

**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. |

**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**

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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* |
| 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 teachers  All reading teachers  Sarah & 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 staff  Abby |  |
| 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. | Madia  Melissa |  |
| 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** | | |
| *Actions* | *Who* | *Completed* |
| N/A this visit |  |  |
| 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   * 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**](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**   * 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 | | |
| **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 pass  Children who didn’t score 25+ on Spring PSC Mock:  Reggie – 23  Mujahid – 17  Asma – 17  Harry – 15  Aurora – 15  Ashar – 10  Abdul – 3  Ismaeel – 3  Rabbi – 0   * **Year 1 children who didn’t score 25+ on Spring PSC Mock**:   Ollie – 24  Harris – 23  Willow – 17  Aliza – 10  J-J – 5   * **Reception SEND children**:   6 children not being assessed on ELS – Elijah, Kayce, Zak, Kaiton, Theo R-S & Paisley | | |