

**LS Action plan**

**School information**

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| Partner School: Resurrection  Number on roll: 205 | LS Day date: 1st March 2024  Next date: |
| 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:** |
| * Reading team are accessing the portal to watch the videos that have been assigned regularly except for 1 member of staff. * Most of the reading team attend weekly practice sessions with Reading Lead * Reading teachers are proactive in getting their resources ready prior to teaching their lesson * All groups now have a big set of speed sound cards when introducing a new sound * Year 1 children are having 2 additional phonics sessions to plug sound gaps ready for PSC |
| **Coaching next steps (general):** |
| * 3 new members of staff teaching RWI due to move around. Prioritise coaching these staff and tailoring practice sessions towards the steps they require * Online assessments and grouping * Speedy reading |

**PSC Data**

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| --- | --- | --- |
| November: 19+ words | February: 25+ words | April: 32+ words |
| **Y1:** 43.3**% Y2:** 81.4% | **Y1:** 46.67%30 in the class, 29 chn screened **Y2:** 30.7% 13 to retake, 4 on track reading 25+ | **%** |

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

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **A1** | **A2** | **Sp1** | **Sp2** | **Su1** | **Su2** |
| **Reception** | **67%** | **71%** | **76%** | **%** | **%** | **%** |
| **Year 1** | **47%** | **46%** | **31%** | **%** | **%** | **%** |
| **Year 2** | **41%** | **21%** | **21%** | **%** | **%** | **%** |

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

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| *Date* | *Focus* |
| 8th March | Speed sound lesson word time – new, review, alien. |
| 15th March | Silent signals – modelling of good expectations to reduce teacher talk |
| 22nd March | Story book activities – speedy reading |

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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* |
| * 2 new Tas teaching RWI and new Year 2 teacher teaching RWI Comp. Prioritise coaching these members of staff over the next few weeks focusing on speed sound lessons initially. | ES |  |
| * Ensure that the lowest 20% across R – Year 2 are having daily 1-1 intervention using the individual progress records. | ES, TC, 1-1 tutors |  |
| * Continue with coaching and practice sessions weekly using the practice map | ES and reading team |  |
| * Ensure reading team are clear of the expectations for their group using What to teach when document | ES |  |
| * Consider coaching session for assessment team (ES, KC) to ensure consistency with the assessments. Set up some ‘false’ children and practice with those first and refer back to the guidance. | ES, KC |  |
| 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* |
| * RWI Meeting arranged with parents on 7th March | ES |  |
| * Ensure EYFS TAs are confident with the delivery of 1-1 tutoring to maximise progress. Consider coaching alongside or allow TA to observe this be done by someone else. | ES, TC |  |
| * 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 |  |
| * Ensure pinny time is continued throughout the morning targeting lowest 20% | ES & EYFS TA’s |  |
| 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* |
| During SS lessons, ensure that teachers are encouraging speedy reading as and where necessary to continue to develop fluency. Use dots and dashes with new words for accuracy | ES & reading team |  |
| Check grouping and assessment. Remember to only combine green and purple, pink and orange, blue and grey if necessary due to staffing. | ES |  |
| **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*** |
| Plan for SLT to complete RWI training so they are able to provide support when observing and have a good understanding of the programme. ES to set up a pathway. | TC |  |
| **Claire:** Watch the steps for teaching set 1 special friends using big card and writing it on the board.  Ensure when flashing the sounds it is front to back.  **Ellie:** When reading review words, model 1 then put it back into your pack so it isn’t the first word the children read. Ensure first pack is new sound & 1.7. review pack 1.1-1.6 with a focus on special friends. Slow pace a little when spelling – pinch sounds, write. Go straight to focus children who are struggling to support – encourage those children who have finished to fred talk read the word.  **Jess:** Continue to follow the steps for yellow encouraging to read with speed. If you know children can read the story green words without Fred talk, encourage to read speedy for fluency. | ES to create pathways for staff and prioritise these areas during coaching and practice sessions |  |
| Prioritise coaching with AV to maximise progress of grey group – focus area as children are not moving up and are either remaining in this group or they are regressing.  Consider AV going to observe another group for a half term and another member of staff take her group if possible to increase confidence. | SLT |  |
| **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*** |
| * Prioritise creating an intervention timetable. Consider tracking interventions – Who, What and When. Note when completed to measure impact and track how little/often | ES / TC |  |
| * Continue with weekly practice sessions with all of the reading team to increase confidence and to ensure a consistent approach. – Encourage staff to bring resources with them so they can practice in partners after watching the steps. | ES |  |
| * As ES increases her confidence, consider modelling to staff expectations rather than all watching a film together. | ES |  |
| * Ensure lowest 20% are having intervention daily using their individual progress records (these were set up today). Each record has the teaching steps attached for the tutor to follow for what each child needs. | ES / TC / Teachers |  |
| * Depending on who the 1-1 tutors are, consider using a Friday practice session to coach these steps. | ES |  |
| **Notes:**  Upload data and ‘Whatever it Takes’ document to English Hub Portal by 16th April 2024 (% of children on track in Reception and Year 1 with relevant context).  Upload PSC score for paper 2 to the English Hub Portal by 3rd May 2024   * (% 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**  **3rd May:**  Preparing for PSC. Assess Year 1 children identify gaps and plan interventions accordingly | | |