

Reading Action Plan

Name of School:

URN:

Postcode:

1. Excellent teaching of early reading through systematic synthetic phonics (SSP)

Measurable improvement targets:

	State your school's current provision. Identify any areas for development.	Actions to be taken to improve provision.	Intended outcomes for each action.	Milestone dates, timescales and person responsible. (e.g. training dates, dates for appointing a reading leader)	Identify any potential barriers to making progress or success.
Involvement of your school's senior leadership team in phonics teaching.					
Training provided in systematic synthetic phonics (SSP) – including what training is offered, to whom, and how often.					
Your approach to teaching reading, including phonics scheme used, how you timetable phonics, grouping, and any other strategies.					

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English Hubs
St John Vianney English Hub

Reading Action Plan

Resources used to support SSP teaching e.g. appropriate decodable books.					
Identification of children who are not making the required progress and your approach to closing the gap.					

Reading Action Plan

2. Closing the word gap: excellent teaching of early language

Measurable improvement targets:

	State your school's current provision. Identify any areas for development.	Actions to be taken to improve provision.	Intended outcomes for each action.	Milestone dates, timescales and person responsible. (e.g. training dates, dates for appointing a reading leader)	Identify any potential barriers to making progress or success.
Involvement of your school's senior leadership team in closing the word gap.					
Your approach to developing vocabulary in EYFS and Key Stage One, including any strategies used.					
Your approach to identifying and supporting children who require support.					

Reading Action Plan

3. Encouraging a love of reading among your pupils

Measurable improvement targets:

	State your school's current provision. Identify any areas for development.	Actions to be taken to improve provision.	Intended outcomes for each action.	Milestone dates, timescales and person responsible. (e.g. training dates, dates for appointing a reading leader)	Identify any potential barriers to making progress or success.
Involvement of your school's senior leadership team in encouraging a love of reading.					
Strategies used to encourage a love of reading across the whole school (e.g. whole school reading or opportunities for independent reading). What resources are available to support shared and independent reading for pleasure.					

Reading Action Plan

<p>Approach to reading to the children in the school: how often the children are read to, how teachers are trained to read, and how you ensure that reading time is fun and engaging.</p> <p>Your approach to sharing books and reading out loud to children across the school.</p> <p>Please state:</p> <ul style="list-style-type: none">• The frequency this happens.• How your teachers are trained to read.• How you ensure that reading time is fun and engaging.					
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Reading Action Plan

Any resources requested.

- a) Please use the sections below to identify any resource and training needs for each of the 3 actions, making reference to your action planning above and stating costs.
- b) Please describe how you would use the requested resources and training in your school.
- c) Please add any evidence to support your request, including for example extracts from your Ofsted report, parent feedback, or comments from Reception / KS1 teachers.

Please note:

- Funding for systematic synthetic phonics is the main focus.
- Any requests for systematic synthetic phonics may only be granted if appropriate accompanying training for all staff involved is, or will shortly be, in place.
- Funding for early language and wider reading materials may only be requested and granted if all the necessary resources and training for all staff involved in teaching early reading through SSP are already in place. or shortly will be.

Excellent teaching of systematic synthetic phonics (SSP)

- a)
- b)
- c)

Reading Action Plan

Closing the word gap: excellent teaching of early language

- a)
- b)
- c)

Encouraging a love of reading among your pupils

- a)
- b)
- c)