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| 1. Excellent teaching of early reading through systematic phonics (SSP)

 Measurable improvement targets |
|  | State your school’s current provision.Identify any areas for development. | Actions to be taken to improve provision. | Intended outcomes for each action. | Milestone dates, timescales and person responsible.(e.g. training dates, dates for appointing a reading leader) | Identify any potential barriers to making progress or success. |
| Involvement of your school’s senior leadership team in phonics teaching. |  |  |  |  |  |
| Training provided in systematic synthetic phonics (SSP) - including what training is offered, to whom, and how often. |  |  |  |  |  |
| Your approach to teaching reading, including phonics scheme used, how you timetable phonics, grouping, and any other strategies. |  |  |  |  |  |
| Resources used to support SSP teaching |  |  |  |  |  |

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| e.g. appropriatedecodable books. |  |  |  |  |  |
| Identification of childrenwho are not making therequired progress andyour approach to closingthe gap. |  |  |  |  |  |

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| **2. Closing the word gap: excellent teaching of early language**Measurable improvement targets: |
|  | State your school’scurrent provision.Identify any areas fordevelopment. | Actions to be takento improve provision. | Intended outcomesfor each action. | Milestone dates,timescales and personresponsible.(e.g. training dates, datesfor appointing a readingleader) | Identify any potentialbarriers to makingprogress or success. |
| Involvement of yourschool’s senior leadershipteam in closing the wordgap. |  |  |  |  |  |
| Your approach todeveloping vocabulary inEYFS and Key StageOne, including anystrategies used. |  |  |  |  |  |
| Your approach toidentifying and supportingchildren who requiresupport. |  |  |  |  |  |

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| **3. Encouraging a love of reading among your pupils**Measurable improvement targets: |
|  | State your school’scurrent provision.Identify any areas fordevelopment. | Actions to be takento improve provision. | Intended outcomesfor each action. | Milestone dates,timescales and personresponsible.(e.g. training dates, datesfor appointing a readingleader) | Identify any potentialbarriers to makingprogress or success. |
| Involvement of yourschool’s senior leadershipteam in encouraging alove of reading. |  |  |  |  |  |
| Strategies used toencourage a love ofreading across the wholeschool (e.g. whole schoolreading or opportunitiesfor independent reading).What resources areavailable to supportshared and independentreading for pleasure. |  |  |  |  |  |

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| Approach to reading tothe children in the school: how often the children are read to, how teachers aretrained to read, and how you ensure that reading time is fun and engaging.Your approach to sharing books and reading out loud to children across the school. Please state:* The frequency this happens.
* How your teachers are trained to read.
* How you ensure that reading time is fun and engaging.
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| **Any resources requested.**a) Please use the sections below to identify any resource and training needs for each of the 3 actions, making reference to your actionplanning above and stating costs.b) Please describe how you would use the requested resources and training in your school.c) Please add any evidence to support your request, including for example extracts from your Ofsted report, parent feedback, or commentsfrom Reception / KS1 teachers.**Please note:*** Funding for systematic synthetic phonics is the main focus.
* Any requests for systematic synthetic phonics may only be granted if appropriate accompanying training for all staff involved is, or will

shortly be, in place.* Funding for early language and wider reading materials may only be requested and granted if all the necessary resources and training for all staff involved in teaching early reading through SSP are already in place. or shortly will be.
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| **Excellent teaching of systematic synthetic phonics (SSP)** |
| a)b)c)  |

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| **Closing the word gap: excellent teaching of early language** |
| a)b)c) |
| **Encouraging a love of reading among your pupils** |
| a)b)c) |