



## Reading Action Plan 2020 - 2021

Objectives	Actions and Personnel	Resources/ Responsibly (Who)	Milestone 1 December 2020	Milestone 2 April 2021	Milestone 3 July 2021	Monitoring and Evaluation
<p><b>Monitoring</b></p> <p>Monitor teaching and learning of reading throughout the year</p>	<p>UH &amp; KF to carry out reading deep dive during the Autumn and Spring term. Check reading provision in classrooms (repeated text library, non-fiction books linked to topics, borrow a book scheme, vocab wall, reading rope displayed, gap analysis file), check reading records and listen to children read.</p> <p>UH and KF to carry out reading learning walk in the summer term to check next steps from the last deep dive have been actioned.</p>	UH & KF	First reading deep dive completed. Feedback will be provided.	Second deep dive completed. Feedback provided. Ensure next steps from the last deep dive have been actioned.	Reading learning walk completed.	<p>Milestone1:</p> <p>Milestone 2:</p> <p>Milestone 3:</p>
<p>Ensure gap analysis is being used effectively in each year group to fill gaps from lost learning time last year (COVID-19 school closure) and to provide appropriate next step targets in reading records</p>	UH to check that gap analysis reports are being updated termly in lower and upper school. KF to monitor EYFS.	UH & KF	All year groups will have updated their gap analysis files with data from the Autumn term.	All year groups will have updated their gap analysis files with data from the spring term.	All year groups will have updated their gap analysis files with data from the summer term, ready to pass on to the next class teacher.	<p>Milestone1:</p> <p>Milestone 2:</p> <p>Milestone 3:</p>
<p><b>Coverage and Progression</b></p> <p>Check coverage of national curriculum in each year group using target tracker</p>	Teachers to assess children against national curriculum statements for reading using Target Tracker (TT) statement. Teachers to do this termly. UH to check coverage.	All teachers	All TT reading statements to be up to date. UH to check coverage.	All TT reading statements to be up to date. UH to check coverage.	All TT reading statements to be up to date. UH to check coverage.	<p>Milestone1:</p> <p>Milestone 2:</p> <p>Milestone 3:</p>



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at the end of each term.						
<p>To ensure all pupils are making at least the expected amount of progress in reading.</p>	<p>Continue using Accelerated Reader (AR) throughout the school to ensure children are reading books with an appropriate level of challenge for them.</p> <p>Teachers and TAs to use diagnostic reports from AR to monitor progress for all pupils. Staff to do this on weekly basis so if any intervention is required, it can be done in good time.</p> <p>To use reading VIPERS to explicitly teach fluency and comprehension skills.</p> <p>To provide relevant/meaningful next steps targets, in reading records, using reading gap analysis to ensure children are progressing in their reading. Teachers and TAs to make these clear in reading records by writing 'N.S' next to the next step.</p>	<p>All teaching staff – AR reports</p> <p>All teachers – Reading vipers</p> <p>FP – data tracking</p> <p>Cost for AR renewal - £1546 for 140 pupils</p>	<p>Autumn term data to show pupils have made atleast the expected amount of progress.</p> <p>AR will have a positive impact on reading progress – increase in reading ages and ZPD ranges will reflect this</p> <p>Reading records will clearly evidence next step targets.</p>	<p>Spring term data to show pupils have made atleast the expected amount of progress.</p> <p>AR will have a positive impact on reading progress – increase in reading ages and ZPD ranges will reflect this</p> <p>Reading records will clearly evidence next step targets.</p>	<p>Summer term data to show pupils have made atleast the expected amount of progress.</p> <p>AR will have a positive impact on reading progress – increase in reading ages and ZPD ranges will reflect this</p> <p>Reading records will clearly evidence next step targets.</p>	<p>Milestone 1:</p> <p>Milestone 2:</p> <p>Milestone 3:</p>
<p>To raise achievement in KS1 and KS2 by improving children's reading comprehension skills</p>	<p>To use reading VIPERS to explicitly teach fluency and comprehension skills. Year 6 to use the KS2 question level analysis to inform reading VIPER planning.</p> <p>Year 6 and Year 2 to have focussed reading comprehension groups for targeted pupils.</p>	<p>KL &amp; EC</p>	<p>Autumn term data to show an increase in the percentage of pupils achieving ARE.</p>	<p>Spring term data to show an increase in the percentage of pupils achieving ARE.</p>	<p>Summer term data to show an increase in the percentage of pupils achieving ARE.</p>	<p>Milestone 1:</p> <p>Milestone 2:</p> <p>Milestone 3:</p>



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<p><b>Assessment</b></p> <p>To accurately assess children's progress in reading</p>	<p>Teachers to assess children termly using NFER reading tests.</p> <p>Children to also take Star Reader test at the end of each half term to assess reading progress and generating an up to date reading age and ZPD range.</p> <p>Weekly assessments to take place using reading diagnostic reports that are displayed in classroom. Teachers/TA to use this to set small, achievable targets for key children to try and achieve by the following week. Targets could be linked to average percentage correct number of quizzes taken or engaged reading time per day.</p>	<p>All teachers</p>	<p>All year groups will have up to date NFER scaled scores for reading.</p> <p>All children will have a new reading age and ZPD stickers in reading records that reflect the most recent Star Test results.</p>	<p>All year groups will have up to date NFER scaled scores for reading.</p> <p>All children will have a new reading age and ZPD stickers in reading records that reflect the most recent Star Test results.</p>	<p>All year groups will have up to date NFER scaled scores for reading.</p> <p>All children will have a new reading age and ZPD stickers in reading records that reflect the most recent Star Test results.</p>	<p>Milestone1:</p> <p>Milestone 2:</p> <p>Milestone 3:</p>
<p><b>Culture capital</b></p> <p>Provide children with opportunities/provisions that will add to their cultural capital</p>	<p>Provide children with a vocab rich environment to add to their repertoire of words – vocabulary displayed on all working walls.</p> <p>Each year group to continue displaying a 'Word of the Week' to add to their bank of 'tier two vocabulary.'</p> <p>Continue to provide children with a weekly newspaper so they can read about worldwide events which will add to their knowledge of the world and current affairs. Share on Seesaw so parents can also engage with this.</p> <p>Continue to expose children to a variety of genres and poems. Through the repeated text library,</p>	<p>All teachers</p> <p>Cost of Author - £100</p>	<p>Non-fiction November to have taken place.</p>	<p>-</p>	<p>Author visit to have taken place.</p>	<p>Milestone1:</p> <p>Milestone 2:</p> <p>Milestone 3:</p>



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	<p>Non-fiction November and poem of the month.</p> <p>Arrange for an author visit during the summer term to inspire children to read and write.</p>					
<p><b>CPD</b></p> <p>To ensure teaching assistants/ support staff are trained on using the gap analysis</p>	<p>Provide training to teaching assistants/support staff on how to effectively use the gap analysis report to set meaningful next step targets for children. (Autumn term)</p>	UH	TA will be trained on how to provide meaningful next step targets,			<p>Milestone 1:</p> <p>Milestone 2:</p> <p>Milestone 3:</p>
<p>To ensure that new staff and NQTs are provided with training on how we teach and assess reading at DF.</p>	<p>Provide training to new members of staff on how we use AR to monitor reading progress, how we use star reader tests to assess children and how we use reading VIPER sessions to teach comprehension and fluency.</p>	UH	New staff will be aware of how we teach and assess reading.			<p>Milestone 1:</p> <p>Milestone 2:</p> <p>Milestone 3:</p>
<p><b>SEND Provision</b></p> <p>To ensure SEND children make good progress in their reading.</p>	<p>Closely monitor reading progress for SEND children using weekly AR reports, NFER tests and Star Reader tests.</p> <p>Teachers to use the progression of skills document to differentiate reading task for SEND children, only if needed.</p>					<p>Milestone 1:</p> <p>Milestone 2:</p> <p>Milestone 3:</p>
<p><b>Working at depth</b></p> <p>To increase the percentage of pupils achieving greater depth at the end of KS1 and KS2</p>	<p>Children working at greater depth in reading will be clearly identified and tracked on TT.</p> <p>Greater depth reading groups to be put in place for year 2 and year 6.</p>	All teachers	<p>GD pupils will be clearly visible on target tracker.</p> <p>Teachers will know who their GD pupils have provisions in place for them.</p>	<p>GD pupils will be clearly visible on target tracker.</p> <p>Teachers will know who their GD pupils have provisions in place for them.</p>	<p>GD pupils will be clearly visible on target tracker.</p> <p>Teachers will know who their GD pupils have provisions in place for them.</p>	<p>Milestone 1:</p> <p>Milestone 2:</p> <p>Milestone 3:</p>



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	All teachers to attend the trust 'teaching from the top' meeting in the Autumn term.		Data will show GD pupils making at least expected progress.	Data will show GD pupils making at least expected progress.	Data will show GD pupils making at least expected progress.  Percentage of pupils working at GD across all year groups to have increased.	
<b>Resourcing</b>	Purchase new reading records so they are ready for children on the first day back in September.	Cost - £67.50 for 200 reading records	All children will have a new reading record on the first day of the academic year			Milestone 1:  Milestone 2:  Milestone 3:
<b>Love of reading</b>	Raise the profile of reading and celebrate reading achievements by announcing the 'Reading Champions,' in Gold Book.  Continue to use the AR display in library so children can monitor their own progress.  Continue to promote the school library.  Continue to use the 'Borrow a Bedtime Story Scheme' to promote the love of reading and reading for pleasure. Allow children to take home texts of their choice.  Promote the love of reading by celebrating World Book Day.	All teaching staff				Milestone 1:  Milestone 2:  Milestone 3:
Creating a positive profile of reading throughout school and developing reading for pleasure						



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	Reading record wrist band scheme to promote parental engagement					
<b>Phonics</b>						
<p>To maintain the % pass rate is in line or above National for the Phonics Screening Check.</p> <p>To ensure the % for the Reading ELG for the end of EYFS is in line or above National.</p> <p>To increase the % of Exceeding ELG judgement for Reading and Writing at the end of EYFS.</p>	<p>To continue to follow and monitor the scheme Read, Write, Inc. which groups from Nursery – Y1 with some Y2/Y3 children added.</p> <p>Read, Write, Inc. training to be delivered to core staff members – Fiona O, Siobhan, Emma K, Alyson, Carole, Kizzy.</p> <p>Expectations and support in place for parents to support home learning.</p>	<p>Read, Write, Inc. Writing books order. £1000. (KF)</p> <p>Read, Write, Inc. Training – funded by the English Hub. (KF)</p> <p>Phonics Play Subscription to be renewed. £100. (KF)</p> <p>Story/Phonics café, phonics presentation and stay and play. (KF)</p>	<p>All children to be re-baselined for RWI groupings.</p> <p>New groups to be set-up and running.</p> <p>KF – RWI monitoring learning walk.</p> <p>Intervention in place for any lost learning due to COVID-19 lockdown.</p> <p>RWI groups re-assessed before the end of Autumn 2.</p> <p>Phonics presentation to parents.</p> <p>RWI training completed – if not completed in June due to COVID-19.</p> <p>Story Café – in parent’s week.</p> <p>RWI writing book order. Check.</p>	<p>RWI phonics groups in place.</p> <p>KF – RWI monitoring learning walk.</p> <p>RWI writing book order. Check.</p> <p>RWI groups re-assessed before the end of Spring 2.</p> <p>Year 1 target children identified for intervention.</p> <p>Phonics club up and running (KF).</p> <p>Phonics presentation to parents – focus on screening check.</p> <p>Story Café.</p>	<p>RWI phonics groups in place.</p> <p>KF – RWI monitoring learning walk.</p> <p>RWI writing book order. Check.</p> <p>RWI groups re-assessed before the end of Summer 2 in preparation for September’s new groups.</p> <p>Year 1/2 Phonics Screening Check completed, data sent off.</p> <p>Any Y1 children not passed the PSC/low score to have a RWI groups established for at least Autumn 1 (low score) or the year (not passed).</p> <p>Any case studies to be created for Y2 children not passed the retake.</p>	<p>Milestone 1:</p> <p>Milestone 2:</p> <p>Milestone 3:</p>



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					Phonics club up and running (KF). Story Café.	
Projected to be spent:	£2813.50					
Total Budget Allocated:	£					