

**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 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 Reception and Key Stages 1 to allow more opportunities to develop comprehension skills.	Each class in Reception and Ks1 will have two weekly slots of a half hour each dedicated to story time	A Cowings	Timetabled slots will be allocated for story and comprehension which will allow time to practise and refine the reading skills of retelling, literal understanding, predicting, clarifying and use of inference . From September 2017.	Nil	
2. Refine the objectives that staff use to plan their reading lessons, to offer more clarity for assessment purposes.	Adapt the statements used to track reading progress to ensure all staff are clear about year band expectations.	A Cowings C O'Toole	Year band expectations are clarified and staff are aware of what constitutes working at above or below the year band expectation. (September 2016)	Nil	
3. Organise a reading meeting for parents of nursery Reception and KS1 children.	Parents to be informed how they can support and develop reading skills with their children at home. Powerpoint produced to be included on the school website.	A Cowings	Parents are confident in supporting their children in reading and understand how to develop comprehension skills. 26 th September 2016	Nil	
4. Create comfortable, inviting	All classrooms in the school need to	All class teachers	All classrooms will have an area that actively promotes reading activities and	Cost implications	

and well organised reading areas in each classroom to encourage and develop reading for pleasure.	develop a comfortable, inviting area in the class where the children can conduct reading for pleasure 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.	All TAs.	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.. TAs to assist class teachers in acquiring resources and developing these areas. (September 2016)	for resources for reading areas. Budget allocation TBC.	
5. Half termly focus is devised for staff in Foundation stage and key stage 1 so they spend quality time teaching the reading skills across the academic year.	.Training for staff in each of the five areas: retelling, predicting, clarifying, literal understanding and use of inference	A Cowings Outside provider	Staff have a number of practical ideas that can be used in class to develop children's comprehension skills. They are fully resourced for these sessions. Children are well prepared for reciprocal reading sessions which take place in year 2 and key stage 2.	Nil.	
6. To monitor the implementation of story sessions across the key stages.	Key Stage 1 English subject leader to informally drop into to support and observe the delivery of story sessions within whole class. Informal evaluations and targets to be shared with individual members of staff.	A Cowings C Connaire if required.	Subject leaders will have a broad overview of how well comprehension across school is being delivered by individual teachers. If there are any issues and people need support with any aspect of these story sessions, this can be identified and support put in place where necessary. To be conducted from Autumn 2 onwards.	Nil	

<p>7 To evaluate the effectiveness of story sessions in improving reading comprehension and raising standards in reading across school.</p>	<p>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 throughout the year. Share positive and negative aspects of them.</p> <p>Data from CM to be analysed to consider the impact 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>	<p>All teaching staff</p> <p>Year Band Team Leaders</p> <p>Key Stage Leaders</p> <p>SMT</p>	<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 Reception to year 2.</p> <p>The programme can then be adapted and improved and changed if necessary in preparation for the next academic year.</p>	<p>Nil</p>	
<p>Review</p>					