



Strategy 2Ph: Improve outcomes in phonics to match national outcomes

Key Strategic Aim	Lead	Expected Impact	Internal Monitoring	By whom	External Monitoring	By whom
2ph.1 Continue to embed the phonics tracking system in Excel ensuring new staff receive timely and appropriate CPD	Ph.SL	<p>The number of children passing the Phonics check will be in line with national standards.</p> <p>Gaps in phonetic knowledge will be identified and filled through booster and intervention groups</p>	<p>Termly Assessments (using Assessment booklet from PTT)</p> <p>3x per data entry on Excel tracking grid – analysis of data to inform differentiated groups</p> <p>Pupil Progress Meetings</p> <p>English Subject Leader</p> <p>Key Stage Meetings</p> <p>Booster/Intervention group entry and exit data</p>	Ph.SL SLT T	<p>LA School Improvement visits</p> <p>Link Governor</p> <p>SOC chair</p> <p>Year 1 Phonics Check</p>	RS AT DS
2ph.2 To ensure that the expectations of the Phonics Policy are consistent across the school	Ph.SL	<p>Phonics teaching and planning will be consistent and systematic across the school raising standards and improving outcomes.</p> <p>Children will be well placed for success in the phonics check</p>	<p>Drop- in's to check use of Phonics bug</p> <p>Consistent planning - uploaded to O365 by Monday of each week.</p> <p>Phonics Observations</p> <p>'Mock' phonics check January and May</p>	Ph.SL SLT T	<p>LA School Improvement visits</p> <p>Link Governor</p> <p>SOC chair</p>	RS AT DS

Mission: Outstanding by 2018

Link Governor: Ann Thurgood

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2ph.3 Early identification of children for rapid phonics.	Ph.SL	<p>Children are better placed to meet the expectations of the phonics check</p> <p>School outcomes come into line with national outcomes for phonics</p> <p>Improvements in writing as phonetic knowledge/understanding is put into practise</p> <p>Improved outcomes in reading and writing at the end of KS1</p>	<p>Placement tests; entry/exit</p> <p>Observations of rapid phonics to ensure consistency in delivery</p> <p>Evidence in book</p> <p>Observations during daily phonics teaching</p>	Ph.SL	<p>LA School Improvement visits</p> <p>Link Governor</p> <p>SOC chair</p>	<p>RS</p> <p>AT</p> <p>DS</p>
<p>2ph.3 Parental Engagement</p> <ul style="list-style-type: none"> Empowering parents to enable them to support Early Reading skills Establish a programme of termly phonics workshops for parents. Embed the REAL project particularly in the Nursery and further develop and enhance relationships with pre-school settings, parents and other professionals working in the field of early Literacy 	Ph.SL T	<p>Increased progress and improved outcomes for children</p> <p>Engaged parents- shared learning opportunities</p> <p>Increased reading</p> <p>Enhanced fluency in reading</p>	<p>Attendance at workshops</p> <p>Levels of engagement with Extended Learning Champion</p> <p>Attendance at REAL events</p> <p>Monitoring of Reading Eggs</p>	Ph.SL	<p>Link Governor</p> <p>SOC chair</p>	<p>AT</p> <p>DS</p>



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<ul style="list-style-type: none"> Work closely with the Extended Learning Champion to build links with parents and promote home learning opportunities 						
2ph.4 Increase the use of social media: website, class blogs, twitter to share learning with parents.	Ph.SL T	<p>Learning and development shared with as wide an audience as possible</p> <p>Shared learning can be instant prompting timely parent/child discussions about the learning taking place in school.</p>	<p>Monitor number of hits on website</p> <p>Visit to classblog</p> <p>Number of tweets/retweets)</p>	SLT T	<p>LA School Improvement visits</p> <p>Link Governor</p> <p>SOC chair</p>	

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Milestones			
Who: HT-Headteacher, DHT-Deputy Head, KSL-Key Stage Leader, IL- Inclusion Leader, PhSL-Phonics leader, T-Teacher, TA-Teaching Assistant			
Strategy	Term 2 2017-18	Term 4 2017-18	Term 6 2017-18
2ph.1	<p>Termly Assessment to feed into Phonics tracking grid 3X per year (T)</p> <p>Use analysis to inform booster groups/differentiation. (PhSL)</p> <p>Term 1- start Rapid Phonics in KS1 in line with Phonics Policy (PhSL,TA)</p> <p>Pupil Progress Meetings (HT,KSL,IL,T)</p> <p>Report to SOC re progress and targets (PhSL)</p>	<p>Ensure teachers are using tracking analysis to inform their phonics planning, setting, boosting and interventions – discuss at Pupil Progress Meetings (PhSL)</p> <p>Analysis of booster/intervention group entry and exit data to inform next steps. (PhSL)</p> <p>Report to SOC re progress and targets(PhSL)</p> <p>Link Governor Visit</p>	<p>Year 1 Phonics check (PhSL, T)</p> <p>End of year Phonics tracking analysis and report to governors (PhSL)</p>
2Ph.2	<p>Ensure all new staff (Teachers and those TA’s delivering phonics) are familiar with the policy(PhSL)</p> <p>Drop-in’s and observations to check that Phonics Policy is being adhered to.(HT,PhSL)</p> <p>Phonics Planning to be uploaded to o365 using Weekly Planning template.(T)</p> <p>Pupil Progress Meetings(HT,KSL,T)</p> <p>Regular Phonics slot at staff meetings (PhSL)</p> <p>CPD for staff in phonics bug and other programmes used to ensure consistency across the school (PhSL)</p>	<p>Drop-in’s and observations to check that Phonics Policy is being adhered to. (HT,PhSL)</p> <p>Pupil Progress Meetings (HT,KSL,IL,T)</p> <p>Regular Phonic slot at staff meetings(PhSL)</p> <p>Link Governor Observations</p> <p>Pupil Conferencing re enjoyment of phonics (PhSL)</p>	<p>Subject Position statement and review of current policy (PhSL)</p>
2Ph.3	<p>Identify children for Rapid Phonics based on progress in EYFS (Term 1) (PhSL, T)</p>	<p>Re-assess current children(PhSL)</p>	<p>Re-assess current children(PhSL)</p>



Milestones			
Who: HT-Headteacher, DHT-Deputy Head, KSL-Key Stage Leader, IL- Inclusion Leader, PhSL-Phonics leader, T-Teacher, TA-Teaching Assistant			
Strategy	Term 2 2017-18	Term 4 2017-18	Term 6 2017-18
	<p>Complete Rapid Phonics resource boxes for Step 1(PhSL, TA)</p> <p>Placement test children (PhSL, T)</p> <p>Timetable delivery of Rapid Phonics(PhSL)</p> <p>Provide Rapid Phonics CPD as necessary (PhSL)</p> <p>Set up Rapid Phonics groups for book allocations(PhSL)</p> <p>Facilitate CPD for TA's less experienced in delivery Rapid Phonics through peer observations (PhSL)</p>	<p>Review evidence of impact of Rapid Phonics in English(PhSL, TA)</p> <p>Observe and monitor the delivery of Rapid Phonics teaching (PhSL)</p> <p>Facilitate CPD for TA's less experienced in delivery Rapid Phonics through peer observations (PhSL)</p>	<p>Review evidence of impact of Rapid Phonics in English (PhSL, T)</p>
2Ph.4	<p>Rolling programme of phonics workshops for parents- Termly (PhSL)</p> <p>Embed the REAL programme and host regular events (EYFS). Nursery event 15th Nov 2017</p> <p>Utilise the Extended Learning Champion to further engage and provide bespoke training for parents, enabling them to support their children at home. (PhSL)</p> <p>Host Extended Learning Champion Coffee morning to ascertain what support parents would find most useful. (PhSL, ELC)</p>	<p>Rolling programme of phonics workshops for parents- Termly (PhSL)</p> <p>Plan REAL event for Term 3 and Term 4– link to with other pre-school settings(PhSL) – Book at Bedtime</p> <p>Survey parents re: support that they would find the most useful in supporting Early Reading(PhSL, ELC)</p> <p>Invite parents onto class to observe phonics teaching sessions. (PhSL)</p> <p>Termly Phonics/Early reading newsletter with tips/signposting/etc(PhSL)</p>	<p>Rolling programme of phonics workshops for parents- Termly (PhSL)</p> <p>Plan REAL event for Term 5 and link in with Transition(PhSL, EYFS T)</p> <p>Termly Phonics/Early reading newsletter with tips/signposting/etc (PhSL)</p> <p>Fun phonics homework (EYFS T)</p> <p>Text message reminders (EYFS T)</p>

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Milestones			
Who: HT-Headteacher, DHT-Deputy Head, KSL-Key Stage Leader, IL- Inclusion Leader, PhSL-Phonics leader, T-Teacher, TA-Teaching Assistant			
Strategy	Term 2 2017-18	Term 4 2017-18	Term 6 2017-18
	<p>Develop a termly Phonics/Early reading newsletter with tips/signposting/etc(PhSL)</p> <p>By end of Term 2 send out fun Phonics homework along with reading books in EYFS</p> <p>Text message reminders to parents(already happening in KS1) re; reading – eg noticed your child hasn't read yet this week(PhSL,T)</p>	<p>Fun phonics homework (EYFS T)</p> <p>Text message reminders (EYFS T)</p>	
2Ph.5	<p>Regular Phonics Uploaded to You Tube(PhSL)</p> <p>Use of website/Class blogs/Twitter/Facebook to capture phonics/early reading in action(PhSL)</p>	<p>Regular Phonics Uploaded to You Tube(PhSL)</p> <p>Use of website/Class blogs/Twitter/Facebook to capture phonics/early reading in action(PhSL)</p>	<p>Regular Phonics Uploaded to You Tube(PhSL)</p> <p>Use of website/Class blogs/Twitter/Facebook to capture phonics/early reading in action(PhSL)</p> <p>Survey parents re use of social media as a tool to support learning(PhSL)</p>



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Monitoring and Evaluation: Who: HT-Headteacher, DHT-Deputy Head, KSL-Key Stage Leader, IL- Inclusion Leader, PhSL-Phonics leader, T-Teacher, TA-Teaching Assistant			
	Terms 2 2017-18	Term 4 2017-18	Term 6 2017-18
2Ph.1			
2Ph.2			
2Ph.3			
2Ph.4			
2Ph.5			