

Academy Improvement Priority 2 Reading 2018/2019

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 & achievement)?</p> <p>Ofsted category cross reference: Leadership and management Quality of teaching Outcomes for pupils</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>Children will be exposed to wide variety of high quality fiction and non-fiction texts. These will be accessed through the improved book stock in the school library and through the county library service. Teachers will order appropriate resources for their topics. In all year groups, topics will be linked to high quality fiction and non-fiction texts. The opportunity to engage with a range of quality texts in school will broaden and deepen the vocabulary of the children and improve their fluency and comprehension.</p> <p>Accelerated Reader 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. The 'Million Word Challenge' will encourage the reading of books and convey the crucial message of how important it is to have a wealth of words. A display in the library will celebrate reading and a reward system will celebrate and encourage increased engagement in reading. Children will be encouraged and rewarded for engaging in reading at home, they will record their reading in a reading record. Teachers will model reading to children in order to share good practice and engage children in a variety of reading genres. Teachers reading aloud to children will occur in every classroom every day. Teachers will use SAS class progress data to target children making less than expected progress.</p> <p>The vocabulary Practice quizzes on Accelerated Reader will be accessed by all children in KS2 in order to broaden and develop vocabulary.</p> <p>Vocabulary rich environments, pre-teaching and over teaching of academic vocabulary will support the LA children in developing their subject specific vocabulary.</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>					
Reading Targets					Success criteria	
<p>In years 1- 6 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.</p>					<ol style="list-style-type: none"> 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. Phonics will be taught daily and groups assessed and reviewed every six weeks. Accelerated Reader will be used as part of the monitoring and 	
Year Group	SAS Baseline attainment July 2018	SAS Target attainment July 2019	Dec 2018	April 2019		July 2019
1	4.86	11.86	Target 6.86 Actual	Target 9.36 Actual		Target 11.86
2	10.3	17.3	Target 12.3 Actual	Target 14.8 Actual		Target 17.3
3	15.1	21.6	Target 17.1 Actual	Target 19.1 Actual		Target 21.6
4	22.3	28.8	Target 24.3 Actual	Target 26.3 Actual		Target 28.8
5	27.2	33.7	Target 29.2 Actual	Target 31.2 Actual		Target 33.7
6	28.43	36.5	Target 30.9 Actual	Target 33.5 Actual	Target 36.5	

Academy Improvement Priority 2 Reading 2018/2019

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 2018	Target attainment July 2019	Dec 2018	April 2019	July 2019
Year 1	EYFS Reading ELG at EXP+ =83%	83% to achieve phonics pass	Target: 33% at 32+ Actual:	Target: 50% at 32+ Actual:	Target: 83%
Year 2	Year 1 achieved phonics pass 71%	100% to achieve phonics pass	Target: 71% at 32+ Actual (yellow+ now)	Target: 86% at 32+ Actual:	Target: 100%

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	Target attainment July 2019	Dec 18	Jan/Feb 19	Apr 19	July 19
Y2 (teacher assessment) (8ch)	2017 EYFS EXP+= 75% GDS= 13%	EXP+= 88% GDS =25%	SAS 11-13 Target:75% SAS ARE: SAS 14+ Target: SAS ARE+: 25%	NA	SAS 13-15 Target: 75% SAS ARE: SAS 16+ Target: SAS ARE+: 25%	SAS 15-17 Target: 88% SAS ARE: SAS 18+ Target: SAS ARE+: 25%
Y6 (test outcomes)	KS1 APS/FFT starting point has been used to forecast targets.	EXP+ = 64% GDS = 21%	Target 14% Actual Target GDS: 0% Actual:	Target 29% Actual Target GDS: 7% Actual:	Target 42% Actual Target GDS: 14% Actual:	Target 64% Actual Target GDS: 21% Actual:

Early Years (F2) children are assessed against the Development Matters Statements for reading

	Baseline attainment Oct 2018	Target attainment July 2019	December 2018 (target)	March 2019 (target)	July 2019 (target)
% children at age bands for reading	8-20 - 16-26 - 22-36 - 30-50 - 100% 40-60 -	ELG - 100% ELG Exc - 11%	8-20 -(% target) 16-26 - 5% target) 22-36 -(% target) 30-50 -(33% target) 40-60 -(67% target) ELG- (% target)	16-26- (% target) 22-36 - (% target) 30-50 - (% target) 40-60 - (89% target) ELG - (11% target) ELG Exc -(% target)	16-26 - 22-36 - 30-50 - 40-60 - ELG - (100% target) ELG Exc - (11% target)

assessment of reading and developing vocabulary.

5. Reading will be modelled by class teachers every day.

6. Children will engage in regular home reading. This will be monitored by class teachers.

7. All LTPS will identify the key vocabulary to enable the pre-teaching and over teaching of subject specific vocabulary.

Key People

Kate Cleaver – Principal
Jo Yiallourou – Phonics Lead
Neil Black – English Lead

Funding & Resources

- Continued investment in RWI – resources and training for staff
- Continued investment in the library service

Academy Improvement Priority 2 Reading 2018/2019

Rob Hardcastle – Training and support for Response to Literature	<ul style="list-style-type: none"> Accelerated Reader annual cost 			
Actions (and those responsible)	Who?	Who monitors / evaluates?	When	Check
RWI baseline assessment and initial groupings (SC3)	JY	KC / RH	Sept 18	Oct 18
Monitor outcomes of RWI reading and progress tests each term Y1-6 (SC3)	JY	KC / RH	6 x year	Termly
Reinforce home reading system & expectations (SC6)	KC	NB/ KC	Sept 18	Termly
Continue of the use of video as a strand of evidence to capture progress in reading (SC2)	JY, LB, HS, NB	KC	Oct 18	Termly
Use SAS to regularly track the progress of children in all year groups. In class intervention will be used to accelerate the progress of those children identified as falling behind. (SC2)	JY, LB, HS, NB	NB/KC	Dec 18	Termly
Regular Reading assessment for Y6/Y2 children (SC2)	LB, NB	KC	Oct 18, Nov 18, Jan 19, March 19	Termly
Reading booster groups set up for children in Y6/2 (SC2)	NB, LB	KC	Dec 18	March 19
Monitor % children engaging in home reading in order to address gaps EY-Y6 (SC6)	LB, HS, NB	NB / KC	Termly	Dec 18
Monitor SAS accuracy (SC2)	KC	KC /RH	Dec 18	Termly
Identify, support and monitor adults to improve quality of teaching of reading (SC3)	JY	JY / KC	Termly	Nov 18
KC to reward engagement in reading in Friday awards assemblies (SC4)	KC	RH	Nov 18	Termly
Children in KS2 to access the vocabulary quizzes on AR each time they do a book quiz (SC4)	NB, HS	NB/KC	Dec 18	Termly
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 (SC4)	KP, NB	KC	Jan 18	March 19
Use Reading data to identify and implement interventions for children who are falling behind – EY-Y6 (SC2)	JY, LB, HS, NB	KC / RH	Oct 18, Dec 18, Feb 19, March 19, May 19	Termly
Teachers reading aloud to the class and modelling good reading will be part of the daily routine in every classroom. (SC5)	JY, LB, HS, NB	KC	Daily	Termly
Ensure that there is specific teaching of vocabulary across the school. Audit vocabulary in the environments and develop a vocabulary rich environment across school. (SC7)	NB, LB, HS, JY	NB / KC	Dec 18	Termly
LTPs to be reviewed to include key vocabulary (SC7)	JY, LB, HS, NB	NB / KC	Sept 18	March 18
Evaluation				
January 2019				

Supporting Evidence:

April 2019

Supporting Evidence:

July 2019

Supporting Evidence: