**Subject Development Plan: Phonics 2021/2022**

**September 2021**

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| Objective | Planned Impact | Process | Who and When | Resources | Monitoring | Review | Next Steps |
| **Key objective:**  To raise levels of attainment in phonics to in line with national average.  \*Y2 taking phonics screen end Autumn 2 due to school closure | Target for current Y2 to pass phonics screen is 82% (73.3% at EYFS reaching GLD in reading)  Target of 65% pass (15/23 pupils) in Year 1 is met in 2022 (EYFS reaching GLD in word reading = 14/23 pupils) | Y2 to have rigorous phonics teaching including interventions as needed to take phonics screen at end Autumn Term  LG to continue working with JH to develop robust approach to teaching phonics in Y1 and following actions set out below. | LG and SS  LG and JH | Time for LG and JH to meet | KW termly |  |  |
| To close phonics gaps in Rec and KS1 caused by school closure  \*must be ongoing priority in 21’-22’ | Pupil progress in phonics and reading is not impacted in the long term by school closure. | Early assessment in Rec and across KS1 using agreed format. Additional time given to phonics during the day. Phonics taught at pace and in line with school agreed expectations. Pupils failing to catch up to receive early, rigorous intervention. | LG half termly and discuss as a team during regular Key Stage meetings. LG to compare Autumn 2 phonics data with last year to bench mark progress. | Some additional curriculum time may be needed in all year groups to facilitate phonics and early reading catch up | LG  KW at pupil progress meetings |  |  |
| To train new staff members in Floppy Phonics and refresh the scheme for existing staff | New Rec teacher, Rec and Y1 TA and Y3 TA are trained in Floppy Phonics approach – all staff are confident and have recent phonics training | LG to purchase Online FP training. Identify a morning for all KS1 plus YD to access training. | LG JH,  Autumn Term | Use English Hub funding £300+vat | LG |  |  |
| To ensure lowest 20% readers are known to all KS1 team | Priority readers make accelerated progress in learning to read | All staff to know who these pupils are, progress specifically monitored and form basis of regular discussion about intervention and impact. Each class to have Priority Readers folder for rigorous record keeping. | LG, JH, HD,  Autumn 1 | NA | LG |  |  |
| To further develop our range of phonetically matched books. | Pupils make more rapid progress in reading as they are consolidating their taught phonics and are able to read books increasingly for pleasure.  Lower ability readers in KS2 have age appropriate books. | LG to purchase additional books to plug gaps in scheme and extend range of phonetically matched books up to L7/8  Using English Hub funding  Teachers use the new reading scheme guidance and suggested book order. | LG  Autumn Term | Approx. £2000 | LG |  |  |
| To develop parental support of reading and in turn raise attainment in reading | Parents understand how to support reading through knowledge of phonics | LG to make online videos that demonstrate phonics at each stage.  Rec and Y1 to invite parents to weekly phonics sessions in class.  Parent Voice questionnaire to be given to parents in attendance at phonics sessions. | LG  KS1 team  Autumn Term | Time for LG | LG |  |  |