

# ACTION & IMPACT REPORT 2018/19



## AREA OF LEARNING: Reading

### PRIORITIES

1.3 To ensure the attainment of almost all groups of pupils is broadly in line with National averages and if below these, is improving rapidly. (WPT)

1.2 To ensure that for pupils generally, and specifically for disadvantaged pupils and pupils who have SEND, progress from starting points is above average across all subject areas. (WPT)

3.2 To ensure teachers are planning effectively and making maximum use of lesson time and coordinating lesson resources well. (WPT)

5.1 To ensure that pupils are confident, self-assured learners. Their excellent attitudes to learning have a strong, positive impact on their progress. They are proud of their achievements and of their school.

### SUCCESS CRITERIA

- Effective and immediate support is given for teachers seeking effective resources/practices/strategies to enhance whole class and reciprocal reading sessions through CPD in the form of staff meetings, informal observations (sharing and modelling best practice)
- Rigorous moderation between year groups and phases, ensuring accuracy and accountability for (and of) pupil progress and attainment schools
- Networking with other school leaders to explore effective practice and management of reading

- All SEND and vulnerable pupils are tracked effectively through school and all staff understand their own cohort needs.
- Planning is effectively used and pupils are targetted for specific and fluid intervention to accelerate learning in reading skills and reading comprehension.
- Children are making accelerated progress through the book band tracker and within Headstart progress tests in order to move in line with national for each year group.

- Teachers' CPD is used effectively through LA-led courses, modelled practice, networking opportunities with other schools
- Pupil learning is supported through quality-first class teaching, direct intervention
- Key questions are planned for texts using all of the content domains in reading.

- Reciprocal reading approaches are used in a variety of subjects to develop understanding of key vocabulary.
- Children are pro active in lessons and speaking with confidence and understanding about their learning.
- Reading challenges have a high percentage of children participating.
- Family book club engages parents with reading together with their children
- A celebration of reading achievements can be see through school.

## **Actions**

3.2 Developing the reciprocal reading approach to the teaching of reading

3.2 To ensure the literacy teaching journey is explicit and consistently approached throughout school.

3.2 To train staff in Pie Corbett process to ensure book study is consistent

1.2 To develop a clear and consistent approach to the literacy structure

3.2 To ensure L.I and S.C are differentiated clearly for literacy and used effectively in marking and feedback

1.2 To ensure an accurate and consistent approach to the assessment of reading and to quality assure assessment using internal and external partnerships within the WPT

5.1 celebrating literacy achievements through school – on displays, competitions, assemblies and using rewards systems effectively.

## **Impact**