

Tibshelf Infant and Nursery School Phonics Action Plan

Aspect of Phonics	Phonics Priority (What needs to change? Take this from your audit)	What activities are required/actions?	Who	When	Outcomes How will pupils, teachers and the school benefit?
Phonics programme	Confirm an SSP programme suitable for the school to use. Proposing Little Wandle	<ul style="list-style-type: none"> • Book on to showcase to see Little Wandle in actions • Visit a local school to see Little Wandle in action – booked for 18th Nov • Contact English Hub to secure funding – email sent 19.10.22 • Research other SSP programmes that align with • Finalise SSP programme decision • Calculate costs and funding sources (English Hubs and School Funds) • Inform Governors of choice of SSP outline why this is necessary and discuss any implications – initial report sent 	Nic	By the end of Autumn 2	<p>The phonics programme selected will have robust evidence of impact on pupil progress.</p> <p>A validated SSP programme will ensure consistency for the children.</p> <p>Pace and progression with clearly defined milestones will be indicated.</p> <p>The programme will offer specific SEND resources and help to ensure that this is accessible for all children.</p>

Phonics programme	Prepare to implement validated SSP programme ready to initiate at the start of Spring 2	<ul style="list-style-type: none"> • Purchase log-on to support leadership planning. • Twilights to be planned for Spring 1 to trail ALL staff on delivery – dates agreed and shared with staff. • Order resources necessary • When resources arrive, organise them into each classroom and organise decodable books on shelves, in packs, with teaching plans. • E-book site to be set up and all staff to be given a log in to organise e-books ready for starting Spring 2. • Plan a parent meeting to inform about new programme and about the new reading expectations (decodable plus a sharing book). Clarify how parents can best support their child to read. • Organise timetables to fit in keep up groups • Complete baselines for Little Wandle (or other if this not selected) 	Nic Plus Lea/Chris – (ordering and setting up log-ins) Teachers – assessments/ organising timetables.	All complete by the end of Spring 1	All staff to receive high quality training to ensure consistency Phonics programme will be sequenced and outcomes measurable. This will be a rigorous and systematic approach. Parents will have the support to help their children at home.
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<p>Phonics teaching</p>	<p>Introduce 3 x weekly reading practise sessions in FS2, Y1 and Y2</p>	<ul style="list-style-type: none"> • Organise existing books into two groups; books for reading practise and books to continue sending home • Write to parents explaining the changes to the current reading practise • Request information from teachers to formulate reading groups (realistic to the number of adults to teach) • Support and train teachers and TAs to lead these sessions • Monitor the impact – are pupils becoming more fluent readers? • Release time to coach and team teach during these sessions. • As soon as able to log on – access the official lesson plans to use – where possible (mainly for YR and Y1) 	<p>Nic</p>	<p>To be in place and starting week 2 Autumn 2</p>	<p>Children will become more confident and able readers and make rapid progression with fluency skills</p> <p>The three lessons will mean that children get a to read a book that is fully decodable at their level three times with a member of teaching staff – they will learn a broader range of reading skills to improve decoding skills, fluency and comprehension. With the ultimate goal of children becoming confident and fluent readers.</p> <p>Teachers will have a guide of how to support children to read with increasing independence.</p>
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<p>Phonics teaching</p>	<p>In Y2, ensure the provision meets the needs of the children who are not yet secure with phonics and those who are.</p>	<ul style="list-style-type: none"> • Re look at the teaching of phonics in Y2 • Suggested teaching plan for Autumn 2: 1x spelling group 1x phase 5 catch up phonics group (plus their current pm intervention) 1 x phase 3 phonics catch up group (the children on phase 2 to access this alongside) Plus the ongoing pm interventions to discuss the implications of this with the Y2 teaching team and to support • Punctuation and grammar taught through English lessons 	<p>Nic / Y2 teachers</p>	<p>To be in place by week 2 of Autumn 2.</p>	<p>Rapid catch up for the children who did not pass phonics screening.</p> <p>Children who are secure in phonics will be accessing the appropriate curriculum for their stage of development.</p> <p>Children who are struggling will be identified rapidly.</p> <p>Clear progression for all children.</p>
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Phonics assessment and intervention (focus on the lowest 20%)	Phonics Champion: to support with accelerating progress for low-attaining pupils currently in Y1	<ul style="list-style-type: none"> • Work in one class during each visit, begin with the Phonics lead in Y1 • During lesson, focus on the learning behaviours and engagement of 3-6 pupils • After the lesson, listen to those pupils read and recap the morning's learning to identify gaps in phonics knowledge and skill. • Review current provision to ensure that it supports the children to make progress. • Consider future visits to other year groups. 	Nic and phonics champion Holly McGuire	During Autumn 2	Strengthen the provision for the lowest 20% and for other pupils working below age related expectations to accelerate progress.
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Supporting your action planning for improvement in 2022 PSC Outcomes

The following examples of strong practice can be used to support your phonics action planning.
Statements in italics are taken from the DfE reading framework (July 2021)

Phonics Programme:

Where outcomes are strong, the following practice is likely to be evident:

- *The school has adopted a systematic synthetic phonics (SSP) programme.*
- A rigorous, systematic, synthetic phonics (SSP) programme is implemented with fidelity.
- The same SSP programme is taught in YR as in Y1 and Y2.
- The programme may be on the DfE validated list of systematic, synthetic phonics (SSP) programmes although this is not mandatory.
- If the programme is not on that list, it is likely to include many, or all, elements of the [essential core criteria](#).
- The SSP programme is continued for pupils until they read fluently
- Parents are informed of what is taught and how they could provide extra practice to develop fluency; how the school will provide extra practice to prevent serious problems developing.

Phonics teaching:

Where outcomes are strong, the following practice is likely to be evident:

- Senior leadership teams have expertise in teaching phonics.
 - A reading leader has dedicated time to fulfil the role.
 - All leaders, teacher and teaching assistants (Tas) attend phonics training.
 - A programme of ongoing professional development supports all colleagues to deliver the phonics programme effectively. For example, coaching, peer teaching,
 - Colleagues new to the school have opportunity to access training and ongoing support which enables them to deliver the school's phonics programme effectively.
 - All teachers and TAs are aware of the phonic programme's term-by-term expectations of progress from YR-Y2.
 - Pace of delivery is maintained from YR-Y2.
 - Pupils' letter-sound knowledge and word reading skills are assessed regularly.
 - All pupils make good progress, particularly the lowest 20%.
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- Pupils making slow progress are identified swiftly. A diagnostic approach to assessment enables teachers to identify gaps in phonic knowledge and skills. Phonics provision is responsive to these pupils' needs – for example, additional 'keep up' support.
 - Potential barriers to learning are identified and support is provided. For example: hearing checks; early language support.

- Phonics is taught daily in timetabled slots which are ringfenced.
- *Direct teaching of phonics takes place every day for all children from the start of the Reception year.*
- *Interactive lessons ensure all children participate fully.*
- *Children are taught correct letter formation and practise it daily.*
- *Children are given tasks that allow them to practise and apply what they have been taught.*
- During phonics lessons, all pupils sit where they can see the teacher and the resources.
- All phonics lessons follow the teaching sequence of the school's SSP programme. All lessons are consistently delivered in an engaging, purposeful manner.
- All adults in the classroom have an accurate understanding of pupils' phonics knowledge and skills which enables them to support learning effectively.
- At transition from YR to Y1 and Y1 to Y2, the current teacher passes accurate assessment information to the new teacher which informs plans for a swift start.
- *The organisation of books matches the order in which the phonics programme introduces grapheme-phoneme correspondences (GPCs) and exception words.*
- Decodable reading books are organised in the given sequence in their chosen SSP programme i.e. reading books build letter-sound correspondences cumulatively. (Books are *not* sorted by traditional 'Book-Banding' criteria based on a mix of methods).
- Pupils are not asked to read books that require them to guess words or deduce meaning from pictures, grammar or context clues, or taught words using whole word recognition.
- *Children practise reading only with books that are decodable for them at that stage of their learning.*
- *Children read a decodable book or other decodable text most days.*
- Pupils re-read decodable books at school and home to build fluency.
- Pupils continue to read decodable books in a progressive sequence until they can decode unfamiliar words confidently.
- *Enough books are available at each stage of the phonics programme for children to practise reading.*
- *Parents are informed about the phonics programme: what is taught; how they could provide extra practice to develop accuracy and fluency; how the school will support children to keep up from the start through extra practice.*
- Parents know how to increase their children's fluency in reading sounds, words and books.
- Parents understand the difference between stories to share and stories that children read aloud.
- Set up frequent meetings to show parents how to help their children practise reading sounds and words at home.

Phonics assessment and intervention:

To reach the lowest 20% of pupils the headteacher and reading leader:

- Ensure SSP lessons are of the highest standard to reduce the number of pupils who need extra support.
- Use the programme's SSP assessment to identify immediately pupils falling behind.
- Ensure pupils' letter-sound knowledge and word reading is assessed every term /half term.
- Organise extra daily practice for pupils falling behind, following the school's SSP programme.
- Provide regular continued professional development (CPD) for teachers to support pupils falling behind.
- Fast tracks late-entry pupils.
- Engage the support of parents, where appropriate.
- High aspiration for almost all pupils to achieve the expected standard in the phonics screening check.