



School Development Plan Priority Priority 1	Focus of Visit SDP actions
Visit time, date and Governor name: 20 th July 22 Vicki Richards	Staff name: Reading
SDP actions to consider Non-Negotiable – Class books (read daily), English lessons linked to books/stories, 5 times a week reading expectation, book reviews, Bookquest, reading display Individual reading trackers completed every time a child moves a level. Cohort reading tracker to be completed half termly Half termly monitoring of children identified for reading TA support (in staff meeting). Reading TAs to ensure that all 'identified (reds and ambers) children receive catch up reading support. Red children to be heard daily by reading , Amber 2/3 times a week and Green's to be covered by classroom provision Continue to develop the library – display to link to SMSC and the topic if possible – Autumn Term – feelings/thought provoking David Walliams books and display in the entrance hall. Working walls in the classrooms need to focus on the knowledge and skills components of reading and include vocabulary and knowledge organisers with endpoints Children all need to be able to talk about reading at FLE and their own love of reading – see resources – KS2 weekly focus discussing reading with peers, KS1 as part of guided reading. Focused page on reading and our expectations and what we do in every class on the school website . Reading is cross-curricular and is clearly evidenced on intention sheets/knowledge mats Book presentations about the books they have read to be shared in class half-termly Children read a mixture of fiction and non-fiction books – this is tracked Phonics begin on the first day of school for FS and KS1. Phonic programme in place and used across school and in KS2 as interventions Reading TAs to continue to watch phonics lessons and discuss with the teachers how phonics is taught and how when needed they can use this to support reading Phonics screening to take place for Y2s and Y3's who did not achieve it previously. New primary reading framework changes are adhered to – see amended reading and phonics policy for 21/22	



Non-negotiable

All children below ARE to be identified.

Interventions put in place for all children below ARE in reading – interventions are to be monitored in staff meetings.

Reading homework to be prioritised

Daily catch up is in place and used in all classes for English and maths

Pre-teach used

Book Quest

Individual reading trackers completed every time a child moves a level.

Cohort reading tracker to be completed half termly

Interventions such as precision teach and TA interventions to be used and recorded.

Widget to be used to scaffold children and support confidence and progress.

Update reading policy in line with new guidance and ensure it is in place across school

Ofsted

Quality of Education – good

- Reading is prioritised to allow pupils to access the full curriculum offer.
- A rigorous and sequential approach to the reading curriculum develops pupils' fluency, confidence and enjoyment in reading. At all stages, reading attainment is assessed and gaps are addressed quickly and effectively for all pupils. Reading books connect closely to the phonics knowledge pupils are taught when they are learning to read.
- The sharp focus on ensuring that younger children and those at the early stages of reading gain phonics knowledge and language comprehension necessary to read, and the skills to communicate, gives them the foundations for future learning.
- Teachers ensure that their own speaking, listening, writing and reading of English support pupils in developing their language and vocabulary well.
- Pupils read widely and often, with fluency and comprehension appropriate to their age. They are able to apply mathematical knowledge, concepts and procedures appropriately for their age.

Previous visit: Progress on agreed actions and Impact

First visit

Observations and Discussions

All of the above actions are monitored termly for impact and any amendments/revision. Evidence was shown from evaluated SDP, reading trackers (individual and cohort), data (in house end of year and headline), reading deep dive, pre teach and precision teach audits.

Reading TAs, we discussed how we were using them and case studies they have undertaken were shared. The impact of the reading TAs has been that younger children who are not supported at home are given quality support in school and therefore are reading sooner and thus able to access the wider curriculum sooner. The



evidence to support this is visible in the data.

New for September: class context sheets amendments to include details on reading.

Training undertaken: Reading: Meeting the needs of the lowest 20% Clive Davies – Rebecca Norton, Helen Hooper and Jane Butcher. Actions from it for SDP 2022/23 discussed (will be evidenced in the new SDP).

Further Action Required:

Monitoring new SDP and new actions based on training and evaluation of this year's SDP.

Impact of Governance:

Monitoring provision and progress made on the SDP this year including impact of it.

Date and time of next visit:

Autumn term – new SDP

Governor signature:

Date:

V Richards

Staff signature:

X. Datta