

**LS Action plan**

**School information**

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| Partner School: Resurrection  Number on roll: 205 | LS Day date: 12th January 2024  Next date: 1st March 2024 |
| Headteacher: Gareth Elswood  Reading Leader and role in school: Ellie Smith Tom Copland (DHT) | Literacy Specialist: Hattie Callaghan |

**Celebrations**

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| **What is going well:** |
| * All staff have been moved to new groups and have taken it in their stride. They are being proactive with getting their resources ready and watching portal videos to make sure they are prepared * Coaching with Ellie and Reading Team is consistent every Friday and there is a different focus each week. * Staff are more confident with using the What to teach when document and are using this when moving between groups to ensure they are teaching the correct things. * Reception data has increased for on track from Autumn 1. |
| **Coaching next steps (general):** |
| * Continue with spelling using Fred Fingers – ensure that reading team are aware of the words they should have in their word time packs.   **Claire:** 1.1-1.2 words  **Ellie:** 1.6 words. Once children are confident, introduce 1.7 4+ and additional words from OxOwl **Kim:** 1.6 words. Once children are confident, introduce 1.7 4+ and additional words from OxOwl  **Carol:** Set 2 words + 1.7 and multisyllabic words  **Jess:** Set 3 and multisyllabic words Use the reading in school and review lesson grids from the portal for structure to organise the words for each lesson   * Ensure Reading Lead has time to go and observe as much as possible: staffing is currently an issue so struggling to allow this time however, it is a priority to ensure the teaching throughout the groups is consistent and the steps that have been practiced in coaching are being put into practice * Year 2 data has regressed due to class teacher on long term sick and supply being in there affecting RWI Comprehension group. Spring 1 – Nursery teacher is teaching the Comprehension group for consistency so hopefully will see an improvement. |

**PSC Data**

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| November: 19+ words | February: 25+ words | April: 32+ words |
| **Y1:** 43.3**% Y2:** 81.4% | **%** | **%** |

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

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| --- | --- | --- | --- | --- | --- | --- |
|  | **A1** | **A2** | **Sp1** | **Sp2** | **Su1** | **Su2** |
| **Reception** | **67%** | **71%** | **%** | **%** | **%** | **%** |
| **Year 1** | **47%** | **46%** | **%** | **%** | **%** | **%** |
| **Year 2** | **41%** | **21%** | **%** | **%** | **%** | **%** |

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

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| *Date* | *Focus* |
| 19th January | Fred Fingers & sharing documents of word time lesson plans set 1, 2, 3 |
| 26th January | Review lesson for day 4 and 5 set 2 and 3 |
| 2nd February | Reading longer words |

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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* |
| * Ensure that all teachers continue to follow the steps for speed sound lessons including spelling with Fred fingers | ES continue with practice and coaching sessions weekly with reading team |  |
| * Reading team to be mindful of children who are falling behind and ensure to maintain a pace that remains achievable to the group | ES and reading team  GE monitoring |  |
| * Continue with coaching and practice sessions weekly using the practice map | ES |  |
| 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* |
| * Book a date in the diary for a Reception parent meeting for how to help their children practice reading at home – this was done for Year 1 but only 4 parents attended | ES |  |
| * Consider alternative enticements to encourage the parents to attend meetings. | ES/TC/GE |  |
| * Continue to send information home such as QR codes, information booklets all about Phonics and how to support at home, emails with codes and links etc. | ES |  |
| 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 that children are only being sent home with books that contain GPCs they have been taught – no book banded books. Outlined within the Reading Framework 2023 ‘Using ‘decodable’ books and texts’   **See snips from the reading framework at the bottom of the document** | SLT |  |
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| **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*** |
| **Jess:** When reading Speedy Green words, continue reading as whole class – individual children afterwards to read the words  isn’t needed. Ensure that partner 1 teaches their partner the sound and they repeat, then partner 2 teachers the story green words (fred talk, read the word, partner 1 repeats). Red words/speedy green words – one partner points whilst the other reads in and out of order and then swap **Carol:** Follow steps for spelling using Fred Fingers. Ensure 4 spellings maximum: 2 new, 2 review. Encourage the children to use their own Fred Fingers when you identify they are struggling.  Ensure you are pinching fingers right to left palm facing to yourself. **Claire:** Familiarise yourself with Set 1 Group C learning to blend steps.  **Ellie:** Ensure to always begin with a model so the children are watching and not joining in. Slow down the pace a little to check that all children are watching and engaging. Follow steps for spelling using Fred Fingers **Kim:** Follow steps for spelling using Fred Fingers. Say the word then pinch the sounds. Ensure all children are showing their Fred Fingers and pinching them each time.  **All:** Use the Word Time in school lesson plans to structure which words are needed for each lesson | ES to create pathways for staff and prioritise these areas during coaching and practice sessions |  |
| SLT and Ellie to meet half termly with to discuss lowest 20% tracker | Ellie  SLT |  |
| Plan for SLT to complete RWI training so they are able to provide support when observing and have a good understanding of the programme | TC |  |
| **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*** |
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| **Notes:**  Upload data and ‘Whatever it Takes’ document to English Hub Portal by **Friday 16th February**   * (% of children on track in Reception and Year 1 with relevant context).   Upload PSC score for 2022 paper to the English Hub Portal by **Friday 1st March**   * (% 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**  Fast track tutoring  Preparing for Phonics Screening Check | | |

**The Reading Framework states:**

