

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>All texts in all areas of the curriculum will provide opportunities for textual analysis and this will be embedded across the curriculum.</p> <p>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>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
<p>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.</p>						<p>Children will be able to talk about their reading, identifying their strengths and what they need to improve.</p> <p>Children will all make expected progress in reading this year, some will make more than expected.</p> <p>Children who are falling behind will be targeted to catch up.</p> <p>Children will know what reading skills they are learning and how they can be successful.</p> <p>Accelerated Reader will be used as part of the monitoring and assessment of reading.</p>
Year Group	Baseline ARE attainment July 2017	ARE attainment July 2018	December 2017	March 2018	July 2018	
1	5.14	12.14	Target 7.14 Actual 6.43	Target 9.64 Actual 8.86	Target 12.14 Actual 10.3	
3	14.83	21.83	Target 16.83 Actual 16.92	Target 19.33 Actual 21	Target 21.83 Actual 22.3	
4	21.2	27.2	Target 23.25 Actual 23.4	Target 25.75 Actual 24.75	Target 27.2 Actual 27	
5	24.69	31.69	Target 26.69 Actual 26	Target 29.19 Actual 27.4	Target 31.69 Actual 28.7	
<p>Years 1& 2 follow the RWI scheme for phonics and are assessed against the RWI progressions, these align to national expectations.</p>						
PHONICS	Baseline attainment July 2017	Target attainment July 2018	December 2017	March 2018	July 2018	

Year 1	86% at ELG+ for reading	86% to achieve the Y1 phonics pass mark.	Target: 43% to achieve 32+ marks Actual: 38%	Target: 71% to achieve 32+ marks Actual: 71%	Target: 86% to achieve 32+ marks Actual 71%
Year 2	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 Actual: 79%	Target: 93% achieved 32+ marks Actual:85%	Target:100% to achieve 32+ marks Actual 92%

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.

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
Y2	EYFS EXP+ in reading is 9 out of 14 children – 64%	NS 71% GDS 14%	Target 14% Actual 7%	Target 21% Actual: 23%	Target 42% Actual: 54%	Target 71% Actual 77%
			Target 0%	Target 0%	Target 7% Actual: 8%	Target 14% Actual 8%
Y6	Based on KS1 results, 8 out of 11 should reach expected 72%	NS 9 out of 11 82% GDS 3 out of 11 27%	Target 27% achieved 27% 9% greater depth	Target 36% Actual 18% greater depth	Target 54% Actual 20% 0% greater depth	Target 82% Actual 60%
			Target 0%	Target 9% Actual 0%	Target 18% Actual 0%	Target 27% Actual 20%

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

Early Years (9 children)	Baseline attainment October 2017	Target attainment July 2018	December 2017	April 2018	July 2018
% children at age bands for reading	22-36 - 11% 30-50 – 89%	40-60 – 11% ELG – 77% ELG Exc – 11%	22-36 – 11% 11% achieved 30-50 – 22% 22% achieved	16-26- 22-36 - 30-50 – 13% 16% achieved	40-60 – 11% Actual 16% ELG – 77% Actual 84%

			40-60 – 66% 66% achieved	40-60 – 50% 68% achieved ELG – 38% 16% achieved ELG Exc -	ELG Exc – 11% Actual 0%	
Key People		Funding & Resources				
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"> Continued investment in RWI – resources and training for staff Continued investment in the library service Investment in RWI Fresh Start training & resources Training from RH on Response to Literature Accelerated Reader and increased book stock - £3500 				
Actions (and those responsible)			Who?	Who monitors / evaluates?	When	Check
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	Nov 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	Dec 17
Reading booster groups set up for children in Y6/2			MB, LB	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	Dec 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

Evaluation

January 18:

Reading has remained a focus priority for teaching staff since Sept.

Collating strands of evidence has shown areas that still require some development. The SAS tracking data shows that progress is not as rapid as we hoped it would be, particularly in year 1 and this is also reflected in the phonics screen practice test undertaken in Jan 2018. However, the phonics test shows that there are three children likely to pass the test at the next assessment point planned for April and these children are identified as the focus in the class teacher's appraisal documentation. One year 3 child, also PP, passed the test with full marks. Of the 3 year 2 children yet to pass the screening one child scored 23, while the other two remain well behind. SEN intervention is in place for all three of these children.

Reading intervention is in place for year 6 and is delivered by the Principal. The priority is to ensure that these children have precise, small group teaching to ensure that they have the skills and confidence required to make the expected progress in reading.

Home reading was launched with a sponsored reading event. This had some impact, though the uptake was not as high as we would have liked – only 29 children (21%) took part in the sponsored reading event. Class teachers hear children read during assembly and we have two volunteers who also hear children read. This means that we are able to target and support those children who we know do not engage in home reading. The system for monitoring home reading still requires some development and the intention is for teachers and TAs to record the number of home reads each week. This way we will be able to monitor and intervene as necessary.

The purchase of AR has had a positive impact – particularly in UKS2 where children are keen to take part in the quizzes and see their progress on the display in the library. Between 8.1.18 and 19.1.18 59% of students in years 3-6 have taken a quiz on a book they have read. Between them they have read 197 books, totalling 1,248,278 words read. The need to order more book stock has become apparent and 285 new books have been ordered to meet the demand and maintain this high level of engagement. The scheme was launched with parents at Parents Evening and via the newsletter. The competitive element was launched in assembly and children are striving to become 'millionaire readers' by the end of the summer term.

The Response to Literature training has been moved to the summer term as the staff are working hard on developing writing skills and using Accelerated Reader. KC will deliver training on using PEE in January and reading will be the focus of the second round of lesson observations.

Supporting evidence:

- HAT trust moderation reading moderation overview, examples of completed moderation grids and list of available evidence to discuss
- Accelerated Reader holds online records of all quizzes and Star Tests

- Reading Logs
- Teacher's reading files
- Planning scrutiny
- Book scrutiny
- Lesson Observation
- Phonics observations and triangulation of progress
- Assessment and regrouping of phonics groups
- Phonics screening practice test and accompanying evaluation and next steps
- EYFS action plan

April 18 -

The SAS tracking of reading shows that progress in years 1,3 and 4 is broadly in line with where we hoped it would be at this point in the year. Reading progress in year 5 is still not where it needs to be, but the teacher is aware of this and has clearly identified children for targeted intervention. This intervention will start in term 6 and run through into term 1 next year.

Year 6 results in the March tests were disappointing. Intervention continued and teacher assessment and classwork showed that the skills taught were being adopted by the students. The principal led two interventions – one with those who needed to be expected and one for those working towards GD. A focus on retrieval, vocabulary and inference were prioritised. Vocabulary remains a key area for development and must be a focus across the school as we move forward.

We have reviewed the way in which we deliver phonics. The April phonics screening test showed that 5 out of 7 children (71.4%) met the expected standard. In year 2 there are 3 children who will re-do the test. One of these secured a mark of 39 out of 40 in a recent test, one scored 27 and the third only 10. The latter two children continue to have targeted intervention and 1:1 phonics teaching.

The system for monitoring home reading still requires some development. Teachers in KS1 and LKS2 hear children read weekly and through this they monitor the home reading. This allows teachers to target children who they know do not read at home for more opportunities to read with adults in school. Two volunteers hear children from KS1 and LKS2 read weekly.

The purchase of Accelerated Reader has led to an overall improvement in the reading ages of children. In LKS, over a three month period the average increase in reading age was 6 months. For some children the increase was as much as 13 months. In upper KS2, over the same 3 month period, there was an average increase of 7 months. LKS2 have taken a total of 118 quizzes and read a total of 793,992 words. UKS2 have taken 474 quizzes and read a total of 5,970,050 words. Two children in year 6 have read in excess of a million words each. Individual scores are analysed and steps are taken to address any

The Response to Literature training will be delivered during the summer term.

Supporting evidence:

- HAT trust moderation reading moderation overview, examples of completed moderation grids and list of available evidence to discuss
- Accelerated Reader holds online records of all quizzes and Star Tests

- Reading Logs
- Teacher's reading files
- Planning scrutiny
- Book scrutiny
- Lesson Observation
- Phonics observations and triangulation of progress
- Assessment and regrouping of phonics groups

July 2018 –

The SAS tracking of reading shows that progress in years 3 and 4 is broadly in line with where we hoped it would be by the end of the year and year 1 have exceeded their target. Reading progress in year 5 is still not where it needs to be, but the teacher is aware of this and has clearly identified children for targeted intervention. This is the key year group next year as they become year 6. Key pupils have already been identified and intervention, both in class and by withdrawal is planned for early in term 1 2018.

Progress for KS2 was in line with that achieved nationally. Although attainment was below target, targets were set on 11 children, with one child leaving mid-year the target fell back to 70%. The child who left was expected to achieve greater depth. One child was one mark short of the expected standard – this forms 10% of our cohort and had she achieved this we would have met our attainment target. Intervention continued in the run up to the examination period and was delivered by the Principal one afternoon a week. In addition to this the class teacher ran interventions both before and after school hours. The principal led two interventions – one with those who needed to be expected and one for those working towards GD. A focus on retrieval, vocabulary and inference were prioritised. Vocabulary remains a key area for development and must be a focus across the school as we move forward.

The phonics target was not met, but in reality this was only two out of seven children (14% per child) who fell short of the expected standard. The monitoring of the quality of phonics teaching shows that it is of consistently good quality. Three children in year 2 re-took the test and two of the three passed it.

The system for monitoring home reading still requires some development. Teachers in KS1 and LKS2 hear children read weekly and through this they monitor the home reading. This allows teachers to target children who they know do not read at home for more opportunities to read with adults in school. Two volunteers hear children from KS1 and LKS2 read weekly.