, Harry, Asma & potentially Miley in preparation for PSC re-take.
* Include Asher in the phase 3 booster only.
* Practice spotting split digraphs in the phase 5 booster.
 | Melissa |  |
| **Literacy Specialist -** Sarah Hanley-Wood **–** **sarahhanley-wood@outlook.com****Hub Lead -** Joshua Callaghan **–** **jcallaghan@allsoulsce.rochdale.sch.uk** |
| **Focus for next LS day** * Reception data – time with Catherine
* PSC Mock data – Year 1 & Year 2 re-sits
* Year 1 phonics
* Drop in on Year 2 to observe children sitting at tables and tweaks to ELS teaching
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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 K (not accessing phonics), Rory & Hugo* **Year 2 re-sits**:

26 Year 2 children need to re-take the PSC. 3 disallowed – Oscar, Jayceon & Aliza.10 children on track to passChildren who didn’t score 25+ on Spring PSC Mock:Reggie – 23Mujahid – 17Asma – 17Harry – 15Aurora – 15Ashar – 10Abdul – 3Ismaeel – 3Rabbi – 0* **Year 1 children who didn’t score 25+ on Spring PSC Mock**:

Ollie – 24Harris – 23Willow – 17Aliza – 10J-J – 5* **Reception SEND children**:

6 children not being assessed on ELS – Elijah, Kayce, Zak, Kaiton, Theo R-S & Paisley |