

Established (Prior to September 2020)

Well being, routines, expectations and social & emotional focus.

Phonics Action Plan, with CPD practise schedule, monitoring schedule and measurable impact and targets for lowest 20% completed.

All Staff trained within past 2 years and confident practitioners.

Guided Reading and 1-1 have decodable reading books in place aligned to SSP content and order.

Guided reading: Vocabulary, phonemes and words/Key questions prepared for each set of books.

Phonics Launch: Meet with all staff to fully address priorities and key actions. Recap CPD/ training key messages, strategies and methods.

Review consistency checklist, set out assessment with an additional practise session schedule. Arrange staff training for additional daily skills session.

Non–negotiables:

- Daily high quality SSP lessons
- Consistency checklist
- Progress into sentence level reading/writing for visible progress
- Additional daily session for GPC recognition/retention and or blending
- Daily decodable group reading

Priority Actions for Impact Top 10

- 1. Rigorous monitoring schedule and Action Plan with clear objectives with actions to achieve impact and targets for all children in all year groups.**
- 2. Good or better every day. QFT with revision of key learning within a session to secure progress is explicit and effective. Strong use of Assessment for learning (AFL).**

3. **Ensure consistency checklist: Class wall charts, table charts, decodable books, tricky words and teaching resources are consistent.**
4. **Early baseline assessments for all children and identify support (using progress chart) for the lowest 20%.**
5. **Daily interventions up and running with regular review of progress and gap analysis.**
6. **Whole class daily additional practise session established with an adjusted timetable.**
7. **Reinforcement CPD, master classes and follow-up coaching is planned systematically to implement recent training for lesson and interventions.**
8. **Daily group reading established (year 1 and 2 can start decodable groups reading as soon as possible).**
9. **Assessment schedule in place. Regular reviews to check cohort milestones and rates of progress for SSP.**
10. **Parental engagement and home work organised.**

Key Action Plan Post Covid 19

Start Date Achieve by date	Who? Year group	Actions to be taken to improve provision.	Challenge Checklist	Outcomes.....
<i>Week 1/2</i>				
Training Day	Phonic Lead	<p><u>1.Phonics Launch</u> <i>Phonics launch briefing with team.</i> <i>Outline priorities, key actions and organisation alongside spotlight children.</i> <u>Implement the following:</u> <i>-longer phonic session- 30mins (yr1,2)</i> <i>- Immediate start of phonics initially 5-10 mins (reception)</i> <i>-Daily additional practise sessions (yr1,2)</i> <i>-Daily additional phase 1 (oral blending & Segmenting) practise session (R)</i></p> <p><i>Daily group reading organised (Yr1,2)</i> <i>Ensure year2 and 3 do a daily revise and review as R/Yr1-GPC and blending for fluency. This is crucial.</i></p> <p>Consistency Checklist</p>	<p>A. Teach with fidelity to an SSP programme The leadership team ensure that: 1. Sufficient time is given to teaching phonics, reading and writing</p> <p>2. All teachers and TAs teach the chosen SSP programme confidently</p> <p>E. Reach the lowest 20% pupils 1.Ensures SSP lessons are of the highest standard to reduce</p>	<p><i>Whole school commitment and drive to embed CPD completed so far and accelerate progress in phonics for reading.</i></p> <p><i>SSP in place with rigour and fidelity</i></p> <p><i>Longer Phonics session with group reading timetabled.</i></p> <p><i>Adults, assessment, reading and resources organized.</i></p> <p><i>Consistency checklist understood and implemented in all classrooms.</i></p>

	<p><i>Review consistency checklist. Ensure all staff have SSP documents, assessments, progression, plans, resources and agreed terminology.</i></p> <p>CPD on the spot: Focus: Same day intervention/additional practise session. Demonstrate, explain and share lesson outline for staff to deliver same day intervention/ additional practise- keep up NOT catch up! (see Hub lesson outline)</p>	the number of pupils who need extra support	Same day additional practise set up daily to meet needs of children and secure progress.
<p>Week 1, 2 Full phonic session and additional daily practise (staff briefed and trained) yr1,2,3 Reception start immediately + phase 1 additional oral blending and segmenting session Assessments organised/started</p>			
Week 1	<p><u>Baseline/ Assessment completed</u> Assess all children. Year group analysis of results and next steps to focus upon in teaching and additional practise sessions.</p> <p><u>Intervention Meeting/Organisation</u> Schedule an intervention meeting (after baseline/assessment) to establish groups, needs, adults, room, resources and timetable allocation with targets for achievement Use SSP progress intervention chart. *yr1, 2 (Repeat this process for Reception when baseline is completed).</p>	<p>A. Teach with fidelity to an SSP programme 3. There are clear term-by-term expectations of progress from Reception to Y2 and pace is maintained 4. Pupils' letter-sound knowledge and word reading is assessed every term /half term</p> <p>E. Reach the lowest 20% pupils 2. Uses the programme's SSP assessment to identify immediately pupils falling behind 3. Organises extra daily practice for pupils falling behind, following the school's SSP programme</p>	<p><i>Assessment completed and analysed.</i></p> <p><i>Year 1,2,3 Interventions up and running + regular review of progress. (R- interventions can be set up after baseline. Year one and two intervention children should have already been identified from internal transition data)</i></p>

<p>Week 1/2</p>	<p>*Same day whole class daily additional practise session Strategic short, sharp session to secure a precise skill, i.e rapid read of words using new focus sound. Focus rapid word reading with repeated practise to secure digraph recognition and blending of words containing focus new digraph. Are you ready?- phoneme GPC recognition. Tip! Aspects of the revise and review are suitable for revision to secure learning and fluency. All year groups (Reception need to do phase 1 aspect 7 oral blending and segmenting as additional practise) Timetable: daily agreed time (no more than 5-10 mins max) is fully implemented across the school.</p>	<p>E. Reach the lowest 20% pupils 2. Uses the programme's SSP assessment to identify immediately pupils falling behind 3. Organises extra daily practice for pupils falling behind, following the school's SSP programme</p>	<p><i>Same day additional practise revise key learning to secure progress for less able and fluency for the more able.</i></p> <p><i>This help will ensure keep up, not catch-up.</i></p>
<p>Week 2</p>	<p><u>Parent engagement / homework</u></p> <p>Homework system organised</p> <p>Arrange parent workshop for phonics and home reading.</p> <p><u>Weekly practitioner practise sessions</u> Begin regular master classes and follow up in class coaching for whole class QFT teaching.</p>	<p>A. Teach with fidelity to an SSP programme 6. Parents are informed of what is taught C. Ensure cumulative progression of sounds and books 5. Parents know how to increase their children's fluency in reading sounds, words and books 6. Parents understand the difference between stories to share and stories that children read aloud.</p> <p>E. Reach the lowest 20% pupils The headteacher and reading leader: 1. Ensures SSP lessons are of the highest standard to</p>	<p><i>Parents understand how phonics is taught and homework sent. How to support with reading at home and use of decodable for practise and reading stories to children.</i></p> <p><i>QFT teaching is secured and teaching and learning is good + everyday. Consistency checklist features are strong in majority of classrooms.</i></p>

	<p>Organise and agree focus for regular practise and coaching session or lesson study .</p> <p>- Focus areas: <i>(suggestions only)</i></p> <p>Lowest 20%</p> <p>Features of consistency checklist</p> <p>Lesson structure- the revise and review</p> <p>Introducing a phoneme</p> <p>Repeated word blending to progress to fluency.</p> <p>RWinc Speed sounds lesson and word blending.</p>	<p>reduce the number of pupils who need extra support</p> <p>4. Provides regular CPD for teachers to support pupils falling behind</p> <p>5. Fast tracks late-entry pupils</p> <p>6. Engages the support of parents, where appropriate.</p>	<p><i>Where not- this is rapidly addressed through 1-1 coaching/support.</i></p>
<p>Milestones</p>			
<p><i>By end of week 1,2 all the following will be in place:</i></p> <p><i>Consistency Checklist implemented + monitored</i></p> <p><i>Assessment completed + analysis + daily interventions organised (year1,2 immediately and Reception, after baseline)</i></p> <p><i>Phonics whole class sessions with additional daily practise session established.</i></p> <p><i>Begin /plan for practitioner practise and coaching sessions.</i></p>			
<p>Week 3,4 Reception baseline complete &set up intervention</p> <p>Daily decodable reading (training and resourced)</p>			
<p>By end of week 3</p>	<p><u>Reception Baseline/ Assessment</u></p> <p><u>Intervention</u> : Schedule an intervention meeting (after FS baseline) to establish groups, needs, adults , room, resources and timetable allocation with targets for achievement (use SSP progress chart and ensure you bridge phase 1 aspect 7 oral blending and segmenting)*yR</p> <p><u>Intervention Meeting/Organisation:</u> Schedule an intervention meeting (after baseline/assessment) to establish groups, needs, adults , room, resources and timetable allocation with targets for achievement (use SSP progress chart)</p> <p>*yR</p>	<p>B. Make a strong start in Reception</p> <p>Reception teachers:</p> <p>1. Timetable daily SSP lessons from September</p> <p>2. Ensure that sufficient time is given to the teaching of phonics, reading and writing</p> <p>3. Follow the same SSP programme as Y1 and 2</p> <p>4. Identify pupils who are falling behind, in their first few weeks in school</p>	<p><i>Reception Interventions up and running + regular review of progress.</i></p> <p><i>Assessment identifies children and gaps in skills to enable rapid daily intervention in ALL year groups.</i></p>

		<p>Parent Support: Set up parent meetings with children requiring additional support- home learning packs, focused homework.</p>	<p>5. Ensure extra practice matches the school's SSP programme</p> <p>6. Ensure all pupils sit where they can see the teacher and resources during SSP lessons</p> <p>7. Set up frequent meetings to show parents how to help their children practise reading sounds and words at home</p>	<p><i>Parents involved and support learning at home to secure progress.</i></p>
		<p>Review progress: Complete pre- assessment checks to review children's rates of progress , in line with SSP milestones. Regular ongoing reviews of interventions progress and next steps.</p>	<p>D. Build a team of expert reading teachers 7. Organises regular progress meetings</p>	<p><i>Phonics lead has clear strategic overview of rates of progress for all groups, including lowest 20%</i> <i>Ensures good + in all classes.</i> <i>Uses SSP milestones.</i></p>
By week 3/4		<p>Decodable Reading <i>Daily group reading with pre-teaching and repeated 'chunked' practise system into comprehension is established (set structure and system in place).</i>*Note Year 1,2 to start group reading immediately.</p> <p>Clear reading structure is used: <i>Pre-teach phonemes, blending and vocabulary.</i> <i>Model skill</i> <i>Partner practise</i> <i>Children practise individually</i> <i>Return to text</i></p> <p><i>Resources and organised: Books have words prepared .</i> <i>Phoneme charts and key questions prepared.</i></p> <p><i>All adults deployed so all groups have a daily adult input</i></p>	<p>C. Ensure cumulative progression of sounds and books The leadership team ensure that: 1. Decodable reading books are organised in the given sequence in their chosen SSP programme i.e. reading books build letter-sound correspondences cumulatively. (Books are <i>not</i> sorted by traditional 'Book-Banding' criteria based on a mix of methods)</p>	<p><i>Systematic application of phonics for reading ensures children repeatedly practise and develop phonics to decode for fluency.</i></p> <p><i>All children read daily to rehearse the skills of phonics for decoding.</i></p>

		<p>(reading squad approach where all available adults teach as group to ensure all children have daily adult input for reading) Staff CPD: Staff trained to deliver sessions and ensure progression with repeated practise throughout the week.</p> <p>Note*If group training is required, this must be completed by the end of week 3 or as soon as possible.</p>	<p>2. Pupils are <i>not</i> asked to read books that require them to guess words or deduce meaning from pictures, grammar or context clues, or taught words using whole word recognition</p> <p>3. Pupils re-read these texts/books at school and home to build fluency</p>	
By week 4		<p>Monitoring: Class wall charts, table charts, decodable books , CEW and teaching resources consistent.</p> <p>Consistency checklist in all classrooms.</p>	<p>D. Build a team of expert reading teachers The reading leader:</p> <ol style="list-style-type: none"> 1. Has expertise in teaching phonics 2. Has dedicated time to fulfil the role 	<p><i>QFT teaching of good better everyday in all classes.</i></p> <p><i>Consistent high quality T& L.</i></p>
<p>Milestones</p> <p>By end of week 3,4 all the following will be in place: Daily Reception interventions established and organised. Daily interventions in all year groups. Decodable daily reading and agreed lesson structure for group reading implemented. Parent workshop organised and delivered.</p>				
		<p>Weekly practitioner practise intervention sessions Ensure regular master classes and follow up coaching for 1-1/ group intervention.</p> <p>Organise and agree focus for regular practise and coaching session or lesson study.</p> <p>Phase 1 Oral blending GPC- recognition Mix it up blending cvc/ccvc Mix it up blending with digraphs Using the progress chart to track and target progress.</p>		<p>QFT is secured through coaching and practise sessions.</p>

	Address any areas as appropriate.		
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Milestones

By end of week 5,6 all the following will be in place:

Systematic SSP daily **additional practise** sessions in place.

Daily high quality interventions in all year groups (with regular review and analysis)

Decodable daily reading and agreed lesson structure for group is reading is established.

Parent workshop and 1-1 intervention talks are delivered.

QFT is secured through regular (weekly) coaching and practise sessions.

*Note in addition a pre-teach session may be useful to target key children.