

**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: **18.4.23**  Next date: **Monday 22nd May 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 | | Year 1 teachers | Teachers and TAs (who are teaching reading) understand the specific activities in the SSP programme  *Teacher talk during the lesson to be cut back and ELS terminology to be used consistently e.g. ‘me then you’.* | |
| Summer 1 | | SG, Y1 teachers | 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 support the completion of next PSC mock (2018 paper to be submitted to EH by Friday 5th May).*  *Also, to support the Summer 1 ELS assessments.* | |
| 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 SEND needs)*  *No hands up to be used during the lesson.* | |
| ASAP | | SG | SSP lessons are of the highest standard to reduce the amount of extra support needed  *SG to coach new Year 1 teachers during phonics lessons on Tuesday mornings, with a particular focus on the phase 4 Year 1 group.* | |
| ASAP | | SG, Year 1 staff | Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught  *Make sure children aren’t using their robot arms for this part of the lesson. Children should be tracking the word and practicing the skill of blending to read. There should be a whole class response and then children can be asked to read individually.* | |
| 1. **Make a strong start in YR** | | | | |
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| **C. Ensure cumulative progression of sounds and books** | | | | |
| Summer term | | 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. Organise new guided reading books to support current stock.* | |
| **D. Build a team of expert reading teachers** | | | | |
| Summer 1 | | SLT, SG | Gives the reading leader dedicated time to fulfil the role (see below)  *SG to receive time on a Tuesday morning to coach phonics lessons and monitor the impact of coaching sessions.* | |
| Summer 1 | | SG, all reading teachers | Timetables practice times (weekly if possible) and ensures all reading teachers attend  *Areas for coaching are:*  *Pronunciation of sounds*  *Pace of lesson, in particular reviewing GPCs*  *Blending to read*  *Focus on new Year 1 teachers and Year 2 teacher. Use the ELS videos to support staff and continue to record coaching using the ELS practice map. Year 1 teachers to support each other and watch the ELS videos together.* | |
| **E. Reach the lowest 20% pupils** | | | | | |
| Spring 1  Summer 1 | SG, Year 2 staff  Year 1 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.*  *Manahil, Charlie, Isbaella, Aliza, Axl & Daisy identified as target children in Year 1. Share this with TAs so that they provide extra support during the lessons.* | |
| ASAP | Year 1 staff | | | Organises extra daily practice for pupils falling behind, following the school’s SSP programme  *Extra practice for Year 1 in the run up to PSC, focusing on alien words and longer real words.* | |
| Summer 1 | Year 2 staff | | | Fast tracks late-entry pupils to catch up with their peers  *New starters to complete the ELS diagnostic assessment when appropriate so that teaching and reading books are pitched at the appropriate level.* | |
|  | |  | SHW to email w/b – **8th May 2023** | | |
|  | |  | Next LS Day – **Monday 22nd May 2023** | | |