

Focus Priority 1	All pupils make at least expected in year progress for Reading (EY-Y6)
<p>What will be different for children (emphasise learning &amp; achievement)?</p> <p>Ofsted category cross reference: 1 3 4</p>	<p>All children will make at least expected progress taking into account their starting points. Some will make accelerated progress and where expected progress is not achieved interventions will be in place to support children to catch up.</p> <p>All texts in all areas of the curriculum will provide opportunities for textual analysis and this will be embedded across the curriculum. Children will be exposed to wide variety of high quality fiction and non-fiction texts. These will be accessed through the county library service. Teachers will order appropriate resources for their topics.</p> <p>Accelerated Reader will be purchased and this will be used as part of the monitoring and assessment of reading in KS2. AR will provide teachers and with leaders a range of information, including reading ages, which can then be used to assist teacher planning and intervention work. It will also be used to challenge and accelerate more able readers and ensure that they are accessing texts appropriate for their age and ability.</p> <p>In EYFS and KS1 RWI will be systematically taught in ability sets. Sets will be monitored, reviewed and reorganised as needed every six weeks.</p> <p>In KS2 children will access Fresh Start as an intervention.</p> <p>All staff will plan using the Response to Literature framework to systematically develop children's understanding of what they are reading or is being read to them.</p> <p>All children in KS1 and KS2 will access the reading pathway, either the KS1 scheme or AR in KS2, and will read to an adult in school at least once each week.</p> <p>Children will be encouraged and rewarded for engaging in reading at home, they will record their reading in a reading record.</p> <p>A display in the library will celebrate reading and a reward system will celebrate and encourage increased engagement in reading.</p>

Reading Targets	Success criteria
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Years 1, 3, 4, 5 attainment and progress is assessed and measured using Teacher Assessment (SAS). The Yellow columns indicate the attainment baseline and projected attainment for the end of year. The blue columns show the interim milestones points.

Year Group	Baseline ARE attainment July 2017	ARE attainment July 2018	December 2017	March 2018	July 2018
<b>1</b>	5.71	12.71	Target 7.71	Target 10.21	Target 12.71
<b>3</b>	14.83	21.83	Target 16.83	Target 19.33	Target 21.83
<b>4</b>	19.25	26.25	Target 21.25	Target 23.75	Target 26.25
<b>5</b>	25.07	32.07	Target 27.07	Target 29.57	Target 32.07

Years 1& 2 follow the RWI scheme for phonics and are assessed against the RWI progressions, these align to national expectations.

PHONICS	Baseline attainment July 2017	Target attainment July 2018	December 2017	March 2018	July 2018
<b>Year 1</b>	86% at ELG+ for reading	86% to achieve the Y1 phonics pass mark.	Target: 43% to achieve 32+ marks	Target: 71% to achieve 32+ marks	Target: 86% to achieve 32+ marks
<b>Year 2</b>	79% of pupils passed the phonics screening in summer 2017	100% of children to have passed the phonics assessment by the end of Y2.	Target: 86% achieved 32+ marks	Target: 93% achieved 32+ marks	Target: 100% to achieve 32+ marks

Years 2 and 6 are assessed using summative assessments. The yellow columns indicate baseline and target attainment. The blue columns show % of children actually achieved ARE at that point.

Year Group	Baseline attainment July 2017	Target Key Stage attainment July 2017	MS 1 Nov 17	MS 2 Jan 18	MS 3 Mar 18	MS 4 July 18
<b>Y2</b>	EYFS EXP+ in reading is 9 out of 14 children – 64%	NS 71% GDS 14%	Target 14%	Target 21%	Target 42%	Target 71%
			Target 0%	Target 0%	Target 7%	Target 14%
<b>Y6</b>	Based on KS1 results, 8 out of 11 should	NS 9 out of 11 82%	Target 27%	Target 36%	Target 54%	Target 82%
			Target 0%	Target 9%	Target 18%	Target 27%

Children will be able to talk about their reading, identifying their strengths and what they need to improve.

Children will all make expected progress in reading this year, some will make more than expected.

Children who are falling behind will be targeted to catch up.

Children will know what reading skills they are learning and how they can be successful.

Accelerated Reader will be used as part of the monitoring and assessment of reading. Teachers will use it as part of a wider range of reading assessments which include comprehension tests, reading to an adult and small group interventions.

Textual analysis will be evident in all areas of the curriculum and this will be shown in books and in planning.

Children will engage in regular home reading.

Children, in all classes, will read to an adult in school at least once each week.

	reach expected 72%	GDS 3 out of 11 27%					
<b>Key People</b>		<b>Funding &amp; Resources</b>					
Kate Cleaver – Principal Jo Yiallourou – Phonics Lead Neil Black – English Lead Rob Hardcastle – Training and support for Response to Literature		<ul style="list-style-type: none"> <li>Continued investment in RWI – resources and training for staff</li> <li>Continued investment in the library service</li> <li>Investment in RWI Fresh Start training &amp; resources</li> <li>Training from RH on Response to Literature</li> <li>Accelerated Reader - £3000</li> </ul>					
<b>Actions (and those responsible)</b>			<b>Who?</b>	<b>Who monitors / evaluates?</b>	<b>When</b>	<b>Check</b>	
RWI baseline assessment and initial groupings			JY	KC / RH	Sept 17	Dec 17	
Monitor outcomes of RWI reading progress tests each term Y1-6			JY	KC / RH	6 x year	Dec 2017	
Introduce home reading system & expectations			KC	KC / RH	Sept 17	Nov 17	
Sponsored reading event to establish home reading habit			KC	RH	Sept 17	Nov 17	
Introduction of the use of video as a strand of evidence to capture progress in reading			JY, LB, KP, NB	KC	Oct 17	Oct 17	
Internal moderation of reading			LB, KP, NB	KC	Oct 17	Oct 17	
Regular Reading assessment for Y6/Y2 children			LB, NB	KC	Sept 17, Nov 17, Jan 18, March 18	Oct 17	
Reading booster groups set up for children in Y6/2			LB, NB	KC	Oct 17	Dec 17	
Response to Literature training through staff meetings and follow up observations			RH, KC	RH, KC	Jan 18	March 18	
In class reading timetables set up			JY, LB, KP, NB	KC / RH	Sept 17	Nov 17	
Monitor % children engaging in home reading in order to address gaps EY-Y6			KC	KC / RH	6 x year	Nov 17	
Monitor SAS accuracy			KC	KC / RH	Oct 17	Dec 17	
Identify, support and monitor adults to improve quality of teaching of phonics			JY	JY / KC	Termly	Nov 17	
Purchase Accelerated Reader			KC	KC / RH	Oct 17	Jan 18	
Staff Training for AR, delivered by Renaissance Education, in school.			KP, NB, TK, GB, SM, JJ, AM, KC	KC	Nov 17	Jan 18	
IT services to ensure that all laptops in the Owl and Badger classrooms can access AR			PC	KC	Nov 17	Jan 18	
KS2 teachers to dedicate curriculum time to launch AR to children			KP, NB	KC	Nov 17	Jan 18	
KC to share AR with families and raise awareness of the importance of reading			KC	RH	Nov 17	Jan 18	
KC to plan and launch a reading reward scheme linked to AR			KC	RH	Nov 17	Jan 18	
Children accessing AR quizzes regularly this will differ according to the reading ability and engagement of each child, but the minimum expectation will be one quiz every four weeks			KP, NB	KC	Jan 17	March 18	
Reading progress will be recorded on the i-pad once each term.			JY, LB, KP, NB	KC	Termly	Feb 17	
Use Reading data to identify and implement interventions for children who are falling behind – EY-Y6			RC	KC / RH	Termly meetings	Dec 17	
<b>Evaluation</b>							
<b>January 18 -</b>							
<b>April 18 -</b>							
<b>July 2018 –</b>							