

Leighton Primary School
Phonics Action Plan
2017/2018 - Autumn Term

Priority

To improve achievement in phonics by improving leadership and teaching and learning

Key Success Criteria (July 2018)

Year 1 -To achieve national points score in Year 1 phonics screening score 81% (to narrow the Gap to National by 10%)

Year 2 -To be within 4 points of national in Year 2 phonics screening achieving 88% (to narrow the Gap to National to by 14%)

Year 1 - Specific groups - EAL - To be within 14 points of national Year 1 Phonics screening score (to achieve 67% pass rate)

Boys - To be within 4 points of national Year 1 Phonics screening score (to achieve 77% pass rate)

Year 2 - Specific groups - - PP - 100% to achieve pass in Year 2 Phonics screening score

Boys - To be within 10 points of national in Year 2 Phonics screening score (to achieve 82% pass rate)

Autumn Term

Spring Term

Summer Term

Priority	Planned Actions	Timescale	Personnel	Resources	Intended Outcome	Monitoring Process	Evaluation of Impact
Priority 1 To improve leadership of phonics	To analyse data	Sep/Dec 2017 Feb/April/ May/July 2018	M.Wells V.Geldart	Half a day to analyse data	To identify children that are not on track to meet their targets and to put appropriate intervention in place.	Data to be returned to MW/VG at end of each half term. Mock screening Year 1- January, March and May 2018. Year 2 - December, February and May 2018	MW/VG to collect in data 11/12/17 (December) and analyse.
	To monitor teaching of phonics	EYFS - w.b 6.11.17, Year 1 - 13.11.17 and Year 2 20.11.17	V. Geldart	Time out of class to observe lessons and feedback to teachers	To identify strengths and weaknesses in teaching. To identify whether phonics is taught consistently across EYFS, Year 1 and Year 2. To identify training needs of teachers/TA's.	VG to observe phonics teaching during Autumn Spring and Summer terms. Feedback to be given to TA's, teachers, PL and HT. Training needs to be identified.	VG/MW to observe target groups in Year 2, Year 1 and EYFS.

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	To develop consistent and effective learning environments	By December 2017	V. Geldart	Time out of class to conduct learning walk/audit	To ensure that all EYFS and KSI classrooms have effective phonic displays and appropriate resources.	VG/MW to conduct a learning walk by 15.12.17	
	To develop phonic leadership skills	By July 2018	V. Geldart	Cover to attend phonics leader courses (KS2 course 3.11.17) M.Wells to support VGeldart	To lead phonics effectively to ensure phonics outcomes are improved.	Ongoing	
	To promote phonics in school Parents Phonics/reading workshops in EYFS/Year 1 Phonics launch to take place w.b 27 th November 2017. Phonics packs to be issued to all EYFS/KSI children Family learning program to be	By November 2017.	v. Geldart/M .Wells	TA support to prepare packs Cover for MWells and V Geldart to plan	To ensure that all opportunities to teach and imbed phonics learning are maximised	Numbers attending workshops to be recorded and tracked Audit of parental involvement across KSI and EYFS	

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	<p>directed at specific children</p> <p>Active Phonics club to target Year 1 and Year 2 children that need to pass phonics screen</p> <p>New resources for Teachers/TA's to be purchased and distributed to teachers/TA's</p>						
To improve teaching and learning	<p><u>EYFS – Increase speed of phonics teaching (all children to be exposed to Phase 2 by December 2017)</u></p> <p>-Children to be placed in three teacher/HLTA led differentiated phonics groups.</p>	By December 2017	J.Bird/V. Geldart/M .Wells	Storytime phonics	<p>90% of EYFS children will be secure at Phase 11 by the end of Autumn Term</p> <p>_____ of EYFS children will be secure at Phase 2 by the end of Autumn term.</p>	End of Autumn term data collection	

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Priority	Planned Actions	Timescale	Personnel	Resources	Intended Outcome	Monitoring Process	Evaluation of Impact
	<p><u>Year 1</u> Targeted teacher and HLTA led phonics intervention aimed at PP/Boys and children borderline to pass Before school Active Phonics club Imbedding of phonics in guided reading/English lessons. Daily class phonics lessons in addition to differentiated group sessions. Year 1 teachers to attend phonic training.</p>	Oct-June 2018	V.Geldart/ M.Wells	Teacher and HLTA timetabled to deliver intervention	<p>81% of cohort will pass the phonics screening check</p> <p>EAL - To be within 14 points of national Year 1 Phonics screening score (to achieve 67% pass rate)</p> <p>Boys - To be within 4 points of national Year 1 Phonics screening score (to achieve 77% pass rate)</p>	<p>Observation of lessons 13.11.17</p> <p>Data tracking</p> <p>Regular assessments</p> <p>Mock screening</p>	
	<p><u>Year 2</u> Year 2 teachers to attend training Mock screen to be administered Children and</p>	By February 2016	V Geldart M Wells A Moore	New resources Cover for training	<p>88% of children (who did not pass in Year 1) will pass phonics screening check</p> <p>To be within 5</p>	<p>Observation of lessons 21.11.16</p> <p>Data tracking</p> <p>Regular assessments</p> <p>Mock</p>	

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	<p>groups (particularly boys and pupil premium children) be targeted tracked. Differentiated phonics groups and intervention. New resources for teaching groups to be purchased and distributed. Active Phonics clubs aimed at targeted chn run weekly by VG</p>				<p>points of national in Year 2 phonics screening score (to narrow the Gap to National to by 4%) PP - 100% to achieve pass in Year 2 Phonics screening score</p> <p>Boys - To be within 10 points of national in Year 2 Phonics screening score (to achieve 82% pass rate)</p>	screening	
To improve the outcomes for significant groups	<p>To improve outcomes of Year 2 boys. Track boys progress. Boy focused intervention groups</p>	By July 2018	A Moore/V Geldart/ Year 2 staff	As above	Boys - To be within 10 points of national in Year 2 Phonics screening score	Data tracking Mock screening	
	<p>To improve outcomes for EAL children</p>	By July 2018	V Geldart M Wells	As above	Year 1 - Specific groups EAL children - To be	Data tracking Mock screening	

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	<p>Family Learning programme FSM children to be tracked Intervention/after school clubs to be targeted at FSM children</p>				<p>within 14 points of national in Year 1 Phonics screening score Boys to be within 4 points of achieving national phonics screening score.</p> <p>Year 2 - Specific groups - Boys - To be within 10 points of national in Year 2 Phonics screening score</p>		