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| **School Information** | | | | | | | | |
| School |  | | | | | | Headteacher |  |
| URN |  | | | | | | Reading Lead |  |
| PSC | 2016 | % | 2017 | % | 2018 | % | Disadvantaged | **%** |
| Predicted  PSC | 2019 |  | | 2020 |  | | Latest Ofsted grade and date |  |

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| 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. | 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. |  |  |  |  |
| 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. |  |  |  |  |
| 1. **Closing the word gap: excellent teaching of early language**   Measurable improvement targets: | | | | |
|  | State your school’s current provision. | Identify any areas for development. | 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. |  |  |  |  |
| 1. **Encouraging a love of reading among your pupils**   Measurable improvement targets: | | | | |
|  | State your school’s current provision. | Identify any areas for development. | 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. |  |  |  |  |
| * 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. * Your approach to sharing books and reading out loud to children across the school. * Please state: * The frequency this happens. * How your teachers are trained to read. * How you ensure that reading time is fun and engaging. |  |  |  |  |