

**LS Action plan**

**School information**

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| Partner School: St Mary’s Radcliffe  Number on roll: | LS Day date: 26th April 2024  Next date: |
| 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:** |
| * RWI continues to be daily and be given the dedicated time. * Practice sessions have improved the teaching steps within speed sound lessons * Recent Development Day 15th March was very supportive * Very well resourced * Year 1 children continue to access extra practice in the afternoon to prepare for PSC * A recent inset day allowed for a whole school book audit / clear out removing all non-phonetic decodables. Lilac-turquoise books have all been removed |
| **Coaching next steps (general):** |
| * Tutoring steps in EYFS * New, review, assessment words * Steps for Spelling |

**PSC Data**

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

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

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

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

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| *Date* | *Focus* |
| WC 29th April | New, review, assessment words |
| WC 6th May | Final challenge |
| WC 13th May | Spelling – new and review |

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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* |
| Continue to follow the method you are using for coaching – (watch steps, teachers note this down in RWI journals, discuss steps and practice) moving through the steps for the program | HE |  |
| Ensure that reading teachers are aware of their spotlight children and ensure they are engaging throughout to maximise progress. | HE |  |
| Ensure children are sat in ‘V to see’ as best as possible | HE, reading team |  |
| Ensure that reading team are clear with the steps of green cards – new words dots & dashes, review words no dots & dashes. Remind staff to hold cards at the side and not to point at the sounds for the children | HE and Reading team |  |
| Ensure that during the Writing activities, children are using their knowledge of red words that they have read/learnt in reading and transferring these skills. | HE and Reading team |  |
| 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 EYFS begin to use the IPRs to keep track of progress | HE/RG |  |
| Prioritise displaying necessary friezes in all teaching areas – FSU corridor. | HE/RG & EYFS staff |  |
| 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* |
| N/A |  |  |
| **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 programme | JT/JH |  |
| 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. | JT to look at timetabling with RG for EYFS practice time |  |
| 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/JH |  |
| **Pink Group (LW) –** Review the steps for reading green words. Fred talk new words with dots and dashes, review words are read 3 times – fred talk, fred in your head, speedy read  **Yellow Group (CM) –** Remember that review words are read 3 times – fred talk, fred in your head, speedy read. No dots and dashes  **Purple Group (MW) –** continue to support the children with writing with greater independence. Generate ideas to support children with their sentence composition  **Orange Group (KS) -** Remember that review words are read 3 times – fred talk, fred in your head, speedy read. No dots and dashes |  |  |
| **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 | Tutors |  |
| Consider timetabling a practice time for EYFS staff for 1-1 tuition | HE, RG |  |
| Signpost tutors to the pathways on the portal | HE, MW |  |
| **Notes:**  Upload data and ‘Whatever it Takes’ document to English Hub Portal by 23rd May for Summer 1 (% 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**   * Tutoring steps in EYFS * New, review, assessment words * Steps for Spelling | | |