

Key Stage 1 Phonics Support Programme: phonics audit and record 2022 - 23

School	Tibshelf Infant and Nursery School		
Person responsible for the audit	Nicola Moody, English co-ordinator and Lea Alton, deputy headteacher		
Governor responsible/ named for phonics	Sarah Smith		
Leadership partner	Nic O'Donnell		
Audit completed	Autumn term: 16.10.22 8:30-12	Spring term 1:	Spring term 2:

The purpose of this phonics audit is to support those responsible for leading phonics in your school to evaluate the quality of practice and inform action planning. As such, its intention is to inform dialogue to support continuous quality improvement throughout the programme.

During each meeting with your leadership partner, please complete this audit and record:

- Review your evidence to identify which statement best describes current school practice. Highlight those statements using the colours below.
- Agree comments and action points.
- Agree a RAG (red/ amber/ green) supported self-evaluation rating.

Autumn term: **by 30 November 2022**

Spring term 1: **by 17 February 2023**

Spring term 2: **by 31 March 2023**

Each term, please complete two documents: this audit/ record and the data and tracking spreadsheet. Please send these documents by the dates above to Belinda Smith belinda.smith@derbyshire.gov.uk.



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Phonics programme		
Significant development required	Some development required	Strong
A systematic phonics programme is used, but it has been significantly altered from how the developer intended it to be used and this may have affected the 'active ingredients'. EEF	A systematic phonics programme is used which does not have robust evidence of impact. However, the programme has the characteristics of an effective phonics programme. The programme is used broadly as the developer intended. EEF	The phonics programme used has robust evidence of impact. The phonics programme is implemented in accordance with the developer's guidelines. It has not been significantly altered from how the developer intended it to be used. Any adaptations from the suggested programme are minor and do not affect the 'active ingredients' of the programme. EEF
There are inconsistencies in how the programme is being used.	The programme is used broadly consistently across your school.	The programme is used consistently across your school.
Pace and progression through the phonics programme is not clearly planned.	Pace and progression through the phonics programme is planned but with unclear milestones and/or is not always implemented consistently.	Pace and progression through the phonics programme is effectively planned with milestones clearly indicated throughout the programme.
Additional SEND considerations: Instruction through the SSP programme is not fully accessible to SEND children across all curriculum pathways (pre/semi and formal).	Additional SEND considerations: Instruction through the SSP programme is accessible to SEND children across all curriculum pathways (pre/semi/formal) but is inconsistently implemented and not fully embedded.	Additional SEND considerations: Instruction through the SSP programme is fully accessible to all SEND children in all curriculum pathways (pre/semi/formal), this is implemented effectively and fully embedded.

Phonics programme - Autumn term comments

Supported self-evaluation **R A G**

- The English co-ordinator and all the staff have engaged in a tremendous amount of work to implement their own programme based on Letters and Sounds with adaptations to implement DfE Reading Framework guidance – one particular strength is sentence-reading in every session to build reading fluency. In 2022, Y1 phonics screening check outcomes (PSC) were 50%, due to a range of factors. An Ofsted inspection is imminent. School now intends to purchase a validated SSP programme and is currently considering Little Wandle.

- This morning, we walked through two sessions. The English co-ordinator has identified that, despite the significant amount of work which has taken place, there are some inconsistencies in delivery of this in-school programme. In the short term, this will be addressed in Autumn 2: the English co-ordinator will be timetabled to be released for two mornings in Autumn 2. Going forward, planned, regular release time for the English co-ordinator will support implementation of the new SSP programme.
- SEND provision is adjusted to meet individual need.

Phonics programme - Autumn term action points

What	When	Who
<p>Confirm validated SSP programme decision</p> <ul style="list-style-type: none"> • Book on showcase at Learners Trust to see Little Wandle in action. • Visit another school to see Little Wandle in action – leadership partner to arrange. • Contact one of the English Hubs to arrange audit and access funding. Mention this KS1 Phonics Support Programme as Hub leads are familiar with the content and process of this work. • Research any other validated programmes which may be of interest (and which follow L and S). • Finalise SSP programme decision. • Calculate costs and funding sources (English Hub and school funds). • Inform governors about choice of validated SSP programme at next meeting and discuss any implications. 	<p>Finalise decision in Autumn 2.</p> <p>If possible, purchase resources between end of Autumn 2 and early Spring 1.</p>	<p>English co-ordinator</p>
<p>Prepare to implement validated SSP programme at the start of Spring 2</p> <ul style="list-style-type: none"> • Purchase a log-on to support leadership planning. • Consider twilights in Spring 1 to train all staff on delivery. • When resources arrive, organise them into each classroom and organise decodable books on shelves, in packs, with teaching plans. • Provide teachers with log-ins for the SSP programme website and for the e-book site, if using, ready for use at start of Spring 2. • Plan parent meeting to inform about new programme and about reading expectations (decodable, possibly online, plus a sharing book). Clarify how parents/ carers can support their child to read (see end of DfE Framework p80). • Organise timetable: daily phonics lessons, 3x week reading practice (if LW), keep-up (individual or/ and group) although precise details will need to be confirmed following baseline assessments. 	<p>Spring 1</p>	<p>English co-ordinator</p>

<ul style="list-style-type: none"> Use SSP programme baseline assessments w/b 13.2.23 to assess all pupils to ascertain starting points and keep-up. More precisely: assessments to take place 13/14 February so the English co-ordinator can liaise with teachers to determine class starting points for phonics and reading practice and which pupils need keep-up groups in the afternoon. 		
<p>Implementation of Little Wandle</p> <p><i>Due to the demands of time this morning, we agreed to return to this section in January 2023.</i></p>	Spring 2	
<p>Phonics programme - Spring term 1 comments</p>		Supported self-evaluation R A G
<p>Phonics programme - Spring term 1 action points</p>		
<p>What</p>	<p>When</p>	<p>Who</p>
<p>Phonics programme - Spring term 2 comments</p>		Supported self-evaluation R A G
<p>Phonics programme - Spring term 2 action points</p>		
<p>What</p>	<p>When</p>	<p>Who</p>

Phonics teaching		
Significant development required	Some development required	Strong
Teachers and teaching assistants have received patchy training in the teaching of phonics and many staff do not have the necessary pedagogical skills and content knowledge to teach phonics effectively. EEF	All teachers have received phonics training, but not necessarily focused on the school's specific programme. Some teaching staff may need updated training on the programme or may need to develop their pedagogical skills or content knowledge. EEF	Teachers and teaching assistants are appropriately trained for the phonics programme that they deliver; this is kept up-to-date and new staff are always appropriately trained. All teaching staff have sufficient pedagogical skills and content knowledge to teach the programme effectively. EEF
Pupils and teachers are often unmotivated during phonics lessons and do not look forward to them. EEF	Engagement with phonics teaching is varied between classes and over time. Phonics teaching may sometimes feel 'stale' and teachers or pupils do not always look forward to the lessons. EEF	Pupils and teachers are motivated and engaged during phonics lessons and there is a feeling of 'purpose' during lessons. EEF
Direct teaching of phonics takes place every day for all children.	Direct teaching of phonics takes place every day for all children. Daily phonics lessons are systematic, rigorous, and planned for to engage most learners.	Direct teaching of phonics takes place every day for all children. Daily phonics lessons are systematic, rigorous, planned to engage all learners and move their learning on at a good pace.
Application of phonics in lessons Pupils read books that are not matched to their developing phonic knowledge and knowledge of common exception words.	Application of phonics in lessons Pupils read books that are not always closely matched to their developing phonic knowledge and knowledge of common exception words.	Application of phonics in lessons Children practise reading only with books that are decodable for them at that stage of their learning. Pupils read and re-read books that are closely matched to their developing phonic knowledge and knowledge of common exception words.
There are a limited range of channels of communication with parents meaning that some groups of parents are not informed about the phonics programme, what is taught and how they can provide extra practice.	Parents are informed about the phonics programme: what is taught. Communication with some groups of parents is not yet fully effective.	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.

<p>Additional SEND considerations: Pupils across all curriculum pathways have few opportunities for overlearning (access, literacy instruction, letters/sounds, recall, retrieval, practice and application at the level of the alphabetic code, word, sentence and text).</p>	<p>Additional SEND considerations: Pupils across all curriculum pathways are provided with some opportunities for overlearning (access, literacy instruction, letters/sounds, recall, retrieval, practice and application at the level of the alphabetic code, word, sentence and text) but this is not embedded.</p>	<p>Additional SEND considerations: Daily phonics teaching takes full account of the child's individual strengths, weaknesses, knowledge and understanding, and profile of needs and the SSP support all pupils in all curriculum strands to access and progress in accordance with individual needs.</p> <p>Additional strategies are in place for those children who require them e.g.</p> <ul style="list-style-type: none"> - Instructional routines and communication strategies - Adapted materials/resources including technology/support <p>Pre: Access, literacy instruction, letters/sounds Semi: Adapted resources etc above including support Formal: Support and in line with synthetic mainstream programme</p> <p>Pupils are provided with multiple opportunities for overlearning (access, literacy instruction, letters/sounds, recall, retrieval, practice and application at the level of the alphabetic code, word, sentence and text).</p>
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Phonics teaching - Autumn term comments

Supported self-evaluation **RAG**

- In this morning's walk-throughs of two classes, children were engaged and lessons were purposeful.
- A tremendous amount of work has gone into matching books to the in-school phonics programme. This has worked effectively in Phase 2, 3 and 4 but is far more challenging in Phase 5. We identified an immediate need to strengthen reading opportunities in school each week. At the moment, pupils read 1:1 with a teacher and the book is sent home.
- Communication with parents and carers: information is sent home in all year groups - in FS2, it is communicated on Tapestry.

- Pupils with SEND who need overlearning have a personalised curriculum, little and often, several times a day.

Actions below relate to current phonics provision Autumn 2 – Spring 1 as interim measures prior to validated SSP programme implementation.

Phonics teaching - Autumn term action points

What	When	Who
<p>Introduce 3x week reading practice sessions in YR, Y1 and Y2</p> <ul style="list-style-type: none"> • Leadership partner to send English Hub guidelines from L and S training as an interim structure (a focus on phonics, fluency, comprehension – this does align with LW guidelines). • Organise existing books into two groups: reading practice packs and books to continue to send home. • Request information from teachers to determine starting points for reading practice groups. • Support and train teachers and TAs to lead reading practice sessions. • Monitor impact – are pupils becoming more fluent readers? 	<p>To start week 2 of Autumn 2.</p>	<p>English co-ordinator</p>
<p>In Y2, ensure provision meets needs of children not yet secure with phonics and not yet reading age-related books with fluency,</p> <p>At the moment, Y2 pupils are taught as whole class in the morning with a recap of Y1 content then have additional targeted support in afternoon and 1:1 reading. 50% did not achieve the expected standard in the June 202 PSC. Of those 50%, two pupils are working at Phase 2, on a bespoke curriculum with daily practice of targeted learning; another group of pupils is working at Phase 3; another group is working at Phase 5.</p> <p>We discussed the following considerations re: phonics lessons, keep-up and reading practice, with the aim of accelerating progress through the phonics programme so pupils become fluent readers.</p> <ul style="list-style-type: none"> • Pupils working at Phase 2: we discussed that they would also benefit from accessing Phase 3 learning. • Pupils at Phase 3 currently sit in the morning lesson, then have a Phase 3 Twinkl intervention in the afternoon. This is tightly structured and well-resourced, with a mock PSC at end of each week. The English co-ordinator will scrutinise PSC practice data to ascertain whether this intervention is accelerating progress and then determine next steps. • In Autumn 2, we agreed that the priority is to introduce reading practice sessions in Y2. For consideration: should pupils in the morning phonics sessions be split into groups: spelling+ 2x catch-up phonics? This would supplement the afternoon phonics session to accelerate progress through the phonics programme. 	<p>Autumn 2</p>	<p>English co-ordinator</p>

<p>Phonics Champion: to support with accelerating progress for low-attaining pupils in each year group</p> <p>Draw on the support of the phonics champion to strengthen provision for the lowest 20% and for other pupils working below age-related expectations to accelerate progress. The plan we discussed is outlined below.</p> <ul style="list-style-type: none"> • Work in one class during each visit. Begin with the phonics lead in Y1. • During the 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 – for example in class, in keep-up, catch-up, home reading, reading practice – to ensure it supports the pupils to make progress. <p>If this plan of activity is productive, repeat with other year groups in subsequent visits.</p>	Autumn 2 (visit 1)	Phonics Champion and English co-ordinator
Phonics teaching - Spring term 1 comments		Supported self-evaluation R A G
Phonics teaching - Spring term 1 action points		
What	When	Who
Phonics teaching - Spring term 2 comments		Supported self-evaluation R A G
Phonics teaching - Spring term 2 action points		
What	When	Who

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Phonics assessment and intervention

Significant development required	Some development required	Strong
Phonics teaching is unresponsive to pupils' needs. Where catch up support is provided it is ad hoc or there is a long delay from when pupils are first identified as struggling to when support is put in place. EEF	Catch up support is put in place for pupils in need of additional support with their phonics, however, this does not follow all the characteristics of effective interventions (recommendation 8). EEF	Phonics teaching is responsive to pupils' progress (i.e. it is accelerated for pupils making rapid progress and additional support is put in place for those making slower progress). Any additional support adheres to the characteristics of effective interventions (e.g. effectively identifying the needs of individual pupils rather than just providing 'more of the same'). EEF
Identification of struggling pupils is often slow and action taken to support them is limited. EEF	When a pupil is identified as struggling with their literacy, they are given extra support, but this may not be well matched to their specific needs. EEF	When a pupil is identified as struggling the first thing a teacher does is to try to identify the specific reason(s) why they are struggling. EEF <i>Children at risk of falling behind are identified within the first three weeks of their starting in their Reception year.</i>
Intervention: pupils making slow progress against age-related expectations are not individually identified and no personalised intervention is in place.	Intervention: pupils making slow progress against age-related expectations are individually identified and they receive personalised intervention, but this may not be accelerating their progress towards achieving the expected standard in the PSC	Intervention: pupils making slow progress against age-related expectations are individually identified, their progress checked and they receive personalised intervention which is accelerating their progress towards achieving the expected standard in the PSC

<p>The phonics assessment model does not track individual pupils to inform next steps learning and intervention.</p>	<p>The phonics assessment model is applied consistently to track pupil progress towards the PSC but the information is not used diagnostically to inform next steps learning and intervention.</p>	<p>The phonics assessment model is applied consistently to track pupil progress towards the PSC, and the information is used diagnostically to inform next steps learning and intervention.</p>
<p>The school does not have a process for passing on phonics information between other adults in the classroom and the teacher.</p>	<p>The school does have a process for passing on phonics information between other adults in the classroom and the teacher, but practice is inconsistent.</p>	<p>The school does have strong processes for passing on phonics information between other adults in the classroom and the teacher which provides accurate information for next steps learning.</p>
<p>Less than 72% of pupils are on track achieve the expected standard in the PSC at the end of Year 1.</p>	<p>72-85% of pupils are on track to achieve the expected standard in the PSC at the end of Year 1.</p>	<p>Over 85% of pupils are on track to achieve the expected standard in the PSC at the end of Year 1.</p> <p>High aspiration for almost all pupils to achieve the expected standard in the phonics screening check.</p>
<p>Less than 45% of Year 2 pupils who did not achieve the expected standard in Year 1 achieve the expected standard in Year 2.</p>	<p>46-56% Year 2 pupils who did not achieve the expected standard in Year 1 achieve the expected standard in Year 2.</p>	<p>Over 56% of Year 2 pupils who did not achieve the expected standard in Year 1 achieve the expected standard in Year 2.</p>
<p>SEND considerations: School assessment systems are able to track and monitor the progress of pupils in phonics and literacy, but these are inconsistently applied across the curriculum strands with variation existing in one or more of the curriculum areas (pre/semi/formal).</p>	<p>SEND considerations: School assessment systems are able to track and monitor the progress of pupils in phonics and literacy.</p> <p>These are moderated internally but variation exists between the progress. These are inconsistently applied across the curriculum strands with variation existing in one or more of the curriculum areas (pre/semi/formal). Progress between transition points (Key stage/needs) is tracked and monitored effectively.</p>	<p>SEND considerations: School assessment systems are able to track and monitor the progress of pupils in phonics and literacy.</p> <p>These are moderated internally and externally and variation between curriculum pathways is minimal if at all.</p> <p>All pupils make progress or are in line to make progress against targets in all curriculum areas.</p>

Phonics assessment and intervention - Autumn term commentsSupported self-evaluation **R A G**

Y1: From EYFSP data, 66% Y1 pupils are on track to meet the expected standard. The target for Y1 is 80%.

Y2: 50% achieved the expected standard in Y1.

Please see notes above for interim actions to strengthen reading practice and to accelerate progress through the phonics programme.

Phonics assessment and intervention - Autumn term action points

What	When	Who

Phonics assessment and intervention - Spring term 1 commentsSupported self-evaluation **R A G****Phonics assessment and intervention - Spring term 1 action points**

What	When	Who

Phonics assessment and intervention - Spring term 2 commentsSupported self-evaluation **R A G****Phonics assessment and intervention - Spring term 2 action points**

What	When	Who

References

This document draws on these publications:

- [Improving Literacy in Key Stage 1: Self-Assessment Guide](#) (Education Endowment Foundation) – **statements in bold**
- English Hubs Audit and Challenge Checklist (Department for Education - DfE)
- [Validation of systematic synthetic phonics programmes: supporting documentation](#) (DfE)
- [The removal of Letters and Sounds 2007 from the Department's list of validated phonics programmes – teachers' questions answered](#) (DfE The Education Hub blog)
- [School inspection handbook](#) (Ofsted)
- [National Curriculum](#) (DfE)
- [The reading framework: Teaching the foundations of literacy](#) (DfE)