

<p>PRIORITY: 100% of teaching and non-teaching staff will be upskilled in their confidence and competency of delivering the Holy Family essentials of reading comprehension at the appropriate level. The success of this aspect of the action plan will be evidenced by a pre and post action plan staff audit combined with coordinator monitoring and ongoing professional teacher judgement of completed activities.</p> <p>80% of P3-P7 pupils will improve their reading comprehension accuracy evidenced by Progress Test in English percentages and professional teacher judgement.</p> <p>80% of P1-P2 pupils will improve their phonic knowledge and skills evidenced by Progress Test in English percentages and professional teacher judgement.</p>	<p>BASELINE: Following a review of the Progress Test in English data 2024-25 by the senior leadership team and individual data analysis at an individual teacher level, the areas of reading comprehension and inference were identified as areas for improvement.</p> <p>This was further supported by professional conversations between the literacy coordinator and staff members during term three curriculum monitoring.</p>
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TARGET/S (Aspects to be addressed)	SUCCESS CRITERIA (How we will know we've succeeded)	TASKS (Action to be taken)	TIMESCALE (When/how long will it take?)	STAFF INVOLVEMENT	RESOURCES
1.To audit all teaching and non-teaching staff on the Holy Family essentials.	A pre and post action plan audit will be completed with all teaching and non-teaching staff.	To complete a pre and post action plan audit with all teaching and non-teaching staff.	September and May	Teaching staff	Audit
2. To ensure that all teaching staff have access to the Holy Family essentials for literacy.	All teaching staff will have a digital and paper copy of the Holy Family essentials for literacy.	All teaching staff will be provided with a digital and paper copy of the Holy Family essentials for literacy.	September	Teaching staff	Holy Family Essentials for Literacy
3. Ensure all teaching staff are familiar with year group appropriate Holy Family essentials for literacy.	All staff, through their practice and evidenced in pupil books demonstrate a comprehensive understand the age specific requirements of each strand of essential literacy skills.	Staff will participate in INSET sessions. Inset 1 will focus on: (i)AR training / setting of targets. (ii)Oxford Reading Tree Scheme (iii) Establishment of target groups within class based on PTE data.	Termly	Teaching staff	Inset time. Inset materials.

<p>4. Enhance the Phonic knowledge and skills retained by pupils within Holy Family Foundation Stage.</p>	<p>Performance outcomes in P1 and P2 PTE 2026 will show improved pupil performance.</p>	<p>P1 and P2 will participate in planned phonic knowledge and skills activities at a differentiated level.</p> <p>Pupils will participate in:</p> <ul style="list-style-type: none"> (i) Daily phonic letter or letter blend focused lesson. (ii) Identification of letters and phonic sounds within whole class texts/ group and individual readers. (iii) Practical phonic games and activities. (iv) Sing Jolly Phonics songs. (v) half termly progress assessment combined with teacher judgement to measure how many sounds each pupil has retained. 	<p>Daily</p> <p>Daily</p> <p>Half termly</p>	<p>Teaching staff</p>	<p>PTE data</p>
<p>5. To utilise previous data analysis outcomes to support identified areas for development.</p>	<p>Performance outcomes from P2 to P7 in PTE assessments 2025-26 will show improved pupil performance related to reading comprehension.</p>	<p>Weekly focused reading comprehension sessions focusing on the following skills:</p> <ul style="list-style-type: none"> P1- sequencing events, recognising and discussing characters. P-2 recall events, recognising and discussing characters, describe actions and express a simple opinion. P3- predict the outcome of events and retrieve basic information and facts. P4&5 -retrieval of information and make simple inferences. P6- Make simple and complex inferences. P7- Be able to skim and scan, recognise bias and describe cause and effect. 	<p>Weekly</p>	<p>Teaching staff</p>	<p>School resources</p>

<p>6. Develop comprehension skills and understanding of different question styles.</p> <p>7. Consolidate phonic knowledge of targeted pupils.</p> <p>8. Half termly check up assessments in reading comprehension and inference.</p>	<p>There will be an increase in pupil responses in relation to fluency, level of detail and opinions expressed when discussing texts.</p> <p>Performance of targeted pupils will show improvement in PTE 2026 outcomes.</p> <p>Pupils will show improved competency in retrieval of information and inference.</p>	<p>P3-7 will participate in: (i) Weekly class comprehension activity. (ii) Weekly comprehension homework. (iii) Weekly Reading Leader activity (iv) Discussion of ORT text (v) Twice weekly discussion of Class novel. (P3 AR reader- class discussion)</p> <p>Participation in Extended Schools Phonic Club.</p> <p>Pupils will complete half termly skills progress assessment.</p>	<p>Weekly</p> <p>Terms 1 and 2</p> <p>Half termly</p>	<p>Teaching staff</p> <p>Extended Schools</p> <p>Teaching staff</p>	<p>5W's of questioning resource pack.</p> <p>Question style prompt cards for staff.</p> <p>School Phonic Resources</p> <p>School resources</p>
<p>MONITORING STRATEGIES (Who will lead/What form will it take?)</p>		<p>EVALUATION (How well did we do? - process/outcome)</p>			
<p>Literacy coordinator will monitor the completion of associated targets within each year group on a termly basis.</p> <p>Literacy coordinator and principal will provide specific feedback regarding associated targets during monitoring.</p> <p>Coordinator release - discussion and evaluation of action plan implementation in all classes.</p> <p>Coordinator release - analysis of PTE data and professional conversations with staff following the completion of PTE assessments.</p>		<p>Literacy coordinator will provide half termly feedback to the SLT and the staff on progress towards the priority.</p> <p>Literacy coordinator will provide governor feedback on progress each term.</p> <p>Summative evaluation will be delivered to staff, parents and the Board of Governors.</p> <p>End of year evaluation report by Literacy coordinator to be submitted to staff/SLT and Board of Governors.</p>			