



Outstanding Problems	What we will change	Implementation activities	Implementation outcomes	Impact on children
<p>We do not currently have affinity to one scheme, which is not in line with DfE guidance.</p> <p>We do not have a stock of reading books which is closely matched to a variety of phonics levels, which means that children sometimes don't have a reading book that allows them to practise the precise skills they have just learned. (Informal OFSTED observation)</p> <p>A variety of resources from different sources are used by teachers in phonics lessons. While these are often useful, they can also confuse children with different pictures/rhymes etc.</p> <p>Recent changes (from Jan 21) have begun to ensure that structures of phonics lessons across school are more consistent. However, this needs to be embedded.</p> <p>Children are sometimes over-supported by adults in 1:1 reading sessions, and children are guided towards contextual cues rather than focussing on phonic strategies.</p> <p>Although progress for year 2 children is generally very good, a very small number of non-SEND children do not pass the year 2 phonics resit.</p> <p>Mid-year data suggests that while phonics scores are high, this does not always translate into high overall reading levels. Teachers felt that this reflected children's lack of fluency, despite their phonic knowledge.</p>	<p>We will follow one scheme (Twinkl phonics) throughout the school.</p> <p>There will be a clear link between sounds taught to children and reading material sent home. Children will be able to practise the exact sounds taught in the past week, as well as consolidating recent learning of the past half term.</p> <p>All resources will have fidelity to this scheme, so that children have a consistent understanding.</p> <p>Teachers across the school have consistent structures for phonics lessons, which all fit into one coherent long-term plan.</p> <p>1:1 reading sessions have a clear focus on phonics, with an effective pedagogy, and there is a clear plan for developing skills in the medium-term from session to session.</p> <p>High phonics scores will be reflected in high overall reading levels, with children applying their phonics skills fluently in longer texts.</p>	<p>SLT conduct termly walk-rounds to ensure fidelity to Twinkl phonics.</p> <p>DHT to lead CPD for new staff in Sep 22 and whenever new staff join (written into induction pack).</p> <p>Termly PDM for teachers to feed back about scheme, action plan amended appropriately. There will be a focus within these on how the structure of the lessons are working.</p> <p>Audit new reading books when they are delivered to school (Jul 22).</p> <p>Write up process for sending home e-books.</p> <p>Remove all current books from book boxes. English lead to re-band these books (as consolidation books) and only then return to children's stock.</p> <p>English lead to monitor that children's current book is linked closely to recent sounds learned (every half term)</p> <p>Moderate phonics lessons across the school.</p> <p>Lesson observations check that children are using Twinkl phonics resources appropriately in lessons across the curriculum.</p> <p>CPD for support staff around 1:1 reading sessions. This will be part of standard TA CPD half termly sessions, as well as bespoke sessions where needed.</p> <p>Monitor that reading records note AfL which is acted upon in future sessions.</p> <p>Training for all staff around assessment within the Twinkl scheme.</p> <p>Moderation of assessment levels.</p> <p>Pupil progress meetings analyse strengths and gaps following summative assessments. In particular, they identify children who are on-track in phonics but whose fluency is still low.</p> <p>Interventions are planned for high-phonics-low-fluency readers that incrementally increase the amount these children read, address potential tricky word gaps, and so increase their fluency.</p> <p>Information given to parents to help them understand the scheme and help them support their child at home. (video embedded into website explaining how the system works)</p>	<p><u>Short Term</u></p> <p>All classes have fidelity to Twinkl scheme (including all resources and pedagogy around the school).</p> <p>All classes are following the long-term Twinkl plans (with minor adjustments following AfL).</p> <p>Teachers and TAs feel confident delivering the scheme.</p> <p>Classes have all resources they need to teach the scheme, including resources for home.</p> <p>New (longer) phonics lessons fit well with English lessons in timetable and LOs are divided appropriately between them.</p> <p>Children are taking home books that match their recent sound learning, and they know all the sounds within the book.</p> <p>Interventions for high-phonics-low-fluency readers are in place.</p> <p><u>Medium Term</u></p> <p>All staff are confident and consistent in using the Twinkl scheme and maintain fidelity to it.</p> <p>TAs understand what an effective 1:1 reading session should look like.</p> <p>Reading records show that AfL is ongoing and acted upon.</p> <p>Parents/carers report that the scheme and home resources work well for them.</p> <p><u>Long Term</u></p> <p>All staff, including new staff, consistently and confidently use the Twinkl phonics scheme.</p> <p>There is good transition between year groups.</p>	<p><u>Short Term</u></p> <p>Pupil-conferencing shows that children have a clear understanding of how their classroom environment and resources can support their phonics learning.</p> <p>Children know mnemonics/patters within scheme.</p> <p>All children use phonics as the prime strategy for reading.</p> <p><u>Medium Term</u></p> <p>Children are using Twinkl phonics resources appropriately in lessons across the curriculum.</p> <p>Children feel confident that they will be able to read the books at their level.</p> <p>Data show an increase in children's phonics levels at the end of year R and year 1.</p> <p>Data show that all year 2 non-SEND children pass the phonics resit.</p> <p>Children's high phonics scores are reflected by their high overall reading levels.</p> <p><u>Long Term</u></p> <p>Data in reading and phonics is a rising picture.</p>