

Priority 3

To ensure that a very large majority of pupils across the school meet the Phonics standard.

	Actions to date	Impact
3.1 Review the tracking system for Phonics	<ul style="list-style-type: none"> New tracking system in place for Phonics for all pupils in Y1 and children who failed to meet the standard in Y2. Assessments conducted and analysed half termly. Each teacher conducts regular assessments. A new recording system is to be introduced. Regular assessments taking place and analysed. Staff are aware of individual areas of need for each pupil. Tracking and regular assessments used up to June Phonics Screening 	<ul style="list-style-type: none"> Tracking shows average scores increasing from baseline (Y1 - Sept = 16.05, Dec = 26.7, Y2 = Sept - 11, Dec = 21.6) Tracking from baseline shows increase in percentage of pupils achieving standard (Y1 - Sept = 5%, Dec = 35%, Y2 = 0, Dec = 14%) Based upon a pass mark of 32, currently 62% of Y1 pupils have met the standard, with a further 19% within 3 marks. 71% of Y2 pupils who failed to meet the standard in Y1 are currently achieving this, with a further 14% within 1 mark. 83.3% of Y2 pupils and 85.7% of Y1 pupils met the Phonics Screening standard. This is above LA 2015 and National for 2014
3.2 Monitor the teaching of Phonics regularly	<ul style="list-style-type: none"> Informal drop ins conducted. Literacy coordinator to conduct observations and provide feedback during Spring term. Drop ins again completed to Phonics sessions throughout term Informal drop ins completed throughout the Summer term 	<ul style="list-style-type: none"> All children observed as being purposefully engaged in appropriate learning. Children observed to be on task with a range of appropriate resources being used. Children observed to be actively engaged in purposeful learning activities. Differentiated provision is clearly evident between groups
3.3 Provide appropriate interventions for those children who are not on track to meet the Phonics standard	<ul style="list-style-type: none"> Year 2 pupils who failed to meet the standard now working in a small group with TA. Lexia and regular reading (with a focus on phonic decoding strategies) provided for pupils who are considered at risk of not meeting the standard. Half termly review meetings held in order to review provision and groupings. Smaller groupings provided for phonics. 	<ul style="list-style-type: none"> See assessment and tracking information above.

	<ul style="list-style-type: none"> Regular meetings taken place between Literacy leaders and staff teaching Phonics in order to review provision in the light of tracking. Reviews of data taken place in Summer term, led by Literacy leader 	<ul style="list-style-type: none"> Provision reviewed with additional targeted intervention provided. Booster provision provided for pupils in danger of missing the Phonics standard
3.4 Audit teaching resources for Phonics	<ul style="list-style-type: none"> Phonics Play now subscribed to in order to match planning to interactive resources. Resources now allocated by phases and collection of nonsense words generated 	<ul style="list-style-type: none"> Planning across all groups now more consistent. Teaching resources matched more closely to pupil needs.
3.5 Provide appropriate support materials for Phonics for parents	<ul style="list-style-type: none"> Meeting led for FS parents to explain the teaching of Phonics. Parent seminars planned for this term for Phonics. Resources are sent to parents where appropriate. Phonics meetings held for Y1 and Y2 parents Additional resources sent home to parents 	<ul style="list-style-type: none"> A large majority of parents attended the parent seminar for Phonics in FS. Attended by a number of parents who are now more aware of how to support their child at home. All Y1 parents have received a pack of information to support pupils with Phonics
3.6 Lead staff training in effective teaching strategies for Phonics.	<ul style="list-style-type: none"> Lexia and Write Away Together led by Literacy coordinator with a focus on Phonics. LA training led for all support staff and teachers in FS and KS1. Review session for Phonics held for support staff. 	<ul style="list-style-type: none"> Staff report that they now feel more confident in teaching strategies for WAT and Phonics. Staff had further opportunities to share resources and good practice.
3.7 Implement a school spelling scheme.	<ul style="list-style-type: none"> Training led in September for all staff. Analytical testing conducted in order to place children and differentiate effectively. Spelling scheme now embedded with teachers tracking pupils' progress. Periodic retesting using the initial analytical test completed in order to advance some children where concerns exist that they are on an incorrect stage. Impact of spelling scheme discussed through staff meeting and data analysed 	<ul style="list-style-type: none"> Consistent approach now in place for the teaching of spelling. All staff are recording spelling results and tracking. Pupils are making clear progress through structured scheme. Several pupils have been moved according to retest to a more appropriate grouping. Spelling progress shows that scheme is having a positive impact upon spellings across the school. This is particularly evident in baseline testing for new Y6 pupils in SPAG (September 15)

By the end of term 1:-

Baseline testing completed for all Y1 pupils, those in Y2 who failed to meet the standard and any vulnerable pupils in KS2 - *Achieved.*

Half termly assessment shows improvement on baseline - *Achieved.*

Observations of phonics teaching to have taken place - *To be completed following LA training.*

Interventions in place for vulnerable pupils in phonics - *Achieved.*

Detailed tracking of phonics testing in place - *Achieved.*

Audit of phonics materials completed - *Achieved.*

FS to have held phonics support meeting - *Achieved.*

Support staff to receive training in the teaching of phonics - *Achieved.*

Staff to have received training in new spelling scheme - *Achieved.*

Diagnostic spelling test completed - *Achieved.*

Spelling scheme implemented across the school - *Achieved.*

Priorities for action from Autumn Term

- Observations of phonics teaching to be completed. - *Informal drop in conducted to monitor quality of teaching*

By the end of term 2:-

Half termly assessments show improvements on previous testing - *Achieved*

Detailed tracking and analysis updated - *Achieved*

Children accessing new phonics materials as identified by audit - *Achieved*

Parents in FS/Y1 and Y2 to have received phonics support materials - *Achieved*

KS1 Phonics support meeting to have been completed - *Achieved*

Impact of new spelling scheme monitored - *Ongoing*

Priorities for action from Spring Term

- Monitor the impact of the new spelling scheme - *Impact evaluated through staff meeting. Scheme is having a positive impact upon pupil achievement*

By the end of term 3:-

Half termly assessments show improvements on previous testing - *Achieved*

A very large majority of Y1 pupils have met the phonics standard - *Achieved*

A very large majority of Y2 that previously failed to meet the standard have met the standard - *Achieved*

Detailed tracking and analysis for 2014-15 completed - *Completed*

Impact of new spelling scheme monitored - *Impact evaluated through staff meeting. Scheme is having a positive impact upon pupil achievement*