

**St. Bernadette's Catholic Primary School
School Improvement Plan**

Area for development: Reading

Rationale: Due to raised expectations in reading standards across Key stages 1 and 2, reading skills need to be more thoroughly developed and refined.

Points for Action	Provision	Lead Person	Outcome with timescale	Cost	Evaluation
1. Additional slots added to the timetable in both Key Stages 1 and 2 to accommodate a more structured reading programme.	An additional daily 20 minute slot added into Key Stage 2 time table and 15 minute slot added into Key Stage 1 time table to allow for a structured reading programme.	A Cowings N Lavin A Carroll	Children will receive a more regular and structured reading programme that will allow them to practise and refine the 4 major reading strategies: questioning, clarifying, predicting and summarising. From September 2017.	Nil	
2. To research and implement a structured reading programme across school from Year 2 - 6.	To observe the delivery of reciprocal reading in schools within our cluster (English Martyrs). Sessions to be observed in both KS1 and 2. Meet with leader of this programme in EM to discuss implications of implementing and resourcing such a programme.	C Connaire K Lakin	C Connaire and K Lakin will have a clearer understanding of how reciprocal reading works and how it can be managed in a whole class reading session. In addition, they will have an opportunity to look at resourcing for these sessions and for wider reading across school. All observations completed by end of Summer 2 2016.	Nil	C Connaire observed two separate sessions being delivered in Yr 5 and Yr 2. K Lakin observed a session in Yr 4. As well as observing the reciprocal reading taking place, these sessions provided opportunities to see the management of other groups within the session. The use of reading journals, reading for pleasure and DARTs activities were also observed as part of these sessions. Lengthy discussion

					was had with S Powell of English Martyrs about the success of their own reading programme and resources were shared.
<p>3.Appropriate reading resources purchased to supplement the new Reciprocal Reading programme.</p> <p>Audit of current Guided Read resources in school to be completed.</p>	<p>Current guided reading resources to be gathered in and audited from Yr 2 - 6 to see what we have and how this will need to be supplemented.</p> <p>Additional sets of texts to be purchased to support the implementation of this programme. A pack of 6 fiction titles per year group form Year 2 - 6 to be ordered initially. For Years 5 and 6, an additional higher level text to be purchased to support teaching of greater depth skills.</p> <p>Reading journals will also need to be purchased for children to record their DARTs activities in.</p>	<p>A Cowings K Lakin</p>	<p>Children will have a wider range of texts to explore for their Reciprocal Reading sessions. New books are appealing and the selection purchased feature a range of long-established and newer authors including Roald Dahl, Michael Morpurgo, Anne Fines, Jacqueline Wilson, Ted Hughes and Dick King-Smith.</p> <p>Sets of books to be ordered and allocated to year bands by July 2016.</p>	<p>Up to £2000</p>	

<p>4. Create comfortable, inviting and well organised reading areas in each classroom to encourage and develop reading for pleasure.</p>	<p>All classrooms in the school need to develop a comfortable, inviting area in the class where the children can conduct reading for pleasure both during reciprocal reading and at other points during the day. These areas should be well defined and contain an organised display of engaging books, with cushions, bean bags etc where the children can feel comfortable and relaxed. The area should be designated zone specifically for reading purposes.</p>	<p>All class teachers All TAs.</p>	<p>All classrooms will have an area that actively promotes reading activities and reading for pleasure. Children will be able to use this area on a daily basis as a place where they can independently develop their own silent reading skills and reading for pleasure. Children will have a space that is comfortable and inviting where they will want to go with their book for some quiet reading time. TAs to assist class teachers in acquiring resources and developing these areas.</p> <p>Staff informed in staff meeting on 22.06.16. NL has also previously emailed ideas for engaging reading areas. Areas to be set up by the end of Summer 2 term and ready to use from September 2016.</p>	<p>Cost implications for resources for reading areas. Budget allocation TBC.</p>	
<p>5. Reciprocal Reading to be trialled with a Year 5 class to support staff training from September 2016 onwards.</p>	<p>C Connaire to spend time with K Harston's English set in Year 5 towards the end of Summer 2. Sessions will consist of whole class teaching of the 4 main reading strategies for reciprocal reading: questioning, clarifying, predicting</p>	<p>C Connaire K Harston</p>	<p>By the end of Summer 2, K Harston's AA English set will know the fundamental skills underlying Reciprocal Reading and will have experienced whole class carousel reading sessions. K Lakin will then be able to consolidate these skills early in September 2016 and demonstrate Reciprocal Reading with this set for other staff members to observe and learn from.</p>	<p>Nil.</p>	

	and summarising. Once the children seem secure with these sessions, some whole class carousel reading sessions to be conducted with this group in preparation for K Lakin taking over in September.				
6. First phase of whole staff Training in Reciprocal Reading.	K Lakin and C Connaire to deliver a staff meeting early in Autumn 1 term sharing information on Reciprocal Reading, the strategies which underpin it and delegation of new reading resources to appropriate year bands. All teaching staff and TAs to attend. Share findings from observations made at English Martyrs.	K Lakin C Connaire	All staff to be given the first stage of training in using this method for reading and to understand the benefits of using it consistently across school. All staff to have a greater knowledge of the roles the children will need to undertake in Reciprocal Reading sessions and to receive some resources and ideas to help them to teach these strategies within a whole class setting in the first instance. Staff meeting to be held on Wednesday 14 th September.	Nil	
7. Second phase of staff training in Reciprocal Reading	Y r 2 and KS2 teaching staff to be given the opportunity to go into Reciprocal Reading Sessions with K Lakin and C Connaire (Yr 2) to observe the programme being	K Lakin C Connaire	All staff who are required to implement this reading programme within their own English sets, will have the opportunity to see a Reciprocal Reading group in action within a whole class reading carousel session. Staff will be able to observe how the guided group is managed within a whole class setting and what other independent activities occur at the same time.	Nil	

	implemented within a whole class carousel reading lesson.		<p>These can include :</p> <ul style="list-style-type: none"> • Reading Journal Activities (child's choice). • Reading for pleasure (in an engaging reading corner). • Short comp/cloze procedure activity • Vocab/Dictionary/Thesaurus activity • Group reading of home reading books (applies in lower sets where there is a TA to support). <p>To be completed by the end of Autumn 1.</p>		
8. To monitor the implementation and delivery of Reciprocal Reading across Yr2 - 6.	Key Stage 1 and 2 English subject leaders to informally drop into to support and observe the delivery of Reciprocal Reading within whole class reading sessions. Informal evaluations and targets to be shared with individual members of staff.	K Lakin KS1 Subject Leader C Connaire if required.	Subject leaders will have a broad overview of how well Reciprocal Reading is being implemented across school and being delivered by individual teachers. If there are any issues and people need support with any aspect of these reading sessions, this can be identified and support put in place where necessary. To be conducted from Autumn 2 onwards.	Nil	
9. To evaluate the effectiveness of Reciprocal Reading in improving reading strategies and raising standards in reading across school.	In half termly year band review meetings or Key Stage meetings which will be conducted in Summer 2, staff to feedback on how they think these sessions have gone	All teaching staff Year Band Team Leaders Key Stage Leaders SMT	<p>Staff and children will have the opportunity to review and evaluate this new initiative in school and analyse its impact on standards of reading from Yr 2 - 6.</p> <p>The programme can then be adapted and improved and changed if necessary in preparation for the next academic year.</p>	Nil	

	<p>throughout the year. Share positive and negative aspects of them.</p> <p>Data from CM to be analysed to consider the impact of Reciprocal Reading on the attainment and achievement of children in reading.</p> <p>Interview children to review the programme and collect their views and responses on the sessions they have experienced throughout the year.</p>				
10. Literacy lead to complete a peer review in cluster schools who had reading results above the national.	Literacy lead to be released from class to complete observations in cluster schools and feedback to faculty lead on best practice.	K Lakin	Best practice is seen and implemented in school leading to raised standards.	3 days cover £500	
Review					