

KEY PRIORITY 1

- Leaders place the highest priority on developing pupils’ knowledge and skills in early reading. As a result, all pupils, including the lowest 20% (unless on EHCPs), achieve the expected standard or above in the Year 1 / 2 phonics check and achieve well in reading by the end of year 2. As a result, all pupils are sufficiently well prepared to access the full curriculum in Year 3.
- **Rationale:** At Lew Trenchard we believe that all pupils can achieve in Reading, both for pleasure and in their comprehension and understanding. We do not put ceilings on what pupils can achieve and we do not hold pre-conceptions about any pupils’ ability to make progress. We believe through reading, pupils will have a chance to develop culturally, emotionally, intellectually, socially and spiritually. We feel that reading enables pupils both to acquire knowledge and to build on what they already know.

Success criteria	Evaluation questions
<ul style="list-style-type: none"> • The quality of education in reading is securely good based on the following criteria: <ul style="list-style-type: none"> • the school is determined that every pupil will learn to read, regardless of their background, needs or abilities. All pupils, including the weakest readers, make sufficient progress to meet or exceed age-related expectations • stories, poems, rhymes and non-fiction are chosen for reading to develop pupils’ vocabulary, language comprehension and love of reading. Pupils are familiar with and enjoy listening to a wide range of stories, poems, rhymes and non-fiction • the school’s phonics programme matches or exceeds the expectations of the national curriculum and the early learning goals. The school has clear expectations of pupils’ phonics progress term-by-term, from Reception to Year 2 • the sequence of reading books shows a cumulative progression in phonics knowledge that is matched closely to the school’s phonics programme. Teachers give pupils sufficient practice in reading and re-reading books that match the grapheme-phoneme correspondences they know, both at school and at home • reading, including the teaching of systematic, synthetic phonics, is taught from the beginning of Reception • the ongoing assessment of pupils’ phonics progress is sufficiently frequent and detailed to identify any pupil who is falling behind the programme’s pace. If they do fall behind, targeted support is given immediately • the school has developed sufficient expertise in the teaching of phonics and reading. 	<ul style="list-style-type: none"> • <i>Are all pupils on track to achieve at least the expected standards in reading / phonics by the end of the EYFS, Y1 and Y2? If this is not the case what are leaders doing to address this?</i> RWI introduced to ensure consistency across the whole school, raise expectations and ensure high aspirations for all pupils, providing a regular assessment timetable and flight path tracker (therefore it is clear to identify any pupils who are falling behind). 1-2-1 RWI for those pupils. What is the impact? Raise standards in phonics, reading and spelling. • <i>How do leaders ensure that the teaching of early reading is prioritised?</i> Starting from pre-school, reading is a priority across the school. In pre-school, focusing on starting a love of reading (daily votes for class read), nursery rhymes (evidence based research underpins how nursery rhymes provide early opportunities to develop phonological awareness, rhyme etc.), lending library (starting from toddlers) and an inviting reading area/lending library. Whole school training (RWI, whole class GR from Rec up), protected Reading leader time to ensure phonics/reading teachers are supported/coached, assessments are consistent etc. Embedded timetable to ensure daily reading from first day of academic year. Communicating with parents/carers and all of the school community. • <i>Do teachers across the school regularly read to children?</i> Yes, daily. Whole school time tabled class read time as well in in cross-curricular lessons and Worship. • <i>Are story times engaging and promote a love of books?</i> Yes, pupil

conferencing/monitoring reflects this. Teachers/pupils choose books that they are passionate about.

- *How effective is the school at getting parents to love reading to their children?* Through newsletters, Class Dojo, consistent displays of class reads across the whole school and parent carer meetings (longer one to one meetings as well as specific reading meetings) the school is continuously raising the profile of reading. Introducing a lending library for the youngest pupils (toddlers). The school is now working on engaging parents who do not attend meetings or come to school (for example for those pupils who come to school via bus).
- *How effective is the school's phonics programme in enabling pupils to achieve well? Are expectations sufficiently high and enable pupils to acquire new sounds incrementally?* Historically, the school did not follow one programme and the teaching of phonic had been inconsistent, phonics was taught in isolation and the opportunity to apply the phonics skills taught was not offered consistently – this is why we have introduced RWI and trained as many staff as possible to ensure that the programme is taught consistently and expectations are high. Resources have been purchased to ensure that reading books match the phonemes being taught. RWI training delivered and the scheme initially implemented in Spring 1.
- *How effective are school strategies in ensuring that all children; remember the sounds of letters, digraphs and trigraphs (mnemonics, repetition); blend the sounds into words; read exception words; learn correct letter formation; and learn to spell?* The effective teaching of phonics follows four structural elements: revisit, review, teach and practise and apply. This underpins the RWI structure that staff have been trained to deliver and the Reading Leader will monitor. This consistent structure ensures that children can remember the sounds they are taught. For those pupils who find this challenging (identified through both formative and summative assessment), one-to-one tutoring is provided.
- *Is there an appropriate match between books that pupils read and their phonic stages of development?* Yes, new resources purchased to ensure this (both the books read in school and book bag books).
- *Do leaders ensure that phonics starts early on in reception?* Yes, phonics teaching begins on the first day of the academic year.
- *Do leaders ensure that there are clear end points for pupils' acquisition of phonic knowledge at the end of each term – e.g. How many sounds will*

	<p>children be able to read at the end of each term? Yes, clearly provided through the RWI programme, monitored by the Reading Leader/SLT.</p> <ul style="list-style-type: none"> • <i>How effective are the school's strategies in tracking pupils progress in phonics and ensuring that when pupils, including SEND, disadvantaged and pupils new to the school, fall behind, they are enabled to catch up quickly?</i> Regular assessments by the Reading Leader (six weekly) clearly recorded on the RWI tracker which provides a clear flight path that identifies pupils who fall behind, these pupils then receive intervention (daily in EYFS/KS1 and three times a week in KS2). Implemented Spring 1. • <i>How effective are leaders' actions in ensuring that all staff have the necessary expertise to teach early reading, particularly for the weakest readers?</i> Strongest phonics/reading teachers teach the weakest pupils. Reading Leader time protected to ensure that she can support/coach staff as needed. Whole school training delivered. Weekly meetings delivered by the Reading Leader to support staff. Reading Leader is supported by H of S who has been a Reading Leader. Also ongoing support for school from RWI (Development days booked in as well as email/phone support).
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AUTUMN TERM

Start / end dates	ACTIONS	KEY MILESTONES (to include key dates by which point impact should be evident)	SUPPORT Who is responsible & who will provide support?	MONITORING How? Who? When?	OUTCOMES / IMPACT
Sept 2019 (for EYFS/ Year 1) – ongoing Dec 2019 – Whole School	<p>Teachers ensure that assessments of pupils' phonics progress are sufficiently detailed to identify any pupils who are falling behind the programmes pace, and targeted support is given. This includes, pupils with SEND, the disadvantaged and pupils who are new to the school.</p> <p>Dec. 2019 assessment data: EYs (cohort of) - % of children with on entry points</p>	<ul style="list-style-type: none"> • By Dec 2019: <ul style="list-style-type: none"> • teachers / leaders have a precise understanding of which pupils need to catch up. • teachers have submitted their phonic assessment results to HoS / EHT. • appropriate action has been taken to ensure that these pupils are receiving well-targeted, daily support in order to catch up 	<p>Class teachers English lead HoS EHT</p>	<ul style="list-style-type: none"> • HoS to meet with teachers concerned to discuss the standards in reading / phonics across the EYs and KS1. Next steps to be established. • HoS / EHT to monitor: <ul style="list-style-type: none"> • the quality of phonics teaching both in and outside of lessons during the w/b 07/10/19 <p>To include,</p>	<ul style="list-style-type: none"> • Teachers have an accurate understanding of their pupils' starting points in reading / phonics. • All pupils who are falling behind in phonics / reading catch up quickly and achieve well over time, including the lowest 20% of pupils.

	<p>in reading at 30-50 / 40 – 60m:</p> <p>Y1 (cohort of)</p> <ul style="list-style-type: none"> % of pupils currently on track to meet phonics standard: <p>Y2 (cohort of)</p> <ul style="list-style-type: none"> % of pupils currently on track to meet phonics standard: <p>Y2</p> <ul style="list-style-type: none"> % of pupils on track to meet the expected standard in the end of KS1 reading assessments: <p>See RWI tracker for details</p>	<ul style="list-style-type: none"> Further phonics results are submitted to leaders every 3 weeks there after – provision for additional phonics support is adapted accordingly. By the end of the autumn term 2019: <ul style="list-style-type: none"> %+ of children in the EYs are on track to secure the expected standard in reading. % of pupils in Y1 are on track to meet the expected standard in phonics All pupils in Y2 are on track to meet the expected standard in phonics % of pupils are on track to achieve the expected standard or above in the end of KS1 reading assessments. 		<p>observing the CT supporting pupils who are catching up to see first-hand what progress they are making.</p> <ul style="list-style-type: none"> Monitoring visits from the SIL / English SLE to confirm the accuracy of leaders' views on the quality of teaching in phonics / reading (dates of visits specified above) 	
Sept 2019	<p>Children who enter the reception class are moved swiftly into the schools systematic, synthetic phonics programme from the start. No time is lost. H of S modelled RWI so that Great Links could start following the programme rather than waiting for whole school training. Shared resources from St Cath's until LT purchase their own.</p>	<ul style="list-style-type: none"> By the 13th September a regime of daily phonics is fully underway for all children in the EYs. 	Class teacher	<ul style="list-style-type: none"> HoS visits EYs to check / observe that phonics programme is well underway by the 18th September. 	<ul style="list-style-type: none"> Children in reception start learning their letter-sound correspondences from the first week back. Information shared with parents/carers through parent meetings.
Sept 2019 – Oct. 2019	<p>Leaders satisfy themselves that the school's phonic programme / sequencing of learning sufficiently matches / exceeds the expectations set out in the NC. – see English hub</p>	<ul style="list-style-type: none"> By 28th September leaders have reviewed the school's phonics programme and planned in any necessary changes. 	Class teacher HoS English lead	<ul style="list-style-type: none"> HoS / English lead to check phonics programme against NC expectations. 	<ul style="list-style-type: none"> Teachers / leaders have a precise expectation of the number of sounds that children should be able to read by the end of the autumn term (could not get the training before Dec/Jan),

	audit/action plan which identifies findings and planning for the future.				and then term-by-term thereafter.
Sept 2019 – Oct 2019	Leaders review the reading books to ensure that the books that children read closely match their stages of development in the school's phonics programme. Book bag books purchased that match the phonic scheme – match funding secured through English Hub.	<ul style="list-style-type: none"> By 28th September leaders have identified any shortcomings in the available reading books and are taking the necessary steps to address this. By the end of the autumn term reading books are suitably matched to the school's programme. 	HoS EHT MAT	<ul style="list-style-type: none"> English SLE / SIL to visit in early December to check that books match sounds. 	<ul style="list-style-type: none"> Reading books are well matched to pupils' phonic stages of development enabling them to apply their phonic knowledge with a good degree of success and accuracy. Information also shared with parents/carers.
Sept 2019 – Dec 2019	Leaders undertake an audit of teaching skills and expertise in early reading and phonics. As a result, where there are gaps in staff expertise training is provided.	<ul style="list-style-type: none"> By the 30th September staff who need additional training have been identified and are receiving appropriate support. By the end of the autumn term all staff who teach early reading have sufficient expertise (training attended January 2020 – ongoing monitoring by RL to support/coach staff as needed) 	HoS EHT MAT	<ul style="list-style-type: none"> Leaders to monitor and evaluate the impact of any training in early reading / phonics during the latter half of the autumn term. (to include observing teachers hearing weaker pupils read) 	<ul style="list-style-type: none"> The school has developed sufficient expertise in the teaching of phonics and reading.
Sept 2019 - ongoing	Staff foster a love of reading across the school.	<ul style="list-style-type: none"> By the 23th September daily class story times across the all classes have been established. Pupils are actively involved in deciding what texts they will listen to (voting system established in pre-school, reception and Year 1. Years 2, 3, 4 and 5 voting between two texts from Spring 1. Year 6 has been using whole class guided text (from our 100 reads) during Autumn term but will vote/offer suggestions moving forward. 	Teachers HoS EHT	<ul style="list-style-type: none"> Leaders to talk to pupils about their love and enjoyment of books and how this is promoted in the classroom during the w/b 13/01/2020 Leaders to monitor / visit classes to see to check that shared story time is a consistent feature in all classes – ongoing. 	<ul style="list-style-type: none"> Stories, poems, rhymes and non-fiction are chosen for reading to develop pupils' vocabulary, language comprehension and love of reading. Pupils are familiar with and enjoy listening to a wide range of stories, poems, rhymes and non-fiction. Discussions with pupils highlight their love of reading. All teachers actively promote a love of reading.
Sept 2019 –	Teaching and learning in Y1/ 2 reading are well aligned with the	<ul style="list-style-type: none"> By the 28th September the content, coverage, sequencing 	Teachers HoS	<ul style="list-style-type: none"> Leaders to review the quality of 	<ul style="list-style-type: none"> At least 90% of pupils are on track to achieve the expected standard or

<p>Dec 2019</p>	<p>expectations within the NC to ensure that pupils acquire age-appropriate skills in understanding, inference, prediction & discussion. Where there are gaps in pupils' reading abilities, these are swiftly identified, and well-targeted support is put in place.</p> <p>Yr 1 Yr 2 77% (83% disaggregated, EHCP pupil) on achieved/on track for ARE + at end of Autumn 1 from SATS assessment. Two pupils achieved scaled scores of 94/95 are receiving intervention to develop comprehension skills as well as fluency.</p>	<p>and opportunities for pupils to revisit prior knowledge and skills in reading have been reviewed and any necessary changes have been made.</p>	<p>EHT</p>	<p>planning in reading by the end of Sept 2019. Whole class guided reading introduced Autumn 2019.</p> <ul style="list-style-type: none"> • Leaders to undertake monitoring to check the quality of teaching in reading throughout Autumn Term. 	<p>above in reading by the end KS1.</p>
<p>Jan 2020</p>	<p>Individual action plans for SEND and disadvantaged pupils are suitably focused on accelerating their progress in reading.</p>	<ul style="list-style-type: none"> • By the end of January EHCPs (where appropriate) / SEN support plans are in place and meet with the approval of the SENCo. • EHCPs / support plans are review regularly and adapted according – ongoing. 	<p>Teachers SENCo HoS EHT</p>	<ul style="list-style-type: none"> • Leaders / SENCo to monitor quality of SEND provision in reading throughout Autumn Term. 	<ul style="list-style-type: none"> • Almost all of the lowest 20% of pupils are moving closer to age related expectations in reading and are on track to meet these by the end of the academic year. <p>Out of 92 pupils in the school, there are 6 with EHCP's. Only two would not be disaggregated as four are unable to access a mainstream curriculum.</p>

SUMMATIVE EVALUATION