

**Subject Development Planning 2020-21**

**ENGLISH READING**

**Recovery Plan elements**

<p align="center"><b>INTENT</b></p> <p align="center">Our objectives to raise standards in reading</p>	<p align="center"><b>IMPLEMENTATION</b></p> <p align="center">How we will deliver our planned objectives</p>	<p align="center"><b>IMPACT</b></p> <p align="center">How we will measure the effectiveness of our actions</p>
<p>A. To accelerate children’s progress in reading, specifically the development of fluency, reading speed, stamina, comprehension skills and their familiarity with the language, vocabulary and grammatical structure of text.</p> <p>B. Improve support staff’s ability to support and develop children’s reading.</p> <p>C. Improve all teachers use of Accelerated Reader programme to monitor and improve reading progress for groups within their class</p> <p>D. <b>Introduce the Read Write Inc Spelling programme for Key stage 2 to improve standards in spelling and reading</b></p> <p>E. <b>Develop opportunities within foundation study (delivering content) to undertake more shared reading activity eg in History, geography, science, RE</b></p>	<p>A.</p> <ul style="list-style-type: none"> <li>Consolidate our whole school Shared Reading initiative and continue to share good practice in Shared Reading across school.</li> </ul> <p>B.</p> <ul style="list-style-type: none"> <li>Carry out support staff training on techniques to actively develop reading with the children they work with. Diagnostic approaches and teaching strategies. (Tre and Pet)</li> <li>Monitor the impact of training on the support that they provide.</li> </ul> <p>D.</p> <ul style="list-style-type: none"> <li>JW and CG undertake additional training in AR and disseminate outcomes for all teachers to enable them to use the programme effectively</li> </ul> <p>E</p> <ul style="list-style-type: none"> <li><b>Autumn 1. 2 KS1 teachers work with all KS2 teachers to coach them on RWI teaching style and techniques.</b></li> <li><b>2 staff nmeetings take place to introduce the RWI spelling resources</b></li> <li><b>All kS2 classes begin RWI spelling in autumn 2 timetabled in on a daily basis</b></li> <li><b>Provision is quality assured by phonics lead and English lead in autumn 2</b></li> <li><b>Provision extended to run throughout the year beyond recovery plan</b></li> </ul> <p>F.</p> <ul style="list-style-type: none"> <li><b>All teachers consider the content of the foundation curriculum that will be delivered in autumn term and identify texts that could cover content but that also can be used with VIPERS in shared reading</b></li> </ul>	<p>A.</p> <ul style="list-style-type: none"> <li>Regular scrutiny of AR data will identify better than expected progress in reading for the majority of children</li> <li>Scrutiny of spelling test and comprehension test outcomes as well as phonics progress data will demonstrate better than expected progress.</li> <li>A greater proportion of children will have sufficient reading ability and speed of reading to be able to access all of the texts in SATS tests</li> </ul> <p>B.</p> <ul style="list-style-type: none"> <li>School’s assessment of phonics indicates good levels of progress</li> <li>Schools assessment of reading indicates good levels of progress in Key Stage 1</li> <li>Year 1 phonics assessment is in line with national outcome</li> <li>Year 2 SATS for reading are improved. The improvement is sustainable.</li> <li>Learning Walks focusing on teaching and learning in phonics will show consistent good practice leading to progress across EYFS and Key Stage 1 as well as in intervention for spelling for older children</li> <li>Learning Walks focusing on the learning environment for spelling and phonics will show children at all levels accessing resources to support their own development of spelling thus developing SRB.</li> </ul> <p>C.</p> <ul style="list-style-type: none"> <li>Support staff are skilled in developing reading ability with the children they work with</li> </ul>

		<ul style="list-style-type: none"> <li>• Children who have received support for reading make better progress</li> </ul> <p>D.</p> <ul style="list-style-type: none"> <li>• Regular scrutiny of AR data will enable school to ensure that progress is consistently good for all groups and all classes</li> </ul> <p>E</p> <ul style="list-style-type: none"> <li>• Assessment of spelling in each class will demonstrate impact of RWI Spelling programme.</li> <li>• Spelling in children’s writing (independent application) will improve</li> <li>• KS2 SATS outcome for spelling within SPAG will improve. (Greater impact expected over time as strategy becomes embedded)</li> </ul>
--	--	--

<p><b>Persons responsible for leading action:</b> Charlotte Goatman, English Lead, Year 5 teacher Jeremy Walden, Headteacher</p>	<p><b>Success Criteria:</b> <u>Reading</u></p> <ul style="list-style-type: none"> <li>• The majority of children will make expected, or better, progress in reading as indicated by SATS outcomes, phonics scores, termly comprehension outcomes and Accelerated Reader progress.</li> <li>• When evaluated through pupil voice discussion, children will speak positively about the range of texts they have experienced (in school and independently).</li> <li>• Children will be more resilient readers and develop stamina and reading speed to concentrate and read for longer</li> <li>• Standards in spelling as indicated by interim and SATS assessments will improve</li> <li>• Children will learn foundation subject content through shared reading</li> </ul>
--	---

<b>Persons responsible for monitoring and quality assurance:</b>	<b>Resources required:</b>
--	----------------------------

Action Point	Action	Outcome/success criteria	Monitoring	Evaluation narrative <i>(different colours for each term)</i>
<p><b>A.</b> <b>To accelerate children’s progress in reading, specifically the development of fluency,</b></p>	<ol style="list-style-type: none"> <li>1. JW+ CG conduct a learning walk of all classes to Quality assure the provision for Shared reading.(use of VIPERS questions, modelling the range of skills and techniques needed to successfully comprehend text and answer questions, the level of engagement and enjoyment.</li> <li>2. Based on observation outcomes JW +CG decide on pairings for effective peer observations.</li> </ol>	<ol style="list-style-type: none"> <li>1. Shared reading is consistently taught at a high level across school.</li> <li>2. Children develop a greater enjoyment and engagement with a range of texts</li> <li>3. Teachers are able to apply learning from peer</li> </ol>	<p>JW CG</p>	

<p>reading speed, stamina, comprehension skills and their familiarity with the language, vocabulary and grammatical structure of text.</p>	<ol style="list-style-type: none"> <li>3. Staff peer observations of shared reading to ensure that good practice is disseminated across school.</li> <li>4. Teachers reflect and evaluate what they have gained from peer observation, what impact it will have on their own practice at staff meeting and share with leadership team</li> <li>5. Scrutiny of long term planning to ensure variety of texts are covered, texts are selected at an appropriate level and with an appropriate rationale.</li> <li>6. Share resources that will support and inform teachers election of appropriate texts (Babcock Text That Teach resources, AR book finder, Books For Topics website) (September 2018)</li> <li>7. <b>Speed strategy</b></li> </ol>	<p>observations to develop their own practice in shared reading.</p> <ol style="list-style-type: none"> <li>4. In assessment children are able to access all of the texts presented to them</li> <li>5. Termly comprehension assessment outcomes improve to show progress towards end of year targets. (agreed pass rate 60% in line with Ks1 and 2 SATS pass rates)</li> <li>6. SATS outcomes indicate that children are able to access all of the texts included</li> </ol>		
	<ol style="list-style-type: none"> <li>1.</li> </ol>	<ul style="list-style-type: none"> <li>•</li> </ul>		
<p><b>C. Improve support staff's ability to support and develop children's reading.</b></p>	<ol style="list-style-type: none"> <li>1. Through discussion with support staff and teachers Identify specific focus for training in reading eg; questioning, decoding strategies, inference from text strategy.</li> <li>2. Identify a training provider or organise in house training</li> <li>3. Deliver training</li> <li>4. Carry out observations of support for reading to assess the impact of training on practice.</li> </ol>	<ul style="list-style-type: none"> <li>• All staff supporting reading in groups or 1:1 have a range of strategies that they can draw upon to enable children to make progress in their reading</li> <li>• Those children supported make accelerated progress</li> </ul>	<p>JW CG</p>	
<p><b>D. Improve all teachers use of Accelerated Reader programme to monitor and improve reading progress for groups within their class</b></p>	<ol style="list-style-type: none"> <li>1. CG and JW undertake additional training in Accelerated Reader management to enable greater use of data features within the programme</li> <li>2. Staff meeting for teachers to show them the features of AR that they can use to monitor progress of groups in class and produce reports.</li> <li>3. Use the outcomes of reporting to improve provision for groups where necessary</li> <li>4. <b>JW and CG undertake additional training in AR and disseminate outcomes for all teachers to enable them to use the programme effectively</b></li> <li>5.</li> </ol>	<ul style="list-style-type: none"> <li>• All teachers are able to monitor progress of groups in their classes more accurately</li> <li>• Provision for groups or individuals in reading is improved</li> <li>• Groups such as PP make progress in line with if not better than their peers</li> </ul>	<p>JW CG</p>	

<p><b>E. Introduce the Read Write Inc Spelling programme for Key stage 2 to improve standards in spelling in reading</b></p>	<ol style="list-style-type: none"> <li>1. LG and KW to coach KS2 teachers throughout autumn 1 in RWI techniques. Weekly visits.</li> <li>2. Teachers conduct demo lessons to get feedback from coaches.</li> <li>3. Purchase and organise the RWI spelling resources</li> <li>4. 2 staff meeting in autumn 1 to introduce resources and finalise provision for RWI spelling</li> <li>5. RWI spelling begins in all KS2 classes in autumn 2</li> <li>6. Provision is QA by LG and KW as well as by peers</li> <li>7. CG to scrutinise assessment outcomes to identify progress and good practice</li> <li>8. Staff meeting autumn 2 to review provision so far, share good practice and agree improvements for spring term</li> </ol>	<ul style="list-style-type: none"> <li>• Assessment of spelling in each class will demonstrate impact of RWI Spelling programme.</li> <li>• Spelling in children’s writing (independent application) will improve</li> <li>• KS2 SATS outcome for spelling within SPAG will improve. (Greater impact expected over time as strategy becomes embedded)</li> </ul>	<p>LG, KW, CG</p>	
<p><b>F. Develop opportunities within foundation study (delivering content) to undertake more shared reading activity eg in History, geography, science, RE</b></p>	<ol style="list-style-type: none"> <li>A. All teachers plan the foundation subjects for the year to ensure coverage</li> <li>B. Foundation subject content that is conducive to shared reading activity is planned in to autumn term where required</li> <li>C. Plans are submitted to JW</li> <li>D. Teachers develop knowledge organisers to reflect the content of foundation subjects delivered in shared reading</li> <li>E. Outcomes in knowledge organisers scrutinised(week 19/10)</li> </ol>	<ul style="list-style-type: none"> <li>• Children are able to talk confidently about their learning in foundation subjects referring to their knowledge organisers.</li> <li>• Scrutiny indicates that foundation content for autumn term is covered in good depth</li> </ul>	<p>All teachers JW</p>	