

**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: **06.06.23**  Next date: **Tuesday 11th July 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 pay particular attention to pupils who fall behind during SSP lessons  *Aliza to be sat near the front or with TA to receive extra support.* | |
| ASAP | | Year 1 staff | *Model using the HRSW in a sentence before the children do this.* | |
| ASAP | | Year 1 staff | *Take the opportunity to develop children’s vocabulary e.g. explaining ‘swallow’ and ‘emerald’.* | |
| ASAP | | Year 1 & 2 staff | Correct resources are particular to the SSP programme (sound charts, friezes, sound and word cards, cumulative texts)  *Year 1 to create phonics display in new classroom and have the ELS sound mats out.*  *Year 2 to use the ELS sound mats, not the Twinkl ones.* | |
| 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  *Teach new vocabulary before reading. Teach the word and meaning to children rather than asking children.* | |
| Summer 2 | | All reading teachers | *Let the children read independently during guided reading and the adults move around the group to listen to children individually.* | |
| Summer 2 | | SG, all reading teachers | *Now that all decodable books have been organised, ensure that staff are using these for guided reading and that they are well matched to the sounds children know.*  *Build up a bank of resources (planning and flashcards) for guided reading books.* | |
| **D. Build a team of expert reading teachers** | | | | |
| Summer 2 | | 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 2 | | SG, all reading teachers | Timetables practice times (weekly if possible) and ensures all reading teachers attend  *Areas for coaching are:*  *Segmenting for spelling*  *Sentence writing* | |
| **E. Reach the lowest 20% pupils** | | | | | |
| Summer 2 | SG, Year 2 staff | | | Uses the programme’s SSP assessment to identify immediately pupils falling behind  *Diagnostic assessments to be completed for children working below in Years 1 & 2 to establish the starting point for their learning next year.* | |
| Summer 2 | 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 – **26th June 2023** | | |
|  | |  | Next LS Day – **Tuesday 11th July 2023** | | |