

Church Cowley St James C of E Primary School



Enhanced Action Plan: Phonics

Items in **GREEN: complete/continuing**, **ORANGE: in progress**, **RED: not started**

Target	Action	Owner	Time scale	Resources	Success Criteria	Monitoring and Evaluation
Maintain standards in Phonics – 81% in 2015 – 16 to 80%/82% in 2016 – 17	<ul style="list-style-type: none"> Ensure there is the correct pitch across Nursery to Year 2 through implementing a long term and medium term plan. Check that teachers are on track with this half termly 	HR	Sept 2016		<ul style="list-style-type: none"> Teachers follow the long term plan/ planning reflects the appropriate pitch Short term planning/lessons are pitched appropriately/ evidence of personalised learning Teaching in phonics is 70% good or better Number of children passing the phonics screen check increases over the year – Baseline 12%, Dec 35%, March – 58%, Phonics 80% Improved % of pupils with SEN passing the phonics screen check from 29% to 38% - CC, DH (1RH) TB (1VB) Interventions improve the outcomes for pupils 	
	<ul style="list-style-type: none"> Monitor examples of planning through each term and give specific feedback where appropriate. (Ensure parity across the classroom in terms of pitch/challenge) 	HR	Ongoing			
	<ul style="list-style-type: none"> Observe each teacher teaching phonics at least fortnightly and give feedback related to pitch/challenge and personalised learning 	HR/RE	Fortnightly			
	<ul style="list-style-type: none"> Use termly assessment trackers are in place to ensure pupils are in the correct phase groups – gaps analysis 	RE/Teachers	Half termly			
	<ul style="list-style-type: none"> Phonics Screen check x 3 over the year to progress check scores before June 2017 – use information to support groups/interventions 	RE	Three			
	<ul style="list-style-type: none"> Use Oxford Phonics website to create mini phonics screen check to use in whole class sessions 	Teachers				
	<ul style="list-style-type: none"> TA to teach small groups phonics 	KD				
<ul style="list-style-type: none"> Inclusion lead to ensure interventions are appropriately matched to pupils next steps 	KD					
<ul style="list-style-type: none"> Parental Engagement – invite parents to workshops x2 throughout the year to improve their understanding/suggest strategies to help at home 	HR/RE?					
<ul style="list-style-type: none"> Y1 Phonics Screen Check meeting – January 2017 						
<ul style="list-style-type: none"> EYFS Phonics Screen Check during Term 5/6 						
Personalise the teaching and learning of Phonics across Nursery – Year 2	<ul style="list-style-type: none"> Use trackers to inform groups/gaps which need to be taught 	RE/Teachers	Ongoing		<ul style="list-style-type: none"> Short term planning/lessons are pitched appropriately/ evidence of personalised learning Teaching in phonics is 70% good or better Interventions improve the outcomes for groups - gap narrows on end of year data 	
	<ul style="list-style-type: none"> Ensure interventions are in place for pupils who are further behind (look at pupils in Y3 who did not pass the check in Year 2 – additional teacher to take a group x 3 a week) 	KD/RE	Termly			
	<ul style="list-style-type: none"> Monitor examples of planning through each term and give specific feedback where appropriate. Ensure planning is personalised for class/ groups/ individuals 	HR	Ongoing			
	<ul style="list-style-type: none"> Ensure TA is clearly directed in all phonics sessions with identified pupils/next steps 	HR/SLT	Ongoing			
	<ul style="list-style-type: none"> Observe each teacher teaching phonics fortnightly and give feedback where appropriate related to personalised learning 	HR/RE	Fortnightly			



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Improve skills and knowledge of all teachers/ support staff teaching letters and sounds	<ul style="list-style-type: none"> KS meetings used for in house training, modelled sessions, planning scrutiny and ideas for use of resources Ensure teachers/ teaching assistants receive regular feedback on phonics CPD/ External support from Julie Sergant - additional CPD where necessary Provide a long term plan to ensure pitch is appropriate and that there is a progression of skills 	HR External CPD HR/RE	Fortnightly 2 hours CPD Review follow phonics analysis	£285 external CPD	<ul style="list-style-type: none"> Clear progression of skills, lessons are pitched to pupils next steps Teachers skills and knowledge improved Teaching in phonics 70% good or better 	
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Year 1 Groups Data 2015 – 16

% passed	Girls	Boys	PPG	Non PPG	SEN	Non SEN	EAL
81%	87%	77%	73%	89%	29%	85%	77%
43/53	20/23	23/30	11/15	39/44	2/7	34/40	17/22