

SUBJECT LEADER PROFILE FOR INTENT, IMPLEMENTATION AND IMPACT STATEMENT

NAME OF SUBJECT LEADER: Debbie Oakley

SUBJECT: Phonics

	Brief outline	Where can the evidence be found?
Intent	<ul style="list-style-type: none"> We value reading as a key life skill, and are dedicated to enabling our pupils to become lifelong readers Phonics is taught in a highly structured programme of daily lessons across EYFS and KS1 and for those children identified through assessments of benefitting from regular phonics input within KS2. This is provided in groups differentiated according to children's phonic awareness and development. The Letters and Sound programme is followed, providing a synthetic approach to the teaching of phonics. Each session gives an opportunity for children to revisit their previous experience, be taught new skills, practise together and apply what they have learned. We strive to provide an inspiring, safe and engaging learning environment in which our children will be enabled to develop their skills and understanding. 	<ul style="list-style-type: none"> High emphasis on reading and phonics within the timetable. Phonics/Reading displays in classrooms, which are used regularly Regular assessments (new assessment document delivered to staff February 2020 to ensure consistency and progression) Inset February 2020 to refresh staff knowledge of Phonics and to ensure consistent expectation.
Implementation	<ul style="list-style-type: none"> Deliver a curriculum that inspires an enthusiasm for learning. Monitoring - that through the teaching of Letters and Sounds the children are taught the essential skills needed for reading. Phonic Progression document shows current learning for all year groups across the academic year. Phonics is taught daily to all children in Foundation Stage, and KS1. Extra support is provided to those in Year 2 who have not passed phonics screening in Year 1 and interventions are planned for those children who are working below expected levels. Staff systematically teach learners the relationship between sounds and the written spelling patterns, or graphemes, which represent them, embedding the process in a rich literacy environment for early readers. Pupils have regular reading sessions with an adult we ensure the pupils are regularly practising and applying their phonics knowledge. Teachers regularly assess the pupil's phonics knowledge using the phonics assessment, and Reading Early Learning Goal (in EYFS). These regular assessments inform planning and allow teachers to identify any gaps in learning. The children have reading books which they are enc 	<ul style="list-style-type: none"> CPD of staff to ensure secure knowledge and confidence in teaching to transfer to children. Support teachers as and when required. with Phonics planning/modelled lessons. Subject leader release time. Seen in children's books, weekly lessons, planning.
Impact	<ul style="list-style-type: none"> Through the teaching of systematic phonics, our aim is for children to become fluent readers by the end of Key Stage One. This way, children can focus on developing their fluency and comprehension as they move through the school. Attainment in reading is measured using the statutory assessments at the end of Key Stage One and Two. These results are measured against the reading attainment of children nationally. Attainment in phonics is measured by the Phonics Screening Test at the end of Year 1. SEN children and PP children are given the same opportunity to succeed, developing skills needed for life. Expected pass rate of 90% or over on a yearly basis (93% predicted pass rate 2020 for Year 1 pupils and 93% 	<ul style="list-style-type: none"> Subject Leader File 2019/2020 Action Plan Regular assessments Phonic Screening Data KS1 and KS2 SATs

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	<p>predicted pass rates for year 2 – including retakes)</p> <ul style="list-style-type: none">• predicted pass rate for 2020-2021 cohort is 85% on track – interventions in place to target the 15% not on track	
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