

## Post Covid19 Phonics Key Actions to Accelerate Progress

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### 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><b>Assessment:</b> Systematic assessment cycle - ambitious PSC target.</p> <p>+ Cohort milestones forecasting</p> <p>+ Weekly review of vulnerable</p>	<p><b>Expert team/QFT:</b> 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><b>Interventions:</b> 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><b>Reading:</b> 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><b><i>Parental involvement + love of books</i></b> Read story books to children and support blending to read decodable books</p>
<p style="text-align: center;"><b><u>Same Day Intervention:</u></b></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.....

What features are effective in an excellent lesson?

Continued...

## 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.*

- **Communal language.**
- **Terminology and articulation.** Introduced at the beginning and reinforced 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-oa-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.**
- **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.

## Consistency Checklist

What features should be consistent across the school?

## Consistency Checklist

- Communal language, gesture and mantras.
- Pronunciation.
- Terminology-*sound/phoneme, digraph, trigraph, split digraph, \*grapheme/letter*
- Progression and pace in SSP.
- Progression in a session – end with reading or writing a sentence (Sentence level).
- Teaching strategies – robot arms, stretch, point and sweep.
- Structure-all parts of the teaching sequence.
- Resources (wall, table charts, graphemes and word cards are aligned to the SSP and are similar across all year groups. Images and objects are well used).
- Training and routines, i.e MTYT, use of white boards, paired talk etc.
- Effective use of adults to scaffold and support.
- Organisation: GPC's, words, objects, images, whiteboards and pens ready, etc.
- Vulnerable children strategically placed children strategically placed and vulnerable learners in direct line of vision /near adult.
- Revise key learning: Use assessment for learning (AFL) to revise, emphasis and target key children. Practise what is required.

### **Same Day Whole Class Intervention Phase 2**

GPC recognition followed by word blending is highly effective. Use your additional session to meet the needs of your children. Focus on the GPC's they need to retain or blending skills with a key focus on a particular phoneme. Repeated practise and modelling will embed and gain fluency.

Short sessions of GPC recognition or purely word blending may also be used for target groups.

### **GPC Recognition**

#### **Version A**

1. *Collaborative (countdown): 'Together... s, a, t, i ....'* (support by articulating just 2 or 3 then gradually step back if appropriate).  
Bring any they struggle with repeatedly to the front.  
(2 mins)

**Or**

#### **Version B**

1. *Collaborative (countdown) 'Together... s, a, t...'*  
2. *'Your turn.'* Children read graphemes.  
3. *Challenge: Super-fast/ mixed order as appropriate.*  
(2-3mins)

### **Word blending**

#### **Rapid Read (words with phonemes previously taught)**

1. **Collaborative** - read words. *'Say the sounds, read the word' – 'good blending.'* AFL- step in/out to support when apt.

2. **Your turn, again.** Mixed order/faster. *“We can sound out/blend to read words.”* (children do)
3. Challenge: Choose 2 or 3 words to **sound out in head and read whole word out loud.** (children do)  
(3, 4 mins)

## Additional Phonic Lesson Phase 2

### GPC Phoneme Recognition

1. *Collaborative (countdown): ‘Together... s, a, t, i ...’* (support by articulating just 2 or 3 then step back)  
Bring any they struggle with repeatedly to the front.  
*‘We know our phonemes.’* (2 mins)

### Word blending

#### Rapid Read (words with phonemes previously taught)

1. **Countdown** - collaboratively blend to read a bank of words (used in revise and review)  
*‘Say the sounds. Blend to read the word’. Point and sweep, then bounce the word.*  
*Pause to say a sentence.*  
*Extend by repetition using steps 2, 3 above if apt.*  
*Ensure you emphasize key phonemes that need reinforcement.* (2 -3mins)

### Teach/ Reinforce a Phoneme

Let’s learn a new sound.

1. **Hear it:** Play with the sound – (MTYT) **‘mm....’ 2 or 3 times**  
**Sound talk:** *mman, mmmoon, mmountain x 3 words Chn blend to say the word.*

**2. Read it-** *'This is what 'm...' looks like.'* Show the grapheme.

\* *'em' (letter name) makes the sound... mmm... "mmm" -(MTYT) X 2/3 times.*

**3. Hide and find it:** *Point to our sound 'm' when you see it! Talk Partner "our sound is..."*

Distinguish focus phoneme from others previously taught.

**4. Focus Rapid Read-** x4 - 6 focus sound 'm' words.

Model blending process x2 words.

**1. Your turn:** Children blend to read words.

**2. 'Mix it up/faster'**

**3. Challenge:** 'Super-fast/ **STS in your head- read the whole word out loud.'**

'Good blending. We can sound out words!' (3-4 mins)

Ensure you 'show off' the focus phoneme to prepare children to spot it before blending .

Gradually add words with other phonemes and 'show them off' as you add them to pack/prior to blending so they are set up to succeed.

Model blending process with 1 or 2 new words.

Repeat steps 2 and 3 as appropriate.

**Communal language:**

1. *'Sound out/STS' – 'Say the Sounds' - m-a- n (point + sweep)*

2. *'Blend, RTW'- 'Read the Word' - 'man'. Bounce it.*

## **Same Day Additional Phonics Session Phase 3-5**

### **GPC Phoneme Recognition**

#### **Version A**

1. *Collaborative (countdown) 'Together... ai, ee, igh.... '*

Bring any they struggle with repeatedly to the front and emphasize until secure.

**OR**

**Version B**

1. Collaborative (countdown) 'Together... ai, ee, igh...'
2. 'Your turn.' Children read graphemes. (children do)
3. Challenge: 'Super fast' / mixed order as apt (children do)  
(2 -3mins)

**Word blending**

**Rapid Word Read (words with phonemes previously taught)**

Show the focus phoneme- M<sup>T</sup>Y<sup>T</sup> my turn, your turn (digraph, trigraph or split-digraph) Can we blend words using....?

1. **Collaboratively** blend to read words asking children to spot a digraph or trigraph.  
'**Digraph-ea? Say the sounds s-ea , blend to read the word-'sea'**.
2. **Your turn:** Mixed order/faster (children do).
3. **Challenge:** Choose 2 or 3 words to sound out in head and read whole word out loud.  
(children do)

Repeat and vary pace, order until fluent. (3-5 mins)

Notes:

Start with words using sound buttons, then extend to read words without sound buttons.  
Extend learning by adding words with other phonemes. Ensure you 'show off /emphasize' the focus phoneme to prepare children to spot it when blending.  
Model blending process with a few new words .  
Repeat steps 2 and 3 as apt.

## **Additional Phoneme Lesson Phase 3-5**

### **GPC Phoneme Recognition (flashcards/PowerPoint: Are you ready?)**

1. *Our turn 'Together... ai, ee, igh....* (support by articulating a few phonemes then gradually step back if appropriate)  
AFL: 'We know our digraphs/trigraphs.'

### **Word Blending (revise words with phonemes previously taught)**

**1.Countdown-** Collaboratively blend to read revision bank of words (used in revise and review)

*'Say the sounds. Blend to read the word'. Point and sweep, then bounce the word.*

*Pause to say a sentence.*

*Repeat again with steps 2,3 above if apt.*

## **Teach a Phoneme**

Lets' learn a new sound.

**1. Hear it:** Play with the sound – (MTYT) **'ea....' X 2,3 times**

**Sound talk:** *s-ea-sea, t-r-ea-t-treat, d-r-ea-m-dream x 3 words Children blend and segment to SAY the word.*

**2. Read it- 'This is what ea... looks like.'**

*The letter 'ee' and 'ai' (letter names) make the sound...ea.. (MTYT- children repeat) X 2,3 times*

**'Two letters, one sound is a digraph.'** –MTYT.

**3. Hide and find it:** *Point to our sound 'ea' when you see it! Distinguish focus phoneme from others previously taught.*

*Talk Partner "our sound is..."*

**4. Focus Rapid Read-** x 6 -8 (approx) focus sound **'ea'** words.

**1. Collaborative** read words asking children to spot the focus phoneme: ***Digraph? Say the sounds, blend to read the word.***

**2. Your turn:** Mixed order/faster (children do)

**3. Challenge:** Choose 2 or 3 words to sound out in head and read whole word out loud (children do).

Total:10 minutes approx

Start with words using sound buttons, then extend to read words without sound buttons.

Add words with other phonemes. Ensure you 'show off /emphasize' the focus phoneme to prepare children to spot it when blending.

Model blending process with 1,2 new words .

Repeat steps 2 and 3 as apt.

**Communal language:**

1. 'Digraph?- ea' 2. 'Say the sounds s-ea-t ' (point + sweep)
2. 'Blend, to read the word (RTW)- 'seat' . Bounce it.

## Organisation for Progression

Model A.

Visible progress must progress to sentence level. Explicit use of taught phoneme (with cumulative phonemes) plus tricky words in reading and or writing.

	<i>Revise and review</i>	<i>Teach new phoneme X1 per day</i>	<b><i>Practise</i></b>	<i>Apply + Revise key learning</i>
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M	1. Phoneme recognition 2. Collaborative word reading- Countdown 1. Our turn 2 Your turn  X1,2 CEW per week	End this section with a focus rapid word read.	Get up and Go! (R) Cross the river Magnetic tiles – word building. Full circle/ word making (R) Word sorting/matching (R)	Read a sentence.
T			Sound buttons/Grapheme frame (SP)	Read a sentence.
W			Sound buttons(SP)	Read a sentence.
Th	+Recall		Sound buttons (SP)	Write a sentence
Fr	+Recall		Sentence work (W) 1. Write it ( model and teach) 2. Dictate (assess)	Focus rapid word read (AFL- Revise key learning)

Tip: Daily dictation in addition to the phonics session as an additional practise session.

Use the sentences from the prior session (applied at end of session) for daily dictation at a separate time, i.e after lunch.

Model B:

	<b>Revise and review</b>	<b>Teach new phoneme X 4 per week</b>	<b>Practise</b>	<b>Apply + Revise key learning</b>
M	1.Recap Phonemes 2.Collaborative word reading	End this section with a focus rapid word read.	Get up and Go! (R) Cross the river Magnetic tiles – word building. Full circle/ word making (R) Word sorting/matching (R)	Daily dictation
T			Sound buttons/Grapheme frame (SP)	
W			Sound buttons(SP)	



Th	+Recall		Sound buttons (SP)	
Fr	+Recall		Sentence work 1. Write it ( model and teach) 2. Dictate (assess)	Focus rapid word read (AFL- Revise key learning)

Tip: Same day intervention: Additional practise session.

**Established (Prior to September 2020)**

**Well being, routines, expectations and social & emotional focus.**

**Phonics Action Plan, with CPD practise schedule, monitoring schedule and measurable impact and targets for lowest 20% completed.**

**All Staff trained within past 2 years and confident practitioners.**

**Guided Reading and 1-1 have decodable reading books in place aligned to SSP content and order.**

**Guided reading: Vocabulary, phonemes and words/Key questions prepared for each set of books.**

**Phonics Launch:** Meet with all staff to fully address priorities and key actions. Recap CPD/ training key messages, strategies and methods. Review consistency checklist, set out assessment with an additional practise session schedule. Arrange staff training for additional daily skills session.

### **Non–negotiables:**

- Daily high quality SSP lessons
- Consistency checklist
- Progress into sentence level reading/writing for visible progress
- Additional daily session for GPC recognition/retention and or blending
- Daily decodable group reading

### **Priority Actions for Impact Top 10**

**Think: What could the top ten actions be?**

- 1. Rigorous monitoring schedule and Action Plan with clear objectives with actions to achieve impact and targets for all children in all year groups.**
- 2. Good or better every day. QFT with revision of key learning within a session to secure progress is explicit and effective. Strong use of Assessment for learning (AFL).**
- 3. Ensure consistency checklist: Class wall charts, table charts, decodable books, tricky words and teaching resources are consistent.**
- 4. Early baseline assessments for all children and identify support (using progress chart) for the lowest 20%.**
- 5. Daily interventions up and running with regular review of progress and gap analysis.**
- 6. Whole class daily additional practise session established with an adjusted timetable.**
- 7. Reinforcement CPD, master classes and follow-up coaching is planned systematically to implement recent training for lesson and interventions.**
- 8. Daily group reading established (year 1 and 2 can start decodable groups reading as soon as possible).**
- 9. Assessment schedule in place. Regular reviews to check cohort milestones and rates of progress for SSP.**
- 10. Parental engagement and home work organised.**

### Key Action Plan Post Covid 19

Start Date Achieve by date	Who? Year group	Actions to be taken to improve provision.	Challenge Checklist	Outcomes.....
<i>Week ½</i>				
Training Day	Phonic Lead	<p><b><u>1. Phonics Launch</u></b>  <i>Phonics launch briefing with team.            Outline priorities, key actions and organisation alongside spotlight children.</i>  <b><u>Implement the following:</u></b>  <i>-longer phonic session- 30mins (yr1,2)            - Immediate start of phonics initially 5-10 mins (reception)            -Daily additional practise sessions (yr1,2)            -Daily additional phase 1 (oral blending &amp; Segmenting) practise session (R)</i></p> <p><i>Daily group reading organised (Yr1,2)            Ensure year2 and 3 do a daily revise and review as R/Yr1-GPC and blending for fluency. This is crucial.</i></p> <p><b><u>Consistency Checklist</u></b>  <i>Review consistency checklist. Ensure all staff have SSP documents, assessments, progression, plans, resources and agreed terminology.</i></p> <p><b><u>CPD on the spot:</u></b>  <b><i>Focus:</i></b> <i>Same day intervention/additional practise session. Demonstrate, explain and share lesson outline for staff to deliver same day intervention/ additional practise- keep up</i></p>	<p><b>A. Teach with fidelity to an SSP programme</b>            The leadership team ensure that:            1. Sufficient time is given to teaching phonics, reading and writing</p> <p>2. All teachers and TAs teach the chosen SSP programme confidently</p> <p><b>E. Reach the lowest 20% pupils</b>            1.Ensures SSP lessons are of the highest standard to reduce the number of pupils who need extra support</p>	<p><i>Whole school commitment and drive to embed CPD completed so far and accelerate progress in phonics for reading.</i></p> <p><i>SSP in place with rigour and fidelity</i></p> <p><i>Longer Phonics session with group reading timetabled.</i></p> <p><i>Adults, assessment, reading and resources organized.</i></p> <p><i>Consistency checklist understood and implemented in all classrooms.</i></p> <p><i>Same day additional practise set up daily to meet needs of children and secure progress.</i></p>

		<i>NOT catch up! (see Hub lesson outline)</i>		
<p><b>Week 1, 2 Full phonic session and additional daily practise (staff briefed and trained) yr1,2,3</b>  <b>Reception start immediately + phase 1 additional oral blending and segmenting session</b>  <b>Assessments organised/started</b></p>				
Week 1		<p><b><u>Baseline/ Assessment completed</u></b>  Assess all children. Year group analysis of results and next steps to focus upon in teaching and additional practise sessions.</p> <p><b><u>Intervention Meeting/Organisation</u></b>  Schedule an intervention meeting (after baseline/assessment) to establish groups, needs, adults , room, resources and timetable allocation with targets for achievement  Use SSP progress intervention chart.  *yr1, 2 ( Repeat this process for Reception when baseline is completed).</p>	<p><b>A. Teach with fidelity to an SSP programme</b>  3. There are clear term-by-term expectations of progress from Reception to Y2 and pace is maintained  4. Pupils' letter-sound knowledge and word reading is assessed every term /half term</p> <p><b>E. Reach the lowest 20% pupils</b>  2. Uses the programme's SSP assessment to identify immediately pupils falling behind  3. Organises extra daily practice for pupils falling behind, following the school's SSP programme</p>	<p><i>Assessment completed and analysed.</i></p> <p><i>Year 1,2,3 Interventions up and running + regular review of progress. ( R- interventions can be set up after baseline. Year one and two intervention children should have already been identified from internal transition data)</i></p>
Week 1/2		<p><b>*Same day whole class daily additional practise session</b>  Strategic short, sharp session to secure a precise skill, i.e rapid read of words using new focus sound.  Focus rapid word reading with repeated practise to secure digraph recognition and blending of words containing focus new digraph.  Are you ready?- phoneme GPC recognition. Tip! Aspects of the revise and review are suitable for revision to secure</p>	<p><b>E. Reach the lowest 20% pupils</b>  2. Uses the programme's SSP assessment to identify immediately pupils falling behind  3. Organises extra daily practice for pupils falling behind, following the school's</p>	<p><i>Same day additional practise revise key learning to secure progress for less able and fluency for the more able.</i></p> <p><i>This help will ensure keep up, not catch-up.</i></p>

	<p>learning and fluency. All year groups (Reception need to do phase 1 aspect 7 oral blending and segmenting as additional practise) Timetable: daily agreed time (no more than 5-10 mins max) is fully implemented across the school.</p>	SSP programme	
Week 2	<p><b><u>Parent engagement / homework</u></b></p> <p>Homework system organised</p> <p>Arrange parent workshop for phonics and home reading.</p> <p><b><u>Weekly practitioner practise sessions</u></b></p> <p>Begin regular master classes and follow up in class coaching for <b>whole class QFT</b> teaching. Organise and agree focus for regular practise and coaching session or lesson study . - Focus areas: <i>(suggestions only)</i> Lowest 20% Features of consistency checklist Lesson structure- the revise and review Introducing a phoneme Repeated word blending to progress to fluency.</p>	<p><b>A. Teach with fidelity to an SSP programme</b></p> <p>6. Parents are informed of what is taught</p> <p><b>C. Ensure cumulative progression of sounds and books</b></p> <p>5. Parents know how to increase their children's fluency in reading sounds, words and books</p> <p>6. Parents understand the difference between stories to share and stories that children read aloud.</p> <p><b>E. Reach the lowest 20% pupils</b></p> <p>The headteacher and reading leader:</p> <p>1. Ensures SSP lessons are of the highest standard to reduce the number of pupils who need extra support</p> <p>4. Provides regular CPD for teachers to support pupils falling behind</p> <p>5. Fast tracks late-entry pupils</p> <p>6. Engages the support of</p>	<p><i>Parents understand how phonics is taught and homework sent. How to support with reading at home and use of decodable for practise and reading stories to children.</i></p> <p><i>QFT teaching is secured and teaching and learning is good + everyday. Consistency checklist features are strong in majority of classrooms. Where not- this is rapidly addressed through 1-1 coaching/support.</i></p>

		Word blending strategies.	parents, where appropriate.	
<b>Milestones</b>				
<p><b>By end of week 1,2 all the following will be in place:</b>  <i>Consistency Checklist implemented + monitored</i>  <i>Assessment completed + analysis + daily interventions organised ( year1,2 immediately and Reception, after baseline)</i></p> <p><i>Phonics whole class sessions with <u>additional daily practise session established.</u></i>  <i>Begin /plan for practitioner practise and coaching sessions.</i></p>				
<b>Week 3,4 Reception baseline complete &amp;set up intervention</b>				
<b>Daily decodable reading (training and resourced)</b>				
By end of week 3		<p><b><u>Reception Baseline/ Assessment Intervention</u></b> : Schedule an intervention meeting (after FS baseline) to establish groups, needs, adults , room, resources and timetable allocation with targets for achievement (use SSP progress chart and ensure you bridge phase 1 aspect 7 oral blending and segmenting)*yR</p> <p><b><u>Intervention Meeting/Organisation:</u></b> Schedule an intervention meeting (after baseline/assessment) to establish groups, needs, adults , room, resources and timetable allocation with targets for achievement (use SSP progress chart) *yrR</p>	<p><b>B. Make a strong start in Reception</b>  Reception teachers:  1. Timetable daily SSP lessons from September  2. Ensure that sufficient time is given to the teaching of phonics, reading and writing  3. Follow the same SSP programme as Y1 and 2  4. Identify pupils who are falling behind, in their first few weeks in school  5. Ensure extra practice matches the school's SSP programme  6. Ensure all pupils sit where they can see the teacher and resources during SSP lessons</p> <p>7. Set up frequent meetings to show parents how to help their</p>	<p><i>Reception Interventions up and running + regular review of progress.</i></p> <p><i>Assessment identifies children and gaps in skills to enable rapid daily intervention in ALL year groups.</i></p> <p><i>Parents involved and support</i></p>

		<b>Parent Support:</b> Set up parent meetings with children requiring additional support- home learning packs, focused homework.	children practise reading sounds and words at home	<i>learning at home to secure progress.</i>
		<b>Review progress:</b> Complete pre- assessment checks to review children’s rates of progress , in line with SSP milestones. Regular ongoing reviews of interventions progress and next steps.	<b>D. Build a team of expert reading teachers</b> 7. Organises regular progress meetings	<i>Phonics lead has clear strategic overview of rates of progress for all groups, including lowest 20% Ensures good + in all classes. Uses SSP milestones.</i>
By week 3/4		<b>Decodable Reading</b> <i>Daily group reading with pre-teaching and repeated ‘chunked’ practise system into comprehension is established (set structure and system in place). *Note Year 1,2 to start group reading immediately.</i> <b>Clear reading structure is used:</b> <i>Pre-teach phonemes, blending and vocabulary. Model skill Partner practise Children practise individually Return to text</i>  <i>Resources and organised: Books have words prepared . Phoneme charts and key questions prepared.</i>  <i>All adults deployed so all groups have a daily adult input ( reading squad approach where all available adults teach as group to ensure all children have daily adult input for reading) Staff CPD: Staff trained to deliver sessions and ensure progression with repeated practise throughout the week.</i>	<b>C. Ensure cumulative progression of sounds and books</b> The leadership team ensure that: 1. Decodable reading books are organised in the given sequence in their chosen SSP programme i.e. reading books build letter-sound correspondences cumulatively. (Books are <i>not</i> sorted by traditional ‘Book-Banding’ criteria based on a mix of methods) 2. Pupils are <i>not</i> asked to read books that require them to guess words or deduce meaning from pictures, grammar or context clues, or taught words using whole word recognition	<i>Systematic application of phonics for reading ensures children repeatedly practise and develop phonics to decode for fluency.</i>  <i>All children read daily to rehearse the skills of phonics for decoding.</i>

		<b>Note*If group training is required, this must be completed by the end of week 3 or as soon as possible.</b>	3. Pupils re-read these texts/books at school and home to build fluency	
By week 4		<b>Monitoring:</b> <i>Class wall charts, table charts, decodable books , CEW and teaching resources consistent.</i>  <i>Consistency checklist in all classrooms.</i>	<b>D. Build a team of expert reading teachers</b> The reading leader: 1. Has expertise in teaching phonics 2. Has dedicated time to fulfil the role	<i>QFT teaching of good better everyday in all classes.</i>  <i>Consistent high quality T&amp; L.</i>
<b>Milestones</b>				
<p><b>By end of week 3,4 all the following will be in place:</b>  Daily Reception interventions established and organised. Daily interventions in all year groups.  Decodable daily reading and agreed lesson structure for group reading implemented.  <b>Parent workshop organised and delivered.</b></p>				
		<b>Weekly practitioner practise intervention sessions</b> Ensure regular master classes and follow up coaching for 1-1/ group intervention.  Organise and agree focus for regular practise and coaching session or lesson study. Phase 1 Oral blending GPC- recognition Mix it up blending cvc/ccvc Mix it up blending with digraphs Using the progress chart to track and target progress. Address any areas as appropriate.		<b>QFT is secured through coaching and practise sessions.</b>

*Milestones*

*By end of week 5,6 all the following will be in place:*

Systematic SSP daily **additional practise** sessions in place.

Daily high quality interventions in all year groups (with regular review and analysis)

Decodable daily reading and agreed lesson structure for group is reading is established.

*Parent workshop and 1-1 intervention talks are delivered.*

*QFT is secured through regular (weekly) coaching and practise sessions.*

\*Note in addition a pre-teach session may be useful to target key children.

## Post Covid 19 Action Plan

- *Phonics leadership – key actions for excellence*
- *Suggested generic additional daily extra session lesson plan.*
- *Strategies and organisation for intervention and same day additional practise.*

**Finish:**

**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><b><u>Assessment:</u></b> Systematic assessment cycle - ambitious PSC target.</p> <p>+ Cohort milestones forecasting</p> <p>+ Weekly review of vulnerable</p>	<p><b><u>Expert team/QFT:</u></b> 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><b><u>Interventions:</u></b> 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><b><u>Reading:</u></b> 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><b><u>Parental involvement + love of books</u></b> Read story books to children and support blending to read decodable books</p>

**Same Day Intervention:**

Phase 1 and blending 'boosts' as a daily additional session on entry to reception and (reception)

GPC and word blending additional daily practise established immediately (year 1+)

Continuous exposure and application in EYFS and beyond.