

Key Priorities
<p>It is Edale's ambition that every child makes excellent progress in their reading and that they leave Edale confident and competent readers. In-year and statutory attainment and progress data is improving; however, there is still work to do to close the gap to national and for this to be consistent. There is also some work to be done to ensure our disadvantaged children achieve in line with their non-disadvantaged peers in terms of progress and attainment. Edale has also been selected to work on the Literacy Priority project based on attainment data from 2021/22. This is an extensive project that develops across the year and will support Edale in ensuring its literacy provision is evidence informed and well embedded.</p> <p>Our priorities will therefore be:</p> <ul style="list-style-type: none"> • To engage with the Literacy Priority project, ensuring that priorities align with most up-to-date evaluations of the school • Phonics will continue to be prioritised and embedded across school using Sounds Write. All children will secure the phonetic code as early as possible. Any children not securing the code by the end of KS1 will continue to be targeted in Y3. We will continue to develop Sounds Write in KS2 by developing the Sounds Write spelling scheme and by training all KS2 staff in the fundamentals of Sounds Write in order for them to be able to best support all children as they progress through school. • Reading fluency will continue to be prioritised and developed, especially in KS2 so that all children have a confident WCPM rate which allows them to access age-related texts. Research shows that children with strong fluency have stronger comprehension as cognitive loads are not spent on decoding. • Edale's approach to reading intervention and adaptation will be refined to ensure that best practice is consistently applied across school. This is for all phonics, fluency and comprehension interventions and all reading across the curriculum. • Edale's approach to planning/resourcing reading lessons will be explored to ensure consistency across school. This does not mean a standardised lesson plan, rather a robust and well embedded agreed set of principles which underlie all reading lessons across the curriculum. This is already strong at Edale but further refinement and revision will ensure greater consistency and help support newer members of staff. • Edale will consciously move away from evidencing reading lessons in children's books. This is to ensure time in reading lessons is mostly spent reading and discussing reading. Edale will explore other ways of capturing these discussions in other ways, e.g. digitally.
Key Actions
Embed and develop the use of Sounds Write across school (KB)
<ul style="list-style-type: none"> a. CPD to be delivered in Autumn term for staff awareness of how phonics is taught in EYFS and KS1 b. Staff training delivered by KB on SoundsWrite in years 3-6 – the soundswrite approach to teaching spelling in KS2. c. Transition to Soundswrite spelling in years 3-6 to take place – year group words lists and expectations to be developed using SoundsWrite manual by KB. d. Additional and new staff to attend SoundsWrite training for daily delivery in year 1, 3, 4 and SEND groups. e. Monitoring of reading to look for evidence of children applying their phonic knowledge and strategies to their wider reading.
Embed and develop the teaching of reading fluency in KS2 (DM)
<ul style="list-style-type: none"> a. CPD to be re-delivered regarding fundamentals of the explicit and implicit teaching of reading fluency b. WCPM assessments of all children in KS2 to be conducted twice a year to track progress and identify those in need of further intervention
Embed and develop the use of reading interventions and adaptations across school (DM & KB)

<ul style="list-style-type: none"> a. Research will be conducted to ensure Edale's approach to intervention and adaptation is in-line with the latest research regarding reading intervention b. Deep dives into Edale's interventions and adaptations will be conducted by reading leads to assess impact c. CPD regarding key developments in reading intervention and adaptations will be delivered d. Reading interventions will be monitored extensively by leaders e. Progress of those children identified as in need of accelerated progress will be tracked via the pupil passport 		
Embed and develop a consistent approach to planning and evidencing reading lessons across the curriculum (DM & CS)		
<ul style="list-style-type: none"> a. Research into evidencing reading lessons and planning of reading lessons will be conducted to ensure Edale is still in line with latest developments b. Staff voice will be conducted to explore approaches staff have to planning reading lessons to monitor consistency c. An agreed approach will be formalised and shared via CPD and monitored throughout the year d. An agreed approach to evidencing reading lessons will be established, shared and embedded across school 		
Milestones		
Autumn 1	Autumn 2	Spring 1
<ul style="list-style-type: none"> • WCPM to be assessed and recorded in KS2 • Research regarding reading interventions to be conducted • Research regarding planning and evidencing reading lessons to be conducted • SoundsWrite cohort 3 to complete training • Basic training for all staff in Soundwrite for KS1 and years 3-6 • Round of monitoring to be conducted on reading fluency and phonics provision • 	<ul style="list-style-type: none"> • CPD to be revisited regarding reading fluency • CPD regarding reading intervention to be delivered • Agreed approach to planning and evidencing lessons shared with all staff • Staff to 'use soundwrite approaches with coaching support from KB – teaching polysyllabic words. 	<ul style="list-style-type: none"> • Round of monitoring regarding reading intervention to be completed • Sounds Write year group overviews for years 3-6 to be shared with staff.
Spring 2	Summer 1	Summer 2
<ul style="list-style-type: none"> • Performance of children in reading monitored closely via NTS assessments • Impact of interventions to be assessed via progress in NTS and/or WCPM scores • Monitoring through staff voice to show an increase in confidence in the school's approach to teaching phonics and increase of staff knowledge on how to teach polysyllabic words in KS2. 	<ul style="list-style-type: none"> • Performance of children in reading monitored closely via NTS assessments • Round of monitoring to be conducted on reading fluency and phonics provision 	<ul style="list-style-type: none"> • Round of monitoring regarding reading intervention to be completed • Impact of interventions to be assessed via progress in NTS and/or WCPM scores • Action plan for sustainability of SDP