

**St. Bernadette's Catholic Primary School**  
**SIP 2021 - 2022**

**Subject/ Area:** English

**Area for development:** Reading

**Rationale:**

- To increase parental engagement with the development of their child's reading.
- To provide targeted support to parents to improve fluency and comprehension, particularly amongst lower attaining pupils.
- To develop stronger links with parents, helping them to support their child's reading at home.

Month	Points for action	Person Responsible	Impact	Cost	Evaluation
<b>September</b>	Include section on the importance of reading in Parents Welcome Meeting.	L. Canning All staff	Information, and statistics relating to reading, shall be shared with parents, helping them to understand the importance of reading at home.	N/A	
	'Book Corner' reading newsletter to be written by Year 5.  Send out 'Book of the Month' recommendations for September.  Introduce 'Top 20 Reading Challenge' for KS1 and KS2.  <i>(Ongoing)</i>	L. Canning Year band reading leads.	More reading links established between home and school.  Parents are provided with high-quality, age-appropriate book recommendations.  Children are encouraged to read and discuss a wider range of literature.	N/A	
	Meeting for parents of pupils identified as lowest 20% for reading.	C. O'Toole J. Docker	Parents will be given guidance on how to support their children with reading.  Expectations in terms of home support will be clearly communicated with parents.	N/A	
	Training for lunchtime supervisors and parent helpers supporting reading interventions.	L. Canning J. Docker	Staff who will be leading interventions for the lowest 20% of pupils will be given training on how to support decoding, fluency and comprehension.	N/A	

	Phonics/reading meeting for parents of EYFS pupils.	C. O'Toole	Phonics scheme will be explained to parents and information on how parents can support with reading will be shared.  Parents will have an increased awareness of the importance of support their child's reading.		
	Accelerated Reader assessments to be taken by pupils from Year 2-Year 6, with results shared with parents.	K. Lakin All staff	All pupils will have completed their STAR Assessment. Teacher will then be able to provide them with their ZPD so that they can begin choosing their own books. Teacher will have an increased awareness of children's reading ability. Parents will have a clearer understanding of their child's reading age and how this compares to their peers.	N/A	
	Begin opening library after school. <i>(Ongoing)</i>	T. McCartan M. Colclough L. Canning	Pupils will have the opportunity to change their books more regularly. Parents will be able to engage with their children's reading material.	N/A	
	Information shared with governing body on reading.	L. Canning Governing Body	All stakeholders have a shared understanding of the importance of reading. Governing Body understands actions taken by the school to enrich pupils' reading.	N/A	
	Reading training for staff  Dialogic reading and the PEER sequence for EYFS staff including TAs	L. Canning J. Docker Year bands	Staff have been reminded of the importance of developing reading culture. Strategies to enhance reading for pleasure have been shared. Opportunities for parental engagement have been explored and discussed.  Training for EYFS staff on dialogic reading and the peer sequence.	N/A	

	Parent questionnaire, focusing on reading, distributed.	L. Canning	Parents given the opportunity to share their opinions on reading, as well as identifying areas school can support.	N/A	
	TAs and lunchtime supervisors to provide targeted support for bottom 20%.	C. Connaire J. Docker TAs/lunchtime supervisors	Children will be heard read at least three times per week on a one-to-one basis, improving fluency and confidence when reading aloud.		
	Support to be provided to parents of pupils in the bottom 20% for reading.	J. Docker	Parents will be more aware of the importance of supporting their child in reading and will have clearer strategies for helping at home.		
	Story time sessions for Reception, Year 1 and 2 parents.	Reception staff Year 1 staff Year 2 staff C. O'Toole	Parents will play a more active role in their child's reading. The importance of reading will be promoted and strategies shared.	N/A	
	Library to open to EYFS/KS1 pupils.	EYFS/KS1 staff TAs	Children in EYFS/KS1 will have more free choice on a reading for pleasure book to accompany their phonetically decodable book.	Cost of new shelving plus new books for library.	
	Reading rewards scheme established.	L. Canning All staff	Pupils will be able to choose a book as a reward. Pupils will have more books at home to read.	£200	
	Bedtime story bear to go home with EYFS, Year 1 and 2 pupils.	EYFS/KS1 staff	Sharing stories will be celebrated more at home.	Cost of bear resources.	
	Reading and rhyme spine books, songs, poems and rhymes to be shared with parents on seesaw (weekly throughout the year).	EYFS staff	Parents can explore these texts, poems, rhymes and songs further with their children at home.	N/A	
	Recommend books with parents on a display (easel) outside EYFS classroom doors weekly via QR for parents to scan.	EYFS staff	Raises the profile of high quality texts parents can share with their children at home.	N/A	
<b>October</b>	'Book Corner' section of the newsletter to be written by Year 5.	L. Canning Year band reading leads.	Children will see teachers as readers, through shared recommendations. Parents will be aware of increased focus on reading for pleasure.	N/A	
	Reading event for Year 5 parents to be organised.	L. Canning Year band reading leads.	This event will help to develop and strength home-school links with a focus on reading for	N/A	

			pleasure.		
	'Reading Culture' team to meet to discuss progress and to share ideas.	L. Canning Reading Culture team	Good practice will be shared and new ideas discussed. Progress to date analysed.	N/A	
	Send out 'Book of the Month' recommendations for October.	L. Canning K. O'Neill	More reading links established between home and school.  Parents are provided with high-quality, age-appropriate book recommendations.  Children are encouraged to read and discuss a wider range of literature.	N/A	
	Parent workshops to be held with a focus on reading.	L. Canning Year bands	Workshops will be held for parents of pupils from Year 1- Year 6. Information will be shared on the importance of reading. Parents will have an increased understanding of the school's reading curriculum and will have more understanding of strategies they can use to support reading at home. Parents will get the opportunity to share a story with their child.	N/A	
	Reading training for staff	L. Canning Year bands	Staff have been reminded of the importance of developing reading culture. Strategies to enhance reading for pleasure have been shared. Opportunities for parental engagement have been explored and discussed.	N/A	
	Disseminate information on Toppsta to parents.	L. Canning J. Ryan	Parents have an increased awareness of the benefits of using Toppsta with their children.	N/A	
	TAs and lunchtime supervisors to provide targeted support for bottom 20%.	C. Connaire J. Docker TAs/lunchtime supervisors	Children will be heard read at least three times per week on a one-to-one basis, improving fluency and confidence when		

			reading aloud.		
	Support to be provided to parents of pupils in the bottom 20% for reading.	J. Docker	Parents will be more aware of the importance of supporting their child in reading and will have clearer strategies for helping at home.		
	Story time sessions for Reception, Year 1 and 2 parents.	Reception staff Year 1 staff Year 2 staff C. O'Toole	Parents will play a more active role in their child's reading. The importance of reading will be promoted and strategies shared.  Reception teachers to model reading a story to the children, discussing children's ideas and responses (dialogic reading) to help children to develop their early enjoyment and understanding of books.	N/A	
	School library to open after school for twenty minutes daily.	TAs.	Pupils have the opportunity to change their books more regularly and parents can engage more with their child's reading experience.	N/A	
	Library to open to EYFS/KS1 pupils.	EYFS/KS1 staff TAs	Children in EYFS/KS1 will have more free choice on a reading for pleasure book to accompany their phonetically decodable book.	Cost of new shelving plus new books for library.	
	Bedtime story bear to go home with EYFS, Year 1 and 2 pupils.	EYFS/KS1 staff	Sharing stories will be celebrated more at home.	Cost of bear resources.	
	Fluency assessment of pupils receiving support.	L. Canning K. Lakin C. Connaire J. Docker	Progress of bottom 20% will be tracked. Intervention can be adjusted, as applicable.	N/A	
<b>November</b>	'Book Corner' newsletter to be written by Year 6.	L. Canning Year 6	Children will see teachers as readers, through shared recommendations. Parents will be aware of increased focus on reading for pleasure.	N/A	
	Reading event for Year 6 parents to be organised.	L. Canning Year 6	This event will help to develop and strength home-school links with a focus on reading for pleasure.	N/A	

	Read-a-thon to be held in KS1 and KS2.	L. Canning KS1 and KS2 Staff Year 5	All pupils will be encouraged to read more in order to raise money to create a 'Reading Fund'.	N/A	
	Send out 'Book of the Month' recommendations for November.	L. Canning	More reading links established between home and school.  Parents are provided with high-quality, age-appropriate book recommendations.  Children are encouraged to read and discuss a wider range of literature.	N/A	
	Arrange book fair in school to coincide with Parents' Evening.	K. Lakin	Parents will have the opportunity to purchase books to enrich their children's reading experience.	TBC	
	Reading training for staff	L. Canning J. Docker Year bands	Staff have been reminded of the importance of developing reading culture. Strategies to enhance reading for pleasure have been shared. Opportunities for parental engagement have been explored and discussed.	N/A	
	TAs and lunchtime supervisors to provide targeted support for bottom 20%.	C. Connaire J. Docker TAs/lunchtime supervisors	Children will be heard read at least three times per week on a one-to-one basis, improving fluency and confidence when reading aloud.		
	Support to be provided to parents of pupils in the bottom 20% for reading.	J. Docker	Parents will be more aware of the importance of supporting their child in reading and will have clearer strategies for helping at home.		
	Story time sessions for Reception, Year 1 and 2 parents.	Reception staff Year 1 staff Year 2 staff C. O'Toole	Parents will play a more active role in their child's reading. The importance of reading will be promoted and strategies shared. Reception teachers to model reading a story to the children, discussing children's ideas and responses (dialogic reading) to help children	N/A	

			to develop their early enjoyment and understanding of books.		
	School library to open after school for twenty minutes daily.	TAs.	Pupils have the opportunity to change their books more regularly and parents can engage more with their child's reading experience.	N/A	
	Library to open to EYFS/KS1 pupils.	EYFS/KS1 staff TAs	Children in EYFS/KS1 will have more free choice on a reading for pleasure book to accompany their phonetically decodable book.	Cost of new shelving plus new books for library.	
	Bedtime story bear to go home with Year 1 and 2 pupils.	KS1 staff	Sharing stories will be celebrated more at home.	Cost of bear resources.	
	Story time sessions for Nursery parents.	Nursery	Parents will play a more active role in their child's reading. The importance of reading will be promoted and strategies shared.	N/A	
	World Nursery Rhyme week competition held in EYFS	EYFS	Parents will work with their child to complete a nursery rhyme craft activity. Importance of nursery rhymes shared with parents.	Cost of prizes	
<b>December</b>	'Reading Culture' team to meet to discuss progress and to share ideas.	L. Canning Reading Culture team	Good practice will be shared and new ideas discussed. Progress to date analysed.	N/A	
	'Book Corner' newsletter to be written by Year 6.	L. Canning Year 6	Children will see teachers as readers, through shared recommendations. Parents will be aware of increased focus on reading for pleasure.	N/A	
	Send out 'Book of the Month' recommendations for December.	L. Canning	More reading links established between home and school.  Parents are provided with high-quality, age-appropriate book recommendations.  Children are encouraged to read and discuss a wider range of literature.	N/A	
	Celebration event for engagement with reading records.	L. Canning All staff	Using data from staff records, enter children with ten or more	Cost of vouchers TBC	

			gold stars into prize draw.		
	TAs and lunchtime supervisors to provide targeted support for bottom 20%.	C. Connaire J. Docker TAs/lunchtime supervisors	Children will be heard read at least three times per week on a one-to-one basis, improving fluency and confidence when reading aloud.		
	Support to be provided to parents of pupils in the bottom 20% for reading.	J. Docker	Parents will be more aware of the importance of supporting their child in reading and will have clearer strategies for helping at home.		
	Story time sessions for Reception, Year 1 and 2 parents.	Reception staff Year 1 staff Year 2 staff C. O'Toole	Parents will play a more active role in their child's reading. The importance of reading will be promoted and strategies shared.	N/A	
	School library to open after school for twenty minutes daily.	TAs.	Pupils have the opportunity to change their books more regularly and parents can engage more with their child's reading experience.	N/A	
	Library to open to EYFS/KS1 pupils.	EYFS/KS1 staff TAs	Children in EYFS/KS1 will have more free choice on a reading for pleasure book to accompany their phonetically decodable book.	Cost of new shelving plus new books for library.	
	Bedtime story bear to go home with Year 1 and 2 pupils.	KS1 staff	Sharing stories will be celebrated more at home.	Cost of bear resources.	
	Fluency assessment of pupils receiving support.	L. Canning K. Lakin C. Connaire J. Docker	Progress of bottom 20% will be tracked. Intervention can be adjusted, as applicable.	N/A	
	Story time sessions for Nursery parents.	Nursery	Parents will play a more active role in their child's reading. The importance of reading will be promoted and strategies shared. <b>Teachers to model reading a story to the children, discussing children's ideas and responses (dialogic reading) to help children to develop their early enjoyment and understanding of books.</b>	N/A	
<b>Termly</b>					



<b>Review</b>	
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**Subject/ Area:** English

**Area for development:** Reading

**Rationale:**

- To increase parental engagement with the development of their child's reading.
- To provide targeted support to parents to improve fluency and comprehension, particularly amongst lower attaining pupils.
- To develop stronger links with parents, helping them to support their child's reading at home.

Month	Points for action	Person Responsible	Impact	Cost	Evaluation
<b>January</b>	Accelerated Reader assessments to be taken by pupils from Year 2-Year 6, with results shared with parents.	K. Lakin All staff	All pupils will have completed their STAR Assessment. Teacher will then be able to provide them with their ZPD so that they can begin choosing their own books. Teacher will have an increased awareness of children's reading ability. Parents will have a clearer understanding of their child's reading age and how this compares to their peers.	N/A	
	'Book Corner' newsletter to be written by Year 4.	L. Canning Year 4	Children will see teachers as readers, through shared recommendations. Parents will be aware of increased focus on reading for pleasure.	N/A	
	Reading event for Year 4 parents to be organised.	L. Canning Year 4	This event will help to develop and strength home-school links with a focus on reading for pleasure.	N/A	
	Send out 'Book of the Month' recommendations for January.	L. Canning	More reading links established between home and school.  Parents are provided with high-quality, age-appropriate book	N/A	

			recommendations.  Children are encouraged to read and discuss a wider range of literature.		
	TAs and lunchtime supervisors to provide targeted support for bottom 20%.	C. Connaire J. Docker TAs/lunchtime supervisors	Children will be heard read at least three times per week on a one-to-one basis, improving fluency and confidence when reading aloud.		
	Support to be provided to parents of pupils in the bottom 20% for reading.	J. Docker	Parents will be more aware of the importance of supporting their child in reading and will have clearer strategies for helping at home.		
	Story time sessions for Reception, Year 1 and 2 parents.	Reception staff Year 1 staff Year 2 staff C. O'Toole	Parents will play a more active role in their child's reading. The importance of reading will be promoted and strategies shared.	N/A	
	School library to open after school for twenty minutes daily.	TAs.	Pupils have the opportunity to change their books more regularly and parents can engage more with their child's reading experience.	N/A	
	Library to open to EYFS/KS1 pupils.	EYFS/KS1 staff TAs	Children in EYFS/KS1 will have more free choice on a reading for pleasure book to accompany their phonetically decodable book.	Cost of new shelving plus new books for library.	
	Bedtime story bear to go home with Year 1 and 2 pupils.	KS1 staff	Sharing stories will be celebrated more at home.	Cost of bear resources.	
	Bedtime story event for Reception.	Reception staff	The importance of reading stories to children will be shared with parents. Staff will model reading a story. Teachers to model reading a story to the children, discussing children's ideas and responses (dialogic reading) to help children to develop their early enjoyment and understanding of books.	N/A	
	Story time sessions for Nursery parents.	Nursery	Parents will play a more active role in their child's reading. The importance of reading will be promoted and strategies shared.	N/A	

			Teachers to model reading a story to the children, discussing children's ideas and responses (dialogic reading) to help children to develop their early enjoyment and understanding of books.		
February	'Reading Culture' team to meet to discuss progress and to share ideas.	L. Canning Reading Culture team	Good practice will be shared and new ideas discussed. Progress to date analysed.	N/A	
	Send out 'Book of the Month' recommendations for February.	L. Canning	More reading links established between home and school.  Parents are provided with high-quality, age-appropriate book recommendations.  Children are encouraged to read and discuss a wider range of literature.	N/A	
	'Book Corner' newsletter to be written by Year 4.	L. Canning Year 4	Children will see teachers as readers, through shared recommendations. Parents will be aware of increased focus on reading for pleasure.	N/A	
	TAs and lunchtime supervisors to provide targeted support for bottom 20%.	C. Connaire J. Docker TAs/lunchtime supervisors	Children will be heard read at least three times per week on a one-to-one basis, improving fluency and confidence when reading aloud.		
	Support to be provided to parents of pupils in the bottom 20% for reading.	J. Docker	Parents will be more aware of the importance of supporting their child in reading and will have clearer strategies for helping at home.		
	Story time sessions for Reception, Year 1 and 2 parents.	Reception staff Year 1 staff Year 2 staff C. O'Toole	Parents will play a more active role in their child's reading. The importance of reading will be promoted and strategies shared.	N/A	
	School library to open after school for twenty minutes daily.	TAs.	Pupils have the opportunity to change their books more regularly and parents can engage more	N/A	

			with their child's reading experience.		
	Library to open to EYFS/KS1 pupils.	EYFS/KS1 staff TAs	Children in EYFS/KS1 will have more free choice on a reading for pleasure book to accompany their phonetically decodable book.	Cost of new shelving plus new books for library.	
	Bedtime story bear to go home with Year 1 and 2 pupils.	KS1 staff	Sharing stories will be celebrated more at home.	Cost of bear resources.	
	Story time sessions for Nursery parents.	Nursery	Parents will play a more active role in their child's reading. The importance of reading will be promoted and strategies shared.	N/A	
	Fluency assessment of pupils receiving support.	L. Canning K. Lakin C. Connaire J. Docker	Progress of bottom 20% will be tracked. Intervention can be adjusted, as applicable.	N/A	
<b>March</b>	'Book Corner' section of the newsletter to be written by Year 3.	L. Canning Year 3	Children will see teachers as readers, through shared recommendations. Parents will be aware of increased focus on reading for pleasure.	N/A	
	Reading event for Year 3 parents to be organised.	L. Canning Year 3	This event will help to develop and strength home-school links with a focus on reading for pleasure.	N/A	
	Send out 'Book of the Month' recommendations for March.	L. Canning	More reading links established between home and school.  Parents are provided with high-quality, age-appropriate book recommendations.  Children are encouraged to read and discuss a wider range of literature.	N/A	
	Arrange book fair in school to coincide with Parents' Evening.	K. Lakin	Parents will have the opportunity to purchase books to enrich their children's reading experience.	TBC	
	Organise World Book Day event for parents.	L. Canning	Reading for pleasure and the importance of reading with pupils reiterated to parents. Profile of reading raised.		

	TAs and lunchtime supervisors to provide targeted support for bottom 20%.	C. Connaire J. Docker TAs/lunchtime supervisors	Children will be heard read at least three times per week on a one-to-one basis, improving fluency and confidence when reading aloud.		
	Support to be provided to parents of pupils in the bottom 20% for reading.	J. Docker	Parents will be more aware of the importance of supporting their child in reading and will have clearer strategies for helping at home.		
	Story time sessions for Reception, Year 1 and 2 parents.	Reception staff Year 1 staff Year 2 staff C. O'Toole	Parents will play a more active role in their child's reading. The importance of reading will be promoted and strategies shared.	N/A	
	School library to open after school for twenty minutes daily.	TAs.	Pupils have the opportunity to change their books more regularly and parents can engage more with their child's reading experience.	N/A	
	Library to open to EYFS/KS1 pupils.	EYFS/KS1 staff TAs	Children in EYFS/KS1 will have more free choice on a reading for pleasure book to accompany their phonetically decodable book.	Cost of new shelving plus new books for library.	
	Bedtime story bear to go home with Year 1 and 2 pupils.	KS1 staff	Sharing stories will be celebrated more at home.	Cost of bear resources.	
	Story time sessions for Nursery parents.	Nursery	Parents will play a more active role in their child's reading. The importance of reading will be promoted and strategies shared.	N/A	
April	'Reading Culture' team to meet to discuss progress and to share ideas.	L. Canning Reading Culture team	Good practice will be shared and new ideas discussed. Progress to date analysed.	N/A	
	Send out 'Book of the Month' recommendations for April.	L. Canning	More reading links established between home and school.  Parents are provided with high-quality, age-appropriate book recommendations.  Children are encouraged to read and discuss a wider range of literature.	N/A	

	Celebration event for engagement with reading records.	L. Canning All staff	Using data from staff records, enter children with ten or more gold stars into prize draw.	Cost of vouchers TBC	
	'Book Corner' section of the newsletter to be written by Year 3.	L. Canning Year 3	Children will see teachers as readers, through shared recommendations. Parents will be aware of increased focus on reading for pleasure.	N/A	
	TAs and lunchtime supervisors to provide targeted support for bottom 20%.	C. Connaire J. Docker TAs/lunchtime supervisors	Children will be heard read at least three times per week on a one-to-one basis, improving fluency and confidence when reading aloud.		

	Support to be provided to parents of pupils in the bottom 20% for reading.	J. Docker	Parents will be more aware of the importance of supporting their child in reading and will have clearer strategies for helping at home.		
	Story time sessions for Reception, Year 1 and 2 parents.	Reception staff Year 1 staff Year 2 staff C. O'Toole	Parents will play a more active role in their child's reading. The importance of reading will be promoted and strategies shared.	N/A	
	School library to open after school for twenty minutes daily.	TAs.	Pupils have the opportunity to change their books more regularly and parents can engage more with their child's reading experience.	N/A	



	Library to open to EYFS/KS1 pupils.	EYFS/KS1 staff TAs	Children in EYFS/KS1 will have more free choice on a reading for pleasure book to accompany their phonetically decodable book.	Cost of new shelving plus new books for library.	
	Bedtime story bear to go home with Year 1 and 2 pupils.	KS1 staff	Sharing stories will be celebrated more at home.	Cost of bear resources.	
	Story time sessions for Nursery parents.	Nursery	Parents will play a more active role in their child's reading. The importance of reading will be promoted and strategies shared.	N/A	
	Fluency assessment of pupils receiving support.	L. Canning K. Lakin C. Connaire J. Docker	Progress of bottom 20% will be tracked. Intervention can be adjusted, as applicable.	N/A	
<b>Termly Review</b>					

**St. Bernadette's Catholic Primary School**  
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**Rationale:**

- To increase parental engagement with the development of their child's reading.
- To provide targeted support to parents to improve fluency and comprehension, particularly amongst lower attaining pupils.
- To develop stronger links with parents, helping them to support their child's reading at home.

Month	Points for action	Person Responsible	Impact	Cost	Evaluation
<b>May</b>	Accelerated Reader assessments to be taken by pupils from Year 2-Year 6, with results shared with parents.	K. Lakin All staff	All pupils will have completed their STAR Assessment. Teacher will then be able to provide them with their ZPD so that they can begin choosing their own books. Teacher will have an increased awareness of children's reading ability. Parents will have a clearer understanding of their child's reading age and how this compares to their peers.	N/A	
	'Book Corner' newsletter to be written by Year 2.	L. Canning Year 2	Children will see teachers as readers, through shared recommendations. Parents will be aware of increased focus on reading for pleasure.	N/A	
	Reading event for Year 2 parents to be organised.	L. Canning Year 2	This event will help to develop and strength home-school links with a focus on reading for pleasure.	N/A	
	Send out 'Book of the Month' recommendations for May.	L. Canning	More reading links established between home and school.  Parents are provided with high-quality, age-appropriate book	N/A	

			recommendations.  Children are encouraged to read and discuss a wider range of literature.		
	Reading training for staff	L. Canning Year bands	Staff have been reminded of the importance of developing reading culture. Strategies to enhance reading for pleasure have been shared. Opportunities for parental engagement have been explored and discussed.	N/A	
	TAs and lunchtime supervisors to provide targeted support for bottom 20%.	C. Connaire J. Docker TAs/lunchtime supervisors	Children will be heard read at least three times per week on a one-to-one basis, improving fluency and confidence when reading aloud.		
	Support to be provided to parents of pupils in the bottom 20% for reading.	J. Docker	Parents will be more aware of the importance of supporting their child in reading and will have clearer strategies for helping at home.		
	Story time sessions for Reception, Year 1 and 2 parents.	Reception staff Year 1 staff Year 2 staff C. O'Toole	Parents will play a more active role in their child's reading. The importance of reading will be promoted and strategies shared.	N/A	
	School library to open after school for twenty minutes daily.	TAs.	Pupils have the opportunity to change their books more regularly and parents can engage more with their child's reading experience.	N/A	
	Library to open to EYFS/KS1 pupils.	EYFS/KS1 staff TAs	Children in EYFS/KS1 will have more free choice on a reading for pleasure book to accompany their phonetically decodable book.	Cost of new shelving plus new books for library.	
	Bedtime story bear to go home with Year 1 and 2 pupils.	KS1 staff	Sharing stories will be celebrated more at home.	Cost of bear resources.	
	Story time sessions for Nursery parents.	Nursery	Parents will play a more active role in their child's reading. The importance of reading will be promoted and strategies shared.	N/A	
	Fluency assessment of pupils receiving support.	L. Canning K. Lakin C. Connaire	Progress of bottom 20% will be tracked. Intervention can be adjusted, as applicable.	N/A	

		J. Docker			
<b>June</b>	'Book Corner' section of the newsletter to be written by Year 1.	L. Canning Year 1	Children will see teachers as readers, through shared recommendations. Parents will be aware of increased focus on reading for pleasure.	N/A	
	Reading event for Year 1 parents to be organised.	L. Canning Year 1	This event will help to develop and strength home-school links with a focus on reading for pleasure.	N/A	
	'Reading Culture' team to meet to discuss progress and to share ideas.	L. Canning Reading Culture team	Good practice will be shared and new ideas discussed. Progress to date analysed.	N/A	
	Send out 'Book of the Month' recommendations for June.	L. Canning	More reading links established between home and school.  Parents are provided with high-quality, age-appropriate book recommendations.  Children are encouraged to read and discuss a wider range of literature.	N/A	
	Reading training for staff	L. Canning Year bands	Staff have been reminded of the importance of developing reading culture. Strategies to enhance reading for pleasure have been shared. Opportunities for parental engagement have been explored and discussed.	N/A	
	TAs and lunchtime supervisors to provide targeted support for bottom 20%.	C. Connaire J. Docker TAs/lunchtime supervisors	Children will be heard read at least three times per week on a one-to-one basis, improving fluency and confidence when reading aloud.		
	Support to be provided to parents of pupils in the bottom 20% for reading.	J. Docker	Parents will be more aware of the importance of supporting their child in reading and will have clearer strategies for helping at home.		

	Story time sessions for Reception, Year 1 and 2 parents.	Reception staff Year 1 staff Year 2 staff C. O'Toole	Parents will play a more active role in their child's reading. The importance of reading will be promoted and strategies shared.	N/A	
	School library to open after school for twenty minutes daily.	TAs.	Pupils have the opportunity to change their books more regularly and parents can engage more with their child's reading experience.	N/A	
	Library to open to EYFS/KS1 pupils.	EYFS/KS1 staff TAs	Children in EYFS/KS1 will have more free choice on a reading for pleasure book to accompany their phonetically decodable book.	Cost of new shelving plus new books for library.	
	Bedtime story bear to go home with Year 1 and 2 pupils.	KS1 staff	Sharing stories will be celebrated more at home.	Cost of bear resources.	
	Story time sessions for Nursery parents.	Nursery	Parents will play a more active role in their child's reading. The importance of reading will be promoted and strategies shared.	N/A	
July	Send out 'Book of the Month' recommendations for July.	L. Canning	More reading links established between home and school.  Parents are provided with high-quality, age-appropriate book recommendations.  Children are encouraged to read and discuss a wider range of literature.	N/A	
	'Book Corner' section of the newsletter to be written by Year Reception.	L. Canning Year 1	Children will see teachers as readers, through shared recommendations. Parents will be aware of increased focus on reading for pleasure.	N/A	
	Celebration event for engagement with reading records.	L. Canning All staff	Using data from staff records, enter children with ten or more gold stars into prize draw.	Cost of vouchers TBC	
	TAs and lunchtime supervisors to provide targeted support for bottom 20%.	C. Connaire J. Docker TAs/lunchtime supervisors	Children will be heard read at least three times per week on a one-to-one basis, improving fluency and confidence when reading aloud.		
	Support to be provided to parents of	J. Docker	Parents will be more aware of the		

	pupils in the bottom 20% for reading.		importance of supporting their child in reading and will have clearer strategies for helping at home.		
	Story time sessions for Reception, Year 1 and 2 parents.	Reception staff Year 1 staff Year 2 staff C. O'Toole	Parents will play a more active role in their child's reading. The importance of reading will be promoted and strategies shared.	N/A	
	School library to open after school for twenty minutes daily.	TAs.	Pupils have the opportunity to change their books more regularly and parents can engage more with their child's reading experience.	N/A	
	Library to open to EYFS/KS1 pupils.	EYFS/KS1 staff TAs	Children in EYFS/KS1 will have more free choice on a reading for pleasure book to accompany their phonetically decodable book.	Cost of new shelving plus new books for library.	
	Bedtime story bear to go home with Year 1 and 2 pupils.	KS1 staff	Sharing stories will be celebrated more at home.	Cost of bear resources.	
	Story time sessions for Nursery parents.	Nursery	Parents will play a more active role in their child's reading. The importance of reading will be promoted and strategies shared.	N/A	
	Fluency assessment of pupils receiving support.	L. Canning K. Lakin C. Connaire J. Docker	Progress of bottom 20% will be tracked. Intervention can be adjusted, as applicable.	N/A	
<b>Termly Review</b>					