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**Phonics Development Plan**

Introduction

At the start of the 2019/20 academic year, the ‘Twinkl’ phonics scheme was introduced to ensure consistency of delivery in phonic teaching across EYFS and Key Stage 1. This scheme has been developed in line with, and follows the progression from, the Letters and Sounds strategy. Staff have found this scheme to be well developed, curated and engaging for children. After following this scheme for approximately 6 months, it was identified that there were not enough opportunities for children to apply their learning to reading sentences and texts in order to embed sounds that are being taught. Although slides on lesson PowerPoints have ‘apply’ sections for children to read, these do not lend themselves well to children reading in pairs It is therefore likely that children will not always be engaging with the text and missing opportunities to practise and apply what they are learning.

Phonics was taught for 20-30 minutes daily and delivered to whole classes (mixed Reception/Year 1 and Year 1/Year 2 classes). Early in the year, it was decided to split Year 1 and 2 into 4 groups, allowing children to benefit from more targeted learning based on their level of phonic knowledge. Reception is taught altogether initially with plans to integrate them into the Key Stage 1 groups from Spring Term. Each group is led either by a teacher or teaching assistant. This grouping has had a positive impact on progress due to the targeted learning and smaller group sizes. Although teaching assistants have worked hard to develop their skills and understanding of delivering phonics lessons and have done well to support children, they have not yet received training on phonics. Therefore, subject knowledge and consistency across all groups needs to be developed to ensure high quality and consistent teaching and learning can be delivered. Due to the short lessons, group leaders have found it difficult to fit everything into the lessons that is expected. This has led to the structure of lessons to be irregular and lacking consistency.

Although the majority of children progress steadily and efficiently through the phonics program, some children are showing only minimal progress over a half term. As a result, these children are grouped accordingly and revisit lessons and content they have already seen. This can be an effective strategy for some children but it may become boring and demoralising for these children if this happens too many times. To minimise ‘re-teaching’ the same content and to strive for those children to revisit content no more than twice, prompt interventions have been put in place and are delivered in the afternoons by a teaching assistant who also leads a phonics group. Children are identified for these interventions through the half-termly assessments, however these are approximately every 6 weeks, meaning children are potentially falling behind for a full half term before being identified. These interventions have been effective in supporting children, however, a more structured and rigorous intervention program could be introduced or developed to ensure consistency with the phonics scheme. This will also ensure that progress and therefore the impact of these interventions can be better tracked. Group leaders should have the means to keep track of all children in their group with a system in place to ‘pick up’ children to focus on in a particular lesson.

Over recent years, Mylor Bridge has been increasing the pass rate for the Year 1 phonics screening check. In 2018, the school pass rate was 70% compared with the national rate of 83%. In 2019, the school pass rate increased to 84%, slightly higher than the national rate of 82%. Due to the COVID 19 pandemic and school closure, the 2020 Year 1 phonics screening check was rescheduled for December 2020, when the school pass rate was 81%. Of the 4 children working towards the expected level, 3 are on the SEN Record of Need and the remaining child had arrived at Mylor not long before the check, having previously been home-schooled. In Summer 2021, having participated in a voluntary phonics screening check, the school pass rate was 79%. As with the previous year, the statutory phonics screening check has been rescheduled for Autumn 2021, giving the children more time to catch up after missing a significant portion of their time in Year 1 due to the pandemic.

An overhaul of the book band system has taken place. An in-depth audit of the long-standing system was done and the following steps were taken:

* Outdated or inappropriate books were removed.
* Remaining books were sorted into books that matched the phonics progression and those that pre-dated the phonics program. The latter were assessed on how well they could tie in with the progression of the phonics program and fitted into the scheme accordingly.
* Any areas of weakness (eg not enough non-fiction texts) were identified and new books are being added periodically as and when this is financially viable-this is an ongoing development.
* New book bands were organised in line with each phase of the phonics program (eg Children learning Phase 4 phonics are, usually, reading books from Book Band 4)
* This new system is accompanied by a colour coded book list for each band, with columns to record the books a child has read.

Strengths:

* Enthusiastic, proactive and hardworking staff
* Targeted grouping based on half termly assessments
* Groups well managed on half-termly basis.

Areas for development:

* Consistency across groups in:

-delivery of lessons

-terminology/vocabulary used

-support materials/resources/displays

* Structure and pace of lessons
* Further develop intervention program for lowest 20% and ability to identify and target children who are, or could, fall behind.
* More opportunities for children to apply learning in independent/paired reading tasks.
* Improve transfer of phonic knowledge into spelling.
* Improve continuity into KS2 for those who may still need support with reading and spelling.

Development plan

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| Targets | Intended Outcomes | Actions | Key People | Deadline | Resources needed |
| Develop consistency across all phonics groups | * All group leaders will be confident with accessing and using the Twinkl phonics scheme with a strong appreciation of the importance and value in the phonics approach. * All group leaders will understand and use correct and accurate terminology and vocabulary when teaching. * All staff will use the same support materials when delivering lessons (eg same flashcards, PowerPoints, etc). * All group locations will have a display with the same layout and display materials. | * Phonics lead to deliver training to all school staff that will be providing phonics teaching. * Lesson observations by Phonics lead and Head Teacher. * Create central resource bank with all support materials needed for all phases and groups. * Provide group leaders with time to set up displays. | SS  VS  KM  KF  VA  LS  CE | Nov  2021 | * Phonics lead release time to:   -develop training materials.  -carry out lesson obs.   * Overtime for TAs for training session(s). * Downloadable support materials (eg flash cards, etc) to be laminated. * Group leaders release time to set up displays. |
| Develop understanding and implementation of well-structured and well-paced lessons | * Group leaders will be confident with the structure of a lesson and understand the importance of each element of this. * Group leaders will have enough time in each lesson to complete all elements. * Group leaders will have all necessary materials pre-prepared to avoid any lost learning time. * Children will be settled and ready to learn promptly. They will be engaged and enthusiastic during lessons. | * Phonics lead to deliver training to all school staff that will be providing phonics teaching. * Lesson observations by Phonics lead and Head Teacher. * Ensure all planning and support materials are easily accessible for all staff * Provide support staff with planning time (30 mins per week). | SS  VS  VA  KM  KF  LS  CE | Feb 2022 | * Phonics lead release time to:   -develop training materials.  -carry out lesson obs.   * Overtime pay for TAs for training session(s). * Downloadable Twinkl support materials (eg flash cards, etc) to be laminated. * Group leaders release time. |
| Develop interventions further to ensure consistency and system for assessment of its impact. | * Children lacking confidence will be identified through formative assessment during ‘revise and review’ element of each lesson. * Afternoon interventions will be targeted for those children as well as pre-teaching new sounds to come. * Half termly summative assessments will show more rapid progress through the scheme and fewer children will need to revisit previously taught sounds. | * Ensure planning is used as a working document so group leaders can target individuals when necessary. * Research intervention programs that could be used. This may result in adapting or creating something. | SS  VS  LS | Feb 2022 | * Phonics lead release time to research intervention program. * Intervention handover/record sheet. * Intervention resources. |
| Provide more opportunities for independent tasks in lessons. | * Half termly summative assessments will show more rapid progress through the scheme and fewer children will need to revisit previously taught sounds. * Confidence and fluency in reading will progress at a more accelerated rate. | * Source/create/adapt materials to be used in lessons for ind./paired tasks (e.g. short stories/captions) * Group leaders to schedule time within all lessons for these activities | SS  VS  VA  KM  KF  LS  CE | Feb  2022 | * Phonics lead release time to:   -develop materials.   * Possible purchasing of reading materials (eg phonics bug books). |
| Develop children’s transfer of phonic knowledge into their spelling.  Develop spelling accuracy of common exception words. | In writing books:   * Spelling of phonetically decodable words will be largely accurate. * Children will use phonetically plausible attempts at more challenging words. * Children will be spelling at least ‘many’ common exception words accurately. | * Ensure spelling elements of phonics lessons are given as much focus as reading. * Provide children with spelling cards with common exception words and all GPCs-develop and encourage their use of these in all lessons. | SS  VS  VA  KM  KF  LS  CE | June 2022 | * Phonics lead release time to monitor and observe phonics groups. * Spelling cards on children’s tables-to be available and visible at all times. |
| Develop continuity and continuation into KS2 for those who need it. | * Consistency of vocabulary and resources between key stages will be evident. * Children will be confident with accessing appropriate materials to support them. * KS2 staff will have good subject knowledge for phonics. * KS2 interventions will follow the same scheme as KS1. | * Training for appropriate KS2 teachers and support staff. * All resources used in KS1 to be made available to KS2 staff and children. * Phonics lead will have regular communication with KS2 staff to ensure consistency is evident. | SS  VS  JT  SC  KH | June 2022 | * Phonics lead release time to prepare and deliver training. * Overtime pay for TAs for training. * All support materials and resources used at KS1 level. |