

ACTION PLAN 2024/25

Date:	23.9.24	Subject/Focus Area:	Reading	Completed by:	Hayley Gaskin	
Links to Whole School Development Priorities (please tick the last column to show which priority your subject targets link to)	1. To further embed all aspects of continuous provision in Y1					
	2. To improve reading comprehension skills from Y1 to Y6					x
	3. To further enhance children's outdoor learning experiences					
	4. To improve editing, spelling and handwriting from Y1 to Y6					x

Vision statement:

At Markeaton Primary School, our high-quality science curriculum provides the foundations for understanding the world through biology, chemistry and physics. Our pupils are taught essential aspects of the knowledge, methods, processes and uses of science. Through building-up a body of key foundational knowledge and concepts, pupils are encouraged to generate and investigate their own scientific questions about the world around them, recognise the power of rational explanation and develop a sense of excitement and curiosity. Children will leave Markeaton Primary School understanding how science can be used to explain what is occurring, predict how things will behave and analyse causes in a purposeful and meaningful way.



Curriculum Family Target:

To host a STEM week promoting the STEM subjects and to raise cultural capital through including outdoor learning opportunities.

Targets <i>(please highlight any targets which strengthen the connectivity of the curriculum)</i>	Implementation <i>How are we going to do it?</i>					Impact <i>What will be the impact and how will we know?</i>	
Objective	Action(s)	Staff	Resources (costs if applicable)	Start date	End date	Success criteria	Monitoring
To ensure cohesion between summative and formative assessment of reading comprehension	-Consistent whole school assessment approach using NFER comprehension assessments -ULS Guided Reading in KS1 (up to the end of Autumn Term Y2) to run alongside the VIPERS scheme (as used by the rest of the school) -Whole school engagement in use of VIPERS reading scheme and assessment criteria (on curriculum spreadsheet) -Staff meeting on RFP and Reading comprehension – staff to be given time to	HG	-Cost of NFER booklets tbc	Autumn Term 2024	Summer Term 2025		

	<p>link the NFER questions directly to the VIPERS scheme to assist in assessment against VIPERS criteria</p> <ul style="list-style-type: none"> -Learning By Questions to be used as a tool for Reading comprehension -Y2 classes to use Reading SATS papers in Summer Term in place of NFER to provide an additional data point 						
<p>-To provide further opportunities to discuss books and reading in the classroom and beyond (RFP)</p>	<ul style="list-style-type: none"> -Book swap area under shelter for children to bring books from home they have read to leave for someone else to read (and take another if they would like). -Staff meeting on RFP ideas and Reading comprehension -Reading lead to attend Meet the Author event with children from Y2-Y6 -Dedicated reading areas in every classroom that are maintained and organised for accessibility (all KS2 	HG/LC/D Balson	<ul style="list-style-type: none"> -Cost of Meet the Author Event (approx £80) -Scholastic books rewards (earned during Bookfairs) to be used to purchase class texts for story time 	Autumn Term 2024	Summer Term 2025	<ul style="list-style-type: none"> -Children seen/heard using the outdoor book swap area outside -Positive responses from pupil voice sessions 	<ul style="list-style-type: none"> -Classroom audits to ensure that KS2 reading areas are categorised by genre and that dedicated reading areas contain quality texts -Reading lead to arrange Meet the Author event, WBD, Bookfairs -Reading Lead to liaise with DB for KS1/FS2 story times -Pupil voice on Reading for Pleasure

	<p>reading areas to be categorised by genre)</p> <ul style="list-style-type: none">-Specific opportunities across the week for dedicated class story time; teachers/Ts to model and discuss reading class texts-Displays for KS1 and KS2 recommended reads updated and maintained-Termly bookfairs with competitions for children to win vouchers-School librarian to give tours to KS2 children and to visit classrooms in FS2/KS1 for story time-Library book boxes to be prepared by school librarian for FS2/KS1 for children to take home a weekly library book-Pupil voice sessions with Reading Lead across Autumn, Spring and Summer Terms (Nov, March, July)-World Book Day and accompanying activities							<p>-Reading Lead to organise Book Swap</p>
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	<ul style="list-style-type: none"> -See 'Reading Champions' target -All classes to complete a 'reading survey' (to be adapted as necessary), during a whole class reading session, guided reading session or story time at the beginning of the year. Examples to be uploaded onto Showbie 						
-To establish a 'Reading Champions' programme across the school	<ul style="list-style-type: none"> - UKS2 children to be given time to come and read with younger children, recommending and discussing their favourite books and modelling prosody skills and comprehension responses -Reading Lead to distribute applications for UKS2 children to apply to become Reading Champions and discuss with UKS2 teachers -Reading Lead to provide training to Reading Champions in 	HG	£26.40	Autumn Term 2024	Summer Term 2025		Reading Lead to create reading champion application forms and order badges

	<p>how to discuss texts with younger children, providing examples of this</p> <p>-Reading Champions to have badges to highlight the importance of reading</p> <p>-Pupil voice to be updated over the academic year</p>						
<p>Provide further CPD opportunities to enhance teaching staff's knowledge, understanding and pedagogy in this subject or parts of this subject they are less confident with.</p>	<p>Staff meeting time to update staff on priorities and pedagogy. (see SM rota for date)</p> <p>Work with Curriculum Family Team to ensure all department planning reflects priorities and pedagogical updates.</p>	HG	Staff Meeting time	Sept 24	July 25	<p>Staff show confidence in subject knowledge, understanding and pedagogy. (See walk rounds, planning, books, pupil voice etc.)</p> <p>Staff are happy to approach and engage in professional dialogue.</p> <p>Staff using any CPD support and guidance documents / websites as required.</p>	KB
<p>Further enhance my role as subject leader so that I can use monitoring and overview evidence to improve standards in this subject across school and feel confident in a 'deep dive' or equivalent.</p>	<p>Use Subject Leader release time to monitor standards.</p>	KB	Internal cover (See ES-H)	Sept 24	July 25	<p>Confidence under scrutiny of 'Deep Dive' or equivalent.</p>	KB