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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. appropriate  decodable books. |  |  |  |  |  |
| Identification of children  who are not making the  required progress and  your approach to closing  the gap. |  |  |  |  |  |

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| **2. Closing the word gap: excellent teaching of early language**  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 closing the word  gap. |  |  |  |  |  |
| Your approach to  developing vocabulary in  EYFS and Key Stage  One, including any  strategies used. |  |  |  |  |  |
| Your approach to  identifying and supporting  children who require  support. |  |  |  |  |  |

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| **3. Encouraging a love of reading among your pupils**  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 encouraging a  love of reading. |  |  |  |  |  |
| Strategies used to  encourage a love of  reading across the whole  school (e.g. whole school  reading or opportunities  for independent reading).  What resources are  available to support  shared and independent  reading for pleasure. |  |  |  |  |  |

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| Approach to reading to  the children in the school: how often the children are read to, how teachers are  trained 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 action  planning 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 comments  from 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. |
| **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) |