



## Reading Action Plan 2022-23

Strategic Theme	Desired Outcome	Measure	Activities / Actions to support improvement.
Love to learn	Effectively use a systematic phonics programme RWI to support children to become confident and fluent readers.	<ul style="list-style-type: none"> <li>• RWI lead to observe lessons and coach on the spot.</li> <li>• SLT to accompany RWI lead to drop ins to quality assure the teaching of phonics.</li> <li>• Lowest 20% of readers in KS1 to make accelerated progress.</li> </ul>	<ul style="list-style-type: none"> <li>• Training to ensure all staff have the necessary pedagogical skills and content knowledge to teach RWI               <ul style="list-style-type: none"> <li>- RWI lead delivery training to TA's as two twilight sessions in autumn 2 and spring 1.</li> <li>- Drop ins half termly by RWI lead to provide responsive support.</li> <li>- New practitioners access online training and buddy up with RWI mentor.</li> <li>- RWI lead teach lessons so practitioners can watch each other and observe good practice.</li> </ul> </li> <li>• Be responsive – check if learning can be accelerated or extra support is needed               <ul style="list-style-type: none"> <li>- Lowest 20% of readers across years 1 and 2 to have daily reading using their RWI book</li> <li>- Lowest 20% of readers in KS1 to have RWI 1:1</li> </ul> </li> <li>• RWI Lead to continue professional growth through specific reading cluster groups.</li> </ul>
Love to learn	To ensure the teaching and learning of reading post RWInc is consistently high quality.	<ul style="list-style-type: none"> <li>• Through observing practice in the classroom Subject leads and SLT to evaluate the effectiveness of our new reading structure.</li> <li>• Teachers feedback through discussions and questionnaire to see if a shared understanding of our reading curriculum is adopted.</li> </ul>	<ul style="list-style-type: none"> <li>• Subject leaders share the structure of whole class reading ensuring fluency and coverage. Make sure pupils are exposed to different genres and authors.</li> <li>• Subject leads to drop in to reading lessons at the end of autumn 1.</li> <li>• Subject leads to do a book look to show the reading skills are being covered in Spring term.</li> <li>• Subject leads to conduct pupil interviews to assess children's knowledge of different text types and knowledge of specific study authors end of Autumn 2.</li> </ul>
Ready to work  Love to learn	Foster a reading community where parents, children and staff promote a love of reading.	<ul style="list-style-type: none"> <li>• Through interviews and questionnaires SLT/ reading leads to evaluate whether a love of reading culture has been developed across the school community (parents, children and staff).</li> </ul>	<ul style="list-style-type: none"> <li>• Share links to an age-appropriate book list on the website for parents.</li> <li>• Implement our half termly themes to enrich children's reading experiences.</li> </ul>

		<ul style="list-style-type: none"> <li>• Pupil interviews to discuss the RFP activities in school.</li> <li>• Conduct a parent focus group to evaluate the effectiveness of sharing reading for pleasure with parents.</li> <li>• Reading leads to drop into RFP sessions to evaluate the effectiveness e.g. how children are engaging with books and each other.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers to organise books in their reading area and consider the variety of genres.</li> <li>• Purchase books for the reading area, particularly in KS2.</li> <li>• Staff CPD across the school. 'Teachers as Readers' Ilsham English Hub.</li> <li>• RWINc lead to take part in 'Developing a school reading culture' and Reading leader cluster group.</li> <li>• Sign up to magazine's e.g., Lego and Britannica so there are magazines in each class book area.</li> <li>• Subject lead to develop book club to promote RFP across the school.</li> <li>• Create a book swap shed on the school drive for parents and children to access.</li> <li>• House captains read to KS1 and FS children at lunchtime.</li> <li>• Half termly reading newsletter to be created by the reading leads for staff, parents, and children.</li> <li>• Staff and children to recommend books to each other.</li> <li>• Staff to share ideas how they promote RFP e.g., how you display books/entice children to choose a book.</li> </ul>
Love to learn	To improve children's fluency across the school.	<ul style="list-style-type: none"> <li>• SLT and year 6 team to look at the data for children on the fluency project.</li> <li>• SLT and reading leads monitor reading lessons and interventions to observe the effectiveness of fluency strategies.</li> <li>• SLT analyse STAR reader test to see if children's reading ages have improved.</li> </ul>	<ul style="list-style-type: none"> <li>• Training subject lead and year 6 interventions teacher throughout autumn 1.</li> <li>• Clear tracking intervention plan for year 3 pupils who are on RWInc. Monitored by RWInc lead and unit leader.</li> <li>• Teachers and teaching assistants use strategies that can improve fluency e.g. repeated reading, simultaneously listening to and reading along, discussing the wording in a text before reading it and provide opportunities for pupils to perform and read aloud.</li> <li>• Children who are not fluent readers in lower KS2 to have reading recovery intervention 4 x weekly.</li> </ul>