

Reading/Literacy Action Plan 2019-2020 DRAFT

Current situation: Phase audits completed; identified reading/literacy activities across school including: parental support; reading environments; promotion and celebration of reading; progress within reading; staff CPD; Phonics Programme; Resources; interventions. Reading rationale written around building capacity for literacy strategies across school. £5000 available for Literacy resources from successful grant application to Foyle Foundation to be spent by May 2020)

Area for development	Actions	Who
Resources:		
Library environment	<ul style="list-style-type: none"> Improve the current space to ensure an area where reading for pleasure is promoted 	HA, KMCM, LC
Existing resources	<ul style="list-style-type: none"> Remove all unnecessary reading schemes Store used reading schemes on shelves outside Hydro area 	HA
Identify and fill gaps	<ul style="list-style-type: none"> Identify resource needs across Phases and inform HA Storage for safe keeping of resources Orders placed 	Phase Leaders HA HA/YB
Training:		
Staff awareness of expectations	<ul style="list-style-type: none"> Share Reading Rationale Session on 'How to Teach Reading' Session on Early Communication Skills/Literacy approach for non-reading pupils 	JB/ES HMo/JB SO
	<ul style="list-style-type: none"> Bitesize sessions on Letters and Sounds; Sound Reading Scheme Follow sessions with lesson observations/coaching 	HMo/CG
Scrutiny:		
Autumn	<ul style="list-style-type: none"> Pupil Workbooks- focus on consistency of target setting and assessment 	English Teachers/ES/JB
Spring	<ul style="list-style-type: none"> Reading across the curriculum- 3 pupils per Phase with books from all subject areas 	Phase Leaders/JB
Summer	<ul style="list-style-type: none"> Promoting reading for pleasure- Parental involvement Storytellers Competition eg. reading in an unusual place Book Fair 	JB/All staff

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Curriculum:		
Timetabling and use of strategies to build reading capacity	<ul style="list-style-type: none"> • Use of 'Enchanted hour' on Friday mornings for reading for pleasure • 2 book principle (for readers only). 1 within reading capability (reading Scheme) and 1 for pleasure • Consolidate use of books in Letters and Sounds reading scheme for all readers 	Teachers Teachers HMo
Interventions:		
Lexia Reading Plus	<ul style="list-style-type: none"> • Well monitored. Data tracked and shared TERMLY providing timely support for teaching and learning and referral for any intervention schemes • Identify other beneficial interventions for eg. Words First 	PFH/HA/JB/ HMo