

Strategy 2ph: Raise standards and outcomes for all pupils in phonics

Key Strategic Aim	Lead	Expected Impact	Internal Monitoring	By whom	External Monitoring	By whom
2ph.1 To implement a rigorous phonics tracking system that will inform planning and phonics booster/ intervention groups such as Rapid Phonics	KP	The number of children passing the Phonics check will once again be in line with local and national data. Gaps in phonetic knowledge will be identified and filled through booster and intervention groups.	Termly Assessments (using Assessment booklet from PTT) Termly whole school analysis to identify gaps Pupil Progress Meetings English Subject Leader Key Stage Meetings Booster/Intervention group entry and exit data	Teachers KP SLT EK EYFS/KS1 TA's	English governor link visit Working in Union clusters LA SIP visits Year 1 Phonics Check	JR
2ph.2 To ensure that the expectations of the Phonics Policy are consistent across the school	KP	Phonics teaching will be consistent and systematic across the school raising standards and improving outcomes. Children will be well placed for success in the phonics check	Drop- in's to check use of Phonics bug Consistent planning - uploaded to O365 by Monday of each week. Phonics Observations 'Mock' phonics check January and May	SLT KP SLT KP	English governor link visit Working in Union clusters LA SIP visits	X



Mission: Outstanding by 2018

Link Governor: Joe Rayment

Key Strategic Aim	Lead	Expected Impact	Internal Monitoring	By whom	External Monitoring	By whom
<p>2ph.3 Work in partnership with parents to empower and enable them to confidently support their child's acquisition of phonics and early reading/reading skills.</p> <p>Establish a programme of termly phonics workshops for parents.</p> <p>Participate in the REAL project to further develop and enhance relationships with pre-school settings, parents and other professionals working in the field of early literacy.</p>	KP	<p>Phonics becomes embedded through all a whole range of reinforcement opportunities at home and school. This will enable the required pace of phonics teaching to be maintained.</p> <p>Parents understand how we teach phonics and how they can support their children.</p> <p>A more joined up approach to literacy/phonics with pre-school feeder settings</p>	<p>Attendance at termly phonics workshops.</p> <p>Review of home-school links eg number of children accessing Reading Eggs and Phonics Bug books on line.</p> <p>Parent Surveys</p> <p>Pupil Conferencing</p>	<p>KP</p> <p>KP</p> <p>KP</p> <p>KP</p>	<p>English governor link visit</p> <p>Working in Union clusters</p> <p>LA SIP visits</p>	X

Milestones				
Who	Strategy	Term 2 2016-17	Term 4 2016-17	Term 6 2016-17
Phonics Subject Leader	2.1Ph	Devise and implement a rigorous phonics tracking system Termly Assessment to feed into Phonics tracking grid Use analysis to inform booster groups/differentiation. Term 2- start Rapid Phonics in KS1 in line with Phonics Policy Pupil Progress Meetings Report to SOC re progress and targets	Ensure teachers are using tracking analysis to inform their phonics planning, setting, boosting and interventions – discuss at Pupil Progress Meetings Analysis of booster/intervention group entry and exit data to inform next steps. Report to SOC re progress and targets	Year 1 Phonics check End of year Phonics tracking analysis and report to governors
	2.2Ph	Drop-in's and observations to check that Phonics Policy is being adhered to. Phonics Planning to be uploaded to o365 using Weekly Planning template. Pupil Progress Meetings Regular Phonics slot at staff meetings CPD for staff in phonics bug and other programmes used to ensure consistency across the school	Drop-in's and observations to check that Phonics Policy is being adhered to. Pupil Progress Meetings Regular Phonic slot at staff meetings	Subject Position statement and review of current policy

Who	Strategy	Term 2 2016-17	Term 4 2016-17	Term 6 2016-17
	2.3Ph	Rolling programme of phonics workshops for parents. Register with REAL programme. Promote Reading Eggs and Phonics Bug books and track numbers of children accessing these on line. Fun phonics homework to consolidate phonics covered over the course of a week Invite parents onto class to observe phonics teaching sessions.	Survey to parents re:phonics and early reading. Implementation of REAL programme. Work with feeder settings re: teaching/promotion of phonics in terms of getting children ready for school. Review of phonics homework and its impact.	Use new parents evening as an opportunity to talk about phonics and promote Reading Eggs.
	Monitoring & Evaluation			
Senior Leadership Team	2.1Ph	Approve Phonics Tracking Grid Pupil Progress Meetings Support with timetabling of booster/intervention groups Observe teaching and conduct drop ins and learning environment walks	Pupil Progress Meetings Support with timetabling of booster/intervention groups Observe teaching and conduct drop ins and learning environment walks	Pupil Progress Meetings Support with timetabling of booster/intervention groups Observe teaching and conduct drop ins and learning environment walks

Who	Strategy	Term 2 2016-17	Term 4 2016-17	Term 6 2016-17
		Challenge Phonics Subject leader on planning/progress/outcomes	Challenge Phonics Subject leader on planning/progress/outcomes	Review subject position statement and agree next steps Review Phonics outcomes and plan next steps.
	2.2Ph	Through observations/drop ins ensure Phonics Policy is adhered to. Regular scrutiny of planning Review Pupil conferencing re: enjoyment of phonics Audit CPD requirements of teachers and TA re: phonics bug	On-going observations and drop ins. Review of progress against targets based on 'Mock' test. Approve twice daily phonics teaching where necessary.	Review phonics policy
	2.3Ph	Have a presence at parent workshops to raise the profile of phonics Support the school's involvement in the REAL project. Review attendance at workshops. Share practice/ideas for engaging parents with phonics and early reading with WIU schools. Promotion of phonics linking in with SDP focus on reading.	Feedback from questionnaires re : keeping parents informed about phonics Review usage of Reading Eggs and Phonics Bug books across the school.	
Monitoring & Evaluation				

Who	Strategy	Term 2 2016-17	Term 4 2016-17	Term 6 2016-17
Teachers	2.1Ph	<p>Carry out termly Phonics assessments using the Primary Teaching Tool Booklet (PTT) – see Phonics Assessment calendar</p> <p>Add results to the tracking grid – see Phonic Assessment calendar</p> <p>Analyse grid to identify gaps, pattern etc to inform next steps in planning/boosting or requesting a Wave 2 intervention</p> <p>Discuss progress against targets at Pupil Progress meetings.</p>	<p>Continue to carry out termly Phonics assessments using the Primary Teaching Tool Booklet (PTT)</p> <p>Add results to the tracking grid</p> <p>Analyse grid to identify gaps, pattern etc to inform next steps in planning/boosting or requesting a Wave 2 intervention</p> <p>Discuss progress against targets at Pupil Progress meetings.</p>	<p>Continue to carry out termly Phonics assessments using the Primary Teaching Tool Booklet (PTT)</p> <p>Add results to the tracking grid</p> <p>Analyse grid to identify gaps, pattern etc to inform next steps in planning/boosting or requesting a Wave 2 intervention</p> <p>Discuss progress against targets at Pupil Progress meetings.</p> <p>Review achievements re: phonics and share practice at staff meeting</p> <p>Phonics transition meetings.</p>
	2.2Ph	<p>Read the Policy and raise any queries with the Subject Leader.</p> <p>Deliver daily phonics sessions in line with the expectations set out in the Phonics Policy</p> <p>Use the Weekly Planning template and</p>	<p>Observe colleges in school and in WIU schools to get new ideas</p> <p>Deliver daily phonics sessions in line with the expectations set out in the Phonics Policy</p> <p>Use the Weekly Planning template and</p>	<p>Deliver daily phonics sessions in line with the expectations set out in the Phonics Policy</p> <p>Use the Weekly Planning template and upload to 0365 by the Monday of each week</p>



Mission: Outstanding by 2018

Link Governor: Joe Rayment

Who	Strategy	Term 2 2016-17	Term 4 2016-17	Term 6 2016-17
		<p>upload to 0365 by the Monday of each week</p> <p>Provide CPD for TAs who may be delivering some phonics sessions and build in TA feedback time to inform next steps.</p> <p>Complete a phonics skills audit (their own skills) to identify CPD requirements</p>	<p>upload to 0365 by the Monday of each week</p>	<p>Review of phonic over the year to identify opportunities for improvement</p>
	2.3Ph	<p>Encourage to use of Reading Eggs and Phonics Bug books (set up on line)</p> <p>Where appropriate provide follow up phonics activities as homework.</p> <p>Advertise the Phonics workshops (they will be open to all parents)</p> <p>Invite parents in to watch teachers delivering phonics sessions</p> <p>Parents evenings – promote workshops/Reading Eggs etc.</p> <p>Regular phonics slot in newsletter</p>	<p>Make You Tube video clips for the school website of phonics sessions.</p> <p>Provide top tips sheet to enable parent to help their children</p> <p>Continue to use parents evenings as an opportunity to promote phonics</p>	
Monitoring & Evaluation				

Who	Strategy	Term 2 2016-17	Term 4 2016-17	Term 6 2016-17
Teaching Assistants and Support Staff	2.1Ph	Contribute to the termly assessments using their knowledge of the children Complete entry and exit data for booster/intervention groups such as Rapid Phonics	Contribute to the termly assessments using their knowledge of the children Complete entry and exit data for booster/intervention groups such as Rapid Phonics	Contribute to the termly assessments using their knowledge of the children Complete entry and exit data for booster/intervention groups such as Rapid Phonics
	2.2Ph	Run group/booster sessions. Deliver Rapid Phonics systematically as a phonics intervention and track progress. Feed back to teachers Provide feedback to SLT via TA meeting minutes. Regularly feedback to teacher (ideally written observations) Complete a skills audit to enable CPD to be effectively targeted.	On-going group/booster sessions Continue to deliver Rapid Phonics systematically as a phonics intervention and track progress . Feed back to teachers Continue to provide feedback to SLT via TA meeting minutes Regularly feedback to teacher (ideally written observations) Opportunities to observe phonics teaching with school and WiU schools.	On-going group/booster sessions Continue to deliver Rapid Phonics systematically as a phonics intervention and track progres . Feed back to teachers Continue to provide feedback to SLT via TA meeting minutes Regularly feedback to teacher (ideally written observations) Review and feedback re:their role in phonics this year.



Who	Strategy	Term 2 2016-17	Term 4 2016-17	Term 6 2016-17
	2.3Ph	Use opportunities such as changing Reading Books to discuss phonics.		X
Monitoring & Evaluation				