Ten Week Transformation Plan – Teaching Writing

Expected Outcomes:

* Ensure expectations for teaching and learning are clear for all staff
* Establish clear standard operational procedures for all planning for learning and delivery of teaching in writing

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| Week | Reading | Professional Development Meetings | Senior Leadership Focus |
| Week 1Week end 4/9 | * All classes have reading grids available and ready to use
* Learning walk to check that guided reading rotation has been set for all year groups, clear outline set by teachers of who needs to be in guided groups and what children continue to need 1:1
* Baseline assessment and children chosen to take part in PERA test for PXCode
 | * Clear explanation of the difference between guided reading for comprehension and development of phonics – understanding that guided reading is to develop understanding of text and characters
* Development of phonics in reading is through guided phonics sessions and should be 95-100% decodable by the child.
 | * Ensure all classes have set up their reading grids with every group and child’s name ready for assessment
* Children’s names put forward and baseline PERA test assessments to begin taking place
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| Week 2Week end11/9 | * Learning walks to check all guided reading grids are in use and clear focused objectives are put in place for each guided reading lesson
* Clear activities outlined for independent work in order to extend the children’s comprehension
 | * Refreshing activities from the BR activity packs
* Revision of guided reading grids and group target setting to develop comprehension
 | * Check planning/grids on 11/9 to ensure clear planning and focus for children in developing comprehension
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| Week 3 Week end 18/9 | * Learning walk focused around independent activities to develop children’s comprehension
* Learning walk of phonetically decodable book reading
 | * Refreshing activities from the BR activity packs
* Revision of phonetically decodable books – share resources for all teachers to see and understand progression (KS1/EYFS)
 | * Collect reading/home journals of all children still with 1:1 and phonics reading support
* Establish clear expectations of next steps in learning to be given to parents
* 1:1 reading with a selection of children and ensure books are matched to correct ability
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| Week 4 Week End 25/9 | * Planning/target sheets to be made clear to support staff reading with children – specific targets surrounding comprehension or phonics
 | * Refreshing activities from the BR activity packs
* Revision on understanding of guided reading grids, matching grids/targets to activities
 | * CML to lead refresher training on BR activity packs
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| Week 5 Week end 2/10 | * Development on BR in lessons. Learning walks looking at SPIES lesson – organisation and structure of lessons
 | * Training on SPIES lesson structure
 | * CML to lead training sessions around SPIES lesson structure
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| Week 6 Week end 9/10 | * Learning walks looking at pace of SPIES reading lessons
 | * Training of pace on SPIES lessons
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| Week 7 Week end 16/10 | * Continued development on BR lessons working with individual teachers
* 1:1 decodable reading assessment
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| Week 8 Week end 23/10 | * Continued development on BR lessons working with individual teachers
* 1:1 decodable reading assessment
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| **Half Term** |