

**Subject Specific Action Plan
2021-2022**

Subject: Phonics		Co-ordinator(s): Victoria Lavender and Katie Kemp
Priority One: Monitoring and Assessment	Action(s):	Success Criteria:
Objective: 82% of children in each academy pass the Phonics Screening Check's in the Autumn Term and Summer Term, in line with the national average (from 2019).	<ul style="list-style-type: none"> ❖ VL and KK to conduct monitoring and observations of Year 2 phonics in Autumn Term and Year 1 phonics in the Summer Term before both screening checks to ensure quality teaching and support for children. ❖ Provision and environment walks looking at the different opportunities the children have to read real and nonsense words. Evidence to be collected through photographs and conversations with the children and teachers. ❖ VL and KK to collect termly screening check scores and offer support and ensure that intervention is available for each child who is unlikely to pass identified from the checks. 	<p>82% of Year 2 Children will pass the Autumn Term check.</p> <p>82% of Year 1 children will pass the Summer Term screening check.</p>
Priority Two: Quality Provision	Action(s):	Success Criteria:
Objective: To ensure that Story Time Phonics is embedded at Brisley and new staff follow scheme. <ul style="list-style-type: none"> ● To implement and embed StoryTime Phonics within Year 1/ 2 at Brisley CofE Primary Academy. ● To successfully integrate phonics into the continuous provision of the EYFS classroom at Brisley. 	<ul style="list-style-type: none"> ❖ MO to observe phase 5 phonics lessons to develop confidence and subject knowledge. VL to support MO and model delivering phase 5 phonics lessons. VL/ KK to also support MO with how to set up phonics activities and continuous provision for Year 1/ 2. ❖ KK/ DS to observe EYFS phonics and how it is then used within continuous provision. KH/ DS to use continuous provision ideas and resources from the StoryTime Phonics Planning. ❖ VL to conduct learning walks of EYFS environment looking at how phonics is used and applied to continuous provision. 	<p>MO will observe phase 5 phonics across the federation.</p> <p>Opportunities for continuous provision will be available to the children in Key Stage 1 at Brisley. Enhanced Provision in Reception at Brisley will include Phonics and some ideas taken from Story Time phonics scheme.</p>

Priority 3: Resources	Action(s):	Success Criteria:
<p>Objective: To ensure that all children in Reception and Key Stage 1 have access to reading books appropriate to their phonic understanding.</p> <ul style="list-style-type: none"> To ensure that enough of the chosen phonic reading scheme books are available. To ensure that children are assessed in line with phonics ability and books are available for each stage for each child. 	<ul style="list-style-type: none"> ❖ VL to contact StoryTime Phonics to get an update on whether they are seeking accreditation. ❖ Purchase and/ or source the books that match the chosen reading scheme once we know what this is. ❖ VL/ KK/ Teachers to lead reading workshops to explain to parents how the new reading scheme links to our phonics scheme StoryTime Phonics. ❖ VL/ KK to look into how we can measure fluency in word reading. 	<p>Each child will have access to an appropriate book for their phonic level.</p> <p>Staff will have access to appropriate resources and know where and when to move children on to the next stage.</p>
Priority 4: Wider- Engagement	Action(s):	Success Criteria:
<p>Objective: To develop opportunities for families to engage with Phonics scheme Story Time Phonics.</p> <ul style="list-style-type: none"> To provide opportunities in home learning/ homework for families to know their child's stage in phonics learning. To offer events in school with child and family to support phonic knowledge. 	<ul style="list-style-type: none"> ❖ Home learning at each school across the federation has phonological opportunities for children in Reception and Year 1. ❖ Teachers to model how to use the children's Phonics Books (with phoneme stickers in) and encourage parent engagement. ❖ Re-introduce Story Café's/ invite parents to join in with a phonics lesson. 	<p>Reception and Year 1 children will have access to Phonics Home Learning each week or at least one home learning task as part of the Homework Menu.</p> <p>Parents and children will engage with Phonics Books that will be kept in children's book bags.</p> <p>When appropriate from Covid Risk Assessment Families will have opportunity to attend a Story Cafe.</p>
Outcomes / Review (to be completed at the end of the year)		
<p>Priority One: Monitoring and Assessment –</p> <p>Priority Two: Quality Provision –</p> <p>Priority 3: Resources –</p> <p>Priority 4: Wider- Engagement-</p>		

