

Phonics Key Actions to Accelerate Progress

Phonic leaders

- Phonics is high priority- rapid interventions and keep up sessions.
- Reading Leader has all key aspects established (see below)
- All staff trained in the SSP and interventions
- Rigorous monitoring and evaluation
- Consistency Checklist established

<p><u>Assessment:</u> Systematic assessment cycle - ambitious PSC target.</p> <p>+ Cohort milestones forecasting</p> <p>+ Weekly review of vulnerable</p>	<p><u>Expert team/QFT:</u> Regular CPD + Practise sessions/Lesson study.</p> <p>Mentor, team teach and monitor provision, progress rates and outcomes.</p> <p>Practise map used to track CPD and team teaching focus.</p>
<p><u>Interventions:</u> Interventions are strategic and address gaps</p> <p>Progress chart used to track and target progress.</p> <p>Daily whole class extra practise sessions</p>	<p><u>Reading:</u> Daily group reading Decodable books - organised structure and system for phonics practise</p> <p>Chunked approach in place: decoding, decoding, prosody into comprehension.</p> <p><u>Parental involvement + love of books</u> Read story books to children and support blending to read decodable books.</p>
<p><u>Same Day Intervention:</u></p> <p>Phase 1 and blending ‘boosts’ as a daily additional session on entry to reception and (reception)</p> <p>GPC and word blending additional daily practise established immediately (year 1+)</p> <p>Continuous exposure and application in EYFS and beyond.</p>	

Key Actions to Ensure Excellence in Every Lesson.....

Teachers

Recap terminology to start each lesson

- Remember what a phoneme is? Yes, a sound.*
- Remember what a digraph is? Yes, 2 letters, one sound.*
- Remember what a trigraph is? Yes, 3 letters, one sound.*
- Remember what a grapheme is? Yes, a sound written down.*

Continued

Key Actions to Ensure Excellence in Every Lesson.....

- **Communal language.**
- **Terminology and articulation.** Introduced at the beginning and throughout.
- **Gesture** - MTYT and instructional talk – consistent across all sessions.
- **Children hear, say, read and the write focus phoneme.**
- **Same lesson structure across all classrooms.**
- **Teaching steps** used skilfully. They are precise, participative, with pace and ensure progress.
- **MOY Technique:**
- **My turn:** Explicit modelling of the skill, blending process.
- **Our turn:** Collaborative blending/spelling with use of AFL to step back or jump in as apt.
- **Your turn:** visible progress evident as children have progressed to more speedy blending, or sounding out in their head with no adult support.
- **Modelling:** model 1 or 2, children read a few. Again faster for fluency and finally whole word reading (no help).
- **Repetition:** repeated practise for fluency. It is better to read 2 or 3 rounds of 8,10 or so words rather than 20 words just once!
- **Precision:** intensive blending technique used: Digraph? Say the sounds, read the word.
- **Reinforcement** : after blending to read a word- **bounce it** to clarify and embed.
i.e r-oo-d= road.... road--road.
- **Repetitive rounds of reading show progression:** from explicit sounding out, blending more speedily (+ identifying digraph) progressing to silent blending to read whole words out loud.
- **Focus rapid word read:** children have a rapid word blending input to read at least 4-6 words containing the focus phoneme. This is modelled explicitly as the final part of the introduction of the 'teach' section before children have a go. * *A great 1 minute quick booster at different times of the day also.*
- **Precise praise:** 'well done, good joining of letters to show digraphs.'
- **Paired talk, choral chanting.**
- **Teach in meaning:** ensuring children say a sentence. Children share and celebrate the learning.
- **Use sound buttons:** (fingers) to count sounds (non writing hand).
- **Say the sounds as you write a word:** Insist on children saying the sounds as they write words/ phonemes.
- **Write focus phoneme in a different colour.**
- **Write words on sugar paper** so can revisit / use throughout day and have in sight, i.e on a washing line or near wall sound chart.
- **Teach in meaning:** say a sentence. Occasionally explain or pause to say a sentence. Children repeat. This expands their vocabulary and aids meaning of the word. i.e p-ai-n-t-paint. 'we like to paint a picture.' Children all repeat the sentence collaboratively. This helps pace too.
- **Visible progress:** we are learning.... By the end of the session We can read/write ...
- **High expectations:** sentences at the end will be challenging + contain recently taught tricky words.
- **Pitch** high and scaffold less able to achieve where higher ability are performing.

- **Word complexity:** words are progressive from simple to 2 syllables. For example: Out, shout, clouds, shouting, mountains, etc.
- **Point and sweep:** in addition to reading words with sound buttons, point and sweep is useful. Then eventually unsupported with no sound buttons and no point and sweep.
- **Continually revisit:** repeat any phoneme/word children are not secure with, there and then. Bounce it to ensure they all grasp it. Re-run, continually put back into the pack, etc.
- **Strategic Assessment for learning:** ensure all children are secure and other adults are well deployed..
- **Same day additional practise of key learning:** strategic short, sharp session to secure a precise skill, i.e. rapid read of words using new focus sound. Focus rapid (countdown) word blending to repeatedly practise and secure digraph recognition and blending of words containing focus new digraph. Are you ready? - phoneme recognition.

Keep up, not catch up.