

Rationale: Children who are not able to read the texts and material of the curriculum for their year group will, after Year 1, start to fall behind their peers in most subjects in primary school. This exposes children to the risk of curriculum dysfluency as gaps in their learning accumulate as they progress through the school. Much of the knowledge taught in the curriculum is hierarchical. If gaps in foundational knowledge occur, later learning becomes increasingly difficult and the attainment gap with peers widens. Data indicates that disadvantaged learners are more at risk of this cumulative dysfluency.

Based on this high level overview, reading subject leaders will draw up their own action plans. These plans will include details of timings and resources along with other aspects of reading development e.g. the enjoyment of reading, development of monitoring arrangements. To support implementation, Phase Leaders will also be cognisant of the outcomes of this plan when setting appraisal objectives.

Aim: To enable the vast majority of all groups of pupils to read at an age appropriate level, that enables them to fully access the curriculum for their year, particularly those with low prior attainment, disadvantage and SEND.

Reception – Objectives 2022-23:

1. All children, who do not have a significant, cognitive SEND need, achieve the ELG for reading. The target group includes those who have had weaker preschool curriculum experiences and those who have been held back by social disadvantage.
2. Pupils with a significant, cognitive SEND need, achieve ambitious reading targets. These targets are set out in IEPs and are based on the most pertinent priorities for each individual child, from the simple view of reading.

Word Reading ELG - Children at the expected level of development will:

- Say a sound for each letter in the alphabet and at least 10 digraphs
- Read words consistent with their phonic knowledge by sound-blending
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

High level view of actions – Reception

	Lead
• To identify before entry and on entry, those children who are likely to need immediate <u>catch up</u> support in phonics.	EYFS Rec Phase Leader
• To <u>screen</u> children on entry to Reception using appropriate diagnostic approaches that identify those who have fallen behind expected levels of development because of personal experience and those who have fallen behind due to cognitive impairment. (Existing objective assessment information that identifies SEND can also be used).	SENCO with the support of the EYFS Phase Leader
• To <u>provide catch up support</u> in phonics to those who enter below expected levels of development due to personal experience to enable them to be able to participate fully in the SOL for Reception	EYFS Rec Phase Leader
• To provide next step learning objectives for pupils with complex <u>SEND</u> that initiates an ambitious cycle of <u>assess, plan, do, review</u> to support the best possible outcomes in reading.	SENCO with EYFS PL
• To <u>identify on entry</u> , those children who are <u>likely to</u> need immediate <u>keep up support</u> in phonics and provide all children with the necessary additional intervention including the engagement of parents. These children are likely to fall behind the SOL without keep up support from the beginning.	EYFS Rec Phase Leader

Year 1 – Objectives 2022-23:

1. All children, who do not have a significant, cognitive SEND need, achieve the expected standard in the Year 1 phonics check
2. Pupils with a significant, cognitive SEND need, achieve ambitious reading targets. These targets are set out in IEPs and are based on the most pertinent priorities for each individual child, from the simple view of reading.
3. Pupils are well prepared for the Year 2 curriculum as they have acquired the phonic knowledge that they need (see above) and the language comprehension skills that they need through:
 - Matching the objectives of the POS to content the sections of text being read so that they are to deepen understanding of the book / poem
 - Providing pupils with the opportunity to recall and build the reading skills of the POS by repeatedly applying them to class texts across the year
 - Ensuring LPA pupils focus on and secure the key knowledge

High level view of actions – Year 1

	Lead
• To use <u>assessment information</u> transferred from Reception to identify children's starting points in the Phonics SOL and use this information to: • Identify prior learning that needs to be reviewed at the start of the year to <u>address memory loss</u> over the summer • Identify children who need immediate <u>catch up intervention</u> to close gaps in learning with the rest of the class due to underachievement • To identify children who will need <u>keep up support</u> and plan how to maintain their progress through the SOL with the rest of the class • To provide next step learning objectives for pupils with complex <u>SEND</u> that initiates an ambitious cycle of <u>assess, plan, do, review</u> to support the best possible outcomes in reading.	Year 1 CTs with support from KS1 AHT and SENCO
• To maintain <u>additional, timetabled teaching resources</u> to enable: • Monday – Tuesday registration time keep up and catch up interventions • Wednesday – Thursday registration time: pre teaching of comprehension lesson to LPA pupils • Carousel activity covering games and reading on a Monday and Tuesday afternoon: used for guided reading sessions from Letter and Sounds unlocked (MPA and HPA pupils) and 1:1 assessment of needs and tracking for LPA pupils. • Daily phonics keep up and catch up wave 2 support	Timetabling – AHT Resourcing – HT and Governing Body
• <u>Training</u> for staff in implementation of and fidelity to Letters and Sounds Unlocked	AHT
• Complete the <u>POS for reading comprehension</u> – retrieval, sequencing, vocabulary, explanation	HT with support from AHT
• Embed use of <u>inference and prediction POS</u> • Training on structure of purpose of element of the plans especially teaching to the component knowledge	HT and AHT

- Understanding ‘why this, why now’ i.e. how current learning fits into the sequence of learning and the importance of fidelity to the content - The importance of securing the key knowledge for LPA pupils to prepare them for Year 2 and support access to the Year 2 curriculum - Using lesson visits to discuss the implementation of the POS, lesson coherence and the impact of seen teaching approaches on working memory	
- Review the IEP format for reading so that: - They focus on primary learning needs and differentiate these from secondary, consequential needs e.g. those related to learning self-esteem - IEP objectives follow the prioritisation of reading needs set out in DFE guidance on early reading and the expectations set out in the Ofsted framework - IEP objectives for reading are directly linked <u>to key knowledge</u> set out in the programmes of study for phonics and reading comprehension and dovetail with wave 1 and wave 2 provision	HT with SLT

Year 2 – Objectives 2022-23: - All children, who do not have a significant, impeding cognitive SEND need, achieve the <u>expected standard</u> in the Year 2 phonics check – most SEND pupils have acquired the expected decoding skills and the remainder of the Phase 5b of the SOL. - Pupils with a significant, impeding cognitive <u>SEND need</u>, achieve ambitious reading targets. These targets are set out in IEPs and are based on the most pertinent priorities for each individual child, from the simple view of reading. - Pupils are well <u>prepared for the Year 3</u> curriculum as they have acquired the phonic knowledge and the language comprehension skills that they need through: - Matching the objectives of the POS to content the sections of text being read so that, through focused teaching, children demonstrate a deep understanding of the book / poem being studied - Providing pupils with the opportunity to recall and build the reading skills of the POS by repeatedly applying them to class texts across the year - Ensuring LPA pupils focus on and secure the key knowledge	
High level view of actions – Year 2	Lead
- To use <u>assessment information</u> transferred from Year 1 to identify children’s starting points in the Phonics SOL and use this information to: - Identify prior learning that needs to be reviewed at the start of the year to <u>address memory loss</u> over the summer - Identify children who need immediate <u>catch up intervention</u> to close gaps in learning with the rest of the class due to underachievement - To identify children who will need <u>keep up support</u> and plan how to maintain their progress through the SOL with the rest of the class - To provide next step learning objectives for pupils with complex <u>SEND</u> that initiates an ambitious cycle of <u>assess, plan, do, review</u> to support the best possible outcomes in reading.	Year 1 CTs with support from KS1 AHT and SENCO
- To maintain <u>additional, timetabled teaching resources</u> to enable: - Monday – Tuesday registration time keep up and catch up interventions - Wednesday – Thursday registration time: pre teaching of comprehension lesson to LPA pupils - Carousel activity covering games and reading on a Monday and Tuesday afternoon: used for guided reading sessions from Letter and Sounds unlocked (MPA and HPA pupils) and 1:1 assessment of needs and tracking for LPA pupils. - Daily phonics keep up and catch up wave 2 support	Timetabling – AHT Resourcing – HT and Governing Body
<u>Training</u> for staff in implementation of and fidelity to Letters and Sounds Unlocked	AHT
Complete the <u>POS for reading comprehension</u> – retrieval, sequencing, vocabulary, explanation	HT with support from AHT
- Embed use of <u>inference and prediction POS</u> - Training on structure of purpose of element of the plans especially teaching to the component knowledge - Understanding ‘why this, why now’ i.e. how current learning fits into the sequence of learning and the importance of fidelity to the content - The importance of securing the key knowledge for LPA pupils to prepare them for Year 2 and support access to the Year 2 curriculum - Using lesson visits to discuss the implementation of the POS, lesson coherence and the impact of seen teaching approaches on working memory	HT and AHT
- Review the IEP format for reading so that: - They focus on primary learning needs and differentiate these from secondary, consequential needs e.g. those related to learning self-esteem - IEP objectives follow the prioritisation of reading needs set out in DFE guidance on early reading and the expectations set out in the Ofsted framework - IEP objectives for reading are directly linked <u>to key knowledge</u> set out in the programmes of study for phonics and reading comprehension and dovetail with wave 1 and wave 2 provision	HT with SLT

Example timetable for KS1

Year 1 Class A	8:45- 9:15	9:20-9:40 (20 mins)	9.40-10.35 (55 mins)		10.35- 10.50	10:50- 11.05	11.10- 11:55		12.00- 12:15	12:15- 12:45	12:45- 1:00	1.00-2.55 Flexible play time/ brain break				
Monday	Registration - Individual reading Catch-up phonic interventions	Phonics	Maths ➤ Feedback / pre teaching ➤ Whole class teaching input ➤ Hinge question ➤ 2 nd wave of teaching or independent work		Assembly	Break	Writing		Outdoor play	Lunch (in classroom)	Outdoor play	Science (30 mins)	1:1 reading	Science (60 mins)		
													GAMES- FW 1:30-2:00			
Additional support in Y1	TA - SEN Phonics TA2 - Catch-up phonics	TA - SEN Phonics	All children in class during teaching input	TA additional support for SEN TA2 -Catch-up support			All children in class during teaching input	TA additional support for SEN TA2 -Catch-up support				TA - phonics catch-up (until 2.00)	TA - 1:1 reading TA2 - 1:1 reading	TA - phonics keep- up then 1:1 interventions (including handwriting focus group)		
Tuesday	Registration - Individual reading - Pre teaching of reading lesson for LPA	Phonics	Maths ➤ Feedback / pre teaching ➤ Whole class teaching input ➤ Hinge question ➤ 2 nd wave of teaching or independent work		Assembly	Break	Writing		Outdoor play	Lunch (in classroom)	Outdoor play	Whole class reading –VIPERS Base on class text	2nd wave of teaching input or independent work to consolidate learning	1:1 reading	History (in rotation with geography) (60 mins)	
														GAMES- FW 1:30-2:00		
Additional support in Y1	TA & TA2 - pre-teaching reading	TA - SEN Phonics TA2 - SEN Phonics	All children in class during teaching input	TA additional support for SEN TA2 -Catch-up support			All children in class during teaching input	TA additional support for SEN TA2 -Catch-up support				All children in comprehension lesson	TA - 1:1 reading	SL- phonics keep-up then 1:1 interventions (Including handwriting focus group)		
Wednesday	Registration - Individual reading - Catch-up phonic interventions	Phonics	Maths ➤ Feedback / pre teaching ➤ Whole class teaching input ➤ Hinge question ➤ 2 nd wave of teaching or independent work		Class singing assembly	Break	Writing		Outdoor play	Lunch (in classroom)	Outdoor play	Music (termly rotation with RE) (25 mins)	Art (on rotation with DT) (60 mins)		Handwriting	
Additional support in Y1	TA - SEN Phonics TA2 - Catch-up phonics	TA - SEN Phonics TA2 - SEN Phonics	All children in class during teaching input	TA additional support for SEN TA2 -Catch-up support			All children in class during teaching input	TA additional support for SEN TA2 -Catch-up support				TA - class support incl. 1:1 readers TA2 - keep up phonics/ 1:1 interventions			TA - fine motor skills IEP work	
Thursday	Registration - Individual reading - Pre teaching of reading lesson for LPA	Phonics	Maths ➤ Feedback / pre teaching ➤ Whole class teaching input ➤ Hinge question ➤ 2 nd wave of teaching or independent work		Awards assembly	Break	Writing		Outdoor play	Lunch (in classroom))	Outdoor play	PE (1.00) (30 mins) Group A	1:1 reading (30 mins) Group B	Whole class reading –VIPERS Base on class text	2nd wave of teaching input or independent work to consolidate learning	
												Groups A and B rotate				
Additional support in Y1	TA - SEN Phonics TA2 - Catch-up phonics	TA - SEN Phonics TA2 - SEN Phonics	All children in class during teaching input	TA additional support for SEN TA2 -Catch-up support			All children in class during teaching input	TA additional support for SEN TA2 -Catch-up support				TA - 1:1 reading	TA- keep-up phonics	All children in comprehension lesson		
Friday	Registration - Individual reading - Pre teaching of reading lesson for LPA	Phonics	Handwriting	PHSE (25 mins)	Maths Retrieval practice and assessment. LPA – retrieval test MPA – retrieval test	Maths Retrieval practice and assessment. MPA – review test with CT HPA – retrieval test	Maths Retrieval practice and assessment. HPA - review test with TA LPA - review test with CT	Whole class reading – VIPERS Base on class text (20 mins) can be finished before Golden time when needed	Outdoor play 11.15-11.40	Lunch (in classroom)	Outdoor play	Computing (60 mins)		Golden time Reward time earned by individuals not whole class (no free rides and golden time must be for 'golden' behaviour) Part of or all of session will be missed if behaviour does not match expected standards. Opportunity for 1:1 feedback with CT or 1:1 reading		
					Dance – AH 10.25-10.50	10:50- 11.15	11.15-11.40									
Additional support in Y1	TA - SEN Phonics TA2 - Catch-up phonics	TA - SEN Phonics TA2 - SEN Phonics	TA - IEP fine motor group	TA - 1:1 readers	TAs in class supporting groups			All children in comprehension lesson				TAs- 1:1 reading 1:1 interventions TA & TA2- keep-up phonics				

Year 3 – Objectives 2022-23: - All children, who are not secure in their decoding skills (e.g. those who have a significant, impeding cognitive SEND need or are new to the school) provided with daily phonics lessons to: - enable them to read unfamiliar words (words that have not been decoded before) by saying the sounds corresponding to the letters in the words and then blending the sounds together, either aloud or silently - automate reading familiar words accurately and silently ‘at a glance’, that is, no longer saying the sounds consciously - Pupils with a significant, impeding cognitive <u>SEND need</u>, achieve ambitious reading targets. These targets are set out in IEPs and are based on the most pertinent priorities for each individual child, from the simple view of reading. - Pupils are well <u>prepared for the Year 4</u> curriculum as they have acquired the phonic knowledge and the language comprehension skills that they need through: - Matching the objectives of the POS to content the sections of text being read so that, through focused teaching, children demonstrate a deep understanding of the book / poem being studied - Providing pupils with the opportunity to recall and build the reading skills of the POS by repeatedly applying them to class texts across the year - Ensuring LPA pupils focus on and secure the key knowledge - Pupils participate in weekly drama sessions based the ‘Reading Theatre’ approach (EEF supported strategy) to develop their reading fluency and knowledge of the texts they are studying. This needs to be led by an experienced drama teacher or HLTA.	
High level view of actions – Year 3	Lead
- To use <u>assessment information</u> transferred from Y2 to identify children’s starting points in the Phonics SOL and use this information to: - Identify prior learning that needs to be reviewed at the start of the year to <u>address memory loss</u> over the summer - Identify children who need immediate <u>catch up intervention</u> to close gaps in learning with the rest of the class due to underachievement - To identify children who will need <u>keep up support</u> and plan how to maintain their progress through the SOL with the rest of the class - To provide next step learning objectives for pupils with complex <u>SEND</u> that initiates an ambitious cycle of <u>assess, plan, do, review</u> to support the best possible outcomes in reading.	Year 1 CTs with support from KS1 AHT and SENCO
- To maintain <u>additional, timetabled teaching resources</u> to enable: - Monday – Friday: additional Y3 group focusing on decoding in the second part of the reading lesson - Tuesday – HLTA to support Reading Theatre	Timetabling – AHT Resourcing – HT and Governing Body
<u>Training</u> for staff in implementation of and fidelity to Letters and Sounds Unlocked	AHT
Complete the <u>POS for reading comprehension</u> – retrieval, sequencing, vocabulary, explanation	HT with support from AHT
- Embed use of <u>inference and prediction POS</u> - Training on structure of purpose of element of the plans especially teaching to the component knowledge - Understanding ‘why this, why now’ i.e. how current learning fits into the sequence of learning and the importance of fidelity to the content - The importance of securing the key knowledge for LPA pupils to prepare them for Year 2 and support access to the Year 2 curriculum - Using lesson visits to discuss the implementation of the POS, lesson coherence and the impact of seen teaching approaches on working memory	HT and AHT
- Review the IEP format for reading so that: - They focus on primary learning needs and differentiate these from secondary, consequential needs e.g. those related to learning self-esteem - IEP objectives follow the prioritisation of reading needs set out in DFE guidance on early reading and the expectations set out in the Ofsted framework - IEP objectives for reading are directly linked <u>to key knowledge</u> set out in the programmes of study for phonics and reading comprehension and dovetail with wave 1 and wave 2 provision	HT with SLT
- Implement the Reading Theatre approach - Based around the class text - Integrated into the year group carousels to ensure group size does not exceed 15 - Taught by HLTA (experienced drama teacher) - Performance to parents at the end of term (possibly starting from the second text studied)	AHT KS2 & SL HT – Resourcing

Year 3 Class A	8:45- 9.15	9.15 – 10.05 (50 min)		10.10-10.35 (25 min)		10:35 - 10:50	10:50- 11:05	11.10-12:00 (50 min)		12:00 12.15 (15 mins)	12.15- 12:45	12:45- 1:10	1.10-2.10 (60 min)		2.10-3.10(60 min)	
		Maths		Reading												
Monday	-Individual reading - Pre teaching of reading lesson for LPA	Maths ➤ Feedback / pre teaching ➤ Whole class teaching input ➤ Hinge question ➤ 2 nd wave of teaching or independent work		Whole class reading comprehension	2 nd wave of teaching input or independent work to consolidate learning	Assembly	Break	Writing		Spelling/ SPAG	Lunch (in classroom)	Play	PE PPA- ZW (hall)		Art & Design on termly rotation with Design & Technology	
Addition al support in Y3	TA - SEN 1:1 reading HLTA - catch-up		TA - SEN support with CT HLTA - HPA		HLTA - catch-up phonics TA - SEN support with CT				TA -SEN support in class	HLTA / TA catch-up (phonics)			CH- daily readers/ short 1:1 interventions			
Tuesday	- Individual reading - Pre teaching of reading lesson for LPA	Maths ➤ Feedback / pre teaching ➤ Whole class teaching input ➤ Hinge question ➤ 2 nd wave of teaching or independent work ➤		Whole class reading comprehension	2 nd wave of teaching or independent work	Assembly	Break	Writing		Spelling/ SPAG	Lunch (in classroom)	Play	Computing (60 mins)		Music (in rotation with RE) (30 mins)	Drama- ZW Reading Theatre linked class book (30 mins)
Addition al support in Y3	TA - SEN 1:1 reading HLTA - catch-up		TA - SEN support with CT HLTA - HPA		HLTA - catch-up phonics TA - SEN support with CT				HLTA -catch-up TA -SEN catch-up	HLTA / TA catch-up (phonics)			CH- daily readers/ short 1:1 interventions (look at how these dove tail)			
Wed	- Individual reading - Pre teaching of reading lesson for LPA	Maths ➤ Feedback / pre teaching ➤ Whole class teaching input ➤ Hinge question ➤ 2 nd wave of teaching or independent work		Whole class reading comprehension	2 nd wave of teaching or independent work	Singing assembly	Break	Writing		Spelling/ SPAG	Lunch (in classroom)	Play	Maths carousel JC- catch-up	Outdoor Learning – allotment C CH	History (four terms) on rotation with Geography (two terms Autumn 1 & Summer 1) PPA – Hist./Geog. cover teacher	
Addition al support in Y3	TA - SEN 1:1 reading HLTA - catch-up		TA - SEN support with CT HLTA - HPA		HLTA - catch-up phonics TA - SEN support with CT				HLTA -catch-up TA -SEN catch-up	HLTA / TA catch-up (phonics)			Carousel – groups organised by Maths learning needs ZW- SEN Catch-up (NCEMT)			
Thursday	- Individual reading - Pre teaching of reading lesson for LPA	Maths ➤ Feedback / pre teaching ➤ Whole class teaching input ➤ Hinge question ➤ 2 nd wave of teaching or independent work		Whole class reading comprehension	2 nd wave of teaching input or independent work to consolidate learning	KS1 awards assembly	Break	Writing		Spelling/ SPAG	Lunch (in classroom)	Play	Science			Class story
Addition al support in Y3	TA - SEN 1:1 reading HLTA - catch-up		TA - SEN support with CT HLTA - HPA		HLTA - catch-up phonics TA - SEN support with CT				HLTA -catch-up TA -SEN catch-up	TA -SEN catch-up (phonics)			ZW- daily readers/ short 1:1 interventions (look at how these dove tail)			
Friday	Individual reading - Pre teaching of reading lesson for LPA	PE – HS PH Sports		JC – Writing		Dance- Zoe	KS2 Awards assembly	Break	Maths – retrieval practice and assessment (40 mins)	Independent reading & targeted reading interventions	Lunch (in classroom)	Play	SPAG/Spelling (15 mins)	PHSE (30 mins)	MFL (30 mins)	Class story
		Carousel – groups organised by Writing learning needs														
Addition al support in Y3	TA - SEN 1:1 reading HLTA - catch-up	HLTA - leading Dance lesson TA - SEN HLTA - catch-up writing						TA - catch-up	TA - SEN catch-up			TA - SEN catch-up phonics/ daily readers/ short 1:1 intervention				

Year 4 – Objectives 2022-23: - All children, who are not secure in their decoding skills (e.g. those who have a significant, impeding cognitive SEND need or are new to the school) provided with daily phonics lessons to: - enable them to read unfamiliar words (words that have not been decoded before) by saying the sounds corresponding to the letters in the words and then blending the sounds together, either aloud or silently - automate reading familiar words accurately and silently ‘at a glance’, that is, no longer saying the sounds consciously - Pupils with a significant, impeding cognitive <u>SEND need</u>, achieve ambitious reading targets. These targets are set out in IEPs and are based on the most pertinent priorities for each individual child, from the simple view of reading. - The vast majority of pupils are well <u>prepared for the Year 5</u> curriculum as they have acquired fluent word reading and the language comprehension skills that they need through: - Matching the objectives of the POS to content the sections of text being read so that, through focused teaching, children demonstrate a deep understanding of the book / poem being studied - Providing pupils with the opportunity to recall and build the reading skills of the POS by repeatedly applying them to class texts across the year - Ensuring LPA pupils focus on and secure the key knowledge - Pupils participate in weekly drama sessions based the ‘Reading Theatre’ approach (EEF supported strategy) to develop their reading fluency and knowledge of the texts they are studying. This needs to be led by an experienced drama teacher or HLTA.	
High level view of actions – Year 4	Lead
- As needed, to use <u>assessment information</u> age appropriate assessments, under the direction of the SENCO, to identify children’s starting points in the Phonics SOL and use this information to: - Identify prior learning that needs to be reviewed at the start of the year to <u>address memory loss</u> over the summer - Identify children who need immediate <u>catch up intervention</u> to close gaps in learning with the rest of the class due to underachievement - To identify children who will need <u>keep up support</u> and plan how to maintain their progress through the SOL with the rest of the class - To provide next step learning objectives for pupils with complex <u>SEND</u> that initiates an ambitious cycle of <u>assess, plan, do, review</u> to support the best possible outcomes in reading.	Year 1 CTs with support from KS1 AHT and SENCO
- To maintain <u>additional, timetabled teaching resources</u> to enable: - Monday – Friday: additional Y4 group focusing on decoding in the second part of the reading lesson - Tuesday – Specialist teacher to support Reading Theatre	Timetabling – AHT Resourcing – HT and Governing Body
<u>Training</u> for staff in implementation of and fidelity to Letters and Sounds Unlocked	AHT
Complete the <u>POS for reading comprehension</u> – retrieval, sequencing, vocabulary, explanation	HT with support from AHT
- Embed use of <u>inference and prediction POS</u> - Training on structure of purpose of element of the plans especially teaching to the component knowledge - Understanding ‘why this, why now’ i.e. how current learning fits into the sequence of learning and the importance of fidelity to the content - The importance of securing the key knowledge for LPA pupils to prepare them for Year 2 and support access to the Year 2 curriculum - Using lesson visits to discuss the implementation of the POS, lesson coherence and the impact of seen teaching approaches on working memory	HT and AHT
- Review the IEP format for reading so that: - They focus on primary learning needs and differentiate these from secondary, consequential needs e.g. those related to learning self-esteem - IEP objectives follow the prioritisation of reading needs set out in DFE guidance on early reading and the expectations set out in the Ofsted framework - IEP objectives for reading are directly linked <u>to key knowledge</u> set out in the programmes of study for phonics and reading comprehension and dovetail with wave 1 and wave 2 provision	HT with SLT
- Implement the Reading Theatre approach - Based around the class text - Integrated into the year group carousels to ensure group size does not exceed 15 - Taught by HLTA (experienced drama teacher) - Performance to parents at the end of term (possibly starting from the second text studied)	AHT KS2 & SL HT – Resourcing

EEF supported approach for developing fluency - Readers Theatre

Objectives:

- Children can make inferences about characters and story events
- Children understand how language contributes to meaning
- Children will be able to evaluate their own and others' performances
- Children will read accurately and fluently using appropriate rate, prosody, stress, phrasing, pausing and intonation

A GUIDE to READERS THEATRE		
Step 1: Adult as model The adult reads the selected passage of the class text aloud as that expert model of fluency whilst pupils follow the text with their own copy. This may be repeated multiple times as necessary.	Step 2: Echo reading Children echo back the section read by the adult, emulating their intonation, tone, speed, volume, expression, movement, use of punctuation etc.	Step 3: Text allocation Children work in pairs or triads. Each group may: 1. all have the exact same short section of text, or 2. a longer section might be split into short parts, so that each group has a different piece.
Step 4: Repeated choral reading In their groups children read their section aloud. Echoing the initial reading by the adult.	Step 5: Close reading In their pairs/triads children make a close reading of their section of text and think about meaning, audience and purpose. This requires children to look closely at the writer’s use of language and consider characterisations etc.	Step 6: Text marking Each child has a copy of the text to annotate in order to inform their performance. This is discussed and agreed as a group. Prompts are provided to direct their reading.
Step 7: Practise Time is provided for groups to rehearse their reading. They may decide to change or add to their performance slightly as a result of their rehearsal.	Step 8: Perform Each group performs their rehearsed piece. (Adult may record so that children can appraise their own performance).	Step 9: Reflect Children evaluate their own and/or others’ performances and give feedback. They may use the a fluency rubric or the prompts as success criteria to support articulation of evaluations.

Year 5 – Objectives 2022-23: - All children, who are not secure in their decoding skills (e.g. those who have a significant, impeding cognitive SEND need or are new to the school) provided with daily phonics lessons to: - enable them to read unfamiliar words (words that have not been decoded before) by saying the sounds corresponding to the letters in the words and then blending the sounds together, either aloud or silently - automate reading familiar words accurately and silently ‘at a glance’, that is, no longer saying the sounds consciously - Pupils with a significant, impeding cognitive <u>SEND need</u>, achieve ambitious reading targets. These targets are set out in IEPs and are based on the most pertinent priorities for each individual child, from the simple view of reading. - The vast majority of pupils are well <u>prepared for the Year 6</u> curriculum as they have acquired fluent word reading and the language comprehension skills that they need through: - Matching the objectives of the POS to content the sections of text being read so that, through focused teaching, children demonstrate a deep understanding of the book / poem being studied - Providing pupils with the opportunity to recall and build the reading skills of the POS by repeatedly applying them to class texts across the year - Ensuring LPA pupils focus on and secure the key knowledge - Pupils participate in weekly drama sessions based the ‘Reading Theatre’ approach (EEF supported strategy) to develop their reading fluency and knowledge of the texts they are studying. This needs to be led by an experienced drama teacher or HLTA. (Recruitment focus)	
High level view of actions – Year 5	Lead
- As needed, to use <u>assessment information</u> age appropriate assessments, under the direction of the SENCO, to identify children’s starting points in the Phonics SOL and use this information to: - Identify prior learning that needs to be reviewed at the start of the year to <u>address memory loss</u> over the summer - Identify children who need immediate <u>catch up intervention</u> to close gaps in learning with the rest of the class due to underachievement - To identify children who will need <u>keep up support</u> and plan how to maintain their progress through the SOL with the rest of the class - To provide next step learning objectives for pupils with complex <u>SEND</u> that initiates an ambitious cycle of <u>assess, plan, do, review</u> to support the best possible outcomes in reading.	Year 1 CTs with support from KS1 AHT and SENCO
- To maintain <u>additional, timetabled teaching resources</u> to enable: - Monday – Friday: additional Y4 group focusing on decoding in the second part of the reading lesson - Tuesday – Specialist teacher to support Reading Theatre	Timetabling – AHT Resourcing – HT and Governing Body
<u>Training</u> for staff in implementation of and fidelity to Letters and Sounds Unlocked	AHT
Complete the <u>POS for reading comprehension</u> – retrieval, sequencing, vocabulary, explanation	HT with support from AHT
- Embed use of <u>inference and prediction POS</u> - Training on structure of purpose of element of the plans especially teaching to the component knowledge - Understanding ‘why this, why now’ i.e. how current learning fits into the sequence of learning and the importance of fidelity to the content - The importance of securing the key knowledge for LPA pupils to prepare them for Year 2 and support access to the Year 2 curriculum - Using lesson visits to discuss the implementation of the POS, lesson coherence and the impact of seen teaching approaches on working memory	HT and AHT
- Review the IEP format for reading so that: - They focus on primary learning needs and differentiate these from secondary, consequential needs e.g. those related to learning self-esteem - IEP objectives follow the prioritisation of reading needs set out in DFE guidance on early reading and the expectations set out in the Ofsted framework - IEP objectives for reading are directly linked <u>to key knowledge</u> set out in the programmes of study for phonics and reading comprehension and dovetail with wave 1 and wave 2 provision	HT with SLT
- Implement the Reading Theatre approach - Based around the class text - Integrated into the year group carousels to ensure group size does not exceed 15 - Taught by HLTA (experienced drama teacher) - Performance to parents at the end of term (possibly starting from the second text studied)	AHT KS2 & SL HT – Resourcing

Year 6 – Objectives 2022-23: - All children, who are not secure in their decoding skills (e.g. those who have a significant, impeding cognitive SEND need or are new to the school) provided with daily phonics lessons to: - enable them to read unfamiliar words (words that have not been decoded before) by saying the sounds corresponding to the letters in the words and then blending the sounds together, either aloud or silently - automate reading familiar words accurately and silently ‘at a glance’, that is, no longer saying the sounds consciously - Pupils with a significant, impeding cognitive <u>SEND need</u>, achieve ambitious reading targets. These targets are set out in IEPs and are based on the most pertinent priorities for each individual child, from the simple view of reading. - The vast majority of pupils are well <u>prepared for the Year 7</u> curriculum as they have acquired fluent word reading and the language comprehension skills that they need through: - Matching the objectives of the POS to content the sections of text being read so that, through focused teaching, children demonstrate a deep understanding of the book / poem being studied - Providing pupils with the opportunity to recall and build the reading skills of the POS by repeatedly applying them to class texts across the year - Ensuring LPA pupils focus on and secure the key knowledge	
High level view of actions – Year 5	Lead
- As needed, to use <u>assessment information</u> age appropriate assessments, under the direction of the SENCO, to identify children’s starting points in the Phonics SOL and use this information to: - Identify prior learning that needs to be reviewed at the start of the year to <u>address memory loss</u> over the summer - Identify children who need immediate <u>catch up intervention</u> to close gaps in learning with the rest of the class due to underachievement - To identify children who will need <u>keep up support</u> and plan how to maintain their progress through the SOL with the rest of the class - To provide next step learning objectives for pupils with complex <u>SEND</u> that initiates an ambitious cycle of <u>assess, plan, do, review</u> to support the best possible outcomes in reading.	Year 1 CTs with support from KS1 AHT and SENCO
- To maintain <u>additional, timetabled teaching resources</u> to enable: - Wednesday – additional teacher to support to provide precision teaching to those who are falling behind with the POS - Thursday – additional teacher to support to provide precision teaching to those who are falling behind with the POS	Timetabling – AHT Resourcing – HT and Governing Body
<u>Training</u> for staff in implementation of and fidelity to Letters and Sounds Unlocked	AHT
Complete the <u>POS for reading comprehension</u> – retrieval, sequencing, vocabulary, explanation	HT with support from AHT
- Embed use of <u>inference and prediction POS</u> - Training on structure of purpose of element of the plans especially teaching to the component knowledge - Understanding ‘why this, why now’ i.e. how current learning fits into the sequence of learning and the importance of fidelity to the content - The importance of securing the key knowledge for LPA pupils to prepare them for Year 2 and support access to the Year 2 curriculum - Using lesson visits to discuss the implementation of the POS, lesson coherence and the impact of seen teaching approaches on working memory	HT and AHT
- Review the IEP format for reading so that: - They focus on primary learning needs and differentiate these from secondary, consequential needs e.g. those related to learning self-esteem - IEP objectives follow the prioritisation of reading needs set out in DFE guidance on early reading and the expectations set out in the Ofsted framework - IEP objectives for reading are directly linked <u>to key knowledge</u> set out in the programmes of study for phonics and reading comprehension and dovetail with wave 1 and wave 2 provision	HT with SLT