

Reading Action Plan – 2020-2021



1. Excellent teaching of early reading through systematic phonics (SSP)

Measurable improvement targets:

	State your school's current provision. Identify any areas of development.	Actions to be taken to improve provision.	Intended outcomes for each action.	Milestone dates, timescales and person responsible. (e.g. training dates, dates for appointing a reading leader)	Identify any potential barriers to making progress or success.
Involvement of your school's senior leadership team in phonics teaching.	The assistant head is also Reading lead. Updates are provided to SLT and governors and termly progress reviews take place with the Headteacher. Half-termly phonics assessments are available on Insight and children are tracked carefully for both stages and phonics screening check in year 1 and 2.	Whole school phonics training for all staff. Staff to have a better understanding of RWI. For a whole school approach where everybody has ownership of their group and their personal development.	All staff are confident in delivering the systematic phonics approach. (Through interventions) All staff and SLT are clear on the development of 'Read Write Inc' and are aware of changes that are made. They can talk freely about the approach our school uses and why. (Update is needed for new staff joining us in September- this is booked as a development day delivered by Heather. (RWI)	Training – Autumn 1 – September 10 th /11 th September.	New staff joining us- update training throughout the year if this occurs. Changes in staff members. Limited staff for groupings. Huge number of children needing catch up intervention.
Training provided in systematic synthetic	Staff have had training and TA's are given the	Termly updates for staff. CPD for phonics and	All staff are skilled in teaching 'Read Write Inc'	Tre and Pet Phonics Training where possible	Large group sizes/ limited staff.

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phonics (SSP) – including what training is offered, to whom, and how often.	<p>opportunity to discuss changes in groupings and the progression of the phonics skills for the children in their group with phonics lead.</p> <p>TC to attend Pet and Tre phonics training where possible.</p> <p>TC to attend Trenance for showcase event when possible.</p> <p>Phonics Training for parents. (To be presented remotely as a presentation on Zoom or in very small groups.)</p> <p>Staff to model lessons and add these to the school website. Sounds shared with parents via Class Dojo. New scheme explained to them via a letter.</p>	<p>reading lead. – This has been done as part of the PPA afternoon on Friday. Ongoing training for new staff.</p> <p>Training on positioning children for writing.</p> <p>Ensure that all children have somewhere to sit for phonics.</p>	<p>and have a deeper understanding of the systems used and the systematic approach throughout the stages.</p> <p>Parents are more confident that they have the skills to teach their child to read.</p> <p>We have the ability to teach reading through whole class teaching, while ensuring our spotlight children are getting the opportunity to participate fully.</p>		
Your approach to teaching reading, including phonics scheme used, how you timetable phonics, grouping, and any other strategies.	<p>Phonics is high priority. It is timetabled at the beginning of the day each day Mon-Fri. Groupings are changed when needed and reviewed after half termly assessments.</p>	<p>More focus needs to be around the reading and the blending and segmenting skills.</p> <p>Lots of assisted blending strategies.</p> <p>The groups need reviewing for the lowest</p>	<p>Teaching of phonics is highly focussed on reading. Groups are reviewed regularly and changed to meet the needs of the children.</p>	<p>Groupings to be reviewed half-termly.</p>	<p>Staffing- amount of adults available for each group. Particularly with high, level of need in the year two class.</p>

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	Year One children have exposure to the phonics screening check on a half termly basis and these are tracked on insight.	20% of children. (Autumn 2) This will happen once more in depth phonics assessment has been completed. – Ongoing Interventions have taken place. These have run as part of the catch up programme.	The lowest 20% of children are being taught by the class teacher.		
Resources used to support reading are RWI based and match the sounds the children have learnt on the day.	All books are decodable. Books match the sounds that the children know.	Look at grouping children for reading in KS1 and having the children in reading groups rather than individually. When doing this we would need to ensure that children are reading out-loud together and that individual readers are not being focussed on to maintain confidence. (This links clearly to the RWI approach.) Regularly ensure that parents are working in partnership with school.	Children in KS1 are reading more regularly to an adult. Adults are modelling the sentence back to them. Greater opportunities of inference and understanding are taken from the text and children have a greater understanding of what they are reading.	Books are high quality and a range of books has been identified for group reading. Books are a range of both fiction and non-fiction.	Bigger group sizes. Staff availability for 1:1 tuition.

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Identification of children who are not making the required progress and your approach to closing the gap.	Children who are not meeting ARE have Personal Learning Plans, which are reviewed regularly by the class teacher and alongside the school SENDCO. Children in KS2 have the opportunity for intervention from class teacher and HLTA in KS2.	Children to be re grouped for RWI phonics so that children all have the same provision and have the same levels of engagement in each group. Regular practise sessions for staff. Use of the RWI portal for phonics training.	Children in the lowest 20% are making more rapid progress to enable them to have the best outcomes. They are our 'spotlight children'	Half Termly Assessments need to be completed to check that children working at the right level. KS2 teachers to identify and monitor children who need phonics intervention.	Intervention cover for staff to carry out the interventions.

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2. Closing the word gap: excellent teaching of early language

Measurable improvement targets:

	State your school's current provision. Identify any areas of development.	Actions to be taken to improve provision.	Intended outcomes for each action.	Milestone dates, timescales and person responsible. (e.g. training dates, dates for appointing a reading leader)	Identify any potential barriers to making progress or success.
Improvement of your school's senior leadership team in closing the word gap.	<p>The SLT recognise the importance of closing the word gap.</p> <p>The new development of the library.</p>	<p>Kernow Oracy Project involvement for Reading Lead.</p> <p>Focus on vocabulary through project teaching.</p> <p>Language rich texts carefully matched to the year group. (Story Chests in each class)</p> <p>A range of good quality books.</p> <p>Raise the importance of two-way conversation and speaking with our children in much more depth.</p> <p>Continue links with feeder nurseries and develop relationship with new manager in the new year.</p>	<p>Children have quality books read to them that help develop their vocabulary.</p> <p>Staff have a greater understanding of Oracy and the impact that the word gap has on our children.</p>	<p>Oracy Project – Review training from last year and implement strategies which can be used.</p> <p>Story Chests to be implemented in autumn 2</p> <p>'Chatty Jars' for Year One to encourage two way conversation about topics that interest them. (Autumn 1)</p>	

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<p>Your approach to developing vocabulary in EYFS and Key Stage 1, including any strategies used.</p>	<p>The need for the development of vocabulary has been recognised through our half-termly planning. We have a designated Speech and Language therapy assistant who works in our EYFS class and works with children on an individual and small group basis. Children are exposed to new vocabulary through focussed story sessions and ‘word of the day’ in KS1. Conversations with children take priority and children are given the opportunity to have two way. Good quality conversations.</p>	<p>Children are exposed to rich vocabulary both through the books that they read and have read to them and the quality conversations they have.</p> <p>Project work has a real focus on vocabulary. Half Termly KIRFS are focused on vocabulary. Project organisers highlight the importance of new vocabulary.</p>	<p>The word gap will close as children receive more exposure to new and good quality vocabulary.</p> <p>More speaking and listening opportunities across EYFS and KS1.</p> <p>Children learn better vocabulary through the interleaving approach of planning.</p>	<p>Staff Training – Oracy update Autumn 2.</p>	
<p>Your approach to identifying and supporting children who require support.</p>	<p>Children in EYFS are identified quickly from baseline and from home visits and communication with previous settings.</p>	<p>Better links to be made with feeder nurseries.</p> <p>Children to be identified earlier and parents given.</p>	<p>Better links to be established with feeder nurseries and children are identified earlier.</p>	<p>To make contact with feeder nurseries in Spring Term.</p>	

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	Provisions are made available for them. Regular reviews with SENDCO about children's next steps.	the right advice on closing the word gap.			
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3. Encouraging a love of reading among your pupils

Measurable improvement targets:

	State your school's current provision. Identify any areas of development.	Actions to be taken to improve provision.	Intended outcomes for each action.	Milestone dates, timescales and person responsible. (e.g. training dates, dates for appointing a reading leader)	Identify any potential barriers to making progress or success.
Involvement of your school's senior leadership team in encouraging a love of reading.	Assistant Head (TC) is reading lead and Phonics lead. Continue to work very closely together to ensure the provision of reading and phonics are delivered well across the	To update CPD To develop a better link with the local library. (Ongoing)	Subject Leaders have current, up to date training and are able to deliver this to the rest of the school. A love of reading is at the forefront of the	Links with the library where possible. Development of the school library to make it the heart of the school.	N/A

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	<p>school and that a love of reading is evident. SLT have a good overview of the provision in the school and it is number one priority on the SDP.</p> <p>Staff act as good role models with reading signs on classroom doors (eg Miss Blayney is reading...) and staff book swap system.</p> <p>Use of the library at lunchtimes as a quiet space for children to read for pleasure.</p> <p>Development of a 'book barrow' to take books around the school for children to borrow. (as an interim library.)</p>	<p>To continue to have an author a term- when visitors are allowed.</p>	<p>curriculum with a real emphasis on reading for pleasure.</p>		
Strategies used to encourage a love of reading across the whole	Reading Karate	Continue to develop book baskets for each class.	Children have exposure to good quality texts and are	Reading baskets- have been created and grand opening	

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<p>school (e.g. whole school reading or opportunities for independent reading).</p> <p>What resources are available to support shared and independent reading for pleasure.</p>	<p>My teacher is reading posters on classroom doors.</p> <p>A good quality library space.</p> <p>Time to read in school</p> <p>Visiting authors</p> <p>Book Fayres</p> <p>Reading areas in classrooms.</p> <p>A good selection of AR books and Novel Study books which expose them to new authors.</p> <p>Year six children are reading buddies with EYFS and share reading with them once a week. (When allowed.)</p>	<p>(particularly non-fiction books.)</p> <p>Develop library space with more shelving and alternative seating.</p> <p>Develop a lunchtime reading club/Library open at lunchtimes.</p> <p>Bedtime Story Hour.</p> <p>Book and Breakfast morning.</p> <p>Library monitors to help children have more ownership of the library and take pride in our school library.</p>	<p>introduced to new authors.</p> <p>The library is accessible to all. Children are able to choose reading time at lunchtime as an alternative provision to being outside.</p>	<p>of the library is planned for Autumn 2.</p> <p>Visiting authors termly.</p> <p>Reading buddies weekly.</p>	
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	State your school's current provision. Identify any areas of development.	Actions to be taken to improve provision.	Intended outcomes for each action.	Milestone dates, timescales and person responsible. (e.g. training dates, dates for appointing a reading leader)	Identify any potential barriers to making progress or success.
<p>Approach to reading to the children in the school: Reading to the class is a priority in all classes. It is non-negotiable to read to children at regular intervals throughout the school day.</p> <p>Your approach to sharing books and reading out loud to children across the school.</p> <p>Please state:</p> <ul style="list-style-type: none"> • The frequency this happens. • How your teachers are trained to read. • How you ensure that reading time is fun and engaging. 	<p>Children in EYFS are listened to everyday. Children in KS1 – On a needs lead basis, but regularly.</p> <p>EYFS and KS1 share 2-3 books daily.</p> <p>Children are trained to read by our phonics lead, TC</p> <p>Reading is fun and engaging for the children as AR allows them to choose their own books in their ZPD.</p> <p>Reading for pleasure in KS2- Children are read to at the end of each day and this is a quality time where books of different genres can be read to children.</p>	<p>To use the RWI approach for shared reading. Children to have the opportunity to read each day and have both teacher and peer support.</p> <p>Children Grouped to allow for reading in RWI groups.</p>	<p>Better fluency in reading. Children to read the same book three times:</p> <p>1st Time: Accuracy 2nd Time: Fluency 3rd Time: Speed</p> <p>A letter to parents will have explained this in detail and will allow children to move on through the reading scheme at the right pace.</p>	<p>Parent Helpers set up when safe to do so. Group reading from Autumn 2 as RWI groupings are secure. (1:1 focused reads will need to take place for children in the lowest 20% of readers.)</p>	<p>Staffing needs to be carefully thought out to enable us to have the correct number of adults.</p>

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Any resources requested.

a) Please use the sections below to identify any resource and training needs for each of the 3 actions, making reference to your action planning above and stating costs.

b) Please describe how you would use the requested resources and training in your school.

c) Please add any evidence to support your request, including for example extracts from your Ofsted report, parent feedback, or comments from Reception / KS1 teachers.

Please note:

- Funding for systematic synthetic phonics is the main focus.
- Any requests for systematic synthetic phonics may only be granted if appropriate accompanying training for all staff involved is, or will shortly be, in place.
- Funding for early language and wider reading materials may only be requested and granted if all the necessary resources and training for all staff involved in teaching early reading through SSP are already in place. or shortly will be.

Excellent teaching of systematic synthetic phonics (SSP)

a) Letters and Sounds Training. Trenance School showcase. (Funding for 2 x teachers.)

b) To provide CPD for current phonics and reading lead which can be filtered to the rest of the school staff. A recent visit from Mark Lees, Challenge partner stated that training is needed for KS2 interventions to have the greatest impact.

C) Extract from report:

- Teachers need to continue to focus on the **20 to 40% of pupils who enter Year 3 not at age-related expectations in reading**. There needs to be further thought on the range of interventions used to support these pupils. The **planned phonics training** will support Year 3 and 4 staff in establishing more focused interventions. Reading lessons may need further differentiation to support those who are not yet reading fluently.

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Closing the word gap: excellent teaching of early language

- a) Kernow Oracy Project – Continue to roll out training TC has received so far. (and look into future development of Oracy across the school.)
- b) Recap - Staff Training for all staff regarding 'word gap'- to understand the importance of this and to develop an ethos of a vocabulary rich environment, linked to the curriculum development of the whole school.

Encouraging a love of reading among your pupils

- a) A love of reading is at the forefront of the curriculum with a real emphasis on reading for pleasure.
- b) Provide a curriculum to children that is vocabulary focused with texts with quality texts.