|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Area: Reading**  **Kate Watson** | | | | | |
| **Objectives** | **Specific action to be taken** | **Person (s) responsible** | **Timescale / completion date** | **Cost** | **RAG Rating** |
| **Ensure pupils can decode, segment and blend confidently and can move from learning to read to reading to learn through a systematic synthetic phonics catch-up programme** | Children identified as having reading difficulties to complete the Little Wandle rapid catch-up assessment or SEND assessment. | KW, CS, ME | Sept 2022 | N/A |  |
| Staff who are delivering the phonics programme to complete full CPD programme. | KW | Sept 2022 | Staff to be paid hourly rate if completing in own time. |  |
| Order new resources and 7+ books from Harper Collins so that children on the phonics programme read books matched to their abilities. | KW | Sept 2022 | TBC |  |
| Provide regular CPD for staff: meet with phonics team and any support staff delivering phonics every Tuesday during assembly time to focus on a “How-to” video. | KW, CS, ME | On going | Management time |  |
| Monitor the quality of teaching sessions – have a focus for each week (following on from CPD session). | KW, PB | On going | Management time |  |
| Analyse progress made through half termly assessment data so that next steps can be identified. | KW, CS, ME | On going | Management time |  |
| **Accelerate rates of progress and increase attainment at the expected and greater depth standards in reading** | Fluency Interventions:   * Provide CPD for Miss Todd who will be delivering the sessions. * Identify appropriate texts and tasks for pupils * Monitor impact through use of termly fluency assessments. | KW | On going | Management time |  |
| * Analyse termly assessment data, including fluency and phonics data to assess the impact of our reading curriculum and adapt accordingly. | KW | All year | Management time |  |
| **Ensure that children display enthusiasm for reading and choose to read for pleasure, immersing themselves in the world of books.** | Ensure classroom environments reflect the importance of reading for pleasure and that classroom bookshelves have a good range of books and reading material for children (including book spine and recommended reads). | KW | Sept 2022 | Money for books |  |
| Develop outdoor area so that children can have access to books and playtime and lunchtime (reading sheds) | KW | Autumn Term | Sheds have already been purchased |  |
| Work with school council and expand book stock through fundraising and use of an “amazon wishlist”. | KW | Spring Term | N/A |  |
| Liase with schools library service to refresh book stock and order topic book selections. | KW | All year |  |  |
| Organise reading and book events including “World Book Day”, book fairs and opportunities to perform poetry. | KW | All year | N/A |  |
| Update Accelerated Reader reward system so that both LKS2 and UKS2 are motivated to read independently. | KW | Sept 2022 | Cost for badges |  |
| Summer Reading Challenge to encourage children to read over the school holidays. | KW | Summer Term | Cost for prizes |  |
| Move to a digital reading record system | KW | Autumn Term |  |  |
| **Continue to improve the quality of the teaching of reading so that all is at least ‘Good’ and increase the proportion that is ‘Outstanding.’** | Monitor quality of teaching and learning through lesson observations and book scrutinies with a specific focus on CPD provided last year (fluency and comprehension). | KW | Autumn Term | Management Time |  |
| Provide support/coaching for staff as and when needed | KW | All year | Management Time |  |
| Performance management target linked to the teaching of reading. | KW | All year | N/A |  |
| Model lessons provided for staff as and when needed. | KW | All year | N/A |  |