

**LS Action plan**

**School information**

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| Partner School: St Mary’s Radcliffe  Number on roll: | LS Day date: 24th June 2024  Next date: 12th July 2024 |
| Headteacher: John Travis  Deputy Head: Katherine McCarthy  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:** |
| * Assessment is carried out consistently each half term by Margaret for all children * RWI continues to be rigorous in KS1 even if there are staff absences groups are combined * PSC result is 71% |
| **Coaching next steps (general):** |
| * No coaching release time available until September * Speeding up word reading * Pace, delivery and engagement * EYFS Write About focus |

**PSC Data**

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| November: 19+ words | February: 25+ words | April: 32+ words |
| **53%** | 36 children, 34 took the test  **30.56%** | **27.7%** |

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

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| --- | --- | --- | --- | --- | --- | --- |
|  | **A1** | **A2** | **Sp1** | **Sp2** | **Su1** | **Su2** |
| **Reception** | **41%** | **42%** | **53%** | **50%** | **65%** | **%** |
| **Year 1** | **31%** | **25%** | **56%** | **28%** | **34%** | **%** |
| **Year 2** | **62%** | **58%** | **67%** | **67%** | **67%** | **%** |

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

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| *Date* | *Focus* |
| 25th June | Tuition and IPRS |
| 2nd July | SUWR |
| 9th July | SUWR |

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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* |
| EYFS groups are limited to 40-45 minutes teaching. This is having an impact on what is being taught and reading teachers are being selective on which parts of the lesson they are teaching that day for example when it is a writing day, Speed sound lesson or spelling is not taught.  Prioritise increasing EYFS groups to 1 hour daily in line with KS1 and program expectations for this point in the year to ensure lessons are taught with the correct steps to show fidelity to the scheme. | HE to support RG with creating a set timetable for daily phonics |  |
| Reading team would benefit from regular CPD with reading lead to develop their knowledge and understand the aspects that are taught throughout the program.  Prioritise protecting Reading leader release time as this is an integral part to ensure consistency and rely expectations, updates etc. | JT - release time for HE for coaching at least once weekly and a weekly practice time with all reading team. |  |
| Reading need to ensure they are delivering each Phonics lesson at an appropriate pace to ensure all steps are delivered. | HE to monitor during release time |  |
| EYFS tutoring is not consistent. During my visit today these did not happen, however during this time tutors were preparing their phonics lesson. EYFS lead to ensure team prepare their phonics prior to the children arriving as daily tutoring for identified children is essential to maximise progress | RG / 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* |
| Ensure all steps are taught within each phonics lesson to maximise progress of all children | RG / HE |  |
| Prioritise daily tutoring for lowest 20% | RG / HE |  |
| Thinking ahead to September, organise parents meetings for EYFS/KS1 to inform/remind parents of expectations and how to support their child at home | JT, RG, HE |  |
| 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 pupils are grouped as close to their assessment data as possible to ensure they can read books with increased accuracy and fluency | MW, HE |  |
| **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*** |
| Prioritise release time for HE as coaching and practice sessions are essential to the delivery of RWI | JT/JH |  |
| Create pathway or book KMc on to RWI training as soon as possible | JT/HE/KMc |  |
| HE to be given time weekly with reading team to hold a practice session using the practice map to identify coaching and training areas | JT to look at timetabling |  |
| SLT to have regular meetings with HE to discuss the impact of each teacher on pupils’ progress – put dates in the diary for these – ensure to look at writing books and assessments | JT/KMc |  |
| **Ditty Group (LM) –** Good modelling to the children of how to read the words. Ensure to keep the delivery to a good pace that is achievable for all children. Remember one final challenge before the children move to tables for spelling  **Green Group & Purple Group (LH/CW/PR) –** Recap the steps for ‘Write About’. Ensure that the children are challenged to write their own ideas. Use the handbook for support with questioning to suggest ideas. Ensure that speed sound lessons including spelling are always part of each lesson.  **Orange Group (CM) –** Ensure to be aware of all children into group and use teaching strategies to keep children on track and focused |  |  |
| **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*** |
| Ensure that Individual Pupil Records are created for all lowest 20% with the handbook pages attached to support tutors with the delivery of the session. | Tutors |  |
| Prioritise RWI tutoring daily in EYFS | RG |  |
| Signpost tutors to the pathways on the portal and oxford owl of where to find resources and the things they need | HE, MW |  |
| Focus on SUWR in KS1 to maximise progress in accuracy and fluency through tuition and whole class afternoon sessions | HE, JT, RMc |  |
| **Notes:**  Upload data and ‘Whatever it Takes’ document to English Hub Portal by 16th July for Summer 2 (% of children on track in Reception and Year 1 with relevant context).  Upload PSC score for paper 2 to the English Hub Portal by 16th July 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**   * Assessment and grouping * Planning ahead for September creating pathways for new staff | | |