

## TOP TIPS FOR PHONICS TEACHING: SPRING 1



### RECEPTION

Ensure all children have been assessed at the end of Autumn 2. Any children who have not been assessed, assess immediately.

Any GPCs and word types that are less than 70% for the whole class, reteach before moving onto new content.

Ensure GPCs and all word types that have between 70% and 80% accuracy are reviewed daily.

Any children still not blending, ensure blending activities are planned daily and occur throughout the day.

Update interventions and records using your most recent assessment. Secure earliest gaps first.

Reassess children every 3 weeks who are not on track. Update the data and re-plan the interventions accordingly.

Use the provider's lesson templates to ensure all aspects of the lesson are taught in the correct order with the correct mantras and behaviour strategies.

Plan in repeated practice throughout the day using your AfL and a brief pre-teach for your lowest 20% where possible.

Check your Phonics provider's portal/ Facebook page/regular updates for any training/ webinars that are available to support this half term.

### YEAR 1

Ensure all children have been assessed at the end of Autumn 2. Any children who have not been assessed, assess immediately.

Any GPCs and word types that are less than 70% for the whole class, reteach before moving onto any new content.

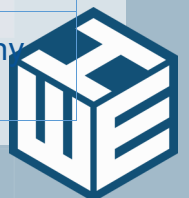
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## YEAR 2

Ensure all children have been assessed at the end of Autumn 2. Any children who have not been assessed, assess immediately.

Children who have still not completed their Phonics programme must continue to have daily Phonics lessons and interventions to accelerate progress. Follow your programmes guidance as to when children are considered ready to move off Phonics.

Check your Phonics provider's portal/ Facebook page/regular updates for any training/ webinars that are available to support this half term.

### HEADTEACHER AND READING LEAD

Work together to review Autumn 2 data and inform interventions and coaching opportunities.

Check that all staff are stopping and securing knowledge before moving on.

Conduct regular learning walks with a focus on the lowest 20% and how they are supported in the lessons.

Review the school's current steps to engage parents in R, Y1, Yr2 and evaluate. What is being offered this term? Ensure the engagement opportunities include the parents of the SEND children and the first 20%.

Enable staff to attend any ongoing training to develop their practice (including TAs.)

Look at upcoming lesson content and plans across the year groups. Schedule in practice sessions for staff to support the teaching of new content or areas identified in the most recent data drop.

Prioritise ongoing funding for your Phonics programme and resources.

Sign up for free training provided by Whiteknights English Hub. <https://www.whiteknightsenglishhub.org.uk/>

### READING FOR PLEASURE

Look at your Phonics provider's resources on Reading for Pleasure.

Sign up for Go All In, the National Year of Reading campaign. <https://www.goallin.org.uk/>

