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Description automatically generated**READING STRATEGY DEVELOPMENT PLAN - 2022-2025**

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| **Year 1 2022-2023** |
| **Year 2 2023-2024** |
| **Year 3 2024-2025** |

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| **Year 1** | | | | | | |
| **Objectives**  **We intend to:** | **Actions** | **Lead**  **Key partners** | **Timescales** | **Resources /Additional supportive action** | **RAG** | **Update** |
| Provide all staff with SLCN training | * Meet with LS / GOJ to discuss training needs of staff. * Plan made for a 6-week training programme: * Introduction to SLCN at Haybrook * Auditory memory * Vocabulary * Following instructions * Integrated understanding * Spoken language: narrative / verbal reasoning * Comprehension monitoring | SaLT – LS | Autumn term 2022 | PowerPoints for each training session |  |  |
| Disseminate SLCN Support packs for all teaching staff | * SaLT and Specialist Teacher of Language and Communication to provide all teachers with visual resources for use within lessons. * Training for all teaching staff on the contents of the pack and how best to use the resources. | SaLT – LS  STLC – GOJ | Spring term 2023 | SLCN Support pack for teachers (Purple folder) |  |  |
| Provide Curriculum Leads and teaching staff with an overarching understanding of disciplinary literacy | * Meet with GOJ and LS * Meet with Curriculum Leads * Deliver whole staff training on Disciplinary Literacy | English Curriculum Lead- DS | June 2023 | Powerpoint |  |  |
| Ensure that there are opportunities to read aloud provided in lessons, to develop pupils’ confidence to read in front of peers. | * CS to work with each Curriculum Lead during the Haybrook curriculum review work, to ensure opportunities for reading within the curriculum are provided. | CS-Consultant and  Curriculum Leads | End of Summer 2023 | Regular meetings  Support with curriculum development |  |  |
| **Year 2** | | | | | | |
| **Objectives**  **We intend to:** | **Actions** | **Lead**  **Key partners** | **Timescales** | **Resources /Additional supportive action** | **RAG** | **Update** |
| Provide all staff with an overview of how children are taught to read. | * Twilight input -Simple view of reading and ‘reading house’ * Share terminology- syllables, grapheme, phonemes, morphology. etymology, chunks, fluency | CS | October 2023 | EEF Improving Literacy in Schools  Print outs  PowerPoint |  |  |
| Write a reading strategy. | * Create table with targeted interventions, universal offer and wider activities | CS  CG - SENDCO  DS | December 2023 |  |  |  |
| Ensure all staff understand the reading strategy | * Twilight for all staff * Further clarification with HOCs on centre responsibilities | CS  CG - SENDCO  DS | 24th January 2024  30th January 2024 |  |  |  |
| Recruit a reading mentor | * Training from NH on Rapid Plus intervention * Training from SaLT on comprehension * Ongoing support from NH and SENDCo’s on developing reading skills | NH-Specialist Teacher  CF- Reading mentor | For January 2024 | Training and support provided by NH |  |  |
| Ensure each centre has at least one staff reading ambassador. | * Define and share responsibilities * Identify volunteers * DS to meet with Reading Ambassadors | DS | End January 2024 |  |  |  |
| Ensure each centre has at least one volunteer of a pupils as a reading ambassador. | * Centre leads to share need for role via e.g. assembly or via English lesson) | HoC’s | End of February 2024 |  |  |  |
| Identify all pupil and teacher reading ambassadors with a badge. | * Purchase badges to identify reading ambassadors. | CG | End of February 2024 |  |  |  |
| * Present to reading ambassadors in each centre. | DS | End of February 2024 |  |  |  |
| Create library spaces in each centre | * Millside (Library space created) * Apollo (Library space created) * Springboard (To be developed) * Interim (To be developed) * Activate (To be developed) | CG -Oversight  KD- Teacher (Millside) | By July 2024 | Variety of appropriate books in each centre |  |  |
| * Create interactive displays to engage readers in all centres | Reading Ambassadors  CG and DS to have oversight | By July 2024 |  |  |  |
| * Create supporting activities | DS  English Teaching Team | By July  2024 | (KD has already produced some supportive literacy activities which pupils have enjoyed). |  |  |
| Ensure there is a selection of books which reflect the curriculum offer as well as a wide interest selection | * Audit the selection of books and ensure it is in line with the curriculum offer | DS with reading ambassadors, and in discussion with Curriculum Leads | July 2024 |  |  |  |
| Support staff to develop their confidence and overcome barriers with supporting literacy and reading | * Send out questionnaire to staff * Identify any CPD needs | DS | July 2023 |  |  |  |
| Ensure DEARS, POW and WOW, Challenges and ‘I am reading’ posters are embedded | * Review termly | DS with reading ambassadors | July 2023 |  |  | Ongoing |
| **Year 3** | | | | | | |
| **Objectives**  **We intend to:** | **Actions** | **Lead**  **Key partners** | **Timescale** | **Resources /Additional supportive action** | **RAG** | **Update** |
| Ensure there is a selection of books which reflect the curriculum offer as well as a wide interest selection | * Create an action plan to develop the content of the library over the next 2 years | DS with reading ambassadors, and in discussion with Curriculum Leads | Oct 2024 |  |  |  |
| * Identify funding streams * Write applications for funding/ bids * Explore opportunities for a library sponsor * Purchase reading materials, particularly those related to the curriculum | CG – oversight  DS  Curriculum Leads to advise | Dec 2024 |  |  |  |
| Organise books and library spaces so they are inviting. | * Purchase/locate appropriate shelving and display boards etc. * Purchase and locate seating. | DS with reading ambassadors.  HoC’s | Oct 2024 |  |  |  |
| ‘Recruit’ and train peer readers | * Identify interested pupils. * Provide training | DS  Reading Ambassadors | Oct 2024 |  |  |  |
| Create a structure to ensure peer reading is embedded and takes place within each centre | * TBC- by Centre | DS  Reading Ambassadors | Dec 2024 |  |  |  |
| Purchase technology to support reading and writing | * Purchase speech to text software for use on laptops for appropriate pupils * Ensure access so this becomes a usual way of working for these pupils * Purchase Read Write for examinations and embed its use in everyday work | CG  NH | Oct 2024 |  |  |  |
| Review training offer from National Literacy Trust | * Identify any relevant training. * Plan and deliver. | DS  CG | April 2025 |  |  |  |
| All staff are skilful in supporting and developing reading in the classroom | * Ensure all staff understand the components of the ‘reading comprehension house’ (EEF) * Staff are confident to identify weak components and intervene appropriately. | DS  CG  HoC’s | July 2025 | EEF Docs |  |  |
| Haybrook’s Reading Strategy continues to be developmental. | * Review the progress of ‘Haybrook’s Reading Strategy’ * Discuss further areas for development * Identify further areas for development | DS  CG  English Teachers | July 2025 |  |  |  |