



## PHONICS STRATEGY for 2020 - 2021

Phonics Lead = Karen Welch

### INTENT

- Children make expected or better progress compared to National standards in phonics in Reception class and key stage 1 (see data targets in IMPACT)
- Children's ability to read impacts positively on all other areas of learning
- The delivery of phonics is consistently good for all children
- Identified children make accelerated progress in phonics from their individual starting point.
- Children gain a love for reading as soon as possible which will establish a firm foundation for the next stage of their education.
- For all children to have regular and high-quality opportunities to apply their knowledge of reading to writing and other areas of the curriculum.
- For parents to be involved in their child's reading by practising their books and sounds at home.

### IMPLEMENTATION

#### Phonics in Reception:

- All Reception children begin RWI within the first 2 weeks of starting school.
- Children are taught rigorously using clear RWI behaviours for learning.
- All adults follow the set RWI programme ensuring that their delivery is consistent.
- Within the first two weeks the children's parents will be sent our whole school expectations PowerPoint as well which will include the structure of RWI phonics, and the expectations of support at home with reading.
- Children after the first 4 weeks of RWI are assessed and grouped according to ability. (2020 Autumn 1 & 2 within the class in 3 groups using 3 adults). Grouping across Key Stage to be reviewed in line with Covid-19 advice.)
- Children working below ARE are given 1:1 RWI intervention every day to close the gap.
- Intervention is monitored carefully with those not catching up being flagged to the phonics lead to discuss with SLT and SENCo on further support.

#### Phonics in Year 1

- Children are quickly assessed in the first week of the new school year and grouped according to their ability. (2020 Autumn 1 & 2 within the class in 3 groups using 3 adults). Grouping across KS to be reviewed in line with Covid-19 advice.)
- Analysis of gaps resulting from lockdown informs phonics teaching
- As part of recovery plan; phonics is being taught twice a day. A full complete hour in the morning in 3 groups. A whole class 30 minute speed sound session in the afternoon reviewing sounds already learnt and embedding phonics for spelling.
- Half termly assessments to be carried out to assess children for regrouping next half term carried out by the RWI assessment team (one adult in each class).
- Group phonics teachers must continually assess and discuss with phonics lead if they feel a child must move groups earlier than half termly.
- Those children working below ARE are given regular rigorous phonics 1:1 intervention to catch up.
- 1:1 intervention monitored carefully and children not making the required progress to be flagged to the Phonics Lead to discuss with SLT and SENCo on further support.
- Year 1 teacher to follow the Phonics Screening practise sheets with RWI in November, February and April.
- Year 1 teacher with Phonics Lead to identify children for additional phonics screening support.
- 1:1 screening support/ intervention to target specific sounds that have been identified.
- Year 1 Phonics screening check to be carried out at the correct time following the DFE guidance issued.
- Phonics lead and SLT to monitor Screening Check to ensure that that guidance has been followed.

## **Phonics in Year 2**

- Children are quickly assessed in the first week of the new school year and grouped according to their ability. (2020 Autumn 1 & 2 within the class in 3 groups using 2 adults). Grouping across KS to be reviewed in line with Covid-19 advice.)
- Analysis of gaps resulting from lockdown informs phonics teaching
- As part of recovery plan; phonics is being taught twice a day. A full complete hour in the morning in 3 groups. A whole class 30 minute speed sound session in the afternoon reviewing sounds already learnt and embedding phonics for spelling.
- Half termly assessments to be carried out to assess children for regrouping next half term.
- Group phonics teachers must continually assess and discuss with phonics lead if they feel a child must move groups earlier than half termly.
- Those children working below ARE are given regular rigorous phonics 1:1 intervention to catch up.
- 1:1 intervention monitored carefully and children not making the required progress to be flagged to the Phonics Lead to discuss with SLT and SENCo on further support.
- Year 2 teacher to assess for Phonics Screening (2020) in first week to identify those who require monitoring and 1:1 intervention to pass the phonics screening check in Autumn 2.
- Year 2 teacher to complete the 2020 phonics screening check with all children in Autumn 2 following the guidance issued by the DFE.
- Year 2 teacher to follow the Phonics Screening practise sheets with RWI in February and April for those that did not pass the December screening.
- Phonics Lead to identify children for additional phonics screening support.
- 1:1 screening support/ intervention to target specific sounds that have been identified.
- Year 2 Phonics screening retake to be carried out at the correct time in Summer 2021 following the DFE guidance issued.
- English lead and SLT to monitor Screening Check to ensure that that guidance has been followed.

## **Engagement and involvement of parents:**

- We will host an online workshop/information session for parents/carers to attend based on RWI E.g. RWI/promoting a love of reading at home.
- Parent are given a clear understanding of the progress their children are making in phonics.
- Parents to be given advice on how to support their children with reading at home especially those who are at risk of falling behind.
- Parents are invited to celebrate their child's success in Cup assemblies where children are rewarded when graduating into a new group.

## **Approaches to developing early language skills, vocabulary, reading, including Phonics:**

### **PHONICS:**

- We deliver a systematic approach for the development of phonics through the implementation of Read Write Inc. (RWI) Children receive an hour everyday 9-10am. In 20-21 to enable us to implement a strong catch up curriculum we are introducing an additional 30mins every day for the Autumn Term.
- All staff in KS1 have been trained to deliver RWI. (Except 1:1 adults) Training to be carried out in Autumn term.
- RWI is quality controlled and coached by school's phonics lead (Karen Welch) and through development days delivered by the Cornwall English Hub.
- There is a designated RWI intervention member of staff who is working with PP children as well as the Focus Five for RWI catch up work or pre-teach.
- We use the levelled reading materials from RWI that complement the phonics programme at each level. Firstly set one sounds go home (a ditty a day = 20) and then red books go home after the first 4 weeks.
- Our main feeder has started to introduce RWI into their setting from work they did with us last year.



- ÷ EYFS profile indicates at least expected levels of progress (3 points on TT) for each child from their starting point.  
20-21 Targets:
- 47% of children reach a GLD
- 53% of children reach their ELG for Reading
- 66% making expected progress in phonics (on track) this may differ from the % meeting ELG for reading
- 100% of Reception disadvantaged children make expected phonics progress

Year 1 phonics predictions including disadvantaged children:

69% of all children pass the Y1 phonics screening check in Summer 2021.

4 out of 6 (66%) of disadvantaged children pass the Y1 phonics screening check in Summer 2021

Year 2 phonics predictions including disadvantaged children:

80% of all children pass the Y1 phonics screening check in Autumn 2 2020.

7 out of 8 (87.5%) of disadvantaged children pass the Y1 phonics screening check in Autumn 2 2020

Year 2 reading – 57% achieve EXS at the end of Y2 in Summer 2020.

- Observations show children: wanting to learn, enjoying learning, being resilient / focused on tasks, challenging themselves.
- Regular assessment of phonics through RWI result in clearly differentiated provision ensuring that all children have made progress.
- Intervention has been identified and Focus Five/PP and those making less than expected progress are receiving it and are making expected or better progress have accelerated to be on track with their peers.
- Assessment of phonics has identified more able pupils who may be pushed towards GDS. Children completing RWI will begin RWI spelling Y2. Those in Y1 who access the Y2 spelling would be pushed for GDS for reading and spelling.
- Children completing the RWI programme would be monitored on Accelerated Reader. Assessments to be done half termly with teachers and TAs monitoring between assessments.
- A high percentage of parents access our online workshops/information. An indication of how many accessed the resource to ascertained during Parents evenings. (how will you know? to be able to prove impact) This will enable them to help their child at home. All parents are involved in their own children's love of reading
- RWI moderation indicate we are accurate with our assessments.
- External County moderation indicate we are accurate with our assessments.