

Subject Specific Action Plan 2021-2022

Subject: Reading	Co-ordinator: E Ojelade	
BRW Priority One: To raise the attainment level in Reading (both at expected and Greater Depth)	Action(s):	Success Criteria:
<p>To ensure that attainment at the expected standard and greater depth in reading is in line with National Averages</p>	<ul style="list-style-type: none"> ➤ Autumn: Target readers to be identified and then heard regularly; daily if possible. Children who are reading on a book band colour lower than White to be heard at least 3 times a week for individual reading and those working well below/do not read at home, to be heard daily. ➤ Termly: Ensure reading bands tracked in KS1. Reading lead to monitor book band levels of children each term. ➤ Autumn: Reading comprehension to focus on VIPERS (vocabulary, infer, prediction, explain, retrieve, sequence or summarise) and when children are explicitly taught each skill so they have a secure understanding. ➤ Autumn: Monitoring to ensure reading comprehension is taught (frequency, books used, how evidence is collected) throughout the federation and plan actions accordingly. ➤ Ongoing: Reading at home monitored. Class Teachers to track how many times children read at home in a week. ➤ Ongoing: Reading comprehension to be taught at least 3 times a week (this does not always need to be written pieces but can be through speaking and listening/ partner work activities). ➤ Spring and Summer: Teachers to moderate reading (this 	<ul style="list-style-type: none"> ➤ Teachers know the baseline of their pupils' knowledge from previous PIXL assessments, and plan accordingly from this. ➤ Teachers are able to ensure children make good progress and work towards to expected standard for their year group. ➤ Teachers' are able to make secure judgements in their assessments and can therefore plan and teach accordingly ➤ Target readers make at least expected progress. ➤ Children are taught the range of reading comprehension skills and are secure in using them. ➤ Effective practice is shared throughout the federation and any issues are identified and addressed so that there is consistency throughout the federation.

	can be done via zoom) across the federation.	
BRW Priority Two: To raise the profile of reading for pleasure	Action(s):	Success Criteria:
To raise the profile of reading for pleasure to ensure children have the opportunity to develop a love of reading.	<ul style="list-style-type: none"> ➤ Autumn: Each class across the federation to have developed a reading spine for their year group focussing on the 5 spines and be using in class. ➤ Autumn: Time for the class novel is a non-negotiable and where it is put in the timetable is considered in each class so that it doesn't get forgotten, postponed, and so everyone listens to the class read. Class Novel to be visibly displayed in each class and evidence in floorbooks. ➤ Autumn: Each school to have a reading board to promote reading (children from each class can be involved in the upkeep of this). Book recommendations to be displayed by both adults and children (If you like... then try reading...) ➤ Ongoing: Teachers to choose books for their class, to have in the classroom, which they think will engage the children. Teachers to change the books when needed. ➤ Ongoing: Staff to have some knowledge of the books in their class and are able to recommend other books for children to read. ➤ Termly: Teachers to appoint 'librarians' who can organise the class books how they wish and keep the area tidy. This can be changed as often as needed. ➤ Spring and Summer: Author visits will be looked into by the subject leader for Spring and summer terms for 	<ul style="list-style-type: none"> ➤ The profile of reading will be increased in each school and the children are given more opportunities to read for pleasure. ➤ Children will have a better knowledge of books, authors and poets and their increase in reading for pleasure will show an increase.

	<p>each school.</p> <ul style="list-style-type: none"> ➤ Spring and Summer: Once children have read a book they have the chance to recommend it/write a review (using QR codes, YouTube private channel for school) or contact the author via twitter. ➤ Spring: Pictures of staff are put up around the school; their favourite children's book and something they like to read now. These could also have QR codes for other books they recommend. ➤ Spring: Reading Lead to organise reading scavenger hunts for children/ parents to engage in. ➤ Summer: Reading Lead to promote Summer Reading challenge to read a variety of books (a new author, an audio book etc) or in different places (for longer books) ➤ Ongoing: Local libraries to be promoted (especially after closing during lockdown) so all children are aware of opening days and times and what they can borrow. 	
<p>For children's knowledge of vocabulary to continue to be extended by being exposed to a broad range of ambitious and effective vocabulary.</p>	<ul style="list-style-type: none"> ➤ Time given to discuss vocabulary form the class novel or any reading material used in the classroom. ➤ Vocabulary to be added to the working wall when discussed in class. ➤ Class novels to be chosen carefully to ensure children are exposed to a diverse range of authors and books. Class novels should be pitched slightly higher than 	<ul style="list-style-type: none"> ➤ Children's range of vocabulary is extended with ambitious and effective vocabulary.

	children's ability to either read or understand securely.	
BRW Priority Three: To accelerate progress of children with SEND and support their wider engagement with reading at home.	Action(s):	Success Criteria:
<p>To launch use of Bug Club across the federation to support children's independent practice of decoding and comprehension skills.</p> <p>Nessy/ phonics interventions to be put into place for target children in Yr 2/KS2.</p>	<ul style="list-style-type: none"> ➤ Autumn: Bug Club to be trialled in key classes across federation by Reading Lead/ HoS. Best practice to be fed back in staff meeting. ➤ Spring: Bug Club to be in use by all classes across the federation. Use in guided reading, individual practice and for home learning. ➤ Autumn: KS2 chd with poor phonological awareness/ decoding skills to be identified by HoS/ Reading Lead. Nessy and/or phonics interventions to be put in place. ➤ Spring: Nessy logins to be sent home with children. Parent leaflet sent home to support engagement at home. ➤ Termly: Reading Lead/ HoS to monitor Bug Club/ Nessy reports termly. Identify actions for next term. 	<ul style="list-style-type: none"> ➤ Staff are confident using Bug Club as a guided reading texts, to support individual children and as intervention materials. ➤ Children and parents access Bug Club both in school and at home.
Outcomes / Review (to be completed at the end of the year)		

Intent:

Children will read widely with good understanding and develop a love of reading and books.

Children will acquire a wide vocabulary, become competent speakers and active listeners, and be able to use discussion

Children to be supported with decoding skills throughout transition from KS1 to KS2.

Implementation:

Focus for this year:

Reading - non fluent readers who need help decoding to be heard as frequently as possible, whole class guided reading focusing on explicitly teaching each skill and time allocated to discuss new vocabulary

Oracy - paired work, cross curricular vocabulary focus

Impact:

Reading impact measures include the PiXL tests, daily 1:1 reading in KS1 and EYFS, termly Salford tests and in whole class reading teacher assessments which includes a half termly data drop on pupil asset.

Oracy - children talk confidently in public situations such as in class, they debate in class council and listen respectfully to each other and with adults. They use floorbooks to aid discussions with inspectors.