

**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: **10.07.23**Next date: **Autumn 2 (exact date TBC)** |
| 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**
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| *Start date* |  *Who* | *Focus*  |
| ASAP | All reading teachers | Spell words containing each of the 40+ GPCs already taught by: * Writing letters in response to hearing a sound\*
* Identifying the sounds and then writing the sound with letter/s\*

*Use the ELS Spelling process to spell the decodable words. Use the prompts on the bottom of the slide to support:* |
| ASAP | All reading teachers | Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far*Repeat the sentence to be written many times to help the children to hold it in their head.* |
| ASAP | All reading teachers | *‘Hands up’ not to be used. Ask whole class for response or individual children.* |
| ASAP | Reception Yellow | Ensure all pupils sit where they can see the teacher and resources during SSP lessons*Try having children sit on chairs in a back row. This will make the lines narrower and enable more children to see the board.* |
| 1. **Make a strong start in YR**
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| ASAP | Reception staff  | *Teach and practice the word flashcards before looking at the book during guided reading sessions.* |
| **C. Ensure cumulative progression of sounds and books** |
| Look at in 23/24 | All Year 1 reading teachers | *Year 1 to try having a guided reading book for 3 sessions with a different purpose for each session:**1 – introducing new/tricky vocab and decoding**2 – comprehension**3 – expression* *Children can read the book independently at their own pace and the adult moves round to listen to each child. This will help eliminate the chance of children copying a friend.* |
| ASAP | All reading teachers supporting lowest 20% | *When listening to 1:1 readers, think about the purpose of each read. The first read should focus on decoding rather than asking lots of comprehension questions as the child reads.**Use 1:1 reading time to establish book behaviours – make sure children use a pointy finger and navigate the book independently.* |
| **D. Build a team of expert reading teachers**  |
| 23/24 year | CU, all reading teachers | Timetables practice times (weekly if possible) and ensures all reading teachers attend *Provide staff coaching on segmenting for spelling and sentence writing.**Establish weekly sessions in the 23/24 year to refresh ELS with staff.* |
| **E. Reach the lowest 20% pupils** |
| Look at in 23/24 | All staff | *Staff to deliver the ELS interventions set up after last assessments. These are to be delivered following the ELS format after today’s coaching.* |
| Look at in 23/24 | All staff | *Staff delivering interventions to have the GPC and Blending to Read intervention plans to remind them of the steps.* |
| G. Develop pupils’ listening comprehension and language by reading aloud and talking about stories, poems and non-fiction books |
| Summer term leading in to 2023/24 year | CU | *CU to continue developing the school’s Reading Spine to include more modern texts and texts with ethnic minorities as the main protagonist.* |
|  |  | Next LS Day – **Autumn 2 (exact date TBC)** |
|  |  | SHW to email w/b – **September 2023** |