

Action Plan 2022/23

	Actions (Who, When, Cost)	Planned Outcomes & Success Criteria	Review & Outcome
Feb 2022	After government declaring that Letters and Sounds is no longer viable for schools to use new schemes need to be reviewed and a new scheme bought for our school.	<ul style="list-style-type: none"> All verified approaches / schemes by the government to be considered, webinars attended, documents read and reviewed by myself (KS) and Clare Heard. 	All schemes were looked at and considered – strengths and weaknesses of all taken into consideration. RWI was, after a lot of discussion, considered to be the best moving forward. Mainly due to its research, constant training, development and progress made by all children.
Feb 2022	Visit another school to see RWI in operation.	<ul style="list-style-type: none"> Visit a local school to see RWI in operation. Discuss with Reading Leader how things work and success of program. Ask if anything we should be aware of. 	Interesting to see in operation. Storage of resources needed. Looked at planning documentation. Spoke to some staff about how they find it. All very well resources, development and training excellent, online planning etc very good.
July 2022	Present to governors our decision regarding a phonics scheme. Consider costs, compare to an alternative scheme, highlight ongoing costs, outline reasons for going for RWI. Initial resource outlay – Initial training – Ongoing costs, including e-book resources -	<ul style="list-style-type: none"> Governors all made aware of the program. Initial outlay and ongoing costs. Storage of resources will need to be considered. Training to be given to all staff with further development days for reading leader, head teacher and deputy. 	Governors happy with our proposal so we can go ahead with RWI as a school scheme.
Sept 2022	Resources to be ordered from Oxford Owl. Ruth Miskin to be contacted re training days. Clare H and I to attend training day at Birch School, to support initial training back at St Luke's.	<ul style="list-style-type: none"> All resources ordered. Storage considered, quotes received, MM ordered shelving. Training days booked for staff INSET in January. 	All resources ordered and arrived. Training days all booked for the year ahead and staff informed of those where attendance will be necessary. October – CH and I visited Birch. Initial introduction – useful to show how and what is taught and developed.
Nov 2022	1 st development day – to plan what is needed moving forward, how things will work and assessments that need to be made.	<ul style="list-style-type: none"> Note separate notes / action plan. 	Action plan for reading leader developed. Assessments to take place before Christmas.
Dec 2022	Entry assessment to be completed by reading leader.	<ul style="list-style-type: none"> Completed by mid December. Children put into groups and rooms. Data onto school portal. 	Entry assessment completed. 8 groups developed for speed sounds and word time for the first 5 weeks in January / February.

	<p>Children then to be put into groups to be taught speedy sounds and word time for initial 5 weeks in January / February.</p> <p>Data to be placed on the school portal system.</p> <p>Staff to begin weekly coaching sessions to cover initial ideas on how RWI will work.</p> <p>Resources to all be school stamped.</p>	<ul style="list-style-type: none"> Weekly coaching sessions begun – log in details provided for Ruth Miskin and Oxford Owl and an introduction to RWI given. Resources all arrived at school. Stamped and sorted into groups / storage bags / adults. 	<p>All data onto portal.</p> <p>Coaching taking place for reading leaders.</p>
Jan 2023	<p>INSET day training.</p> <p>05/01/23 RWI advisor to provide training to all staff (speedy sounds and word time)</p> <p>06/01/23 KS and MM to train staff on the reading aspect of RWI</p> <p>09/01/23 First lessons to begin. Half hour sessions each day.</p> <p>Groups are mixed EYFS / KS1 children, at assessed levels.</p>	<ul style="list-style-type: none"> Training successfully received by all Time provided for resources to be prepared and planning looked at for initial teaching First lessons began 	<p>All received – first day led by RWI consultant, second day led by myself and Martin. Better awareness across the whole school. Some approaches to be used across – silent signals, Fred talk for spelling.</p> <p>09/01/23 all groups started.</p>
Spr 1	<p>Shelving fitted</p> <p>Resources moved into these</p> <p>Weekly coaching sessions for all reading leaders (2 a week led by reading leader)</p>	<ul style="list-style-type: none"> Shelves all fitted Books in bags all placed in order Weekly coaching sessions for all reading group teachers 	<p>Resources all sorted, packed and labelled.</p> <p>Shelves fitted and resources stored.</p>
Spr 1	<p>Weeks 3 and 4 next assessment (assessment 1) to be able to regroup all children and adults. This will incorporate aspects of reading books and writing.</p> <p>Data onto portal.</p> <p>New groups to be developed.</p> <p>Reading meeting for parents to take place.</p>	<ul style="list-style-type: none"> Assessments completed and 8 groups set up. Data gathered – sound analysis grids developed, progress sheets completed showing dates each level started 03/02/23 reading meeting for parents Website updated with key information <p>LSAs given time to prepare and resource for their lessons.</p>	<p>First assessment completed.</p> <p>8 groups set up.</p> <p>Children to be tutored identified (lowest 20% in each year group to have tutoring 4 times a week)</p> <p>Reading meeting took place – 80+ parents in attendance. Materials all on website. Resources / leaflets given to parents.</p> <p>Reference to materials and website made in school newsletter.</p>

	<p>Update of website to acknowledge and inform all parents of our new program.</p> <p>Time to be given for all group teachers to prepare resources etc (especially LSAs)</p>		
Spr 1 / Spr 2	<p>Quick mini assessments take place every other week for lower groups. Week 1 assess, week 2 move.</p>	<ul style="list-style-type: none"> • Children identified if ready to move and lists provided to staff. • If not enough progress made reassessed 8 days later. • Group leader spoken to regarding areas needed for development. 	<p>Vast majority of children have moved and made progress within the lower groups.</p> <p>Red group – whole group over course of 4 weeks have moved into next group (only exception is one child with an EHCP)</p>
Spr 2	<p>Week beginning 20/03/23 second assessment to take place to review which groups children are in.</p> <ul style="list-style-type: none"> • Identify groups for each child. • Redo gap analysis of sounds. • Place onto portal and assess progress across all groups. • Identify spotlight children within each group. • Identify those children still requiring tutoring. • Identify any child now needing tutoring. • Communication with Reading Leader made easier with white board. 	<ul style="list-style-type: none"> • Those receiving tutoring making progress and being able to move groups. • Successful movement of all children , especially those working below expected level. • Identify reasons for this and how to proceed. • Whiteboard set up outside classroom for messages to be put, if staff can't find her! 	<p>Majority of children continuing to move groups. Gap analysis completed.</p> <p>Spotlight children identified within new groups. Identified new children requiring tutoring.</p> <p>Whiteboard set up outside classroom to enable communication.</p>
	<p>Mid-Year Data Drop and moderation</p>	<ul style="list-style-type: none"> • Increase percentage of children ARE+ (All Pupils, Disadvantaged, SEN K, Boys) 	
Sum 1 / Sum 2	<p>Maintain 6 weekly assessments to regroup where necessary.</p> <p>Assess set 1 children every 8 days.</p> <p>Consider progress and therefore children requiring tutoring.</p> <p>Maintain data collections (portal, progress chart, gap analysis of sounds)</p> <p>Maintain weekly coaching for reading leaders.</p> <p>Maintain fortnightly coaching for tutors.</p> <p>Update practice map and pathways.</p>	<ul style="list-style-type: none"> • Children continue to make progress, and move groups if appropriate. • Effective tutoring results in movements of children to different groups. • All data charts maintained and up to date. • Coaching plans all in place and practice sessions being enabled. • Observations / coaching within lessons being a focus of area within coaching sessions. 	<p>Sounds Tracker – Summer 2</p> <p>EYFS 95% at or above number of sounds expected to know</p> <p>Yr 1 – 85% at or above</p> <p>Yr 2 – 100%</p> <p>Storybook tracker –</p> <p>EYFS – 100% at or above expected</p> <p>Yr 1 – 76%</p> <p>Yr 2 – 98%</p>

	<p>Timetable a 10 minute speed sound session in the afternoon for year 1 children and those retaking PSC.</p> <p>For these children put onto website Virtual Classroom films each week for sounds being reviewed.</p> <p>Set up Individual Progress Records for all children being tutored.</p>	<ul style="list-style-type: none"> • Clear identification of CPD being covered by all members. • 10 minutes session in all KS1 classes each afternoon. (focus on PSC sound development) • Parents will be able to access sounds being reviewed each week. • Individual progress sheets will highlight knowledge and therefore progress being made. 	<p>Targeted RWI sound revision for year 1 children. 88% achieved and passed PSC.</p> <p>Yr 2 – 86% of children retaking passed. (1 child did not – following RWI in September within year 3 as RWI approach working for him)</p>
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