**Reading Action Plan**

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| **ACTION PLAN** |
| **Key Improvement Priority:** **Priority 1- Implement reading progression map across all year groups****Priority 2 – Implement Fred’s Teaching reading resources in all year groups, including WCR lessons, Fluent in Five and comprehensions; and use VIPERS questioning****Priority 3 – Ensure all teachers are aware of RWI progression in KS1 and intervention groups implementation in KS2****Priority 4 – Implement fluency assessments termly in all classes. Priority 5 – Ensure oracy is prioritised, knowing that vocabulary is fundamental to pupils’ progress** | **Year****2024-2025****Review Date****July 2025** | **Lead persons accountable for the plan: Oliver Barter and Mary Heather** |
| **Focus on outcomes. Specific, measurable impact on pupils.**  | Success criteria:* Children to demonstrate reading progression from YrR to Yr6, from acquiring all sounds in KS1 to more complex vocabulary by Yr6.
* Teachers are using the reading progression map from YrR to Yr6
* Children should become increasingly confident and independent readers in all areas of the curriculum, giving them greater access to the full curriculum and helping them progress their writing
* Increased fluency
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| **Intent** | **Implementation – how will it be done** | **Time Scale****Start and End dates** | **Training/CPD****needs** | **Resources/Costs/Time** |
| Ensure that pupils are fluent, engaged and strategic readers, sharing a passion for books and stories | Ensure reading is at the heart of our curriculum and fosters a love of reading – continue to develop the ‘reading culture’ and ensure a reading for pleasure pedagogy is in place | Sept 2024- July 2025 | Inset/ staff meeting | Staff meeting time.Subject leader time resources |
| Ensure our children read accurately, pleasurably and skillfully so that they are able to access the curriculum, making the transition from learning to read to reading to learn | Implement reading progression map across all year groups | Sept 2024- July 2025 | Inset/ staff meeting | Staff meeting time.Subject leader time resources |
| Develop pupils’ ability to comprehend texts across multiple genres | Implement the use of Fred’s Teaching reading resources in all year groups, including WCR lessons, Fluent in Five and comprehensions – use VIPERS reading domains as consistent form of questioning in all year groups | Sept 2024- July 2025 | Inset/ staff meeting | Staff meeting time.Subject leader time resources |
| Develop pupils’ fluency | Increased pupil reading time in class, at home reading targets communicated to parents, ensure fluency tests are carried out termly in all year groups (using RWI in KS1 and Fred’s Teaching Resources in KS2) | Sept 2024- July 2025 | Inset/ staff meeting | Staff meeting time.Subject leader time resources |
| Ensure phonics intervention groups are implemented and assessed in KS2  | Implement termly assessments of RWI Fresh Start intervention groups from Yr3 to Yr6 | Sept 2024- July 2025 | Inset/ staff meeting | OB and MH to liaise with AB. Staff meeting time.Subject leader time resources |
| Make explicit links between reading, vocabulary development and writing skills | Ensure progression in the teaching of reading is linked to progression in the teaching of writing | Sept 2024- July 2025 | Inset/ staff meeting | Staff meeting time.Subject leader time resources |
| Ensure oracy is prioritised, knowing that vocabulary is fundamental to pupils’ progress | Prioritise book talk and the exploration of texts from YrR to Yr6; providing planned opportunities for developing spoken language in all subjects. | Sept 2024- July 2025 | Inset/ staff meeting | Staff meeting time.Subject leader time resources |
| Continually assess children to monitor impact and attainment | Yr1 phonics screening, Yr2 and Yr 6 SATS, termly reading comprehension assessments (Yr1 to Yr6), termly fluency tracker in all year groups, 1:1 reading with class teacher/TA  | Sept 2024- July 2025 | Inset/ staff meeting | Staff meeting time.Subject leader time resources |
| IMPACT / Assessment and monitoring  |
| **Who** | **What** | **Where** | **When** | **How** | **External Validation** |
| *All teaching Staff* | *Quality of reading* | *Whole School* | *Yr1 phonics screening, Yr2 and Yr 6 SATS, termly reading comprehension assessments (Yr1 to Yr6), termly fluency tracker in all year groups, 1:1 reading with class teacher/TA* | *Collate evidence of impact in Monitoring Folder and on Arbor*  | *Share findings and discuss at staff meeting (include subject governor in this)* |
| ***Evaluation against success criteria.***  |