



## **Essentials:**

- Daily high quality SSP lessons
- Consistency checklist
- Progress into sentence level reading/writing for visible progress
- Additional daily session for GPC recognition/retention and or blending
- Daily decodable group reading

## **Priority Actions for Impact Top 10**

1. *Rigorous monitoring schedule and Action Plan with clear objectives with actions to achieve impact and targets for all children in all year groups.*
2. *Good or better every day. QFT with revision of key learning within a session to secure progress is explicit and effective. Strong use of Assessment for learning (AFL).*
3. *Ensure consistency checklist: Class wall charts, table charts, decodable books, tricky words and teaching resources are consistent.*
4. *Early baseline assessments for all children and identify support (using progress chart) for the lowest 20%.*
5. *Daily interventions up and running with regular review of progress and gap analysis.*
6. *Whole class daily additional practise session established with an adjusted timetable.*
7. *Reinforcement CPD, master classes and follow-up coaching is planned systematically to implement recent training for lesson and interventions.*
8. *Daily group reading established (year 1 and 2 can start decodable groups reading as soon as possible).*
9. *Assessment schedule in place. Regular reviews to check cohort milestones and rates of progress for SSP.*
10. *Parental engagement and home work organised.*

## Key Action Plan Post Covid 19

Start Date Achieve by date	Actions to be taken to improve provision.	Outcomes.....
<i>Week 1/2</i>		
Training Day	<p><b><u>1.Phonics Launch</u></b>  <i>Phonics launch briefing with team.  Outline priorities, key actions and organisation alongside spotlight children.</i></p> <p><b><u>Implement the following:</u></b>  <i>-longer phonic session- 30mins (yr1,2)  - Immediate start of phonics initially 5-10 mins (reception)  -Daily additional practise sessions (yr1,2)  -Daily additional phase 1 (oral blending &amp; Segmenting) practise session (R)</i></p> <p><i>Daily group reading organised (Yr1,2)  Ensure year2 and 3 do a daily revise and review as R/Yr1- GPC and blending for fluency. This is crucial.</i></p> <p><b><u>Consistency Checklist</u></b>  <i>Review consistency checklist. Ensure all staff have SSP documents, assessments, progression, plans, resources and agreed terminology.</i></p> <p><b><u>CPD on the spot:</u></b>  <i><b>Focus:</b> Same day intervention/additional practise session. Demonstrate, explain and share lesson outline for staff to deliver same day intervention/ additional practise- keep up NOT catch up! (see Hub lesson outline)</i></p>	<p><i>Whole school agreed commitment and drive to embed CPD completed so far to accelerate progress in phonics for reading.</i></p> <p><i>SSP in place with rigour, consistency and fidelity.</i></p> <p><i>Longer Phonics session with group reading timetabled daily.</i></p> <p><i>Adults, assessment, reading and resources organized.</i></p> <p><i>Consistency checklist understood and implemented in all classrooms.</i></p> <p><i>Same day additional practise set up daily to meet needs of children and secure progress.</i></p>

Week 1	<p><b><u>Baseline/ Assessment completed</u></b> Assess all children. Year group analysis of results and next steps to focus upon in teaching and additional practise sessions.</p> <p><b><u>Intervention Meeting/Organisation</u></b> Schedule an intervention meeting (after baseline/assessment) to establish groups, needs, adults, room, resources and timetable allocation with targets for achievement Use SSP progress intervention chart. *yr1, 2 ( Repeat this process for Reception when baseline is completed).</p>	<p><i>Assessment completed and analysed.</i></p> <p><i>Year 1,2,3 Interventions up and running + regular review of progress. ( R- interventions can be set up after baseline. Year one and two intervention children should have already been identified from internal transition data)</i></p>
Week 1/2	<p><b><i>*Same day whole class daily additional practise session</i></b> Strategic short, sharp session to secure a precise skill, i.e rapid read of words using new focus sound. Focus rapid word reading with repeated practise to secure digraph recognition and blending of words containing focus new digraph. Are you ready?- phoneme GPC recognition. Tip! Aspects of the revise and review are suitable for revision to secure learning and fluency. All year groups (Reception need to do phase 1 aspect 7 oral blending and segmenting as additional practise) Timetable: daily agreed time (no more than 5-10 mins max) is fully implemented across the school.</p>	<p><i>Same day additional practise revise key learning to secure progress for less able and fluency for the more able.</i></p> <p><i>This help will ensure keep up, not catch-up.</i></p>
Week 2	<p><b><u>Parent engagement / homework</u></b></p> <p>Homework system organised</p> <p>Arrange parent workshop for phonics and home reading.</p>	<p><i>Parents understand how phonics is taught and homework sent.</i></p> <p><i>How to support with reading at home and use of decodable for practise and reading stories to children.</i></p>

	<p><b><u>Weekly practitioner practise sessions</u></b>  Begin regular master classes and follow up in class coaching for <b>whole class QFT</b> teaching.  Organise and agree focus for regular practise and coaching session or lesson study .  - Focus areas: <i>(suggestions only)</i>  Lowest 20%  Features of consistency checklist  Lesson structure- the revise and review  Introducing a phoneme  Repeated word blending to progress to fluency.  RWinc Speed sounds lesson and word blending.</p>	<p><i>QFT teaching is secured and teaching and learning is good + everyday.  Consistency checklist features are strong in majority of classrooms. Where not- this is rapidly addressed through 1-1 coaching/support.</i></p>
By end of week 3	<p><b><u>Reception Baseline/ Assessment Intervention</u></b> : Schedule an intervention meeting (after FS baseline) to establish groups, needs, adults , room, resources and timetable allocation with targets for achievement (use SSP progress chart and ensure you bridge phase 1 aspect 7 oral blending and segmenting)*yR</p> <p><b><u>Intervention Meeting/Organisation:</u></b> Schedule an intervention meeting (after baseline/assessment) to establish groups, needs, adults , room, resources and timetable allocation with targets for achievement (use SSP progress chart)  *yR</p> <p><b><u>Parent Support:</u></b> Set up parent meetings with children requiring additional support- home learning packs, focused homework.</p>	<p><i>Reception Interventions up and running + regular review of progress.</i></p> <p><i>Assessment identifies children and gaps in skills to enable rapid daily intervention in ALL year groups.</i></p> <p><i>Parents involved and support learning at home to secure progress.</i></p>
	<p><b><u>Review progress:</u></b></p>	<p><i>Phonics lead has clear strategic overview of</i></p>

	Complete pre- assessment checks to review children's rates of progress , in line with SSP milestones. Regular ongoing reviews of interventions progress and next steps.	<i>rates of progress for all groups, including lowest 20%</i> <i>Ensures good + in all classes.</i> <i>Uses SSP milestones.</i>
By week 3/4	<p><b><u>Decodable Reading</u></b>  <i>Daily group reading with pre-teaching and repeated 'chunked' practise system into comprehension is established (set structure and system in place). *Note Year 1,2 to start group reading immediately.</i>  <b><u>Clear reading structure is used:</u></b>  <i>Pre-teach phonemes, blending and vocabulary.</i>  <i>Model skill</i>  <i>Partner practise</i>  <i>Children practise individually</i>  <i>Return to text</i></p> <p><i>Resources and organised: Books have words prepared .</i>  <i>Phoneme charts and key questions prepared.</i></p> <p><i>All adults deployed so all groups have a daily adult input ( reading squad approach where all available adults teach as group to ensure all children have daily adult input for reading)</i>  <i>Staff CPD: Staff trained to deliver sessions and ensure progression with repeated practise throughout the week.</i></p> <p><b><i>Note*If training is required, this must be completed by the end of week 3 or as soon as possible.</i></b></p>	<p><i>Systematic application of phonics for reading ensures children repeatedly practise and develop phonics to decode for fluency.</i></p> <p><i>All children read daily to rehearse the skills of phonics for decoding.</i></p>
By week 4	<p><b><u>Monitoring:</u></b>  <i>Class wall charts, table charts, decodable books ,</i></p>	<i>QFT teaching of good better everyday in all classes.</i>

		CEW and teaching resources consistent.  Consistency checklist in all classrooms.	Consistent high quality T& L.
<p style="text-align: center;"><b>Milestones</b></p> <p><b>By end of week 3,4 all the following will be in place:</b>  Daily Reception interventions established and organised. Daily interventions in all year groups.  Decodable daily reading and agreed lesson structure for group reading implemented.  <b>Parent workshop organised and delivered.</b></p>			
		<p><b><u>Weekly practitioner practise intervention sessions</u></b>  Ensure regular master classes and follow up coaching for 1-1/ group intervention.</p> <p>Organise and agree focus for regular practise and coaching session or lesson study.</p> <p>Phase 1  Oral blending  GPC- recognition  Mix it up blending cvc/ccvc  Mix it up blending with digraphs  Using the progress chart to track and target progress.  Address any areas as appropriate.</p>	<p><b>QFT is secured through coaching and practise sessions.</b></p>
<p style="text-align: center;"><b>Milestones</b></p> <p><b>By end of week 5,6 all the following will be in place:</b>  Systematic SSP daily <b><u>additional practise</u></b> sessions in place.  Daily high quality interventions in all year groups (with regular review and analysis)  Decodable daily reading and agreed lesson structure for group is reading is established.  <b>Parent workshop and 1-1 intervention talks are delivered.</b>  <b>QFT is secured through regular (weekly) coaching and practise sessions.</b></p> <p>*Note in addition a pre-teach session may be useful to target key children.</p>			
			JThompson NST2020