

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

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| Partner School: **Barrowford Primary School**Number on roll: **313** | LS Day date: **18.10.22**Next date: **Monday 5th December 2022** |
| Headteacher: **Rachel Tomlinson**Reading Leader and role in school: **Sarah Green – Reading & Phonics Lead/Year 3 teacher** | Literacy Specialist: **Sarah Hanley-Wood**  |

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| 1. **Teach with fidelity to an SSP Programme**
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| *Start date* |  *Who* | *Focus*  |
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| Spring 1 | SG, FB | 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)*SG to moderate FB’s half termly assessment.* |
| Autumn 2 | All reading teachers | Teachers pay particular attention to pupils who fall behind during SSP lessons*Reading teachers to ‘cold call’ on chn during the lesson (2 expected, 2 focus chn) and then bring it back to ‘everybody’.**Arrange seating so that focus chn are sat with the teacher (excluding particular SEND needs)* |
| Autumn 2 | All reading teachers | Pupils who fall behind are identified immediately using the SSP programme’s assessments*Teachers to log which chn are receiving interventions and the intervention type.* |
| Autumn 2 | R, Y1 & Y2 teachers | Sit correctly at a table, holding a pencil comfortably and correctlyForm lower-case letters in the correct direction, starting and finishing in the right place*Chn to complete worksheets at the table during ‘review’ lessons. Discrete handwriting lessons to be taught in Reception, Year 1 & 2 using the ELS rhymes.* |
| 1. **Make a strong start in YR**
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| Meeting in Spring 1 | SLT, Reception teachers | Set up frequent meetings to show parents how to help their children practise reading sounds and words at home.*Set up termly meetings for Reception parents as the stages of reading and phonics develop.*  |
| **C. Ensure cumulative progression of sounds and books** |
| Autumn 2 | All reading teachers | Pupils practise sounding out the words in the story and read exception words before they read the text/book *Make GPCs, high frequency words, and new vocabulary flashcards to match the guided reading books. Use these with guided reading groups prior to reading the book. These resources will then be built up over time.* |
| **D. Build a team of expert reading teachers**  |
| Autumn 2 | SLT, SG | Gives the reading leader dedicated time to fulfil the role (see below)*SG to receive time on a Monday or Tuesday morning to coach phonics lessons and monitor the impact of coaching sessions.* |
| Autumn 2 | LR & SG | Meets frequently with the headteacher to discuss the impact of each teacher on pupils’ progress, particularly the lowest 20%*LR and SG to meet after half termly assessment points to discuss chn not on track, looking at gaps and what interventions are in place.* |
| Autumn 2 | SLT, SG, all reading teachers | Uses the *SSP practice map* to plan activities for teachers to practise Uses assessment data of the lowest 20% pupils to decide areas for practiceTimetables practice times (weekly if possible) and ensures all reading teachers attend *SG to deliver weekly coaching sessions (possibly during Wednesday assembly) using the ELS practice map. Coaching to start with ‘pure sounds’.* |
| **E. Reach the lowest 20% pupils** |
| Autumn 2 | R, Y1 & Y2 teachers | Organises extra daily practice for pupils falling behind, following the school’s SSP programme*Teachers to use assessment data to set up appropriate interventions and re-teach any GPCs required. Discussed re-teaching any GPCs where 30%+ of the class have gaps.* |
| Autumn 2 | SG, all reading teachers | Provides regular CPD for teachers in both the content and teaching manner to support pupils falling behind*SG to signpost staff to ELS videos to support teaching and ask them to complete the training sheet – tick and date training re-watched.* |
| Autumn 2 | SLT, all reading teachers | Fast tracks late-entry pupils to catch up with their peers*New starters to complete a diagnostic assessment (where appropriate) and phonics interventions to be put in place accordingly.* |
|  |  | SHW to email w/b – **14th November 2022** |
|  |  | Next LS Day – **Monday 5th December 2022** |

Next visit:

Intervention drop ins