

**LS Action plan**

**School information**

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| Partner School: Resurrection  Number on roll: 205 | LS Day date: 13th November 2023  Next date: 12th January 2023 |
| 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 had up to date training * Ellie has been released 1-2 times a week throughout Autumn 1 to coach * Staff practice session every Friday which Ellie leads – first half term were all focused on speed sound lessons. * Staff confidence and organisation has hugely improved with Ellie’s support * Most groups are prepared with their resources * Children are taking home a book bag book and black and white book including Reception who are taking home a sound blending book |
| **Coaching next steps (general):** |
| * Introduction to RWI for parents meeting * Special friends, Fred Talk, Read the Word steps with new, review and alien words |

**PSC Data**

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

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

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

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

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| *Date* | *Focus* |
| WC 13th November | Set 1 speed sound lesson |
| WC 20th November | Special friends, Fred Talk, Read the Word steps with new, review and alien words |
| WC 27th November | Reading activities – red words, green words, speedy green 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 | ES and reading team taking an active role through coaching and practice sessions |  |
| * 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* |
| * Prioritise any available monies is used for resourcing whiteboards and magnetic tiles for word time learning to blend as this is a crucial step during 1a, b and c. | ES |  |
| * Consider moving friezes in Reception so they are at the correct height for children to see them | ES |  |
| * Plan a timetable for EYFS throughout the morning. When teaching one group, create a focused timetable for outdoor provision that is covered that children can carousel around to ensure the classroom is quiet for the children to focus | 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’ | SLT |  |
| * Class teachers to identify children who are not reading at home and prioritise reading with these children daily to improve outcomes | Class teachers – TC to ensure this |  |
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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:** Embed steps to teach set 1 speed sound lesson. Ensure you are teaching the steps in the correct order. Consider having books open for the children at the tables to enable a smooth transition **Carol:** Special friends, fred talk, read the word. Remember that with the review words they are read 3 times; first time special friends, fred talk, read the word, second time fred in your head, third time speedy read. Ensure there are no more than 2-3 nonsense words.  **Nicola:** Embed steps to teach set 1 speed sound lesson. Ensure you are teaching the steps in the correct order and have the correct resources e.g. picture cards which go with the sound  **Claire:** Check the steps for Special friends, fred talk, read the word. **Ellie:** Ensure final picture is the one which links to the mnemonic. Look at steps for sound writing and continue to embed this **Kim:** Ensure you introduce the picture on the card for set 2/3 to give it context.Recap special friends, fred talk, read the word steps. Ensure children can see the whole green word card and are looking for special friends themselves without you pointing at them for them. | 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*** |
| * 1. See above about continuing with practice sessions and coaching to increase staff confidence. |  |  |
| * Ensure Year 1 children are having the extra afternoon session in preparation for PSC | Jess to discuss timetable with ECT mentor |  |
| * Ensure Year 1 children are having Pinny Time throughout the day and Year 2 children who didn’t pass PSC | Ellie to ensure Year 1 & 2 embed this |  |
| * Continue to invite parents into school in Reception and Year 1 to increase engagement through a stay and play session with a focus on reading | ES and SLT |  |
| * EYFS to continue to send home portal videos to practice. Ensure Year 1 are doing this too. Consider sending home the QR sound sheets as soon as possible | ES |  |
| **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**  Spelling using Fred Fingers  Storybook activities – Red Word, Green Words & Speedy Green Words | | |