

**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: **16.1.23**  Next date: **Tuesday 14th March 2023** |
| 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** | | | | |
| *Start date* | | *Who* | *Focus* | |
| ASAP | | All reading teachers | Teachers and TAs (who are teaching reading) understand the specific activities in the SSP programme  *All staff to use the ELS vocabulary of ‘Harder to read and spell words’ instead of tricky words.* | |
| 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.* | |
| ASAP | | All reading teachers | Teachers pay particular attention to pupils who fall behind during SSP lessons  *Reading teachers to 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)* | |
| Spring 1 | | All reading teachers | Pupils who fall behind are identified immediately using the SSP programme’s assessments  *Teachers to share with SG which children are receiving interventions and which type of intervention.* | |
| Spring 1 | | Y1 staff, SG | Sit correctly at a table, holding a pencil comfortably and correctly  Form lower-case letters in the correct direction, starting and finishing in the right place  *Chn to complete worksheets at the table during ‘review’ lessons in Year 2.*  *SG to drop in on Year 1 handwriting lesson to support letter formation. Expectations of correct letter formation to be shared with Y1 team.* | |
| 1. **Make a strong start in YR** | | | | |
| 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** | | | | |
| Spring | | All reading teachers | Pupils practise sounding out the words in the story and read exception words before they read the text/book  *Make GPCs, HRSW 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** | | | | |
| Spring term | | 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.* | |
| After Spring 1 assessment point | | 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.* | |
| Spring 1 | | 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 practice  Timetables 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 on reading decodable words and making sure the children are reading more independently. Discuss spotting the digraph/trigraph before blending to read.* | |
| **E. Reach the lowest 20% pupils** | | | | | |
| Spring 1 | SG, Year 2 staff | | | Uses the programme’s SSP assessment to identify immediately pupils falling behind  *Re-group Year 2 based on assessment. One group to be taught phase 5 and one to be taught phase 3. Use printed handwriting with the phase 3 group as they are not ready for cursive.* | |
| Spring 1 | SG, Year 1 staff | | | Organises extra daily practice for pupils falling behind, following the school’s SSP programme  *Year 1 in-class intervention group to focus on this during the lesson and complete the ELS workbook later with an adult.* | |
| Spring 1 | Year 2 staff | | | Fast tracks late-entry pupils to catch up with their peers  *New starters in Year 2 to complete a diagnostic assessment (where appropriate) and phonics interventions to be put in place accordingly.* | |
|  | |  | SHW to email w/b – **20th February 2023** | | |
|  | |  | Next LS Day – **Tuesday 14th March 2023** | | |

Next visit:

* Guided reading
* Coach on in-class interventions with Year 1
* Drop in on interventions