

**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: **07.12.22**  Next date: **Monday 6th February 2023** |
| 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* |
| January | SLT, all new staff | SSP training and CPD is booked with an accredited training provider  *New Nursery and KS2 staff to complete ELS training.* |
| Spring 1 | CU, Reception staff | Sufficient time is given to teach phonics, reading and writing  *Ensure all Reception who can blend to read start Guided Reading in Spring 1.* |
| ASAP | All reading teachers | Teachers and TAs (who are teaching reading) understand the specific activities in the SSP programme  *All reading teachers to model saying the new sound before showing the GPC.*  *All reading teachers to not show oral blending words. Use a post it for this part of the lesson.*  *All teachers to follow the same method during oral blending – segment word and* ***children to blend*** *it and say it back. Then, children segment and blend the word.* |
| Spring 1 | CU, Y1 & Reception staff | Teachers and TAs teach these activities confidently  *Reception TAs to observe good practice in Year 1, with a focus on moving the children’s phonics learning on.* |
| 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. (Use this method in Reception as well as Year 1)* |
| Autumn 2 & Spring 1 Assessment Weeks | 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 ECTs again during assessment weeks.* |
| Spring 1 | Reception staff | Sit correctly at a table, holding a pencil comfortably and correctly  *Reception to look at their timetable with CU and EY lead to discuss completing the ELS booklets in groups (no more than 6). This would ensure that children are getting the best from these sessions and are being aided with correct letter formation and supported with independent reading.*  *Children receiving the in-class intervention to complete this and then complete the appropriate parts of the workbook at a separate time.* |
| 1. **Make a strong start in YR** | | |
| Spring 1 | 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  *Reception to identify children needing oral blending and blending to read interventions from Autumn assessments and start them in Spring 1.* |
| **C. Ensure cumulative progression of sounds and books** | | |
| Spring 1 | 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’  *CU to receive dedicated time to complete the organisation of the decodable books.* |
| **D. Build a team of expert reading teachers** | | |
| Spring 1 | 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 continue with coaching sessions on a Wednesday. Areas for coaching;*   * *reading a sentence and the 3 steps – decoding, fluency, expression* * *blending to read interventions* * *modelling of workbooks*   *Coach staff on reviewing GPCs already taught during January INSET. Remind staff this should be pacy, only 12 f/cards and to not use ‘me then you’. Staff should be focusing on the children.* |
| **E. Reach the lowest 20% pupils** | | | |
| Spring 1 | CU, Year 1 staff | Organises extra daily practice for pupils falling behind, following the school’s SSP programme  *Blending for reading interventions to begin for identified children in Y1.*  *GPC interventions to begin for Y1 children who are not retaining GPCs after flashcard intervention.*  *V in Y1 to receive 1:1 intervention with heavy teacher modelling to blend and read CVC words.* | |
| Spring term | CU | Engages the support of parents, where appropriate.  *CU to deliver a workshop to show parents the book behaviours children have been learning in school and discuss the difference between decodable books and sharing stories.* | |
|  |  | SHW to email w/b – **16th January 2023** | |
|  |  | Next LS Day – **Monday 6th February 2023** | |

Next LS day;

* Interventions