

English Reading Action Plan

Actions	Success Criteria	Who?	Costs/ Resources	Evaluation
Action 1				
<p>To ensure that the teaching and learning of reading is of a consistently high quality across the curriculum to create a culture of reading.</p>	<ul style="list-style-type: none"> • To monitor the teaching and learning of guided reading throughout the school. • To monitor guided reading planning. • To ensure guided reading book lists are relevant and quality texts. • To ensure children are tracked through individual reading AR and progress • To provide quality texts for LA readers in both guided and accelerated/independent reading. • Differentiation is clear through questioning and text levels. • Parents are engaged with AR systems and competitions in place – e-communications. • Vibrant reading community will be created (Posters). • Training sessions and research undertaken by SL on process of reading and phonics – fed back to staff when required/if appropriate. • Daily readers to support lower achievers and those not engaged at home. • Evidence of narrowing the gap between boys and girls reading and disadvantaged children. • Key Stage Two reading will be above National Average 	<p>Subject leaders</p> <p>Staff</p>	<p>Regular lesson observations and learning walks</p> <p>Monitoring of reading data to measure progress</p> <p>Reviewing student books</p> <p>Training sessions (e.g. phonics) completed by relevant staff</p> <p>Using Learning ladders to identify and monitor learning gaps</p>	

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Action 2				
<p>To promote a love of reading when access to books is minimised.</p>	<p>Pupils feedback 3 x per year and are positive about reading in school. Books, lessons and additional resources are varied and relevant to our school reading community. Students have the confidence to read to themselves and/or to a trusted adult.</p>	<p>Subject leaders Pupils Teaching staff</p>	<p>Book fair funds £400 And additional £400 Accelerated Reader</p>	
Action 3				
<p>To moderate reading assessment to ensure all pupils are making expected progress at their level of ability.</p>	<p>85% of children will make expected or exceeding progress. Teacher assessments to be shared with LD and other Teaching staff by the end of each term. Teachers to use self-assessment to inform their assessment of a pupil. Leaders to moderate assessment and progress each term and suggest support interventions where needed. Teachers to use learning ladders to identify and monitor gaps in students learning, and put the appropriate interventions in place to support. Clearly identify how those children who are not making expected progress are being supported so that they can access the learning.</p>	<p>Subject leaders Teaching staff</p>	<p>National Curriculum Use of Learning Ladders Evidence work and progress using Earwig</p>	