

**LS REPORT** *(decided by the reading leader and literacy specialist)*

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| Partner School: **Acacias Community Primary School**  Number on roll: **472** | LS Day date: **20.10.22**  Next date: **Wednesday 7th December 2022** |
| Headteacher: **David Griffiths**  Reading Leader and role in school: **Carly Upton – Year 1 teacher, Early Reading Lead** | Literacy Specialist: **Sarah Hanley-Wood** |

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| 1. **Teach with fidelity to an SSP Programme** | | |
| *Start date* | *Who* | *Focus* |
| Autumn 2 | SLT, all new staff | SSP training and CPD is booked with an accredited training provider  *New Nursery and KS2 staff to complete ELS training.* |
| Autumn 2 | Year 1 staff | Sufficient time is given to teach phonics, reading and writing  *Guided Reading sessions to begin week 1 of Autumn 2.*  *Consider starting Reception Guided Reading sessions earlier to develop book behaviours.* |
| Autumn 2 | All reading teachers | Teachers pay particular attention to pupils who fall behind during SSP lessons  *Teachers to check in with specific pupils during the phonics lessons. Check with 2 expected and 2 focus chn.* |
| Autumn 2 Assessment Week | CU | 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)  *CU to support and moderate ECTs during Reception assessments.* |
| Autumn 2 | Reception staff | Sit correctly at a table, holding a pencil comfortably and correctly  *Reception to sit at the table during the writing section of the phonics lesson.* |
| 1. **Make a strong start in YR** | | |
| Autumn 2 | CU, Reception teachers | Identify pupils who are falling behind, by the third week in school  *Use assessment and teacher judgement to identify Reception chn falling behind.* |
| ASAP in Autumn 2 | CU, Reception staff | Give daily extra practice to pupils falling behind in a small group or individually  Ensure extra practice matches the school’s SSP programme  *Begin interventions for Reception chn not retaining GPCs. Ensure this follows Essential Letters and Sounds.* |
| Autumn 2 | Reception teachers | Display the necessary friezes and charts for the SSP programme at the right height  *Move phonics displays so that they are at children’s eye level. Add HTRW to display as well as GPCs.* |
| Autumn 2 | KS | Ensure all pupils sit where they can see the teacher and resources during SSP lessons  *Make sure all chn in reception Yellow can see the board*. |
| **C. Ensure cumulative progression of sounds and books** | | |
| Autumn 2 | SLT, CU | Decodable reading books are organised in the given sequence in their chosen SSP programme i.e. reading books build letter-sound correspondences cumulatively. Books are *not* sorted by traditional ‘Book-Banding’ criteria based on a mix of methods, i.e. sequential ‘decodable’ books are not mixed with texts that rely on repetition, prediction and ‘look and say’  *Guided Reading books to be arranged so that they follow the sequence of Essential Letters & Sounds. Year 1 to be a priority.*  *CU to be given dedicated time to arrange these.* |
| **D. Build a team of expert reading teachers** | | |
| After Autumn 2 assessment | SLT, CU | Meets frequently with the headteacher to discuss the impact of each teacher on pupils’ progress, particularly the lowest 20%  *CU and SLT to meet after half termly assessment points to discuss progress of Reception, Year 1 & Year 2 chn still accessing phonics.* |
| Autumn 2 | SLT, CU | Uses the *SSP practice map* to plan activities for teachers to practise  Uses assessment data of the lowest 20% pupils to decide areas for practice  Timetables practice times (weekly if possible) and ensures all reading teachers attend  *CU to begin delivering weekly coaching sessions (potentially Wednesdays) to staff to ensure lessons are of the highest standard. Start with ‘word reading’ element of the lesson based on assessments and phonics lessons observed.*  *Use these coaching sessions to ensure all staff use the same ELS terminology.* |
| **E. Reach the lowest 20% pupils** | | | |
| Autumn 2 | SLT, CU | Uses the programme’s SSP assessment to identify immediately pupils falling behind  Organises extra daily practice for pupils falling behind, following the school’s SSP programme  *Year 1 to re-teach GPCs where less than 70% of the class have achieved on assessment.*  *Year 1 GPC interventions to continue. Oral blending interventions to be set up and delivered.* | |
|  |  | SHW to email w/b – **14th November 2022** | |
|  |  | Next LS Day – **Wednesday 7th December 2022** | |