



# Nancealverne Phonics Offer



**Intent:** At Nancealverne it is our aim to help every child to read to their upmost ability to allow them to communicate in life after school. We strive to build all pupils' skills in reading, and improve their fluency, confidence and ability for their next stage in school and their own lives. At Nancealverne we want to develop a love of literacy making at the very least the expected progress in reading. Our phonics offer will enable all students to develop functional reading skills whether that be an ability to recognise and use (receptively or expressively) symbols and/or social sight vocabulary or to read phonetically and recognise whole words and use these for functional and leisure tasks. As a school we want to offer specific and individual phonics routes to enable every child to read and communicate. Therefore we will provide a variety of adapted reading programmes to ensure that every child can make progress.

**Implementation:** - We provide every student at Nancealverne an immersive learning environment where phonics/English links are promoted, maximising learning. The formal teaching of phonics via structured and regularly time-tabled teaching/learning sessions within any one of our learning pathways/routes secures personalisation (L2L, B2L, R2L) and addresses identified intentions which informs both resources and assessment streams (see below)

At Nancealverne School all lower-school pupils follow a staged mixed group approach to learning phonics. There are three different groups dependent on assessment and baselines of the pupils needs:

<u>The stage of learning the pupils are at</u>	<u>Ability and learning style of pupils</u>	<u>Group suitable</u>
Learning any sounds	Struggle to learn new sounds / sensory approach appropriate	Sensory phonics group
Learning set 1 sounds	Able to learn new sounds phonetically	Phonics read write Inc. group
Learning set 2 sounds		Phonics read write Inc. group
Learning set 3 sounds		Phonics read write Inc. group
Has been learning sounds but has not completed reading book stages		Phonics read write Inc. group
Learning to read words from sight	Able to learn how to read words from sight / learning phonetically not suitable	Precision teach group

## **Implementation:**

Across the school from EYFS to KS4 there are 3 timetabled phonics sessions a week. The majority of our Primary classes mix by ability for these sessions, however our specialist provision classes (Willow and Maple) and EYFS students have their sessions in class to learn more letters and sounds. These sessions incorporate sensory phonics, phase 1 letters and sounds, General sound discrimination, environmental sounds, instrumental sounds, body percussion, rhythm and rhyme, alliteration, vice sounds, oral blending and segmenting and the use of Jolly phonics (\*Primary resource) finger phonics, music and song books. The older KS1 students and our KS2 pupils then mix up with their peers in lower school to work in focused small groups dependent on their ability, with different specialised adults in a sensory phonics group, Read, Write Inc group and Precision teach group.

In KS3 Phonics is also timetabled and completed in class in ability focus groups 3 times a week using sensory phonics strategies and then Read Write Inc lessons for the more able. In KS4 and KS5 we have decided that it is more beneficial to focus on the functional reading skills embedded in their accredited modules to prepare our students for their next stages out of school. However, previous RWI strategies and words from Precision teach sessions embedded earlier in the school will be revisited in teaching and used as interventions in designated reading times when needed for a student. (Appendix B)

## **Impact:**

The impact of the phonics offer will be demonstrated via the progress the pupils are making to ensure:

- All phonics teaching/learning remains personalised
- Pupil progress over time is informed via effective assessment streams
- Pupils make at least the expected progress within the phonics pathway they follow
- Pupils are well-prepared for their next stage; all learning remains sequential and is based upon previously learned skills, knowledge and understanding.

Pupils' leave school having experienced a range of sequenced phonics lessons and reading strategies, enabling them to read and communicate to their upmost ability loaded with skills that can be taken into adulthood. They would have developed reading skills acquiring formal accreditation outcomes where appropriate that will allow them to be as independent as possible in their adult life; reading outcomes are therefore aspiration led. Data collection through our B-squared assessment systems and phonics baselines will support teachers to ensure that students make the expected or exceed the expected progress from their starting point of this area in the curriculum.

# Phonics at Nancealverne

## INTENT:

To build all pupils' skills in reading, and improve their fluency, confidence and ability for their next stage in school and their own lives.

- To develop in all pupils a love of literacy.
- To develop in all pupils the skills to access literature.
- To develop functional reading skills whether that be an ability to recognise and use (receptively or expressively) symbols and/or social sight vocabulary or to read phonetically and recognise whole words and use these for functional and leisure tasks.

## IMPLEMENTATION:

The stage of learning the pupils are at	Ability and learning style of pupils	Group suitable	Lesson plan for group	Additional books/ materials	Assessment materials for group
Learning any sounds	Struggle to learn new sounds / sensory approach appropriate	Sensory phonics group	Sensory lesson plan	Lower school – Jolly phonic songs	<ul style="list-style-type: none"> <li>• Levels assessment</li> <li>• What can they do now? Review document</li> </ul>
Learning set 1 sounds	Able to learn new sounds phonetically	Phonics read write Inc. group	Adapted read write inc. lesson plan – Set 1	Diffities / red story books	<ul style="list-style-type: none"> <li>• RWI Set 1 Word Time Word Blending Assessment.</li> </ul>
Learning set 2 sounds		Phonics read write Inc. group	Adapted read write inc. lesson plan – Set 2	Green, purple and pink storybooks	<ul style="list-style-type: none"> <li>• RWI end of term sound and letter assessment (1 per child, per term to be returned to RC)</li> </ul>
Learning set 3 sounds		Phonics read write Inc. group	Adapted read write inc. lesson plan – Set 3	Orange, yellow, blue and grey storybooks	<ul style="list-style-type: none"> <li>• RWI end of term sound and letter assessment (1 per child, per term to be returned to RC)</li> </ul>
Learning to read words from sight	Able to learn how to read words from sight / learning phonetically not suitable	Precision teach group	Precision Teach Teaching Sequence	High frequency words in phase order list and medium frequency words list	<ul style="list-style-type: none"> <li>• Data recording table for word reading</li> <li>• Data recording table for word spelling.</li> <li>• Precision Teach Initial assessment and target set</li> </ul> <p>(1 of each per child, per term to be given to RC at start and end of each term)</p>

At Nancealverne School all pupils follow a staged mixed group approach to learning phonics. There are three different pathways dependent on assessment and baselines of the pupils needs. These can be seen above as **Sensory Phonics**, **Read Write Inc** and **Precision Teach**. We have adapted elements of Letters and sounds phase 1, RWI lessons and High Frequency words focus sessions to facilitate lessons which are effective for our students.

**EYFS –KS4 offer  
INTENT of phonics  
teaching  
& IMPACT**

As with all areas of the Early Years framework it is of prime importance that any phonics teaching and learning activities are relevant, stimulating and motivating to maximise learning and engagement. To enable effective planning which is both developmentally appropriate and identifies challenging learning, targets will be set following baseline assessment using the Early Years B<sub>2</sub>, (Communication and Language and Literacy). It is recognised that the majority of children within our EYFS/Yr 1 provision will be working at Phase 1 of Letters and Sounds and Sensory phonics though some children may have skills indicated to begin set 1 of Read Write Inc.

Phase 1 ensures the building blocks needed for future phonics learning are addressed; it is acknowledged children don't have to master all these strands before they start learning the sounds and letters, but they are essential for future success.

Key skills identified and pursued via bespoke target setting will therefore address the development of pupil's ability to engage, listen, talk about and hear the difference between sounds in the environment, instrumental sounds and voice sounds. It also covers alliteration, rhyme, rhythm and oral blending & segmenting. It is vital during these early school stages that time is taken to assess how well children have mastered the Phase 1 skills and to take time to consolidate these assessing and repairing any gaps in learning. This will ensure that children have firm foundations that will enable effective learning as they move through the school and through the pathways we have in our phonics offer.

Any Children in Yr1 ready for Read Write Inc Phonics will join the mixed Primary groups 3 times a week. In KS1 and KS2 structured phonics sessions are very much needed with our students and we feel these should be mixed across our lower school and set by ability. Therefore the majority of our KS1-KS3 students take part in our 3 weekly phonics group mixed sessions. Our special provision classes which contain primary students will also cover reading skills through the semi-formal curriculum they cover through differentiated planned sessions at the discretion of the teacher.

KS3 and KS4 will also embed RWI lessons and sensory Phonics sessions for their own classes who will be split into class ability small groups 3 times a week in class.

<b>Ofsted descriptor 2019</b>	<ul style="list-style-type: none"> <li>• <i>There is a sharp focus on ensuring that children acquire a wide vocabulary, communicate effectively and, in Reception, secure a knowledge of phonics, which gives them the foundations for future learning, especially in preparation for them to become confident and fluent readers</i></li> <li>• <i>The school's approach to teaching early reading and synthetic phonics is systematic and ensures that all children learn to read words and simple sentences accurately by the end of Reception</i></li> </ul>
<b>Assessment stream (assessment, recording and reporting will be undertaken in accordance to the SPT assessment policy)</b>	<p><i>EYFS and Year 1 pupils are assessed using the B Squared Early Years 2012 assessment tool. All new pupils are baselined in all areas of Early Years within the first 6 weeks of schooling providing teachers with the information needed to set challenging targets for future learning. This process ensures pupils phonic skill acquisition remain fully differentiated (personalised) and learning is part of a well-planned sequence. Phonics targets are taken from the areas of Communication and Language and Literacy strands.</i></p>

Pathway	1	2	3
<b>Personalised Learning Route</b>	<b>L2L</b>	<b>B2L</b>	<b>R2L</b>
<b>Typical skill set</b>	<p>No formal phonic knowledge; pre-requisite skills to learning (engagement skills) will be pursued.</p> <p>L2L pupils will not formally taught using a phonics programme.</p>	B2L pupils are pre-readers; they may recognise some functional literacy signs and symbols.	R2L pupils are learning to read, by developing the skills of blending and de-coding. Some pupils may be able to read words by sight.
<b>INTENT of phonics teaching</b>	<p>Pupils will work within the Trust rationale/L2L offer which will encourage pupils to develop their pre-requisite English skills within Communication/Interaction and pre-requisite Maths skills within the areas of Cognition &amp; Learning (responsiveness, curiosity, discovery, anticipation, persistence, investigation and initiation).</p>	Early phonics teaching; beginning to develop the ability/skills in learning sounds phonetically	<p>Continuation of early phonics; pupils within our R2L route will work towards whole word recognition as well as blending and de-coding.</p> <p>Some pupils will recognise high frequency sight words.</p> <p>The outcome from some pupils will be that they are functional readers who could be working towards accessing Entry Level 2/3 or GCSE qualification pathways.</p>
<b>IMPLEMENTATION</b>	Phonics may not be outlined as a discreet subject in class timetables; phonics teaching identified via learning any sounds through, Jolly phonics and sensory phonics, adapted Phase 1 letters and sounds. Progress will be achieved via effective pace aimed at further developing pupils' skills of engagement/communication and interaction.	Phonics may not necessarily be outlined as a discreet subject in class timetables; phonics teaching identified via sensory phonics, elements of Jolly Phonics and Letters and sounds, and then if ready- to incorporate some of the RWL set 1 sounds into immersive lessons.	Structured teaching of phonics will be addressed daily and feature within class timetables.

<p><b>Assessment stream (assessment, recording and reporting will be undertaken in accordance to the SPT assessment policy)</b></p>	<p><b>Assessed via:</b> B<sup>2</sup> Engagement steps – Communication &amp; Interaction (Expressive &amp; Receptive)</p>	<p><b>Assessed via:</b> B<sup>2</sup> Engagement steps – Communication &amp; Interaction (Expressive &amp; Receptive communication) B<sup>2</sup> Engagement steps – Cognition &amp; Learning (Investigation) B<sup>2</sup> Progression Steps (Step 1) B<sub>2</sub> Appendices Spelling Steps 1 &amp; 2</p>	<p><b>Assessed via:</b> B<sup>2</sup> Progression Steps Reading Step 2 Reading Step 3 Reading Step 4 &amp; 5 Reading Step 6 Reading Step 7 *leading to comprehension of texts (reading with fluency) B<sub>2</sub> Appendices Spelling Steps 2 - 10</p>
<p><b>Suggested Resources:</b></p>	<p><b>Sensory Phonics</b></p> <p><b>Letters and sounds techniques</b> (DfE scheme) <b>Phase 1 - Aspects:</b> General sound discrimination, environmental sounds, instrumental sounds, body percussion, rhythm and rhyme, alliteration, vice sounds, oral blending and segmenting</p> <p><b>Jolly phonics</b> (*Primary resource)</p>	<p><b>Sensory Phonics</b></p> <p><b>Read, Write, Inc</b> Set 1</p> <p><b>Jolly Phonics</b> (*Primary resource)</p>	<p><b>Read, Write, Inc</b> Set 1 Set 2 Set 3</p> <p><b>Precision Teach- Whole words</b></p> <p><b>Reception and Yr1- High frequency word lists.</b></p>
<p><b>EHCP – Preparing for adulthood</b></p>	<p>The SPT recognises the importance of preparing for adulthood outcomes which will be identified within students EHCP; it is additionally recognised for some students the continuation of formal phonics teaching may not be appropriate as it does not enhance their school offer. In consideration, the SPT has identified a social sight-reading vocabulary which will enhance students' functional skills; the modules of work addressed via accreditation embeds the teaching of functional literacy. <b>*APPENDIX C</b> – Social Sight Vocabulary and assessment summary. Nancealverne School will identify which skills and modules are needed by which students to ensure an individualized approach for every child.</p>		
<p><b>Post 16 provision</b></p>	<p>The formal teaching delivery of phonics will cease; students within Post 16 address development of their phonics skills via functional literacy-based modules as part of their personalised accreditation pathway.</p>		
<p><b>Monitoring via English co-ordinator</b></p>	<p>The subject coordinator will monitor timetables and delivery of phonics across the school via learning walks as part of their roles and responsibilities. The English coordinator will use the learning walk template feeding back the information obtained to the HT and curriculum lead of the school and the LGB. <b>*APPENDIX D</b> – Phonics monitoring</p>		

Personalised phonics outcomes for all pupils are identified following a baseline assessment (achieved via the B<sup>2</sup> Engagement/Progression steps); this information ensures learning outcomes remain sequenced and fully differentiated. Regular assessment, monitoring of pupil data evidences pupil progress over time and inform next steps; this additionally ensures any gaps in knowledge/learning are identified and can be addressed at the earliest opportunity.

It is important to note that some pupils within our school arrive with various experiences of commercial package teaching of phonics; as such it is difficult to un-teach ingrained phonic learning and elements of both synthetic (blended phonics) and analytic phonics ('analysing a word', taking clues from recognition of the whole word, initial sound and the context) may well need to be used interchangeably to find the most suitable approach for the individual rather than deciding on a 'one package fits all' approach that may not suit all pupils.

Our school recognises that for some pupils that phonics is not their preferred strategy for learning to read; in this case advice can be sought from the assessment/curriculum lead for further discussion.

#### **AAC users:**

Across all our personalised learning pathways there may be pupils who are AAC users and may receive additional support via multi-agency teams (e.g. – SaLT); we will implement all recommendations received from them or outcomes identified within EHCPs into all aspects of the teaching, learning and assessment process including phonics.

#### **IMPACT:**

##### **Assessment**

Impact is measured against challenging individual reading targets, through B Squared, a nationally recognised assessment system. We will ensure that:

- All phonics teaching/learning remains personalised
- Pupil progress over time is informed via effective assessment streams
- Pupils make at least the expected progress within the phonics pathway they follow

- Pupils are well-prepared for their next stage; all learning remains sequential and is based upon previously learned skills, knowledge and understanding.

Nancealverne school recognises the importance of the DfE publication 'Learning to read through phonics'; the SPT additionally considers the advice and guidance which steers the Teacher assessment frameworks and reporting of results for statutory phonics assessment at Year 1 (or in Year 2 for those pupils who did not take the screening in Yr1 or those who did not meet the expected standard) and the statutory assessments for reading at the end of Key Stage 1 and 2. The SPT will use such frameworks in line with the SPT assessment policy to ensure pupils within our schools, when cognitively ready, are able to access national tests/screening accordingly (APPENDIX A):

### Resources

Nancealverne is well resourced in the area of Phonics and all efforts are made to ensure that resources are up-to-date, ability appropriate and have a range of sensory fulfilments. We have our sensory letter bags and sensory materials such as sand, shaving foam, light boxes and water play resources available for our Sensory groups. We have RWI work books, lesson plans, flash cards and phonics reading books, and we have high frequency word flash cards and matched reading books for our Precision teach group. We have recently updated a lot of library books, the library environment and added the wonderful addition of a 'Reading Room/Snug' for the children to use and are working hard to match all of our books to our students reading capability in our school library, phonics reading texts and reading zones (see below)

Alongside this we also have a reading zones area – where books are organised by levels into easily accessible coloured and lettered boxes.

There are four reading zones – organised by colour and letter A-D

- Zone 1 (P Scales)
- Zone 2 (1C – 1A)
- Zone 3 (2C – 2A)
- Zone 4 (3C – 3A)

The boxes include a wide variety of books from different reading schemes – to ensure pupils are reading a variety of texts and text types. This means we can say to a pupil 'You can read any book in red box A'.

For example – **Red box A** is equivalent to a P8/working towards, ORT stage 2 or Project X red 2.

Classes then support pupils to access the reading books. The pupils then see their progress when they move from box to box up through the coloured stages.



## APPENDIX A: Teacher assessment frameworks at the end of Key Stage 1

<b>Phonics screening check</b>	<p>The phonics screening test is a short assessment to make sure all pupils have learned phonics decoding to an appropriate standard containing:</p> <ul style="list-style-type: none"><li>• 40 words divided into two sections of 20 words which contain a mixture of real words and pseudo-words (nonsense or fake words). Pseudo-words are accompanied by a picture of an imaginary creature.</li></ul> <p><b>Exceptions:</b> <i>Pupils should not take the test if they:</i></p> <ul style="list-style-type: none"><li>• Have shown no understanding of grapheme-phoneme correspondences</li><li>• Have recently moved to the UK and can't understand letters and sounds in English</li><li>• Use BSL or other non-supported communication to spell out individual letters but are not using phonics in the sense of lining letters and sounds</li><li>• Are selectively mute</li></ul> <p>It is up to the head teacher to decide when it is not appropriate for a pupil to take the check. In these cases, the head teacher will need to inform the pupil's parents and, if appropriate, provide them with evidence to support that decision.</p> <p>It is acknowledged that due to the nature of their special educational needs some of our pupils will be unable to access the phonics test as it may cause additional anxiety; the class teacher and Head Teacher will discuss any aspect of a child's need which may compromise either the phonics screening test or their well-being.</p> <p>Head teachers within our schools will consult with the English coordinator in relation to pupils who will take the tests or to be disapplied from it. The key indicator for such decisions will be determined via pupil's phonics/reading assessment and subsequent data in Year 1 and in Year 2 (R2L cohort).</p>
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	<p><b>Administering the test:</b></p> <p>A member of staff who is trained in phonics and known to the pupil must administer the check on a 1:1 basis. Teaching assistants/HLTAs can only administer if they are trained in phonics and have experience teaching phonics to pupils.</p>
<p><b>Teacher assessment frameworks at the end of Key Stage 1</b></p>	<p><b>Key stage 1 (working towards the expected standard):</b></p> <p><i>The pupil can:</i></p> <ul style="list-style-type: none"> <li>• <i>Read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes</i></li> <li>• <i>Read quickly and accurately some words of two or more syllables that contain the same grapheme-phoneme correspondence</i></li> <li>• <i>Read many common exception words</i></li> </ul> <p><b>Key stage 1 (working at the expected standard):</b></p> <ul style="list-style-type: none"> <li>• Read accurately most words of two or more syllables</li> <li>• Read most words containing common suffixes</li> <li>• Read most common exception words</li> <li>• Read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words</li> </ul>

## APPENDIX B – Rhymes for letter formation – Read Write Inc.

Rhymes for letter formation - taken from Read Write Inc.

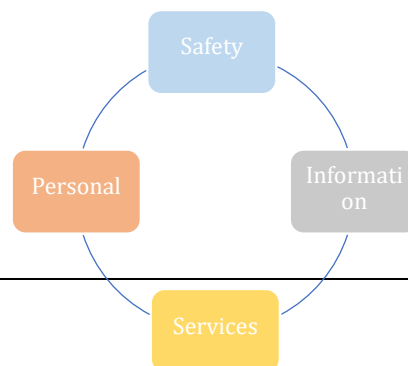
<p>a</p>  <p>Around the apple and down the leaf.</p>	<p>b</p>  <p>Down the laces to the heel and around the toe.</p>	<p>c</p>  <p>Curl around the caterpillar.</p>	<p>d</p>  <p>Around the dinosaurs bottom, up his tall neck &amp; down to his toes.</p>	<p>e</p>  <p>Lift off the top and scoop out the egg.</p>	<p>f</p>  <p>Down the stem and draw the leaves.</p>
<p>g</p>  <p>Around the girls face, down her hair and give her a curl.</p>	<p>h</p>  <p>Down the head, to his hooves and over his back.</p>	<p>i</p>  <p>Down the body and dot for the head.</p>	<p>j</p>  <p>Down his body, curl, dot for his head.</p>	<p>k</p>  <p>Down the kangaroo's body tail and leg.</p>	<p>l</p>  <p>Down the long leg.</p>
<p>m</p>  <p>Down Maisie, mountain, mountain.</p>	<p>n</p>  <p>Down Nobby and over his net.</p>	<p>o</p>  <p>All around the orange.</p>	<p>p</p>  <p>Down the pirates plait and around his face.</p>	<p>qu</p>  <p>Round her head, up past her earring, down her hair, and flick.</p>	<p>r</p>  <p>Down the robots back and curl over his arm.</p>
<p>s</p>  <p>Slither down the snake.</p>	<p>t</p>  <p>Down the tower, across the tower.</p>	<p>u</p>  <p>Down and under, up to the top and draw the puddle.</p>	<p>v</p>  <p>Down a wing, up a wing.</p>	<p>w</p>  <p>Down, up, down, up.</p>	<p>x</p>  <p>Down the arm and leg, repeat the other side.</p>
<p>y</p>  <p>Down a horn, up a horn and under head.</p>	<p>z</p>  <p>Zig-zag-zig.</p>				

**APPENDIX B - Rhymes for letter formation – taken from Read Write Inc. (Older age appropriate visuals)**

<b>a</b>	<b>b</b>	<b>c</b>	<b>d</b>	<b>e</b>	<b>f</b>
Around the apple down the leaf	Down the laces to the heel and around the toe	Curl around the caterpillar	Around the dinosaurs bottom, up his tall neck and down to his toes	Lift off the top and scoop out the egg	Down the stem and draw the leaves
<b>g</b>	<b>h</b>	<b>i</b>	<b>j</b>	<b>k</b>	<b>l</b>
Around the girls face, down her hair and give her a curl	Down the head to his hooves and over his back	Down the body and dot for the head	Down his body, curl, dot for his head	Down the kangaroos body, tail and leg	Down the long leg
<b>m</b>	<b>n</b>	<b>o</b>	<b>p</b>	<b>q</b>	<b>r</b>
Down Maise, mountain, mountain	Down Nobby and over his net	All around the orange	Down the pirates plait and around his face	Round her head, up past her earring, down her hair and flick	Down the robots back and curl over his arm
<b>s</b>	<b>t</b>	<b>u</b>	<b>v</b>	<b>w</b>	<b>x</b>
Slither down the snake	Down the tower, across the tower	Down and under, up to the top and draw the puddle	Down a wing, up a wing	Down, up, down, up	Down the arm and leg, repeat the other side
<b>y</b>	<b>z</b>				
Down a horn, up a horn and under hear	Zig, zag, zig				

## APPENDIX C – Social Sight Vocabulary and assessment summary

### Social Sight Vocabulary



#### Social Sight Vocabulary:

Social Sight Vocabulary refers to all types of vocabulary which our students will see around them, the vocabulary which we teach our students will be individual to each dependent on a number of factors including their comprehension, interests, experiences and needs; as a result, we have identified four main areas of social vocabulary signs;

**Safety:** for vocabulary relating to safety or wellbeing e.g. fire exit/ toilets

**Information:** for vocabulary which gives information e.g. exit/closed

**Services:** for vocabulary relating to public services e.g. post office/bus stop

**Personal:** for vocabulary relating to personal need/interest which will be individualised e.g. Tesco/MacDonalds

We have not set an order in which the vocabulary should be introduced though would emphasise the particular importance of the vocabulary which is linked to safety; we have identified examples of the vocabulary which falls under each category. This is not an exhaustive list and each set of vocabulary will need to be individualised. Each class will add to the vocabulary over time in meeting the needs of their students.

Social Sight Vocabulary Examples

Safety	
Information	
Services	
Personal	



## APPENDIX D – Phonics monitoring

Phonics Observation/Learning walk					
<b>Key focus:</b>					
<ul style="list-style-type: none"> <li>To evaluate the effectiveness of our SPT phonics offer monitoring the impact of phonics delivery evidenced within Teaching/ Learning/ assessment (PACE/ structure of the session)</li> <li>To evaluate the impact of phonics delivery upon pupil progress</li> <li>To evaluate the CPD needs of the work force</li> </ul>					
<b>Teacher standards:</b>					
<ul style="list-style-type: none"> <li>Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher’s specialist subject</li> <li>If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics</li> </ul>					
<b>School:</b>	<b>Date:</b>	<b>Class/number of pupils:</b>	<b>No of adults:</b>		
<b>Learning walk undertaken by:</b>	<b>Class teacher:</b>	<b>Needs type of learners – L2L, B2L, R2L (please specify):</b>	<b>Assessment stream: Phonics scheme followed:</b>		
<b>Aspect</b>	<b>Prompt</b>		<b>YES</b>	<b>No</b>	<b>NA</b>
<b>Quality of Teaching Learning &amp; use of assessment</b>	<ul style="list-style-type: none"> <li>✓ There was a discrete focus upon phonics teaching which was suitably differentiated to meet the needs of the class</li> <li>✓ Phonics teaching was identifiable through the PACE/ structure; if applicable, the resources used to underpin effective delivery – were age appropriate, meaningful to pupils and of good quality</li> <li>✓ Adults were well deployed enabling each to contribute effectively to the teaching delivery of phonics as specified within the planning used</li> <li>✓ Pupils were suitably engaged and enabled to access the session – e.g. – clearly hear/see the teaching input or explore the object/s being used to support the teaching of phonics</li> <li>✓ The articulation of phonemes was correct and used consistently</li> <li>✓ The pupils were prompted to engage with the adult/ articulate phonemes/ initial sounds themselves, not just listen to the adult doing so</li> <li>✓ If/as appropriate the pupils were taught how to blend and/or segment</li> <li>✓ The session ensured that pupils used/were encouraged to use their phonic knowledge as the first strategy in word recognition</li> <li>✓ Assessment was used effectively during PACE (pupils achieved targets/knew how to improve) and informed next steps</li> <li>✓ Multi-sensory teaching maintained a tight focus upon effective delivery of phonics (engagement)</li> </ul>				

<b>Application of phonic skills and knowledge</b>	<ul style="list-style-type: none"> <li>✓ Pupils had opportunities to apply their phonic skills/ knowledge in a purposeful way, e.g. – engagement, reading and writing activities</li> <li>✓ Appropriate evidence of appropriate texts linked to specific phases of development used to promote success in decoding</li> <li>✓ Effective differentiation (learning outcomes – WILFs/ activities) e.g. through group work, adult support or 1:1</li> <li>✓ A good balance of adult-led activities and child-initiated learning</li> </ul>			
<b>Summary/ comments (feedback provided):</b>	<b>WWW:</b> <ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul> <b>EBI:</b> <ul style="list-style-type: none"> <li>•</li> </ul>			
<b>Any additional CPD needs identified:</b>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>			
<b>Pupil progress data discussion:</b>	The progress data examined indicated XXXXX			

*Please ensure this summary is discussed/shared with the class teacher following the observation/learning walk and feedback provided to the HT/LGB*