

**LS Action plan**

**School information**

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| Partner School: St Mary’s Radcliffe  Number on roll: | LS Day date: 8th March 2024  Next date: 26th April 2024 |
| 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:** |
| * All reading team are setting up their own Phonics resources the day before using the large pocket charts. * Assessments are rigours – Margaret is solely completing for all children on RWI including EYFS * Tuition for lowest 20% is strong. All accessing 3 or more times a week. The most vulnerable children are having it every day. * Practice sessions have been held on 3 Tuesdays since the previous visit focusing on teach the sound, word time and discussing action plan and grouping. * RWI continues to be daily and be given the dedicated time. * RWI development day booked in for Friday 15th March. |
| **Coaching next steps (general):** |
| * Prioritise coaching time Monday-Wednesday speed sound, Thursday/Friday- Get writing. All staff to stagger their teaching sequence until next visit * Continue to prioritise focus on the speed sound lessons especially say, read and review the sound steps * Focus on the importance of the interactive teaching strategies with reading team to ensure all children are focused and engaged throughout |
| **Initial concerns:** |
| * Since the previous visit, there hasn’t been any steps taken in order to meet the actions outlined due to HE being used for cover due to staff illness. Out of 30 days throughout Spring 1, HE has only had 3 of these for coaching sessions which were all before the previous visit on the 19th January. * Although progress continues to be made and this shows in the data, pupils could be making more rapid progress than they are. * Through coaching, it was clear that there are some inconsistencies across the grouping with some staff being more confident than others with the teaching aspects. Those that are less confident would benefit from regular side-by-side coaching with HE. * It was also clear that some children in the groups are not joining in as well as they should be which could be having an impact on their progress. * Reading team need to be consistent with the teaching strategies for example 1/2/3, my turn/your turn, modelling and non-verbal signals. * Reading team are not confident with teaching the Writing aspects of the programme there is concern that children are not writing at ARE. |

**PSC Data**

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

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

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

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

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| *Date* | *Focus* |
| 12.3.24 | Say the sound, Read the sound, Review the sound |
| 19.3.24 | Interactive teaching strategies |
| 26.3.24 | Interactive teaching strategies |

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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* |
| Prioritise coaching around Speed Sound Lessons for all staff. Aspects listed above for weekly practice time | HE |  |
| Ensure that reading teachers are aware of their spotlight children and ensure they are engaging throughout to maximise progress. | HE |  |
| Think about the placement of where these children are sat so that all children can see.  **Orange group –** move the tables back and sit in 2 rows of 5 and 3 at the front.  **KS and LW**- Consider sitting down when teaching so the cards are eye level to the children. | 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* |
| Consider keeping a record of interventions for EYFS – What, Who and When. If it hasn’t happened for whatever reason, this needs recording (There are records kept for KS1) | HE/RG/NIG (RWI trainer) |  |
| Prioritise displaying necessary friezes in all teaching areas – FSU corridor. | HE/RG & EYFS staff |  |
| LM – Ensure to follow the steps outlined in the updated planning for 1C group – remember to introduce green card straight after blending the sound cards for same, same. | HE / LM |  |
| 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 | HE and Reading team |  |
| Check sound gaps. Ensure children are only reading speedily with the sounds they know | HE / Reading team to be aware of the gaps using the tracker |  |
| 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 |  |
| **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*** |
| HE is given time on the timetable but is frequently pulled for other things. Prioritise this time and only use HE as a very last resort as coaching and practice sessions are essential | 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 |  |
| Margaret solely completing 1-1 tuition with children identified – more children require 1-1 than Margaret can facilitate – Prioritise reviewing TA timetabling to see if there are any possibilities of them being able to complete 1-1 tuition at any other time of the day | SLT, HE, MW |  |
| **Pink Group (CE) –** recap the teach a sound steps. Ensure to encourage all the children to read the words together. Repeat words children are unsure of – model and then put it back into the pack. Good modelling  **Yellow Group (CM) –** Followed the steps well for a Review lesson. Encourage the children to read review words loudly and clearly. If not all children are joining in, use the silent signals to praise those who are – remodel your expectations and then ask chn to then have another go.  **Grey Group (LW) –** children are Y2 and have passed PSC. Follow planning for reading longer words. Try to sit down when teaching so the cards are at eye level to the children.  **Purple Group (MW) –** followed the steps well for speed sound lesson. Strong modelling and good engagement from the children throughout.  **Orange Group (KS) -** Recap the teach a sound steps. Ensure that all children are engaging. If not all children are joining in, use the silent signals to praise those who are – remodel your expectations and then ask chn to then have another go. |  |  |
| **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*** |
| See actions above for 1. and 2. |  |  |
| Consider tracking interventions for EYFS – Who, What and When. Note when completed to measure impact and track how little/often | EYFS |  |
| **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**   * Speed sound lessons * Interactive teaching strategies | | |