



Priority 1.

- Early reading and reading at St. James'

Priority 2.

- Phonics

Priority 3.

- Love Reading

Priority 4.

- Writing

# Early Reading and Reading

- Reading scheme to be reviewed, reorganised and updated to ensure home readers are matched to pupil's phonic knowledge and ability
- Teacher and TA training re: reading scheme – ensuring pupils are moved on in their reading at an appropriate pace – rapid and dynamic
- Reading Scoop and Parent workshops where appropriate to develop understanding of how to effectively support reading at home
- Reading Tracker used throughout the school to monitor progress in reading for all pupils – explore use of a scheme book (monitor) and love reading book (enrich)
- Transition from KS1 to KS2 and end of Key Stage 1 results – track attainment to ensure home readers match
- Additional training for staff in early reading expectations and hearing pupils read throughout the school – use of Super Six strategies to support questioning
- Training parent helpers who hear pupils read in school

\* ? Consider need to timetable these sessions to ensure they do not 'fall off' the timetable

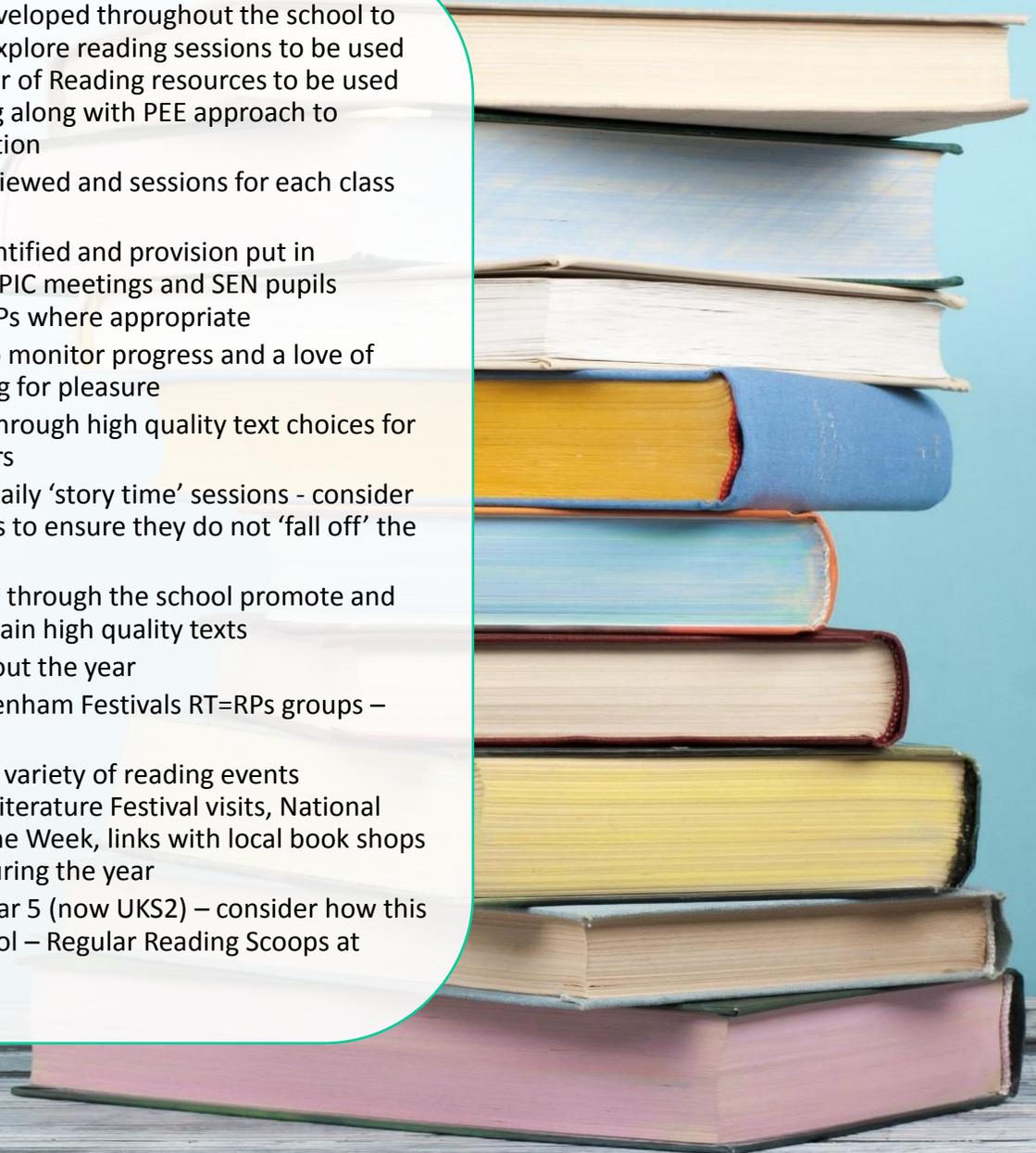
# Phonics

- Phonics Milestones document completed and shared with all staff – all staff aware of phonics expectations
- Year 1 to follow LCP for consistent pathway through Phase 5 and to continue to use Sound books introduced in EYFS
- Explore use of No Nonsense Spelling in Year 2 – ensuring the programme is followed as designed to enable coverage of NC objectives
- Phonics Tracking onto Insight – Tracking to be completed at key points throughout the year
- PSC checks to be recorded on Insight (to include Year 2 pupils who did not meet the expected standard at the end of Year 1)
- Training for all staff to ensure a consistent approach when supporting pupils throughout the school – in particular correct enunciation of phonemes and continuation of Jolly Phonic actions and stories
- Interventions – information sharing and resourcing to ensure consistency throughout and that pupil's previous knowledge is being built upon

\* ? Consider need to timetable these sessions to ensure they do not 'fall off' the timetable

# Love Reading

- Whole class reading sessions developed throughout the school to explicitly teach reading skills – Explore reading sessions to be used in EYFS and Year 1 initially. Power of Reading resources to be used to support teaching and learning along with PEE approach to answering comprehension question
- Library – use of Library to be reviewed and sessions for each class timetabled as appropriate
- Reading for all – lowest 20% identified and provision put in place/supported through Phase PIC meetings and SEN pupils supported by My Plans and EHCPs where appropriate
- Home readers – scheme book to monitor progress and a love of reading book to promote reading for pleasure
- Promotion of a love of reading through high quality text choices for reading, writing and class readers
- Class reader for each class and daily ‘story time’ sessions - consider need to timetable these sessions to ensure they do not ‘fall off’ the timetable
- Reading areas in classrooms and through the school promote and foster a love of reading and contain high quality texts
- Book Clubs run by staff throughout the year
- Continued involvement in Cheltenham Festivals RT=RP groups – impact: book clubs
- Promotion and involvement in a variety of reading events throughout the year e.g. WBD, Literature Festival visits, National Poetry Day, World Nursery Rhyme Week, links with local book shops etc. – see timetable of events during the year
- English Updates to parents in Year 5 (now UKS2) – consider how this can be provided across the school – Regular Reading Scoops at certain points in the year



# Writing

- St James' approach to the teaching of writing is developed by combining elements of T4W, Power of Reading and Craft of Writing to ensure consistency throughout the school and across year groups
- No Nonsense Spelling is used across the school (Year 2 to 6) and LCP Phonics for Year 1, to support teaching and learning of spelling through discrete sessions. Spelling is embedded and applied in English teaching sequences
- Writing café continues to be used to develop a love of writing and ability and provides opportunities for extended writing

