



## Be. Build. Become

Key strengths	<ul style="list-style-type: none"><li>• Phonics is taught daily 9–9:40 in FS and KS1</li><li>• Consistency in phonics teaching noted by early years advisor (May 23)</li><li>• Groupings across FS and KS1 enable all children to be in an appropriate group for their learning.</li><li>• Improved resource organisation</li><li>• Coaching support</li><li>• Staff training delivered by RWInc and Phonics leader</li><li>• Children's home reading books are changed weekly and are in keeping with their phonetic ability</li></ul>
Key priorities for development	<ul style="list-style-type: none"><li>• Development of RWInc teaching – introduction in FS in autumn term, speedy reading</li><li>• Expanding RWInc groupings to include Y3-6 as necessary</li><li>• Deliver parental workshops</li><li>• Development of 1 to 1 tutoring to ensure good or excellent progress for all.</li></ul>

This plan is a working document

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Term 1	Organisation focus and set up		Start Year 3 and 4 groups		Assessment and regrouping	Assessment and regrouping	Assessment and regrouping
Term 2	Speeding up word reading		Introduction of individual progress records for 1 to 1 tutoring <b>Coaching focus</b> Lesson set up – focus on green word cards selection	<b>Coaching focus</b> Speed sound lessons – pace and green word cards <b>Learning walks</b> – speed sound lesson focus		Assessment and regrouping	Assessment and regrouping
Term 3	TRUGs introduction and set up – training with relevant staff.  AJ teaching group		<b>Learning walks</b> – story book lesson focus	Assessment and regrouping	Assessment and regrouping		
Term 4		Parent sessions?			Assessment and regrouping	Assessment and regrouping	
Term 5					Assessment and regrouping	Assessment and regrouping	
Term 6						Assessment and regrouping	Assessment and regrouping

Objective	Start Date	Lead Person	Key actions	Resources (Cost if applicable)	Milestone 1 Nov 23	Milestone 2 Feb 24	Desired Outcome June 24	Evaluation (RAG)			
								T2	T4	T6	
Progress											
All staff to be facilitating good or excellent lessons ensuring children are making good progress.											
RWInc phonics will be taught from day one in Foundation stage	June 23	AJ + AA, LD, AD and LO	Sharing of “Making a Strong Start in Reception” document and meeting to discuss the set up of this.  Training carried out as required.	N/A	Foundation stage staff will have implemented phonics from day 1 following the RWInc plan for making a strong start in reception.  The children will now be in groups across KS1 as well as appropriate to make the best use of staff.	Ongoing coaching to ensure progress is monitored.	Foundation stage will be consistently using a rota system to teach phonics at desks to support transition into KS1				
All staff will be trained, coached and supported in RWInc phonics teaching.		AJ and all staff	Adjusted 5 day timetable		All staff will be following the “What to teach when document”.	Lesson observations and individual feedback to staff provided	Lesson observations show improvement in practice.				
			Use of portal	£900							
			March development day – informal training	£600							
			Speeding up word reading through use of portal and Oxford Owl	£200		Development of lesson observation sheet.	Consistent use of the afternoon speeding up word reading in class sessions.				

Improved outcomes in phonics screening check for Years 1 and Year 2 recheck.		AJ, MS, NL, CA			Initial screening check carried out for Year 1 pupils.	Extra phonics sessions happening in class.	83% pass rate or above for year 1.			
						1:1 tutoring for pupils who are behind expectations.	Overall Year 2 92% pass.			
Improved parental understanding and engagement in teaching of phonics and early reading.		AJ and FS/KS1 staff	Parental engagement sessions		Foundation stage parent information session held.	Modelled lessons carried out				
					Year 1 parent information session held					
					Weekly virtual classroom links shared with parents.					
Monitoring and assessment		AJ/LO	Sound analysis grid to inform teaching steps  Use of more frequent assessment		Additional assessments carried out in autumn term – focus on children who aren't making expected progress and FS					
Policy		AJ/BA	Develop a Phonics and Early Reading Policy outlining the 3Is with detailed implementation and progress information.		Draft policy written.  3Is on website.	Policy finalised and agreed by governors.				
						On website.				

Resources										
To ensure that lessons are appropriately resourced to support good practise										
Objective	Start Date	Lead Person	Key actions	Resources (Cost if applicable)	Milestone 1	Milestone 2	Desired Outcome	Evaluation (RAG)		
								T2	T4	T6
All groups will be sufficiently resourced	Jul 23	AJ	Bid to FoBPs for resources – magnetic boards, letter tiles, pocket charts	£200 (FoBPs)	<p>Magnetic boards and tiles in use in FS on a rotating basis</p> <p>All RWInc spaces will have a relevant resources</p> <p>Group resource boxes set up and in use for each colour group.</p>	Staff will be using a signing in and out system and checking the colour group resources at the end of each term.	Resources will remain organised and easy to access to ensure the best progression for children			

1 to 1 tutoring and Fresh Start										
Accelerated progress for those who haven't met the expected standard in reading for all year groups.										
Objective	Start Date	Lead Person	Key actions	Resources (Cost if applicable)	Milestone 1	Milestone 2	Desired Outcome	Evaluation (RAG)		
								T2	T4	T6
1 to 1 tutoring will be effective and targeted.	Autumn	Amy Jennings	Interventions timetabled and monitored. Progress records to support staff to identify gaps.		Individual progress records used to monitor ongoing progress, combined with records of intervention to ensure consistency.					

Introduction of Fresh Start/TRUGs programme to support pupils in years 5 and 6	Jan 24		<p>Look at alternative programmes to support development of reading.</p> <p>Staff training</p> <p>Assessment of children</p>		<p>Fresh start assessments completed.</p> <p>Fresh start training carried out with relevant staff.</p>					
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