

1 Teaching

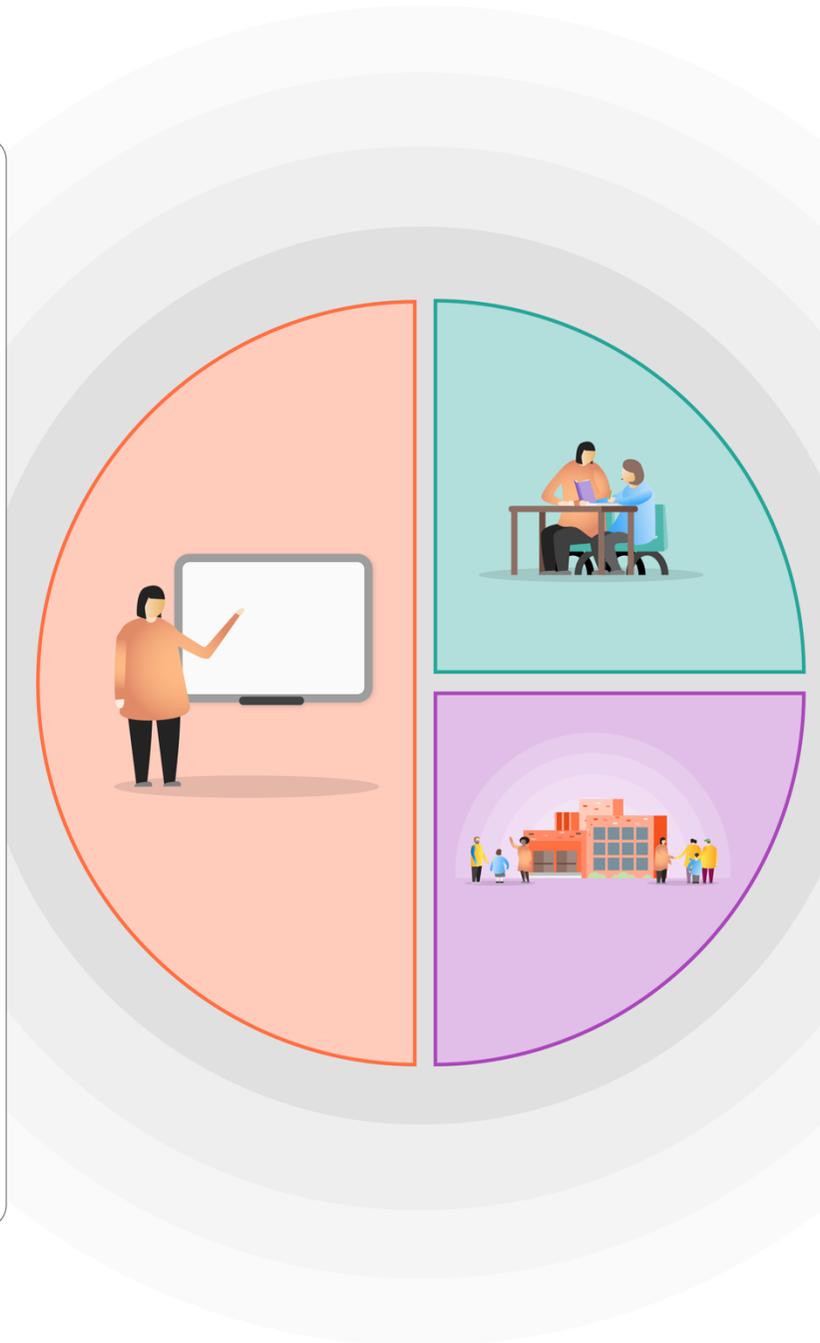
Quality First Teaching for all pupils supported by evidence-informed CPD for teachers and support staff.

EYFS

- AHT to support EYFS teams to make a strong start in Reception from Week 1 using the eponymously named document, **Making a Strong Start**.
- AHT to ensure pre-reading skills remain high priority in EYFS with a strong focus on Prime Areas. High quality interactions with children, storytelling, rhymes, text rich environment and developing children's concepts around print are paramount.
- The AHT will ensure that EYFS children are supported from their pre-reading starting points.
- AHT will ensure Early Reading is underpinned by clearly defined, well placed, teacher observations and formative assessment practices such as: observations of book behaviours in book handling sessions, observations of wider play, WEILCOMM, RWI and Concepts around Print assessments. AHT will ensure the tracking of pupils' incremental progress through pre-reading and Early reading skills.

KS1

- A recovery curriculum-designed by the reading AHT- will be implemented in KS1 to accelerate the acquisition of Speed sounds lost to Covid 19. The AHT will support the recovery curriculum with sustained CPD and coaching for early career teachers, those new to the Federation and year groups identified with low academic performance.
- The AHT will devise a CPD programme to prioritise: high quality instruction, scaffolding, modelling and flexible grouping as key components of Early Reading Lessons.
- AHT will ensure that a high quality Early Reading Home Learning Policy-including a virtual offer- is in place This will support learning lost through Covid 19 and will future proof for any further disruption during the academic year.
- The AHT will have a strong focus on Year 2 for whom there will be a PSC in Autumn 2. The AHT will facilitate the, 'catch up' road map with Year 2 teams ensuring children accelerate through lost learning in phonic acquisition.



2 Targeted academic support

- The AHT will provide a high quality training programme for teachers and TAs delivering specific high impact interventions, based on need.
- The AHT will ensure the strongest reading practitioners are matched to the groups who need to be targeted most.
- The AHT will ensure that children's catch up learning is assessed at the earliest opportunity and thereafter half termly according to the Assessment Calendar. This is to accelerate learning where appropriate and provide intervention where necessary. This data would be shared with SENCO to ensure a high quality provision map for our SEND children and the lowest 20%
- The AHT will deliver high quality CPD in specific intervention programmes such as: RWI 1:1 Tutoring, Individual and Guided Reading.
- The AHT will ensure that targets for reading interventions are shared with parents via zoom/phone call and support materials are provided.

3 Wider strategies

- Continue to communicate with parents to promote the importance of reading and reading for pleasure through reading newsletters, twitter, year group zooms, school website and Seesaw.
- Relaunch the importance of Home Reading expectations with parents and staff to support children's academic performance and reward regular reading with praise.
- Ensure telling Stories and Reading for Pleasure remain at the forefront of our vision through: environments enhanced by beautiful books, children sharing stories and book props through continuous provision, our Favourite 5 approach, timetabled story times, and HQ Storytelling CPD for staff.
- Ensure our most vulnerable pupils have access to additional reading material and online learning through Oxford Owl. (Identify those that did not engage during Lockdown, due to technology as high priority.)
- Use incremental coaching to ensure teachers and TAs are focused on closing gaps for disadvantaged students and the lowest 20%