Swallowcliffe P-6
We value **Honesty, Respect, Achievement**

SITE IMPROVEMENT PLAN READING - 2023
Vision Statement: To empower students to recognise and optimise their full potential, by providing a quality education built upon high expectations, positive and growth mindset and strong relationships between staff, students and the community.

Goal	Maintain and increase the number of students reaching SEA and HB in NAPLAN Reading
Challenge of Practice	If we prioritise and embed a daily, timetabled reading program to integrate the Simple View of Reading, across the year levels, then we will maintain and increase the number of students reaching SEA and HB in NAPLAN Reading
Success Criteria	• **Student success criteria (what students know, do and understand)** We will see each student in foundation blend sounds (phonemes) associated with letters (graphemes) when reading CVC words. • Year 1&2 students will demonstrate that they understand that a sound can be represented by various letter combinations. • We will see students in years 3-6 using common prefixes and suffixes and generalisations for adding a suffix to a base word • We will see students in years 4-6 use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrate and analyse and evaluate texts • We will see special class students achieve individual phonological/phonemic awareness, or reading goals, as per their OnePlans.

ACTIONS	Strategies NB : Embedding - re strategies already implemented Implementing – new strategies on the SIP	Teacher Role/Responsibility	Leader Role/Responsibility • (Preschool Coordinator –PSC) • (Early Years Senior Leader – EYSL) • (Early Years Curriculum Coordinator – EYCC) • (Primary Years Curriculum Coordinator – PYCC) • (Deputy Principal-Teaching & Learning – DPTL) • (Senior Leader for Intervention & Students with Disabilities) • (Student Wellbeing Leader – SWL)	Timeline PD	Resources
Each teachers reading program will include both explicit instructions (in word recognition, including the systematic teaching of phonics and the elements of language comprehension) **and opportunities for students to read independently and respond to their reading.**	1. Preschool Teachers - PreLit into whole & small group time instructional routines.	• Continue to establish as common practice.	• PSC – establish induction for new staff in PreLit • EYSL/EYCC/PSC develop PreLit observation checklist to support observations. • Look at process for mid-year 2023 intake to pick-up InitiaLit	1. Term 1- Ongoing 2023	• PreLit
	2. **Class Teachers R-6 – Embed the Literacy Statement of Pratice (SoP), including InitiaLit (R-2), Curriculum Units of Work (3-6)**	• Using the SoP to program and plan for a daily literacy block, 90min. • Provide 1-2 weekly plans for; InitiaLit small groups/storybook or Units of Work English/Literacy Block • Participate in whole school Observation and Feedback Cycle • Implement agreed writing strategies to support student's responses to reading - Writing Revolution.	• Develop 2023 overview of Observation cycle • EYSL/EYCC/DPTL/PYCC to work closely with new/newly return staff re InitiaLit/Units of Work. Other leaders to observe practitioners who are further established in strategy. • PDP chats/literacy data chats linked to SoP • Identify agreed writing for reading strategies for teachers • Prioritise staff meeting PD agenda alongside SIP actions/timeline. • DPTL/PYCC to make clear the direct links between reading & writing. • Continually update SoP with newly implemented strategies.	2. Ongoing 2023 Early Term 1 PFD to initiate learning re The Writing Revolution, then 2x staff meetings per term. (PD aim to Improve reading through writing)	• The Writing Revolution • InitaLit F-2 • Department Units of Work
	3. **Intentional focus on opportunities for students to read independently and respond to their reading, both orally and in written form.**	• Each teacher will incorporate comprehension strategies into work with texts – Before During & After questions (BDA) and Question Answer Relationship (QAR). • Teachers R-6 implement BDA/QAR strategies and share practice with peers. • Teachers implement learning from The Writing Revolution PD to explicitly teach writing strategies to respond to reading.	• Prioritise support in strategies for new/returning staff • Work with Curriculum Lead re scope/sequence of strategies identified in Curriculum Units • EYSL/EYCC/DPTL/PYCC to work closely with new/newly returned staff re BDA/QAR	3. PD - BDA/QAR Within the 1st 4 weeks of term 1, recap for staff, plus full induction for returning staff.	• Curriculum Lead • Share Staff video's re BDA/QAR • The Writing Revolution
	4. **Focus on each class, plus Specialist teachers having a 'dynamic' vocabulary wall linked to either story book (Initialit) or Units of work.**	• Each teacher has an actively updated word wall on display directly connected to current teaching focus/reading focus	• All leaders to monitor as part of observations, teacher planning and PDP chats	4. Specialist teachers to start with first unit in term 1 2023 and continue 2023 with each new unit.	• InitaLit F-2 • Department Units of Work
	5. **Spelling 20min x 5 days (using Spelling For Life morphological/etymological/orthographic mapping instructional routines. Trial SpelLit 2022-23**	• Teachers to continue following SoP, including Spelling for Life strategy, or InitiaLit program. Some teachers may trial spelling programs that we have purchased and are researching	• Further research into Spelling Mastery, SpellIT, Spelling through Morphographs, Bill Hansberry with intentional focus on best fit with our Science of Reading work. • visit other schools to observe Spelling Mastery and SpellIt	5. Trial of different programs, by volunteer teachers from term 1, with regular feedback checkins.	• Spelling for Life • Morpheme Magic • Spelling Mastery • Spelling Through morphographs • SpellIT

	6. R-6 Special classes implement daily, explicit teaching, individually or in small/class groups, targeted at the student's level, using programs where appropriate and/or draw on practices from experts in literacy and disability fields	Participate in classroom observations & walkthrough cycle Use ABLES to inform social/emotional goals. Planning demonstrates how Tier 1-3 teaching is targeting goals	• PDP chats/ observations cycle linked to student progress groups	6.Term 1-Ongoing 2023	• ABLES suite • PreLit • InitiaLit • Reading Doctor
Each teacher will gather evidence of individual reading achievements and analyse identify next steps, by developing individual goals and interventions in either decoding, fluency or comprehension skills.	FACES TO DATA, track and monitor using a traffic light colour coding system with clarity around who is just below SEA, who is just below HB and identify individual progress against the SIP Student Success Criteria for the applicable year level.	• All teachers to use traffic light colour coding to identify needs of children through teach-plan-assess cycle. • DfE – Units of work, unpack and identify assessment strategies • Identify students for SST, Wave 2&3 interventions and plan interventions to align to class instructional routines. • Be familiar with SIP student success criteria in analysing individual achievement • Monitor effect size using Impromation, in relation to reading. • Planning for individual differentiation needs through - IntiaLit-small group routines and the unpacking of the DfE Units of Work. Face to Data – class and Leader levels – identify individual student, know targets and goals. Moderation??	• Ongoing review and analysis of data to inform planning. • Scheduled leader observations and teacher feedback. • Attendance monitoring/ impact on student achievement	Data timelines vary from teacher to teacher in InitaLit, dependant on program and delivery pace. Whole school timeline for DIBELS (ORF, MAZE) PD - Moderation Plink –writing? TBA	• Plink • Impromation- including Markit, NAPtracker and PATtracker • InitaLit F-2 • DIBELS • Department Units of Work
Leaders will intentionally build teachers capacity by identifying what internal/external expertise teachers need to deepen knowledge and more explicitly meet learner's needs.	Implement a quality PD agenda that is responsive to the needs of staff and the proposed SIP action timeline	• Professional development experiences are implemented in classroom according to agreed timelines. • Identify and plan for HIT's opportunities	• Work with staff to identify what Quality Teaching looks like at Swallowcliffe as a supporting framework for the SoP – video teachers and share at staff meeting examples of HITS and Quality Teaching in Action • Apply a Quality teacher lens to all SIP actions– Look fors, observations, PDP chats and showcase examples to all staff through 'Ask A Colleague About' section in staff Bulletin. • use observations/PDP chats to observe quality teaching • Facilitate peer observation and coaching opportunities to promote quality teaching practice in Reading.	Term 4 2022 planning for 2023 PD overview, with detailed planning of PD calendar term by term 2023. TBA PD - Quality Teacher attributes	• ESR Handbook • AITSIL Teacher Standards • HITS • Staff video's re HITS/QTA's
Leaders will provide opportunities for evidence-based, personalised and specialised instruction for students who are struggling with reading skills. (Waves 2,3)	Analyse individual data and provide dynamic intervention related the needs of individual children	• Teachers to forward 1-2 weekly literacy block plans to Deputy/EY's Leader. Plans to reflect strategies to address the needs of children as identified through their data – traffic light coding. • Teachers accountable to work with their Line manager to identify and complete SST forms and apply for funding for identified students to support the needs of the students. • Share practice re Fluency strategies with peers eg Swivll • Contribute to a bank of fluency resources to share with peers.	• Plan for effective Wave 2-3 interventions that is aligned closely to classroom practice/programs and is responsive to children's needs, including some fluid opportunities for poor attenders. • Monitor attendance with staff and the impact on individual learners and plan strategies to address the impact. • EYSL/EYCC/DPTL/PYCC to meet with all teachers - Initialit and Curric Units and discuss data. Meetings to be responsive to the timelines re individual data collection.	Data timelines vary, re InitaLit, Whole school timeline for DIBELS (ORF, MAZE). 2 pathways for whole school intervention, over 80% attendance – systematic prog, under 80% modified 1:1 intervention. TBA PD - Reading Doctor	• MultiLit resources – MiniLit Sage • DIBELS Tracker • Morpheme Magic • Reading Doctor • Spelling Through Morphographs
2023 TARGETS	Year 1 - 60% (27/45) students achieve 28, or more in the Phonics Screening Check (progress indicator) Year 3 - 57% (30/53) students achieve SEA in NAPLAN reading Year 4 - 56% (35/62) students, who sat the test for their year level will achieve SEA in PAT reading (progress Indicator) Year 5 - 56% (30/54)students achieve SEA in NAPLAN Reading Year 6 - 44% (20/45) students, who sat the test for their year level will achieve SEA in PAT Reading (progress indicator) Year 7 - 45-50% (21/47)students achieve SEA in NAPLAN Reading				
ESR DIRECTIONS	• Strengthen the focus on improved student learning through quality school improvement planning with a particular focus on challenge of practice and success criteria. • To meet the learning needs of students, ensure that teachers consistently plan differentiated teaching opportunities that includes the formative assessment cycle with particular focus on student achievement through the related effect size growth for all students.				