

## Sale and Davys C.E. (Controlled) Primary School Improvement Plan 2023-2024

**Subject: Early Reading and Phonics**

Subject Leader: Catherine Hetherington

SIAMS Inspection Key Priorities 2019:

Priority 1: To fully develop the recent visual support of the four spiritual themes to further enable staff to explore this approach.  
 Priority 2: To make use of recent developments in Religious Education, so that pupils benefit more fully from the use of assessment tools to inform progress.

Objective	Start Date	Success Criteria	Specific actions	Other Personnel	Resources	Next Steps
<p>To measure how effective the approach to early reading and phonics is through effective monitoring, evaluation and action planning.</p> <p>To maintain the improvement of the provision of reading in EYFS. (5.3)</p>	<p>Sept 23</p> <p><b>Lesson observations / Planning scrutiny</b></p> <p>June 2024</p> <p><b>End of Year evaluation</b></p>	<p>Through effective monitoring and evaluation of early reading and phonics, leaders have a clear understanding of the quality of the provision, the AFIs to be addressed and the actions to be carried out.</p>	<p>*Co-ordinator involvement in grouping and provision mapping for EYFS and KS1 phonics teaching.-                      *Lesson observations by Co-ordinator to monitor quality of provision.                      *AFIs and appropriate actions and are identified, implemented and monitored.</p>	Teaching staff	Subject leader time	<p>Monitor actions</p> <p>Address AFIs</p>
To fully engage and support parents in	Oct 2023	New Reception parents to have an understanding	*Brief introduction to the importance Early Reading and Phonics during transition meeting.	EYFS and KS1 staff	Staff meeting time	<p>Monitor actions</p> <p>Address AFIs</p>

supporting their children to read.		of the importance of Early Reading and phonics, pure sounds and how to support their child in learning to read.	<ul style="list-style-type: none"> <li>*Signpost Parents to information on our website regarding Little Wandle/pure sounds.</li> <li>*Phonics Workshop for new parents</li> <li>*Open door Phonics drop in sessions-</li> <li>*Guidance regularly provided for parents with home learning tasks.</li> </ul>			
To ensure Leaders have a succinct and consistent understanding of the intent, implementation and impact of phonics and early reading provision. (1.3)	Sept/Oct 23	Leaders have a clear and consistent vision of early reading and phonics in terms of intent, implementation and impact and can verbalise this succinctly and consistently.	<ul style="list-style-type: none"> <li>*Leaders review intent and implementation statement from website and ensure it reflects practice.</li> <li>*Leaders to discuss practice and agreed a clear vision of the intent, implementation and impact in regard to early reading and phonics</li> </ul>	SLT	SLT meeting	Monitor actions Address AFIs
To ensure that teaching is consistently strong and addresses pupils needs at all	Sept 2023  <b>Lesson observations/ planning scrutiny</b>	The lowest 20% are closely monitored and the effectiveness	<ul style="list-style-type: none"> <li>*Through data analysis the lowest 20% is identified for monitoring.</li> <li>*Co-ordinator- to liaise with staff in regard to the provision</li> </ul>	All staff	Subject Leader time	Monitor actions Address AFIs

levels so that all groups make the necessary progress including the bottom 20%. (2.1)	Jan 2024 <b>Monitoring of Reading</b>	of the provision they receive is evaluated and adapted where appropriate. Reading levels and match of book is appropriate for the ability of the child.	and progress of the pupils identified. *Ensure all staff delivering Phonics is appropriately trained and supported. *Co-ordinator collects and analyses data and observes children to evaluate impact.			
To ensure reading books are closely matched to pupil phonic ability.	Sept 2023 Jan 2024 <b>Monitoring of Reading</b>	Assessment to be used to closely match and monitor the Phonic input and the decodable reading books for each child.	* Data from assessments and reading levels to be collated and analysed by Phonics lead. *Regular monitoring of lowest 20% reading level and book match by co-ordinators.	All staff	Subject Leader time	Monitor actions Address AFIs
To ensure high quality 'intervention' sessions are taught for those KS1/KS2 chn who need it.		High quality phonics sessions are taught to those children who need 'Phonics intervention'  Those children are regularly	*Pupils requiring extra phonics input are identified. *Staffing made available to implement intervention sessions regularly. * Identified pupils are regularly assessed and their needs are addressed appropriately.	All staff	Staff meeting	Monitor actions Address AFIs

		assessed and their needs are addressed appropriately				
To ensure phonics teaching forms an integral part of teaching in other subjects.	Oct 2023 March 2024  <b>Lesson observations/ reading</b>	Opportunities for the overlearning of phonics skills are identified in other subject areas. (KS1 &KS2) Opportunities for revisiting Phonic learning is identified and implemented in EYFS class routines and continuous provision.	*Staff meeting to brainstorm ideas with staff. *Link use of phonic knowledge/ spelling patterns during the introduction of subject specific vocabulary. (KS1 & 2) * Plan opportunities for Phonic/ reading reinforcement in classroom routines and continuous provision.	All staff	Staff meeting	Monitor actions Address AFIs
To ensure assessment procedures are consistent and robust.	Sept 2023 Nov 2023 Jan 2024 Apr 2024  <b>Analysis of Tracking data</b>	Assessment is regular, accurate and effective. Assessment is manageable for staff. Assessment data is used	*Explore methods to make end of term review week assessments streamlined and manageable. Co-ordinator- to liaise with KS1 staff and SB to find manageable solutions for carrying out assessment tasks.	All staff	Staff meeting	Monitor actions Address AFIs

		accurately and effectively.	*Co-ordinator monitors assessments and analyses data and acts upon AFIs			
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