

Reading Development Action Plan 2025-2026

<u>Action</u>	<u>Responsibility</u>	<u>RAG Autumn 2024</u>	<u>RAG Spring 2025</u>	<u>Summer 2025</u>	<u>Autumn 2026</u>
Creation of school library	All staff	A mini library is now in place in the school – ensure this is updated regularly and learner voice is included in the choices.	Library updated regularly and learners feed in from school council. Secondary and primary section – books being labelled to show age, this is currently being actioned for all books.	Now an established room used by all students	Well established
Homework journal - for reading at home	Key Tutor	Ks2 Learners given in induction. Not all learners use them. This needs to be promoting by key teachers linking closely with the homes.	All ks2 learners on roll have reading journal, this feeds into reading challenges.	Plans for a Summer reading challenge is arranged	Reading challenge complete
Reading book progress display – updated regularly	Key Tutors	This to be updated regularly throughout the term. Chase Teaching staff to ensure this is reflective of up to date books and incentives.	Book reviews on wall in library	Continued progression	Continued progression
Reading book progress display – Reviews taking place	Key Tutors	Learners to be encouraged to complete book reviews once they have read the books. Learners can do this at home.	Book reviews on wall in library	Continued progression	Continued progression
Quizzes to be created to support	All staff	To be fully rolled out and embedded	This is as per planning and reading is	Conducted through intervention	Conducted through intervention

comprehension in reading.		across the school. Ensure differentiated activities in place for all reading abilities.	planned for in all key stages – key vocab, reading opportunities and subject specific reading.	sessions with key workers	sessions with key workers
Tutor reading session in interventions to support ALL readers (targets set and tracked)	Intervention staff	Learners working on Phonics and Inference in interventions – targets set for all learners that reflect 1:1 support area.	In place and tracked as per intervention/ phonics trackers.	In place and tracked as per intervention/ phonics trackers.	In place and tracked as per intervention/ phonics trackers.
Baseline reading on entry and at the end of every term	SLT	This is completed for all learners on during induction and reassessed every half term to review progress and gaps.	In place as per induction and is revisited every term.	In place as per induction and is revisited every term.	In place as per induction and is revisited every term.
Reading interventions: SENCO/Little Wandle	Intervention staff /SENCO	Interventions taking place with intervention staff. Robust staff training in place to support SEND knowledge and support.	In place and tracked as per intervention/ phonics trackers.	In place and tracked as per intervention/ phonics trackers.	In place and tracked as per intervention/ phonics trackers.
Little Wandle CPD for All staff	ALL	All school training refresher for Little Wandle	Completed.	Ongoing for new staff including monitoring	All staff completed refresher for new academic year
Whole school drop down day focused on 'World Book Day'- cross-curricular activities.	All	Teachers to incorporate book days/ theme within subject areas to support reading in advance of world book day.	National story telling week – completed. World book day 6 th March – visit to library planned for all key stages.	Incentives in place for summer reading challenge	Continued incentives for reading for pleasure
Book of the Month –	ALL	To implement	To be actioned.	In place	In place

Staff member to read and review a popular book.			March 25 – Staff reviews for book		
Cross-curricular opportunities for reading in all subjects (Links shown in SOW/LP)	All	Opportunities for reading are planned for in all lessons as part of lesson planning - activities from reading within presentations, reading out loud, new terminology, key vocabulary or comprehension tasks.	This is as per planning and reading is planned for in all key stages – key vocab, reading opportunities and subject specific reading.	Evident through planning and lesson observations	Evident through planning and lesson observations
Word of the week – Display Board	ALL	To implemented for ALL subjects.	In place in primary – to ensure this is in place for Secondary March 25 – Implemented across the school.	Continues to be implemented	Established
Dictionaries/thesaurus available in each room	All	Most rooms have this in place. All rooms to have this in place by next review.	In all rooms-actioned.	In all rooms-actioned.	In all rooms-actioned.
English support templates across the school to support the understanding of the English language; - Sentence starters - Nouns, Adjectives etc... - Other words chart	All	To ensure all staff to ensure all rooms have templates available for learners to use.	To ensure all staff to ensure all rooms have templates available for learners to use.	In all rooms-actioned.	In all rooms-actioned.
Reading challenge Reward program implemented	All	In place and being used effectively.	In place and being used effectively.	In place and being used effectively.	In place and being used effectively.
Whole school literacy and reading targets in place for learners	All staff	This is completed half termly and put in place by subject tutors. Ensure impact is being reviewed and	This is completed half termly and put in place by subject tutors. Ensure	This is completed half termly and put in place by subject tutors. Ensure	This is completed half termly and put in place by subject tutors. Ensure

		evidenced – new targets set termly/ as appropriate.	impact is being reviewed and evidenced – new targets set termly/ as appropriate.	impact is being reviewed and evidenced – new targets set termly/ as appropriate.	impact is being reviewed and evidenced – new targets set termly/ as appropriate.
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Cambian SEMH Schools