**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 – LSSTLC – 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 meetingsSupport 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 SchoolsPrint outsPowerPoint |  |  |
| Write a reading strategy.  | * Create table with targeted interventions, universal offer and wider activities
 | CSCG - SENDCODS | December 2023 |  |  |  |
| Ensure all staff understand the reading strategy | * Twilight for all staff
* Further clarification with HOCs on centre responsibilities
 | CSCG - SENDCODS | 24th January 202430th 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 TeacherCF- 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 -OversightKD- Teacher (Millside) | By July 2024 | Variety of appropriate books in each centre |  |  |
| * Create interactive displays to engage readers in all centres
 | Reading AmbassadorsCG and DS to have oversight | By July 2024 |  |  |  |
| * Create supporting activities
 | DSEnglish Teaching Team | By July2024 | (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 – oversightDSCurriculum 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
 | DSReading Ambassadors | Oct 2024 |  |  |  |
| Create a structure to ensure peer reading is embedded and takes place within each centre | * TBC- by Centre
 | DSReading 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
 | CGNH | Oct 2024 |  |  |  |
| Review training offer from National Literacy Trust  | * Identify any relevant training.
* Plan and deliver.
 | DSCG | 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.
 | DSCGHoC’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 CGEnglish Teachers | July 2025 |  |  |  |