

**LS Action plan**

**School information**

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| Partner School: St Mary’s Radcliffe  Number on roll: | LS Day date: 10th November 2023  Next date: 19th January 2024 |
| Headteacher: John Travis  Deputy Head: John Haworth  Reading Leader and role in school: Helen Edge, supported by Margaret Waring | Literacy Specialist: Hattie Callaghan |

**Celebrations**

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| **What is going well:** |
| * EYFS have embedded using magnetic boards for blending * Parents meetings for intro to RWI, Set 1 sounds and have taken onerous of this * All EYFS children have been given flash cards to practice with at home * Organisation and teaching of SSP is still a key priority throughout school |
| **Coaching next steps (general):** |
| * During Autumn 1 Helen was needed to teach a group due to staffing, however from Autumn 2 she is no longer needed for this so can coach 3/5 days throughout the week. * Prioritise embedding practice time for all staff each week * Ensure all staff are confident to teach their group |

**PSC Data**

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| November: 19+ words | February: 25+ words | April: 32+ words |
| **TBC%** | **%** | **%** |

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

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| --- | --- | --- | --- | --- | --- | --- |
|  | **A1** | **A2** | **Sp1** | **Sp2** | **Su1** | **Su2** |
| **Reception** | **41%** | **%** | **%** | **%** | **%** | **%** |
| **Year 1** | **69%** | **%** | **%** | **%** | **%** | **%** |
| **Year 2** | **63%** | **%** | **%** | **%** | **%** | **%** |

**Weekly Practise Time** – to be based on data and coaching of lessons

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| *Date* | *Focus* |
| WC 13th Nov | EYFS – set 1 writing and speed write steps |
| WC 13th Nov | KS1 – Write about |
| WC 20th Nov | EYFS – blending steps on magnetic boards |
| WC 20th Nov | KS1 – Write about |

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| 1. **Teach with fidelity to an SSP Programme** | | |
| 1. SSP training and CPD is booked with an accredited training provider  2. Correct resources are particular to the SSP programme (sound charts, friezes, sound and word cards, cumulative texts)  3. Sufficient time is given to teach phonics, reading and writing  4. Teachers and TAs (who are teaching reading) understand the specific activities in the SSP programme  5. Teachers and TAs teach these activities confidently  6. Teachers pay particular attention to pupils who fall behind during SSP lessons  7. The pace of teaching is not slowed for pupils who fall behind Progress and assessment  8. 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)  9. Half-termly data is uploaded onto English Hub portal  10. Assessments are used to organise pupils efficiently to maximise progress  11. SSP lessons are of the highest standard to reduce the amount of extra support needed  12. Pupils who fall behind are identified immediately using the SSP programme’s assessments  13. These pupils receive extra daily practice following the school’s SSP programme | | |
| *Actions* | *Who* | *Completed* |
| *Prioritise coaching staff who are new to teaching their group* | HE |  |
| *See action below about HE being given practice time with reading time (Section D)* | - |  |
| *Ensure the pace of the lesson is kept within timings to ensure all steps required are taught* | HE |  |
| 1. **Make a Strong Start in Reception** | | |
| **Reception teachers:**  1. Timetable daily SSP lessons from the second week in Reception  2. Ensure at least 20 minutes is given to teaching of phonics, reading and writing right from the start, building to at least 45 minutes by the end of the year (this may be one session or organised throughout the day).  3. Follow the same SSP programme as Y1 and 2  4. Identify pupils who are falling behind, by the third week in school  5. Give all pupils practice in reading letter-sound correspondences and oral sound-blending a few times each day  6. Give daily extra practice to pupils falling behind in a small group or individually  7. Ensure extra practice matches the school’s SSP programme  8. Display the necessary friezes and charts for the SSP programme at the right height  9. Ensure all pupils sit where they can see the teacher and resources during SSP lessons  10. Teach SSP in a quiet space to help pupils focus  11. Set up frequent meetings to show parents how to help their children practise reading sounds and words at home | | |
| *Actions* | *Who* | *Completed* |
| *Teachers to consider where they stand when modelling air writing, so all children can see* | EYFS staff  HE |  |
| *Ensure EYFS have sound friezes and charts displayed where the children can see them* | EYFS staff  HE |  |
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| 1. **Ensure cumulative progression of sounds and books** | | |
| **Leaders ensure that:**  1. Decodable reading books are organised in the given sequence in their chosen SSP programme  2. Pupils read texts/books that closely match the letter-sound correspondences they can read at home as well as in school  3. These texts/books contain few exception words, as listed in the school’s SSP programme  4. Pupils are not asked to read books that require them to guess words or deduce meaning from pictures, grammar or context clues, or taught words using whole word recognition  5. Pupils practise sounding out the words in the story and read exception words before they read the text/book  6. Pupils re-read these texts/books at school and home to build fluency  7. Pupils falling behind are given extra practice to re-read these texts/books  8. Pupils continue to read books in a progressive sequence until they can decode unfamiliar words confidently  9. 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  10. Teachers keep records of the books pupils read in school and at home  11. Pupils practise reading books at home once they have read them at school  12. Parents know how to increase their children’s fluency in reading sounds, words and books, at each point in their children’s learning  13. Teachers provide extra reading practise for pupils who do not practise at home  14. Parents understand the difference between stories to share and stories that children read aloud | | |
| *Actions* | *Who* | *Completed* |
| *Ensure pupils who are falling behind are given extra practice to re-read the texts from Phonics lesson as well as additional SUWR intervention* | HE, MW |  |
| *Consider more parental meetings throughout the year for children still on the RWI programme – PSC? Set 2/3 sounds?* | HE  Year 1 staff |  |
| *Consider asking for volunteers such as parents, lunch time organisers, governors to provide extra reading practise for pupils who do not practise at home* | SLT with HE support |  |
| **D. Build a team of expert reading teachers** | | |
| **The headteacher:**  1. Has appointed a reading leader with expertise in and experience of teaching phonics  2. Gives the reading leader dedicated time to fulfil the role  3. Ensures all grades of management (including the headteacher), teachers and teaching assistants attend the SSP provider’s training  4. Ensures that SSP training is provided for new staff  **The reading leader:**  1. Meets frequently with the headteacher to discuss the impact of each teacher on pupils’ progress, particularly the lowest 20%  2. Uses the SSP practice map to plan activities for teachers to practise  3. Uses assessment data of the lowest 20% pupils to decide areas for practice  4. Timetables practice times (weekly if possible) and ensures all reading teachers attend  5. Knows how to run practice sessions  6. Coaches reading teachers (who need extra support) during SSP lessons  7. Coaches reading teachers who support pupils who have fallen behind  8. Keeps a record of all practice and coaching sessions | | |
| ***Actions*** | ***Who*** | ***Completed*** |
| *HE to be given time weekly with reading team to hold a practice session using the practice map to identify coaching and training areas – EYFS and KS1 need 2 separate timings for this due to staffing – HE to lead meetings across the key stages to ensure consistency. EYFS 3:00-3:15pm each Monday, KS1 Tuesday TBC?* | JT |  |
| *SLT to have regular meetings with RL to discuss the impact of each teacher on pupils’ progress – put dates in the diary for these* | SLT, HE |  |
| *Prioritise sending new staff on SSP training preferably face-to-face or given time out of class to complete the training on the portal* | JT |  |
| *Margaret solely completing 1-1 tuition with children identified – more children require 1-1 than Margaret can facilitate – Prioritise reviewing TA timetabling to see if there are any possibilities of them being able to complete 1-1 tuition at any other time of the day* | SLT, HE, MW |  |
| ***EYFS***   * *Ensure all children can see pocket chart during steps for blending. Pocket chart is eye level for the children on the front row but is difficult for the children behind to be able to see. Consider using large magnetic whiteboard for pocket chart.* * *Ensure magnetic whiteboards for blending are being used consistently from the beginning of the programme following the teaching steps. Hide the word that has been modelled in the pocket chart and on magnetic whiteboard so children are segmenting and blending with some independence.* * *Follow steps for writing the sound and speed write*   ***Green group – Cath***   * *Follow steps for Write About. Recognise the difference between this and Hold a Sentence steps including modelling*   ***Orange Group - Kirsty***   * *Ensure when spelling each one is corrected each time – corrections with purple pen. 4 spellings max – 2 new, 2 review to maintain pace of the lesson. Follow spelling steps*   ***Grey Group – Lisa***   * *Follow steps for Write About* |  |  |
| **E. Reach the lowest 20% pupils** | | |
| The reading leader:  1. Ensures SSP lessons are of the highest standard to reduce the number of pupils who need extra support  2. Uses the programme’s SSP assessment to identify immediately pupils falling behind  3. Organises extra daily practice for pupils falling behind, following the school’s SSP programme  4. Builds a profile of pupils receiving extra support (SEND, EAL, speech delay, attendance, time in school, previous teaching)  5. Provides regular CPD for teachers in both the content and teaching manner to support pupils falling behind  6. Fast tracks late-entry pupils to catch up with their peers  7. Designates a member of staff to improve attendance for these pupils  8. Engages the support of parents, where appropriate | | |
| ***Actions*** | ***Who*** | ***Completed*** |
| *Pupil profiles were completed in previous year – HE to set up and complete from this point forward for new academic year* | HE |  |
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| **Notes:**  Upload data and ‘Whatever it Takes’ document to English Hub Portal by **Friday 22nd December**   * (% of children on track in Reception and Year 1 with relevant context).   Upload PSC score for 2022 paper to the English Hub Portal by **Monday** **11th December**   * (% of children meeting agreed number of words at each point for specified PSC past paper.)   Additional related notes.  **Literacy Specialist: Hattie Callaghan – hcallaghan@stjohnsthornham-primary.org**  **Hub Lead: Joshua Callaghan –** [**jcallaghan@allsoulsce.rochdale.sch.uk**](mailto:jcallaghan@allsoulsce.rochdale.sch.uk) | | |
| **Focus for next LS day**   * Timetabling extra afternoon sessions * Write about activities across groups * Spelling steps | | |