

# Reading

Sept 2022-23

Aim	Further Details		Dates	Resource Implications		Progress (fill in blocks)			
				General	Financial	started	½ complete	Nearly complete	completed
EARLY READING See early reading and phonics action plan for relevant aims	.			N/a					
To ensure early intervention for the lowest 20 percent of readers in each year group. (FOCUS ON LOWEST 20 percent NOT GAP in Year 1,2,3)	Introduce L'Explore learning eye tracking software to identify the bottom 20% and implement targeted interventions.	Roy Edwards/ Michelle Barlow	Ongoing						
Adjust TA timetables to ensure that every child is listened to weekly	TA's <b>must</b> listen to each child in the year group read each week to ensure effective assessment of fluency	Roy Edwards	Ongoing	Training tuesday					
SDPA2 To raise the percentage of children achieving the higher standard in reading in KS2 SATS.	To secure understanding of key concepts and decrease variants in the reading structure, questioning and delivery of the teaching of reading.	Roy Edwards	Ongoing						

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To embed a National Curriculum Target Page to show previous year and current year targets.	This can be used in conjunction with the learning ladders. Useful for teachers to see at a glance prior learning.	Roy Edwards	1.9.22	Inset					
To ensure a consistent approach to the teaching of reading across school so that all year groups are following SPHERIC. (Ensure a variety of texts are being used in ALL year groups)	Reintroduce SPHERIC and ensure a clear vision of what reading should look like at KR. Visuals to be developed and displayed. Steph to design.	Roy Edwards	1.9.22	Ongoing	N/A				
To improve the consistency and accuracy of reading assessment data across school.	Build on assessment of NFER test combined with listening to children read to better report on children	Roy Edwards	1.9.22	Ongoing	£500				
To ensure that a wide range of texts are covered during guided reading which highlight and celebrate our cultural capital	Provide a list of books which celebrate our diversity *Provide a list of Non-fiction books which introduce children to factual themes Provide a list of books which highlight the need for good mental health <b>Teachers must select an appropriate text and</b>	Roy Edwards	1.9.22	Book lists from CPLE	£600.00				

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	cover at least 2 of each genre across the year during guided reading sessions								

## Next Steps

This part of the action plan is to consider future impacts and strategy which should be considered. This is in brief detail and may change in light of circumstance and/or change of strategy.

2023-24 (2 <sup>nd</sup> Year of Action Plan)	
Aim	Associated Information
Continue to embed outstanding teaching of reading in the curriculum	
Introduce audio library	
Examine the quality texts available for guided reading	

2023-24 (3 <sup>rd</sup> Year of Action Plan) Or Beyond	
Aim	Associated Information
Develop co teaching model to improve planning and pedagogy	
Visit and review the selection of books available for children	
Examine the quality texts available for guided reading	

**Vision Box**

If money wasn't a barrier...		
Idea	Other details	Cost
<p>More frequent author visits/workshops.</p> <p>Outdoor reading sheds in KS1 and KS2.</p>		

<p>How healthy is this subject at Kings Road?</p> <p>Reading at Kings Road is healthy but as with everything there is always room for improvement. Children love to read and during a recent pupil voice, children talked confidently and passionately about their favourite books and authors. SPHERIC is well established across school to ensure all reading domains are taught and taught well across all year groups.</p>
<p>How do you know?</p> <ul style="list-style-type: none"> <li>The high standards of reading across school are reflected in the end of Key Stage Results:</li> </ul> <p>KS2 SATS Attainment for Reading at Expected is 12% higher than national and 2 percent higher than local. Reading at a higher standard is 11% less than national and 20% lower than LA.</p> <p>KS1 SATS Attainment for reading at Expected is marginally lower than LA and national but reading at greater depth is more than double national and 27% higher than LA.</p> <ul style="list-style-type: none"> <li>Primary Quality Mark</li> <li>Pupil Voice</li> <li>Teachers feedback.</li> </ul>
<p>What are the strengths? (How do you know?)</p> <ul style="list-style-type: none"> <li>SPHERIC is embedded across school ensuring targeted questioning across all reading domains in whole class reading/guided reading sessions. This exemplified by the high result in KS2 reading at expected, which despite very high levels of EAL significantly surpassed national and was higher than Trafford. (Although this is not consistent in each year group)</li> <li>Systematic approach to phonics across EYFS and KS1.</li> <li>Ongoing and constant investment in high quality, aspirational texts to excite and engage.</li> </ul>

- Reading for Pleasure culture across school. (Daily story time and guided reading etc)
- Commitment to high profile events throughout the year which create a buzz about reading – Example: Take One Book, World Word Day, Book Fairs, Author visits etc.

#### What are the areas for development?

- Early Reading – Reading scheme overhaul to bring in line with latest Ofsted guidance and commitment to early intervention for lowest 20 percent.
- CPD on the consistency of the teaching of reading across school. Incorporate Book Talk, Demonstration Reading etc (EC project on feedback/ Maddy training – Sept inset)
- Reading areas in classrooms and outside reading opportunities to be developed and utilised. KS1/EYFS library development.
- Assessment of reading

#### How well is this subject taught at Kings Road?

On the whole this subject is taught exceptionally well. Teachers are passionate about reading and have high expectations for the children. Some new ideas will be introduced this year which should seek to enhance and build on what is already in place.

#### How well is this subject learnt at Kings Road?

Children are encouraged to read widely from a wide range of texts available in school. They learn how to become reading detectives and really rinse meaning from what they read whether it is poetry, fiction or non-fiction. They are eager to read and demonstrate a good understanding. Children lean on a range of strategies to help them in the physical skills of reading as well as searching for meaning and understanding.