

Subject Summary– Phonics is used to teach children how to read and write from Nursery using the scheme Read Write Inc. A systematic, rigorous approach will ensure children are confident readers and writers.

MER (Monitoring, evaluation and review)

Monitoring demonstrates

- Phonics is a priority in year groups, children are grouped by ability, this allows for quick progress.
- Children supported in developing a range of decoding and comprehension skills so that they can read more fluently and with understanding to access the curriculum.
- Children are equipped with the basic phonics skills they need to enable them to be successful in later primary school and beyond.
- Children are taking home books matched to their reading ability and additional books from lessons so they can practise what they have learnt at home.

Next Steps

- Ensure consistent teaching of phonics.
- Ensure staff who have joined school recently and teaching students have a thorough understanding of teaching phonics.
- Continue to support Year 1 & 2 to deliver phonics so that more children pass the Phonics Screening Check.

Pupil voice

Children enjoy Read Write Inc. lessons and know what colour books they are reading.

Staff Voice

Staff feel more confident delivering Read Write Inc. and enjoy using quality resources.

Links to SMSC / BV

- Engaging and stimulating books allow children to build vocabulary and enjoy reading.
- Pupils have a positive attitude to the programme, partner practice and silent signals help pupils to work together and manage their own learning.
- Positive praise used by both pupils and staff allows for mutual respect and a healthy learning environment.

SDP priorities for Autumn Term.

- Subject Leader to observe teaching practice.
- Monitoring of books where writing is delivered through phonics.
- Identify areas of CPD required and offer support to build staff confidence.
- To ensure Year 2 are ready to take the Phonics Screening Check by developing extra sessions at lunch time and after school.
- Half-termly assessment of Read Write Inc. from years R-4.

Assessment

Teacher judgements during lessons to inform teaching, inform reading leader if child needs assessing for new group.

Half-termly RWI assessments.

Phonics Screening Check

CPD opportunities for self and staff

- Reading courses and moderation.
- Visit other school to observe reading practise.
- Development days through Ruth Miskin training.
- External CPD opportunities.

Subject	Children who are not age-related	Explanations for these
Year 1	Xxxx Xxx Xxx xxx	Poor Motor skills. Lack of previous experience with sketching/artistic skills Difficulty following instruction Attention span not great enough to complete task Poor fine motor skills, alongside no spacial awareness within pictures
Year 2	Xxxx xxxx	Poor fine motor skills (cutting) Opportunities to practice cutting are given
Year 3	Xxxx Xxxx Xxxx Xxx Xxxx Xxxx	Corey, Maison and Liam struggle with fine motor skills and Junior has a very negative attitude towards art and presentation which he struggles to be proud of his work. Fine motor skills makes it hard for them to sew and construct Struggles with fine motor skills holding different mediums– usually scribbles Lack of concentration and presentation Children given motor breaks to help with concentration
Year 4	Xxxx Xxx Xxx Xx	Poor Motor skills and resilience Poor Motor skills and resilience Poor Motor skills and resilience Poor Motor skills and resilience Extreme behaviour issues Extreme behaviour issues Poor Motor skills and resilience Poor Motor skills and resilience
Year 5	Xxxx Xxx Xx	Poor Motor skills Lack of previous experience with sketching/ artistic skills/ DT skills
Year 6	Xxxx xxx	Poor fine motor skills, alongside very limited knowledge of sketching and proportion skills (Darwin project) Poor fine motor skills, inability to retain multi-step instructions (Rolls Royce Day– engineering and construction)