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**Phonics Development Plan**

Review of previous Development Plan (2021-2022)

1. 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.

**Comments:** All staff involved in delivering phonics lessons have had multiple training sessions across the year, both in house and from external trainers (ie Twinkl Phonics trainer). This has had a significant impact on the teaching of phonics. Consistency in teaching and resources used is evident across the whole school.

1. Develop understanding and implementation of well-structured and well-paced lessons
* Group leaders will be confident with structure of a lesson and understand the importance of each element.
* 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.

**Comments:** As above, training has ensured all staff have an appreciation for each element of lessons and for being well prepared. Effectiveness of each specific element could be developed to ensure high quality teaching and learning is evident through all stages of lessons.

1. 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.

**Comments:** All group leaders are attentive in their identification of children struggling within groups and proactive in discussing this with the Phonics lead. Interventions need to be more regular and focused (currently 1 hour, 3 days a week and delivered in groups) and further support from Phonics lead to ensure relevant staff are confident with delivering these.

1. 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.

**Comments:** Phonics lessons have now been extended to 45 minutes (previously 30 minutes) to allow time for ‘practise books’, which gives children the opportunity to apply their learning of that lesson. This has also been useful for group leaders to observe and assess the children’s confidence with the learning. Fluency is challenging to assess and quantify. Some form of assessment needs to be sourced or developed to assist with assessing this element of reading.

1. Develop children’s transfer of phonic knowledge into their spelling.

Develop spelling accuracy of common exception words.

* 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

**Comments:** Spelling continues to be a focus through the school. Accuracy and fluency in reading of both decodable and tricky words has increased across KS1 however further strategies should be put into place to develop the transfer of knowledge and skills into spelling.

1. 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.

**Comments:** KS2 support staff have participated in phonics training to develop their understanding of how we teach phonics at our school, which has resulted in more consistent vocabulary and resources. Support staff are using elements of the ‘Codebreakers’ intervention programme for KS2, produced in line with Twinkl Phonics. This could be developed further to ensure children are using resources and strategies that are consistent with the Phonics learning that take place in EYFS and KS1.

Strengths:

* Consistency in all areas across KS1
* Staff leading phonics groups are knowledgeable and confident in delivering lessons
* Lessons are now timed appropriately to allow sufficient time for application of learning
* Assessment of phonic knowledge is rigorous and effective

Areas for development:

* Effectiveness and tracking of interventions
* Assessment and tracking of progress in fluency
* Group leaders develop deeper subject knowledge for each element of phonics lessons.
* Improve book band provision to ensure complete alignment with children’s phonic knowledge.
* Further promote a love for reading.

Development plan

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| Targets | Intended Outcomes | Actions | Key People | Deadline | Resources needed |
| Ensure all children are reading books in alignment with their phonic knowledge | * All books within book bands, up to Band 5, will be phonetically decodable and matched to the corresponding phonics level.
* Children will be reading books that only contain known sounds and tricky words.
 | * Order new set of Rhino Readers books from Twinkl (first set already ordered)
* Review currents books in system to determine what action to take with these
* Update book lists and trackers
* Train up staff in new book band system to ensure effective use.
 | SS,VSKM,KF | Sept 2022 | * Non-contact time for SS to determine the requirements for new books
* Match funding from Kernow English Hub
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| Ensure fluency is developed and monitored alongside phonic knowledge | * A rigorous and comprehensive system will be in place to assess fluency.
* Children’s fluency will develop at a rate closely matched to their phonic knowledge.
* Children will not sound out words unnecessarily and pace of reading will be in line with age related expectations.
 | * Research strategies or programs that can be used to assess and track fluency.
* Trial a new system (once found or developed).
* Implement new system by training staff.
 | SS,VS, KM, KF, KS1 staff | Sept 2022 | * Non-contact time for SS to research and implement
* Possible cost of purchase or licence of system or program
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| Develop interventions further to be effective and trackable. | * Lowest 20% will at least keep up with other children of their age.
* Interventions will fill gaps in children’s knowledge quickly.
* Children in interventions will become more confident readers.
* Tracking for the impact of interventions will be in place,
 | * Research and train intervention teacher in using Twinkl intervention materials.
* Create phonics tracker to track each child’s knowledge of sounds.
* Increase time for interventions and reduce group sizes (1:1 wherever possible)
 | SS,CE | Oct 2022 | * Training for CE in delivering interventions.
* Intervention resources available from Twinkl online
* Designated quiet space for interventions to take place
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| Staff develop deeper understanding in each element of a phonics lesson | * Every part of lessons will be delivered confidently, with appropriate pace, vocabulary and activities.
 | * SS to deliver a series of training sessions, each to focus on a different element.
* SS and VS learning walks half-termly
 | SS,VS,KS1 staff | Feb 2023 | * Training for KS1 staff
* Non-contact time for SS to visit phonics groups.
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| Further develop a love for reading | * Children will talk positively about books they have read.
* Reading at home will be consistent and frequent.
 | * Introduce ‘Borrow a Book Day’ in KS1-children pick a Library book from book corner to take home and share with families.
* Display books linked to current topic or T4W text.
 | SSKMKF | Oct 2022 | * Range of texts/books to link to topics/Units
* Class TA to monitor books in and out for Borrow a Book.
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| 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.
* SS will have regular communication with KS2 staff to ensure consistency is evident.
 | SSVSJTSCKH | Feb 2022 | * SS release time to prepare and deliver training.
* Overtime pay for TAs for training.
* All support materials and resources used at KS1 level.
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