



WESTFIELD PRIMARY SCHOOL

2022

Phonics Subject Report

Subject	Phonics	Date	September 2022
Report prepared by	Catherine Thomas		
Overview of the year: Sept 2021 – July 2022			
<p>This year has seen Covid restrictions ease and classroom teaching return to normal which has enabled greater rigour and consistency for all pupils within phonics teaching.</p> <ul style="list-style-type: none"> - Subject lead has undertaken a National College courses in Primary Phonics: Ensuring Fidelity to a Single SSP Programme and Developing Reading in Line with DfE Curriculum Guidance - Subject lead has delivered weekly CPD sessions to LSAs to build their confidence in delivering the RWI programme effectively and speedily - RWI development days carried out termly with external RWI trainer and development points acted upon - RWI resources regularly monitored and purchased to ensure fidelity in all areas of the school where RWI is delivered - Parent workshops updated and delivered for EYFS and KS1 parents. PowerPoints emailed to parents with links to RWI parent resources - Fresh Start resources purchased and training undertaken by LSAs. Programme delivered to KS2 Targeted KS2 pupils 			
Curriculum: Intent, Implementation, Impact			
<p><u>Context</u></p> <p>Children arrive at Westfield in Yr R from 20+ different nurseries with around 17% typically having had no pre-school nursery experience/attendance. Due to the high level (higher than national average) of disadvantage, our entry attainment for communication and language is lower than average.</p> <p><u>Intent</u></p> <ul style="list-style-type: none"> • To deliver a consistent high-quality phonics programme across the whole school that is rigorous, systematic and progressive. • To ensure that we provide opportunities and activities that capture children's interests so strong links are made that develop communication and language skills and embed and extend phonics learning. • To ensure that phonics knowledge is impacting positively on early reading and writing through regular monitoring and assessment. • To prioritise our phonics and early reading teaching specifically to target the low on entry data identified during baseline assessment in EYFS. • To ensure that every child, including SEN/ DAP and EAL are able to access the phonics programme in a way that is appropriate to their needs. <p><u>Implementation</u></p> <p>Reading is a key priority at WPS. Our reading approach enables equity for all and we use a wide range of strategies, particularly for our most vulnerable pupils.</p> <p>Children get a positive start to their learning through our rigorous phonics scheme, which ensures that, within weeks of starting at WPS, the children make rapid progress, learning sounds that enable them to access our curriculum and the world around them.</p> <p>To deliver a consistent high-quality phonics programme across the whole school that is rigorous, systematic and progressive</p> <ul style="list-style-type: none"> • All staff have received up to date training in the Read Write Inc phonics scheme. • The Read Write Inc phonics scheme is used throughout the school from Reception through to Year 6 (targeting to bottom 20% of pupils throughout KS2 via Fresh Start). • Children are grouped by ability for all phonics teaching within EYFS and KS1; these groups are flexible and regularly change following assessment. 			

- Phonics planning is clear and detailed with specific cohorts identified. Targeted phonics interventions are put in place after initial pupil progress meetings to support children who are falling behind.
- Children are provided with fully decodable reading books which match the sounds they have been taught and enable them to achieve and continue to be challenged as their phonics knowledge accumulates.
- All early reading and writing in Yr R is taught 1:1 so the phonics knowledge of each child can be specifically monitored by the teacher.
- All children in Yr R read with a teacher or LSA every week. Those identified as falling behind at pupil progress meetings read daily or as bonus reads. This practise continues throughout KS1 to ensure all phonics knowledge and decoding skills are continually practised.

To ensure that we provide opportunities and activities that capture children's interests so strong links are made that develop communication and language skills and embed and extend phonics learning

- Continuous provision in Yr R enables the children to immerse themselves in new experiences which reach all senses and enable them to develop their communication and language.
- The creative curriculum in KS1 and KS2 inspires further language development through carefully selected class reads.
- Key vocabulary for different curriculum areas is taught specifically by class teachers. New topic words are stuck into children's books for them to refer back to and children are encouraged to understand these by using them in their writing.
- All classes have a comfortable and welcoming book corner and regular access to the school library and the reading shed where they can immerse themselves in reading.
- The school environment is dedicated to inspiring a love of reading from the first moment a child joins WPS with colourful murals both inside and outdoors depicting familiar book characters. All classes partake in reading round the world to promote the culture of reading.
- Story time is regular practise from Yr R right across the school, with targeted questions to identify breadth of understanding.

To ensure that phonics knowledge is impacting positively on early reading and writing through regular monitoring and assessment

- Monitoring of early reading and writing takes place continuously in Yr R using the Evidence Me tool. Half-termly assessments are made of the children using the RWI phonics scheme resources. Summative assessment for reading (comprising phonics) in Yr R takes place termly using Scholar Pack.
- In KS1 phonics is assessed half-termly using the RWI assessment scheme alongside regular phonics screening practice tests in KS1.
- All KS1 classrooms have specific phonics displays that support and enable the children's learning.
- The Early Years curriculum lends itself to encouraging children to use their phonics knowledge at every opportunity.
- All pupils identified as falling behind in phonics are discussed in termly pupil progress meetings and appropriate interventions are put in place.

To prioritise our phonics and early reading teaching to target the low on entry data identified during baseline assessment

- Parents are immediately engaged in early phonics acquisition through various workshops WPS offers such as 'communication with your child', our regular phonics workshop and our 'stepping into school' programme which covers reading in Yr R.
- On entry to WPS the children are given wordless story books to encourage story telling

language.

- From Spring term targeted Reception children are invited to attend either a phonics booster club or a storybook club to further develop their language skills (phase 1 phonics).
- All phonics resources are provided for parents at parents evening and modelled with them individually so they understand the process of blending and segmenting.
- NELI is used in Yr R and Yr 1 as an intervention for building language skills.
- Wellcomm SALT activities are used in Yr R as an intervention for phase 1 phonics.
- Detailed notes are recorded about each individual in Yr R as ongoing phonics and reading assessment.

Impact

The children are able to identify phonemes aurally and orally discriminate between them. Children are able to link each phoneme to its associated grapheme. Evidence of this knowledge will be seen in their increased confidence at segmenting and blending words independently.

Children understand and confidently and correctly use RWI phonics terminology such as special friends, Fred fingers, tick or fix and dots and dashes.

Children are able to recognise their own success in phonics acquisition and articulate how this has enabled them to access early reading and writing (termly pupil reviews).

Our Phonics Skills Progression document provide a summary to enable the subject leader to monitor implementation, alongside the QA procedures to monitor impact.

Next steps:

Embed RWI Fresh Start in KS2

Further embed the rigorous pace and structure of RWI phonics in EYFS and KS1

Support new staff through weekly phonics CPD training sessions

5 Key messages of the year:	What Performance Information is monitored? What are the 3 questions are you considering for future developments?
<ol style="list-style-type: none"> 1) Empowering parents at WPS to support actively their child's acquisition of phonics and in partnership with teachers, help them develop a love of early reading. 2) Developing a consistent phonics programme across WPS where there is equal access for all. 3) Providing fully decodable books to support all children in their cumulative progression of phonics. 4) Providing consistent and effective assessment methods that regularly monitor all children and ensure no child is left behind. 5) Providing high quality staff training for all staff so they are confident in 	<ol style="list-style-type: none"> 1. How can we ensure that gaps in the phonics knowledge of new pupils who join WPS are quickly identified and addressed effectively? 2. How can we bridge the gap between phonics knowledge at KS1 and fluency at KS2? 3. How can we support DAP/SEND/EAL cohorts in phonics across the school?

delivering high quality phonics.	
What is progress like within this subject?	How much funding did you receive this year and what was it spent on?
<p><u>Phonics screening test results 2022:</u> Year 1 - 75% Year 2 - 90% after resits</p> <p><u>RWI children at expected summer 2022:</u> Reception - 65% Year 1 - 69% Year 2 - 73%</p>	<p>£4900</p> <p>Money was spent specifically on:</p> <ul style="list-style-type: none"> • Read Write Inc. training for staff • Oxford Owl subscription • Read Write Inc. resources • Ruth Miskin school portal subscription
How does your subject area help to further develop SMSC (Learning for Life) in and around the school?	How are Fundamental British Values promoted within your subject?
<p>Children are exposed to phonics development and application throughout the creative curriculum and within continuous provision in EYFS.</p> <p>Working together with different members of the class and adults to complete phonics activities.</p> <p>Showing respect for others when completing whole class phonics activities.</p> <p>Using phonics techniques such as My Turn, Your Turn to promote sharing and respectful, helpful behaviour when working with a partner.</p> <p>Listening to stories from other cultures to develop an awareness of the wider world from an early age.</p>	<p>Phonics within literacy allows the children to express themselves and share their thoughts and feelings with others.</p> <p>Phonics within writing gives children, the opportunity to be imaginative and creative.</p> <p>Children are developing tolerance through listening to others/ giving feedback/ sharing ideas.</p> <p>Developing pride in being able to read and write English words independently.</p>
If you could change/ develop one thing in this area what would it be and why?	What will be the three key resources you will be bidding for this year and why?
Dedicated areas of the school where priority is given each morning to phonics delivery.	<ol style="list-style-type: none"> 1. Read Write Inc resources 2. Ruth Miskin online portal subscription 3. Oxford Owl subscription
Subject Web: Why do we teach what we teach?	
<p>We aim to provide the highest quality of education for all our children, in an environment that is challenging, motivating, disciplined, caring and moral, where children can acquire the phonic skills and knowledge appropriate to their individual needs. This provides opportunities for individuals to acquire knowledge, skills and understanding; promote the moral, mental and development of our pupils; and</p>	

prepare pupils for the opportunities, responsibilities and experiences of adult life, whilst supporting our creative English curriculum.

6 key skills:

1. Children will be confident in all phoneme recognition.
2. Children will independently use decoding and blending skills to read.
3. Children will have the ability to form graphemes correctly and segment accurately using their phonic knowledge.
4. Children will develop a confident knowledge of alternate spellings.
5. Children will develop the ability to read for knowledge and with understanding.
6. Children will develop fluency in reading.

How do you ensure every skill is taught within your subject?

There is a clear phonics progression document that clarifies the phonics knowledge and understanding required is covered, alongside the necessary skills development.

Quality Assurance (recorded in Subject Leader files) provides evidence through book looks, lesson observations, lesson modelling and planning, that children are learning key skills.

The Read, Write Inc. assessment tool shows progression of these skills within each year group on a half termly basis.

Topics taught across each year group:



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
R	Read single letter Set 1 sounds	Read all Set 1 sounds; blend sounds orally into words	Blend sounds to read words; read short Ditty stories	Read Red Storybooks	Read Green Storybooks; read some set 2 sounds	Read Green or Purple Storybooks
1	Read Purple Storybooks; read some set 2 sounds	Read Pink Storybooks; read all set 2 sounds	Read Orange Storybooks; read some set 3 sounds	Read Yellow Storybooks	Read Yellow Storybooks; read all set 3 sounds	Read Blue Storybooks
2	Read Blue storybooks	Read Blue storybooks with increasing fluency and comprehension	Read Grey storybooks	Read Blue storybooks with increasing fluency and comprehension	Access RWI Spelling programme	Access RWI Spelling programme

Overview and Rationale for curriculum organisation ensures statutory content for skills and knowledge is covered.

In EYFS and KS1 there are daily phonics lessons for all pupils in homogenised groups for at least 30 minutes.

In KS2 phonics interventions are carried out daily for individual pupils.

Describe what a good learner of this subject looks like when they leave Westfield Primary School?

<p><i>What are the 7 key components of a good learner in your subject?</i></p> <ol style="list-style-type: none"> 1. To be a confident reader and read a range of genres fluently and effectively 2. To be able to understand what makes a book enjoyable to them 3. To feel a sense of pride and accomplishment when they have finished a book 4. To be able to recommend books and explain their reasons why 5. To have curiosity to learn more through reading 6. To be excited about reading in the next phase of their education and going forward in life 7. To have pride in their work, both individually and as part of a team. 	
<p>What does Fast Feedback look like in your subject? How do you know this has been effective for children's progress?</p> <p>Half termly RWI assessments are carried out to ensure the children are learning to the best of their ability and as effectively as possible throughout the year.</p>	<p>Is your subject an SDP priority? Has there been school training and / or development related to your subject / specific SDP objectives? Have you taken part in any individual research? What has been the impact of this on the children and staff?</p>
<p>Evidence of children self-correcting their work and re-drafting, if appropriate. Evidence of fast feedback policy in place in which pupils' work is seen to improve as a result.</p>  	<p>Phonics is an SDP priority (through writing)</p> <p>Subject Folder holds any information pertaining to QAs, subject networks, informal networks, moderation, training powerpoints etc), research activities.</p> <p>Quality assurance is undertaken regularly to ensure consistency across year groups. Monitoring of planning has shown that staff are following our RWI scheme and that the children are experiencing rigorous, daily phonics lessons based on skills taught to suit the needs of the pupils.</p> <p>Any comments you can add about staff clarity having received clear curriculum progression and evidence in pupils work of progression?</p> <ul style="list-style-type: none"> • Weekly RWI training available to all support staff • RWI support and guidance handed out to staff • RWI development day attended and fed back to all relevant staff • QA undertaken and feedback to staff