



## Rowsley C of E Primary School Action Plan 2022/23

### Reading

| Areas for Development   |             | Success Criteria   |  | Evaluation   |  |
|---|-------------|--|--|--|--|
| Action  | Target Date | Persons Responsible                                      |  | Resources Required   | Review Date  |
| To ensure that the teaching and learning of reading is of a consistently high quality across the curriculum to create a culture of reading. | Jan 2023    | CH – Leadership<br><br>CL & SH – Staff delivery in class | <ul style="list-style-type: none"> <li>To monitor the teaching and learning of guided reading throughout the school.</li> <li>To monitor guided reading/WCR planning.</li> <li>To ensure guided reading books are relevant and quality texts.</li> <li>To ensure children are tracked through individual reading</li> <li>To provide quality texts for all readers in both guided/WCR and independent reading.</li> <li>Differentiation is clear through questioning and text levels.</li> </ul> | WCR – Fred’s progressive reading scheme (Y4-6)<br><br>STAR reading scheme (Y1-3) books<br><br>Staff meeting time | Review – Sept 22 – staff discussion on how reading was delivered, problems and pitfalls – range of ability in KS1 & Y3 identified – Y4 considerably stronger, SH to work up to WCR but Y3s not ready and Y4s need to be continued to be pushed.<br>KS1 – due to the wide spectrum of abilities across the Key Stage, it was felt best to differentiate reading and group the abilities within accordingly.<br>WCR to continue in Y5/6 after trial period has |

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|   |                                    |  | <ul style="list-style-type: none"> <li>• Focus on all PP/SEND pupils</li> <li>• To provide medium term and long term plans and progression documents for WCR/ Guided reading</li> </ul>   |   | <p>proven successful, Y4 to complete WCR too from Oct</p> <p>CH completed medium term plans for Y5/6 to show at a staff meeting as exemplar</p> <p>Review Jan 2023</p>   |
| To create a vibrant and inviting reading area in each classroom and the school library                      | Dec 22                             |  | <ul style="list-style-type: none"> <li>• Sort through their books to ensure that they are age appropriate</li> <li>• To make areas engaging and inviting</li> <li>• Include books for all abilities</li> </ul>  | <p>Cushions, fairy lights, new rug, table and net – provided by funds raised from Y5/6 2021/22</p> <p>Engaging up to date texts</p> | <p>Reviewed Oct 22 – all classrooms have reading areas with age appropriate texts – some are inviting; some are awaiting decoration (Christmas hols)</p>   |
| To introduce 'Staff are reading ...' across the school  | Dec 22                             | CH – responsible for setting up and encouraging discussions on books<br>CH to hold CW<br>Staff to engage children in reading | <ul style="list-style-type: none"> <li>• To ensure staff are all engaged in reading discussions with the children</li> <li>• Collective worships held on reading</li> <li>• Staff to lead by example – show a wide range of reading</li> </ul>                            |   | <p>Reviewed Oct 22 – CW delivered by CH Oct – children's views on reading, talking to staff about the books they are reading</p> <p>Staff are reading posters are up for all members of staff, staff encouraged to update them.</p> <p>Completed</p> |
| To moderate reading assessment to ensure all pupils are making expected progress at their level of ability. | Ongoing<br>Gaps analysis by Dec 22 | CH   | <p>To look at gaps analysis for last year's Y6 data</p> <p>Continue to monitor reading across the school following assessments (3 times per year)</p> <ul style="list-style-type: none"> <li>• Teachers to use self-assessment to inform their assessment of a</li> </ul> |   |  |

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|  |  |  | <p>pupil through individual reading and group/WCR</p> <ul style="list-style-type: none"><li>• Leaders to moderate assessment and progress each term and suggest support interventions where needed.</li><li>• Clearly identify how those children who are not making expected progress are being supported so that they can access the learning.</li><li>• Monitor the impact of reading on PP &amp; SEND pupils</li></ul> |  |  |
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