



Meadow View Primary School

Position Statement July 2019

Co-ordinator	Chloe Clayton	Subject or Aspect	Phonics
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Intent

- To what extent does the school's curriculum set out the knowledge and skills that pupils will gain at each stage?
- How does our curriculum plan set out the sequence and structure?
- How does it cater for disadvantaged and minority groups?

At Meadow View, we want our children to love learning and become confident and successful readers and writers. Our approach to teaching phonics considers this and is carefully planned, taught and assessed to ensure our children are being given the best start in the journey to reach their potential.

Phonics is taught as soon as children enter our Foundation stage, beginning at Phase 1. They explore a range of high quality speaking and listening activities that are linked to the seven aspects of phase 1. This knowledge and skills are built upon and extended throughout Foundation as the children progress through the stages. We aim for children to have mastered segmenting and blending by the time they leave Foundation, meaning KS1 can focus on building upon these skills by introducing new, more complex sounds and providing children with further opportunities to apply their ever increasing knowledge to spelling and writing.

For children who require further support, a decision is made whether they need an alternative approach to phonics (Rapid Phonics) or whether they require phonics interventions to support their specific needs.

Towards the end of Y1, children take part in a phonics screening test. To prepare the children for this, we introduce the format and structure of the test from their entry to KS1. We intend for the children to access a practise test half termly in order for teachers to identify any areas of phonics that we need to focus upon and can therefore plan in for the following half term. The results of these tests and trackers for phonics phases are collected, analysed and tracked by the phonics leader to aid with the early identification of any children who require support.

By the end of KS1, we aim for our children to have mastered segmenting and blending using a wide range of sounds, and for them to have the ability to apply their knowledge to support their spelling. In KS2, children are taught SPAG as an alternative to phonics. For the children who have failed their screening test in KS1, additional support will be given in addition to these SPAG sessions.

Implementation

- Consider the way that the curriculum is developed and how it is taught and assessed in order to support pupils to build knowledge and to apply that knowledge as skills.
- How does your subject join with cross-curricular planning?
- How are we encouraging progression?
- How do we differentiate for different ability groups?
- How do you know staff have/have not got the correct subject knowledge?

As a school, we follow the recommended DfE Letters and Sounds programme. Some children are taught through an alternative programme, 'Rapid Phonics', if we feel they are not reaching their potential through Letters and Sounds. This is identified through phonics phase trackers, phonics screening practise scores and through speaking to staff about how children are accessing phonics sessions and making progress.

Phonics is taught by a range of teachers and teaching assistants who teach particular phases and groups. The staff have had previous phonics training to support their CPD and possess the required skills and knowledge to teach phonics effectively. The children are split into groups/phases based on their current

needs. Termly phonics trackers are collected by the phonics leader to identify any children who may need targeting and to ensure all children are reaching their potential. Changes to the groups may take place to ensure children are being challenged and supported.

Phonics is taught for between 15 and 20 minutes daily for all children in KS1 and 4-5 times a week for children in Foundation. Children are given further opportunities to apply and build on the knowledge and skills they have learned through freeflow, classroom activities, literacy sessions, spelling and through discussions with staff.

Impact (Include data)

- Outcomes that pupils achieve
- How do we use evidence of pupils learning to feed into planning?
- How well do we consolidate learning?
- How do we know that knowledge and skills are in children's long term memory?
- How do you know that your subject is having an impact across all pupils, including those disadvantaged?

2019	% of children who passed screening test				2019 National Figures
	Y1 Whole Cohort	Y1 MVP children	Y2 whole cohort including resits	Y2 MVP children	
Phonics pass rate 32	16/24 66.6% PP 2/4 50%	14/20 70% PP No new	26/30 87% PP 7/7 100%	22/25 88% PP 6/6 100%	TBC
2018	% of children who passed screening test				2018 National Figures
	Y1 Whole Cohort	Y1 MVP children	Y2 whole cohort including resits	Y2 MVP children	
Phonics pass rate 32	28/33 85% Of the 5 who did not pass, all 5 are SEN. PP 7/8 88%	24/28 85% PP 4/4 100%	26/34 76.5% PP 10/11 90.9%	23/27 85.2% PP 8/9 88.9%	Y1 82% Y2 92%
2017	% of children who passed screening test				2017 National Figures
	Y1 Whole Cohort	Y1 MVP children	Y2 whole cohort including resits	Y2 MVP children	
Phonics pass rate 32	26/34 76.5% 8 who did not pass, 6 are SEN and 2 new. 1 from USA with no previous phonics learning.	23/27 85.2% PP 8/9 88.9%	32/33 97% PP 100%	32/32 100%	Y1 81% Y2 92%

	PP 10/11 90.9%				
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Strengths for 2018/2019

- We continue to have a good pass rate in phonics screening tests
- We have good teaching in phonics across the different phases as evidenced in a Learning Walk and observations.
- Phonics lessons are interactive and engaging, with a wide range of activities for children.
- Regular assessments are taking place which enable more careful planning and delivering of phonics sessions.
- Regular practise phonics screening tests in KS1 are preparing children for their test. Results are monitored, tracked and analysed to ensure children are receiving the support they need.
- At the end of F2, children are given a practise test prior to transition into Y1 to provide a baseline result and to inform planning.
- Staff have a good understanding of phonics and knowledge of teaching assistants has improved greatly.
- Rapid Phonics is having a positive impact for children in the lower phases in KS1.
- Excellent feedback from parents who attend Phonics Screening workshops, improving parents' knowledge on how to support their child at home and teachers informed that phonics packs have been used at home

Priorities for 2019/2020

- Continue to increase the percentage of children passing the Phonics screening test.
- Ensure additional support is put in place early for children who are struggling in FS.
- Introduce Rapid Phonics in FS for lower ability children who struggle to reach potential through Letters and Sounds.
- To deliver phonics training and support to staff new to KS1 and Foundation