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| **School Information**  |
| School |  | Headteacher |  |
| URN |  | Reading Lead |  |
| School Address: |  |
| PSC  | 2017 |  | 2018 |  | 2019 |  | Autumn 2020 |  | Disadvantaged |  |
| Year 1 check (Summer 2021) |  | PSC Prediction(Autumn 2021) |  | 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.
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| 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.
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| 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.
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| * 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.
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