

**LS Action plan**

**School information**

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| Partner School: Resurrection Number on roll: 205 | LS Day date: 3rd May 2024Next date: 21st June 2024 |
| Headteacher: Gareth ElswoodReading 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 are now being observed with their delivery of RWI
* ES is developing a strong reading team – confidence is continually improving and 2 members of staff in particular are keen to ensure they are delivering their lessons effectively
* Most children are making continued progress
* Nursery have started to learn pictures and the first 10 sounds
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| **Coaching next steps (general):** |
| * Reading longer words
* Sitting children in V to see
* 1-1 tutoring delivery
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**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+  | **Y1:** 48.2%29 in the class, 28 chn screened**Y2:** 41.6%12 to retake, 5 passed |

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

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **A1** | **A2** | **Sp1** | **Sp2** | **Su1** | **Su2** |
| **Reception** | **67%** | **71%** | **76%** | **67%** | **%** | **%** |
| **Year 1** | **47%** | **46%** | **31%** | **53%** | **%** | **%** |
| **Year 2** | **41%** | **21%** | **21%** | **29%** | **%** | **%** |

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

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| *Date* | *Focus*  |
| 10th May | Interventions – part 1 and 2 |
| 17th May | nteractive teaching strategies  |
| 24th May | Interventions – part 3 and 4  |

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| 1. **Teach with fidelity to an SSP Programme**
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| 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 progress11. 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 the lowest 20% across R – Year 2 are having daily 1-1 intervention using the individual progress records. See below (section E)  | ES, TC, 1-1 tutors  |  |
| Continue with coaching and practice sessions weekly using the practice map | ES and reading team |  |
| 1. **Make a Strong Start in Reception**
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| **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 focus11. Set up frequent meetings to show parents how to help their children practise reading sounds and words at home |
| *Actions*  | *Who* | *Completed*  |
| Put a date in the diary for September for new parents for RWI. Also invite Year 1 / 2 each year as a refresher.  | 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**
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| **Leaders ensure that:**1. Decodable reading books are organised in the given sequence in their chosen SSP programme2. 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*  |
| This half term children have been grouped by sound knowledge rather than storybooks as per guidance from RWI trainer to target Year 1 children for PSC. Consider regrouping after PSC based on story books to focus on fluency and pace.  |  |  |
| Be mindful not to move children on too quickly if they are unable to speedy read as this may cause them to get stuck further on.  | 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***  |
| **Carol:** Watch reading longer words videos for Grey group (Year 2 who passed PSC) *Online Subscription – Phonics Virtual Classroom – Reading Longer Words*. Use document on your Pathway to support the set up of your lesson. Ensure that there are no more than 6 words in your review pack. No longer need alien words if passed PSC, use place names. Sit children in ‘V to see’. All children should be sat in V when teaching with focus children in eye line and then transition to the table using ‘1, 2, 3’ when reading/writing. **Jess:** Ensure to sit children in ‘V to see’. All children should be sat in V when teaching with focus children in eye line and then transition to the table using ‘1, 2, 3’ when reading/writing. Watch reading longer words videos for Yellow review lessons. *Online Subscription – Phonics Virtual Classroom – Reading Longer Words*. Ensure not to point/cover the sounds for the children – model what you would like them to do and then their turn. **Ellie:** Good pace and well modelled. Watch set 3 spelling for split digraph just to clarify steps. Remember to say the word, then pinch the sounds and write. **Annie:** Follow the teaching steps for learning to blend. Ensure the children are able to see you model so you are building it up for them to be successful when asked to do it independently. **Carol W:** Ensure to sit children in ‘V to see’. All children should be sat in V when teaching with focus children in eye line and then transition to the table using ‘1, 2, 3’ when reading/writing. Teach children to say the word you are spelling, pinch on their fingers once then write. **Yvonne:** Clarify steps for ‘read the sound’ for Nursery. **All groups:** Recap interactive teaching strategies. Ensure talk is minimal throughout the lesson to remain a good pace.  |  |  |
| Prioritise coaching steps with AV and CD as listed above.  | ES |  |
| **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 intervention timetables are being used frequently in Year 1 to track all interventions in preparation for PSC. | TC / GE |  |
| ES continue to increase confidence to model to staff expectations rather than all watching a film together. | ES |  |
| Ensure that after each assessment individual progress records are created and given to tutors.  | ES / TC / Teachers  |  |
| Consider doing a sounds gap assessment weekly in Year 1 to identify the sounds they are missing to try and plug these before PSC and these should be taught in Year 1 extra practice sessions.  | ES / JA  |  |
| KC to tutor identified Year 1 and Year 2 children 3 times a week to attempt to maximise progress. Consider if it is possible for another TA to tutor on the other 2 days so children are receiving tutoring daily.  | GE / TC  |  |
| **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** |
| **Focus for next LS day** **21st June:** Regrouping Fluency  |