



Heacham Junior School

8 Week Plan



Raising Attainment in Reading – Starting Jan 2019- following completion of Destination reader training and Power Of reading CPD

By the end of the project we will: Have improved the reading stamina and vocabulary of all children in school, through better planning of reading through whole class texts and reading comprehension

By the end of the project the children will: understand how to tackle harder texts and support their views with evidence. Use and understand a wider vocabulary and be able to use techniques to find ways of understanding unfamiliar words.

Week / Intended Outcomes	What actions do we need to take?	Why?	Who/what will monitor it?	Success Criteria/ Outcomes
BEFORE THE PROJECT	<p>Conduct <u>baseline assessments</u> just before October half term. Reading comprehension assessment <u>and/or reading age</u> tests.</p> <p>Ensure all '100 books to read before you leave Year 6' are covered and ready in the <u>library</u> for children to borrow.</p>	<p>To be able to teach all areas of comprehension explicitly to improve pupils understanding of texts.</p> <p>Use reading ages and QLAs to identify gaps in understanding.</p> <p>To have resources ready to promote enjoyment of reading.</p>	<p>E Jones – to be trained on Destination Reader and will feedback /train staff.</p> <p>Teachers</p>	<p>Assessments done and results saved on the server.</p> <p>Areas of weakness identified</p> <p>Marginal children identified</p> <p>Books ready in library.</p>
<p>Week 1</p> <p>SLT to have a picture of where the school is at present and</p>	<p>Teachers ensure they have looked at <u>QLA</u> to understand areas to develop.</p> <p>Teachers need to begin to <u>teach 2 x reading skills sessions</u> weekly based on 6 main areas:</p>	<p>Teaching of reading is not happening consistently across the school. QLAs were analysed from Summer 2018 and inference and vocabulary were the main weaknesses in all year groups.</p>	<p>E Jones</p> <p>Teachers</p>	<p>Questionnaires are handed in and analysed.</p> <p>Teachers begin teaching at least weekly reading skills sessions.</p>

<p>target support at areas of most need.</p> <p>Staff meeting delivered to introduce plan and give training to develop the teaching of reading skills.</p> <p>Gain insight into pupil views on reading lessons in school.</p>	<ol style="list-style-type: none"> 1) <i>Prediction – predict what might happen</i> 2) <i>Questioning – generate their own questions about a text</i> 3) <i>Clarifying – pupils can identify their own areas of uncertainty and can seek information to clarify meaning</i> 4) <i>Summarising – describing succinctly the meaning of sections of text</i> 5) <i>Inference – infer meaning of sentences from their context, including the meaning of words</i> 6) <i>Activating prior knowledge – thinking about what they already know about a topic to create links</i> <p>Destination reader: Pupils and teachers to complete <u>questionnaire</u>.</p> <p>Reading display needs to be started.</p> <p>Teachers need to complete tracker sheet to show which pupils are working below, at or expected in terms of what they are reading.</p>	<p>Teachers need clear strategies and resources to use.</p> <p>Reading skills sessions should be where skills are taught and guided reading sessions are where these are applied. These sessions need to be modelled (WAGOLL) and engaging for all.</p> <p>We need to develop questioning in reading skills sessions to develop the challenge for all children and greater depth pupils. Go through socratic questioning information to help teachers plan.</p> <p>We need to have displays in each room to support learning.</p> <p>Teachers need to know where their pupils are and if they are choosing the right texts to read.</p>		
<p>Week 2</p> <p>Assembly to engage pupils and launch competitions.</p> <p>Parents engaged through information letter.</p>	<p><u>Whole school assembly</u> to launch the reading programme 'READING DETECTIVES.'</p> <p><u>Competitions</u> launched – <i>Home Reading Response Book?</i> <i>Extreme Reading</i> <i>The Book Factor (see sheets)</i></p> <p>Reading Response sheets sent home for parents with a newsletter about the project. The letter also includes a date for a parents workshop.</p> <p>Destination Reader: Teachers should be <u>teaching 4 x non-negotiable reading skills sessions</u> weekly so that children are being taught explicitly in a</p>	<p>Engage pupils in reading skills lessons and the importance of reading for pleasure at home.</p> <p>Parents need to be involved to support reading at home and given support to aid their children with developing reading skills at home.</p> <p>Children need to be taught the skills and be able to be active in monitoring their own comprehension in relation to the 6 core skills. NC requirements must be</p>	<p>E Jones</p> <p>SLT</p>	<p>Evidence in books that reading skills sessions about being explicitly taught.</p> <p>Competitions entries start coming in.</p> <p>Children are reading at home and teachers are monitoring this and awarding tally points for 'The Book Factor.'</p>

	<p>dedicated time slot. These should be following the DR structure.</p> <p>Children should start by completing the portrait sheet and 'What makes a good reader?' sheet. These can be added to throughout the year.</p>	covered.		
<p>Week 3</p> <p>Parent workshop.</p>	<p>Send out <u>newsletter to parents</u> explaining rationale behind project.</p> <ul style="list-style-type: none"> - Give out question stems with newsletter for parents to support with reading at home. <p>Teacher to have more time to plan and investigate the teaching of reading skills. Reading skills should be taught so there is a focus of one each week.</p>	<p>Engage pupils in reading skills lessons and the importance of reading for pleasure at home.</p> <p>Parents need to be involved to support reading at home and given support to aid their children with developing reading skills at home.</p>	<p>Review the reading skills lessons in a staff meeting and complete a sheet to agree the 5 characteristics for a meaningful reading lesson.</p>	<p>Newsletter will have been sent out with request to support with reading homework and parent workshop information.</p> <p>Homework will be evidence of help from parents.</p>
<p>Week 4</p> <p>To use a working wall to effectively reflect reading for deeper understanding in class.</p>	<p><u>Staff to finish creating a working wall/ resources</u> in classroom (eg. toolkits) to support with their teaching of reading. This should be linked to DR. We will look at each other's to share our ideas.</p> <ul style="list-style-type: none"> o Staff will have a clear understanding of the rationale behind and what constitutes an effective working wall. o Each class will have examples of vocabulary and modelled ways to develop reflections in reading displayed on boards used on the wall to refer to during lessons. o Time needed in staff meeting to discuss this and implement. 	<p>Children need to see what good examples are in order to emulate this in their own work. Reading WAGOLL!</p> <p>Vocabulary can be developed through use on all working walls. Question and sentence stems also need to be on display (see DR resources)</p> <p>Topic books need to be on display so children are taught how to integrate strategies into 'real reading' across the curriculum.</p>	<p>E Jones</p> <p>Teachers</p>	<p>All teachers will have:</p> <p>A vocabulary display eg. Vocabulary Ninja (used daily)</p> <p>A recommended book poster with a book on it</p> <p>Topic related books on display</p>
<p>Week 5</p> <p>To ensure Vocabulary Ninja</p>	<p>Staff to ensure there is <u>display of Vocabulary Ninja</u> in their classroom and that the word of the day is displayed in the classroom.</p>	<p>In previous 3 years reading SATs had come from teaching of NC. It is vital that vocabulary is displayed and its meaning discussed in all</p>	<p>E Jones</p> <p>Teachers</p>	<p>Learning walk to look at displays and ask children about them.</p>

<p>is used effectively</p>	<p>Topic working walls should also display a '<u>Topic Vocabulary</u>' section.</p> <p>3 pieces of vocabulary should be picked out at the beginning of every reading skills session. This should then be linked to synonyms and antonyms.</p>	<p>lessons. We need to make Vocabulary Ninja exciting to ensure all children are really engaged in vocabulary and wonderful words!</p>		<p>Photos to be taken of each classroom and checklist carried out.</p>
<p>Week 6</p> <p>To assess pupil perception of how teaching reading has progressed so far.</p> <p>To generate more enthusiasm for reading for pleasure.</p>	<p>New <u>Reading for Pleasure policy reviewed</u> to check it is in line with this 8 week improvement plan. (Last reviewed Summer 2018 by E Jones)</p> <p>D.E.A.R time – Drop Everything And Read time in lessons. 25 mins of a DR reading sessions should be independent reading. T and TA then need to go round and hear children read.</p> <p>Mystery books section of the library developed.</p> <p>Books outside in quiet area during break and lunch times.</p> <p>PTA to create book boxes outside each classroom where children can swap books?</p>	<p>Gain insight into pupils' opinions of reading and how this has changed so far. Gauge whether children are finding lessons more structured, check that they are happening, are they enjoyable?</p> <p>Motivate children to read and provide role models, eg. teachers or Smithdon children with Year 5.</p>	<p>E Jones Teachers Librarian (wrap books in brown papers) E Jones to help create display</p>	<p>Pupil interviews. 3 children from each class who will also bring their Reading Skills exercise books.</p> <p>Monitor the library and see which books are being checked out.</p> <p>Feedback in staff meeting.</p>
<p>Week 7</p> <p>To develop the teaching of reading.</p> <p>To reflect on implementation of class whole class reading</p>	<p><u>Peer planning and teaching</u> of reading skills if needed. Time for staff to observe other staff and share ideas.</p> <p>We need to carry out another pupil and teacher questionnaire.</p> <p><u>Learning walk and monitoring of lessons</u></p> <ul style="list-style-type: none"> o <i>Staff to be given resources and ideas</i> o <i>Evidence of reading on a working wall</i> o <i>Evidence of vocabulary teaching on wall</i> <p><u>Reading assessment/ reading age</u></p>	<p>Ensure all staff are teaching the agreed way. Staff need to plan together to share ideas an expertise.</p>	<p>E Jones SLT Teachers</p>	<p>Evidence of working wall displays in all classrooms Vocabulary on working walls linked to reading and topic work Reading assessments</p>

	<ul style="list-style-type: none"> o <i>QLA of assessments to reflect on how teaching has improved.</i> 			
Week 8 Reflection on WWW EBI	<p><u>Staff meeting</u> time to discuss what they feel they have got out of the 8 week project.</p> <ul style="list-style-type: none"> o What will they continue to use within lessons? o How to the assessments compare at the beginning and end of the project? o Has pupil engagement in reading changed? <p><u>Celebration Assembly</u> Announce any competition winners.</p> <p><u>Reading display</u> Display to be created in the entrance hall to reflect good progress and practise.</p>	To gauge improvement from the beginning of project and whether there is anything further that we need to do to modify or improve teaching in this area.	E Jones to collect evidence and analyse results	QLA analysis with a focus on the inference and explanation questions, also the vocab questions... have children tackled these more resiliently? Have reading ages improved?