

<b>Focus Priority 2</b>	<b>All pupils make at least expected in year progress for reading (YR to Y6)</b>
<p>What will be different for children (emphasise learning &amp; achievement)?</p> <p>Ofsted category cross reference: 01 02 04 05</p> <p>Ofsted Areas requiring improvement: L&amp;M 1 and 2, TLA&amp;O 2 and 4, EY1</p>	<p>Children will be aware of a focus in their classroom to improve the confidence and achievement of all children in reading. Children will be given opportunities to demonstrate their reading ability and to consolidate skills. Children will be given explicit teaching in reading comprehension strategies (with a focus on inference, retrieval and understanding vocabulary). The teaching and learning of reading will follow a whole class approach moving towards mastery reading. Children will demonstrate their love of reading. All children will make expected progress taking into account their starting points. Some will make accelerated progress and where expected progress is not achieved interventions will be in place to support children to catch up.</p>

<b>Targets</b>	<b>Success criteria</b>
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All pupils will make at least 6 points progress (Symphony Assessment system).  
Some pupils will make 7 points progress (Symphony Assessment system).  
Pupils will be selected for accelerated progress through teacher appraisal.

	<b>SAS Baseline attainment July 2017</b>	<b>SAS Target attainment July 2018</b>	<b>December 2017</b>	<b>April 2018</b>	<b>July 2018</b>
<b>Y 1</b>	3.76	10.76	<b>Target 5.76</b> <b>Achieved 5.54</b>	<b>Target 8.3</b> <b>Achieved 7.53</b>	<b>Target 10.76</b> <b>Actual: 9.56</b>
<b>Y 3</b>	14.18	21.18	<b>Target 16.18</b> <b>Achieved 15.71</b>	<b>Target 19.05</b> <b>Achieved 17.59</b>	<b>Target 21.18</b> <b>Actual: 19.96</b>
<b>Y 4</b>	21.49	28.49	<b>Target 23.49</b> <b>Achieved 23.47</b>	<b>Target 25.49</b> <b>Achieved 25.45</b>	<b>Target 28.49</b> <b>Actual: 27.43</b>
<b>Y 5</b>	25.35	32.35	<b>Target 27.35</b> <b>Achieved 27.22</b>	<b>Target 29.63</b> <b>Achieved 29.18</b>	<b>Target 32.35</b> <b>Actual: 31.4</b>

Pupils will be tracked and assessed using RWInc phonics. Phonic assessments will take place at least half termly, with pupils being regrouped. Pupils who do not make expected progress will be targeted for additional intervention, including 1 to 1 phonics.

<b>PHONICS</b>	<b>Baseline attainment July 2017</b>	<b>Target attainment July 2018</b>	<b>December 2017</b>	<b>April 2018</b>	<b>July 2018</b>
<b>Y 1</b>	EYFS Reading ELG at	79% to achieve phonics pass	<b>Target: 40%</b> <b>39% of Y1 are at the correct</b>	<b>Target: 60%</b> <b>55% of children are on track</b>	<b>Target: 79%</b> <b>Actual: 76%</b>

- Children will be able to talk about their reading, identifying their strengths and what they need to improve
- Children will all make expected progress in reading this year, some will make more than expected
- Children will demonstrate their phonic skills, according to their age and stage
- Children who are falling behind will be targeted for intervention
- Children will be able to demonstrate their comprehension skills through well planned learning
- Tracking of vulnerable groups ensures interventions can be timely and effective in accelerating rates of progress (PPG, SEND, EAL)

	EXP+ = 62%		age/stage in RWInc	decoding using set 2 and set 3 sounds	
Y2	Year 1 71% achieved phonics pass	95% to achieve phonics pass	Target: 75% 84% of pupils are at the correct stage for their age on RWInc	Target: 85% <b>85% of children are on track to decode using set 2 and set 3 sounds by June 2018</b>	Target: 95% Actual: 97%

Pupils will be tracked using prior attainment information to ensure progress is maximised. Some Y2 pupils will be targeted to move from EYFS emerging to Y2 EXS in line with national average. KS2 pupils will be tracked to ensure they are making expected progress from KS1 outcomes.

	Baseline attainment	Target attainment July 2018	Nov 17	Jan 18	Apr 18	July 18
Y2	2016 EYFS Reading 59 pupils EXP+= 57% GDS=3%	EXP+ = 65%  GDS = 15%	Target = 20% <b>Achieved</b> 20% of pupils are ARE for this point in the year on symphony (14+ points)	Target = 35%  Achieved 33%	Target = 50%  Achieved 53%	Target = 65%  Actual = 68%
			Target = 0%  Achieved 0%	Target = 5%  Achieved 0%	Target = 10%  Achieved 0%	Target = 15%  Actual = 10%
Y6	KS1 APS starting point has been used to forecast the % who need to reach EXP+ and GDS. FFT estimates.	EXP+ = 60%  GDS = 15%	Target = 25%  Achieved 32%	Target = 35%  Achieved 40%	Target = 50%  Achieved 58%	Target = 60%  Actual = 55%
			Target = 5% 0%	Target = 8% 5%	Target = 11% Achieved 19%	Target = 15%  Actual = 19%

Reception pupils will be baselined following school procedures. Pupils will be given targets for progress in line with VPA expectations:

4 steps – VPA minimum expected progress

5 steps – VPA good progress

6+ steps – VAP rapid progress

	Baseline % attainment October 2017	Target attainment July 2018	December 2017	March 2018	July 2018
YR	22-36 37% 30-50 63%	Targets: 40-60 35% ELG 60% ELG Exc 5%	Targets: <b>(Achieved)</b> 22-36 20% <b>(20%)</b>	Targets: <b>(Achieved)</b> 30-50 35% <b>(Cohort 41.7%)</b>	Targets: 40-60 35% ELG 60% ELG Exc 5%

			30-50 65% <b>(68%)</b>	(RB 34%) <b>April: 33%</b>	Actual: <b>ELG: 63%</b>
			40-60 15% <b>(13%)</b>	40-60 65% (Cohort 45.8%) (RB 66%) <b>April: 67%</b>	

**Reception March – this data was collected in February, so is ahead of the deadline. Additionally, progress in RA has been affected by staff illness and a change of teacher. This can be seen from the comparison to the data for RA, which is on track and meets interim targets. The year team are confident in making up the slower progress now a new teacher is in place.**

Key People	Funding & Resources
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Sarah Whiteman – reading development leader and EYFS strategic leader Jane Wall – Pupil premium champion Jo Costanzo – PiXL lead Sally Spencer – Inclusion Manager Hayley Scargill – lead trainer for symphony assessment core subjects	<ul style="list-style-type: none"> <li>Continued investment in training for RWInc</li> <li>Resources for RWInc phonic and L&amp;L</li> <li>Investment in PiXL membership</li> <li>Quality reading resources</li> </ul> <p>Budget for reading to be agreed and amounts will be added</p>
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Actions (and those responsible)	Who monitors? Key lead	Who evaluates? *	When	Check Date when completed
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Planning scrutiny of English (L&L, Freshstart, Phonics/Get Writing! and Reading) to ensure correct structures in place for the teaching of reading	MSW	SMT	Nov Mar Jun	
School procedures for the collection of evidence of attainment in reading formulated and agreed	MSW	SMT	Sept onwards	
Ensure expectations for use of working walls, pocket chart and spelling chart etc displays are in place in all classrooms, monitored and feedback given	MSW	SMT	Nov Mar Jun	
Implement new assessment system (symphony). Training in September led by HS and follow up training half termly	HS	SMT	Oct Nov 3 4 5 6	
Moderation of reading judgements using symphony, internally and with HAT schools	MSW	SMT	Oct 2017	
Training in use of Symphony excel to make final termly judgements and analysis of data	HS	SMT	Nov 2017	
Training in use of symphony matrices to select pupils for accelerate pupils target	HS	Appraisers	Oct 2017 Mid-year and final reviews	
Identify pupils who are falling behind and target them for interventions. Formally after each data drop, but continuously	MSW	SMT	Dec Apr May	

following any concerns raised through lesson observation, monitoring etc.				
Pupils in vulnerable groups tracked carefully and as distinct groups to ensure any issues can be tackled quickly, teachers to be aware of which groups are most vulnerable for their class (PPG, SEND, EAL, other groups as noted in cohort profiles)	HS PPG – JW SEND/EAL – SS	SMT	Dec Apr May	
Learning Journeys list suggestions of books to read each term to encourage reading outside of school	MSW	SMT	End of every half term 1 2 3 4 5 6	
Suggestions for wider reading and linked texts are an integral part of English teaching and learning	MSW	SMT	Dec Apr May	
Sight vocabulary from NC PoS is explicitly taught and learning tracked	MSW	SMT	Dec Apr May	
English join in and 1:1 feedback and coaching is successfully acted upon and implemented	MSW	SMT	6x a year for each group leader 1 2 3 4 5 6	
RWInc training for new staff as appropriate	MSW	SMT	Ongoing *1	
RWInc throughout the day and 1:1 catch up interventions ensure children progress in their GPC learning to develop accurate decoding skills	MSW	SMT	Dec Apr May	
Library books and b.w. paper story books go home daily / weekly	MSW	SMT	Ongoing	
Phonics decoding assessments (accuracy) and story book (fluency) assessments monitor progress and regrouped children regularly	MSW	SMT	After every assessment 1 2 3 4 5 6	
Reading progress tests and completed trackers identify learning and progress	MSW	SMT	6x a year 1 2 3 4 5 6	
Annotated planning records achievement, progress and next steps	MSW	SMT	Nov Mar Jun	

#### Evaluation:

\*the majority of evaluation for focus priorities will be carried out by the SMT. This will be in the form of presentations to the SMT by improvement leaders - question and answer sessions will take place and follow up will be agreed.

\*1 – two new members of the teaching team have attended external full RWInc phonics training. Members of the teaching assistant team have been receiving internal training and coaching from the reading leader.

#### December 2017:

Content domain planning sheets are enabling teachers to plan focussed and targeted questions to challenge children at all levels. An increasing number of staff are confident in collecting a range of evidence to make secure judgements of children's attainment and progress. Use of read 3 comprehension style questions is enabling children to develop more secure/complex written responses.

Breaking coaching and join in learning walks into smaller chunks has developed teaching assistants' confidence in effective delivery.

Monitoring has ensured the reading leader has a clear understanding of where she needs to focus her support to ensure continued improvements in planning, delivery and assessment of reading.

Progress of pupils in reading using the symphony assessment system:

Y1	1.85
Y2	1.74
Y3	1.54
Y4	1.98
Y5	1.87
Y6	1.95

(expected range 1.75 to 2.25)

Pupil progress in reading for the autumn term has been most rapid in Y4. The progress of pupils in Y3 needs further investigation.

#### April 2018:

##### \*English monitoring

KS2 English planning scrutiny demonstrates consistent good and outstanding practice

KS2 English working walls demonstrate consistent good practice

KS1 whole class reading monitoring demonstrates the vast majority of teaching is good and outstanding (1 teacher, who is on long term supply, is receiving further support from the English leader)

KS2 whole class reading monitoring demonstrates the vast majority of teaching is good (1 teacher is receiving support via a mentor plan)

##### \*Y6 Mock results 2017/2018

Reading:

March mocks only 2% below 2018 target and 22% above 2017 actual

110+ already 4% above 2018 target

March progress -1.1 (2017 was -4.3). 2018 progress should fall into not significantly different to national range

2018 target for 100+ projected to be met. Progress will also represent a marked improvement on 2017

Progress of pupils in reading using the symphony assessment system:

(expected range 3.5 – 4.49)

#### Reading Progress - to end of Spring term 2018

progress	Cohort	class A	Class B	boys	girls	PP	Non PP	EAL	SEND	Non send
y1	3.8	3.8	3.9	4	3.7	3.8	3.8	3.8	3.6	3.9
y2										
y3	3.6	3.8	3.3	3.5	3.6	3.2	3.7	3.5	2.7	3.7
y4	4	4.1	3.9	4	4	4	3	4	3.6	4.2
y5	3.9	4	3.8	3.9	3.9	3.5	4	4	3.5	4
y6	4.1	4.2	3.9	4.1	3.9	4.1	4	4.3	3.8	4.1

### Reading Attainment - gap to VPA Spring term target

attainment	cohort	class A	Class B	boys	girls	PP	Non PP	EAL	SEND	Non send
y1 (8.3)	-0.77	-1.33	-0.23	-0.76	-0.78	-0.97	-0.75	-0.93	-2.05	-0.34
y3 (19.05)	-1.49	-1.43	-1.5	-2.86	0.26	-1.85	-1.33	-2.28	-9.55	0.16
y4 (25.49)	-0.04	-0.36	0.32	0.16	-0.22	-0.75	-0.32	0.48	-2.49	1.02
y5 (29.63)	-0.45	-0.99	0.08	-1.29	0.66	-1.13	-0.23	0.1	-6.54	1.04

Staff collect evidence of children's attainment and progress in reading during activities and tasks throughout English lessons, during whole class reading sessions and other lessons across the curriculum and use this to inform planning, assessment and next steps for individual children and groups of children.

Working walls display learning intentions for reading and writing, ambitious vocabulary and special phrases which the children able to draw on throughout the day and across a range of subjects.

All staff have targeted children for accelerated progress in reading which is reviewed at several points throughout the year, whilst also striving to ensure all children make progress in line with their year group expectations.

Learning journeys include suggestions for texts that children may like to read at home with their parents and carers and displays on classroom doors invite visitors to discuss texts they are reading in class with the children continuing our push on raising the profile of books and reading for the children at Victoria.

Suggestions for wider reading and linked texts complement the texts read in RWInc story book / Get writing! sessions and Literacy and Language lessons, enabling children to make links between texts they read.

Sight vocabulary is taught alongside spellings and handwriting in our "Speedy Spellings" fast learning sessions in KS2 and ensures children know the purpose of learning these words and seek to improve upon their own previous personal best. "Speedy Spellings" has been introduced as one of the "Teaching and Leadership Innovation Fund" project initiatives, using "fast learning" to secure foundational learning for children using the four tenets: it should involve focused, regular and sustained rehearsal; rehearsal without error; achievement of personal best scores; accuracy followed by speed. Children in Reception and KS One learn to read and spell common exception words as part of their English lessons and are given additional opportunities to learn these words in a variety of ways including revisiting words displayed around the classroom, targeted words per week during lessons and registration times.

Join in and feedback / coaching shows the overwhelming majority of Speed sounds teaching is at least good, with three group leaders receiving more targeted support.

Gpc learning interventions target children who need additional support to make progress from one assessment point to another. During the summer terms this additional support will focus on children targeted to pass the phonic screening check.

Children visit the library weekly and take home a book of their choice. Parents are encouraged to read with their children at home and to make comments in their children's reading diaries. In Reception parents and carers attend "Stay and Read" sessions. In year two children are rewarded for their efforts reading at home

with invitations to join a lunchtime book club. Year 5 have trialled "Bookblog" and we would like to look into the feasibility of a subscription for children in upper key stage 2 at least.

Termly assessments which regroup children for phonics in years 1 to 4 show the vast majority of children make progress each term moving into the next group over a 6-8 week period in line with expectations.

Ongoing annotated planning alongside progress tests in reading completed by class teachers at the end of each Literacy and Language unit – 6 times per year – identify children's developing skills in comprehension over a variety of text genres and highlight areas for additional focus and vulnerable children.

The introduction of Achievement teams as part of the TLIF project has enabled staff to work collaboratively in teams, using a solution focussed approach to share and develop strategies to address issues of their choice – these must involve a specific skill or element of understanding; practical strategies that can be implemented immediately and have an impact in 2/3 weeks. Staff in Reception and year one are using a number of different strategies to ensure children learn to read red (high frequency) words and retain that knowledge.

### **July 2018:**

#### **\*English monitoring**

Staff have continued to receive feedback from monitoring of planning, working walls and formal lesson observations during the summer terms.

#### **\*Y6 SATs results 2017/2018**

Reading:

2018 SATs results 55% of pupils achieved EXP (target 60%), an improvement of 19% on the previous year  
5 children achieved a scaled score of 98 or 99, which takes this percentage to 67, above the 60% target  
GDS target (15%) exceeded 19%, an improvement of 14%

Progress across KS2 for reading was -1.9 (non-validated data) with confidence intervals of -3.8 to 0.0. This indicates progress that is not significantly different to that of other schools nationally. Actions in our improvement plan for the academic year 2018-19 demonstrate our aim to continue to improve achievement for our year 6 children in the coming year and beyond.

#### **\*Y2 SATs results 2017/2018**

Reading:

2018 SATs results 68% of pupils achieved EXP+ (target 65%) and 10% GDS, FFT50 = 62% and FFT20 = 69%  
87% of pupils (55 children in the cohort have an EYFSP result) who achieved EYFS EXP attained KS1 EXP, nationally this conversion figure is 85%  
48% of those children who completed their reception year at an emerging level within the ELG attained EXP at the end of year 2, 12% above the national conversion figure  
FFT early results' service calculated a school value added score for reading at KS1 of +0.7

#### **\*KS1 Phonics results 2017/2018**

Year 1:

76% of pupils passed the phonic screening check, an increase of 5% on 2017 (nationally 2%)  
58% of the Reception cohort 2017 attained the ELG for reading, 78% of these children passed the phonic screening test, a conversion of 48% of the children who had not yet reached age related expectations at the end of their reception year

Year 2:

97% of pupils (cumulatively) have now passed the phonic screening check, exceeding the target by 2% (nationally 94%)

**\*EYFS results 2017/2018**

Reading:

63% of pupils attained the ELG for reading (target 62%)

72% of pupils in Reception made 6 steps or more across the year

the percentage of children attaining a Good Level of Development increased from 52% to 60%, an 8% improvement on last year – nationally the improvement was 5%

**Progress of pupils in reading using the symphony assessment system:**

(expected range 5.5 – 6.4)

**Reading Progress - to end of Summer term 2018**

Progress

6.5+	outstanding
5.5-6.4	good
4-5.4	RI
below	inadequate

progress	Cohort	class A	Class B	boys	girls	PP	Non PP	EAL	SEND	Non send
y1	5.86	5.83	5.9	6	5.73	5.67	5.88	5.86	5.17	6.04
y2	5.57	5.63	5.5	5.47	5.68	5.57	5.57	5.66	5.56	5.54
y3	5.78	6.78	4.82	6.17	5.32	4.8	6.15	6.1	4.13	6.06
y4	6.2	6.03	6	5.93	6.1	6	6.03	6.09	5.71	6.15
y5	6.05	6.19	5.93	6.06	6.04	5.62	6.19	6.17	5.7	6.13
y6	6.17	6.57	5.76	6.13	6.21	6.08	6.21	6.67	5.92	6.28

All year groups made good progress in reading in cohorts and classes and the majority of pupil groups.

One class in year 2 and one in year 6 made outstanding progress. The EAL children in year 6 made outstanding progress.

The SEND children in year 1, the boys in year 2 and several pupil groups in year three did not make rapid enough progress. These pupils and groups of pupils are targeted using cohort profiles, interventions and actions across the autumn terms.



**Supporting evidence:**

- HAT trust moderation reading moderation overview, examples of completed moderation grids and list of available evidence to discuss
- Examples of content domain planning sheets
- Planning scrutiny
- Book scrutiny
- Reception phase 1 letters and sounds planning
- Assessment and regrouping of Y1-4
- Staff training
- 1:1 coaching/feedback post it notes
- Reception action plan
- Examples of flick forward feedback
- Photographs: “Stay and read”; year 2 “Book club” and tickets; classroom doors; red words on handwriting repeater; partner teaching red words;
- Photocopies: reading diary; linked texts, story book and paper copy;
- Progress test print out with annotations linked to follow up teaching
- \*See Dfe Action Points 2017 update including planning scrutiny and teaching over time evidence
- Anonymised examples from monitoring and planning scrutiny