

Subject Specific Action Plan 2023-24	Spiritual development in phonics: Children will be helped to explore their creativity through an approach to learning which systematically allows them to apply knowledge at a good pace. They will become more resilient, confident and self-reliant as they discover they can apply new phonic skills independently using tools in the environment that help them. Children open up the world around them as they discover that symbols and marks have meaning that allow them communicate with other people in a variety of different ways.	
Subject: Phonics in Hope Federation	Co-ordinator(s): Katie Kemp	
Priority One: Automaticity	Action(s):	Success Criteria:
<p>Objective 1.1 Improve automaticity in maths</p> <p>Objective 1.2 Parental engagement</p> <p>Objective 1.3 Improve automaticity in joins</p> <p>Objective 1.4 Improve automaticity in reading</p> <p>Objective 1.5 Improve automaticity in typing</p> <p>Objective 1.6 Improve recall of phoneme/ grapheme recall.</p>	<ul style="list-style-type: none"> ● Use phonics mats and writing frames to record written statements in Maths. ● Meeting with new families, regular LW progression documents shared with families, update at parents evening of ways that their child can be supported with their phonics. ● Apply new writing skills in written work for all areas of the curriculum when it is appropriate for each child to begin joining. ● Use Reading Practise session X3 for each child using the LW programme to support understanding of reading and increase comprehension progression. ● Children are taught to type using typing.com from Autumn 2nd with the support of grapheme charts and where appropriate lower case key board to match understanding of letter formation. ● Children are assessed each half term or every 3 weeks if having keep up sessions. 	<ul style="list-style-type: none"> ● Children’s spellings will be accurate using current learnt phonics level in Maths. ● Parent voice shows that Pupils enjoy talking about and sharing their development in phonics with their families. ‘We Read’ app shows that children are enjoying reding with families are home using their phonic knowledge. ● Phonic booklook shows improvement of joins in writing when it is appropriate for each child. ● Lesson observations show children reading confidently and fluently with books matched appropriately to their level. ‘We Read’ app shows that children are enjoying reding with families are home using their phonic knowledge. ● Typing speeds per minute improve. ● REgular assessments show children continuing to make progress and maintaining the pace of age appropriate Phonic levels.
Priority Two: Make learning memorable	Action(s):	Success Criteria:

<p>Objective 2.1 Apply writing learning in writing within Phonics lessons</p> <p>Objective 2.2 Improve maths teaching to make learning memorable</p> <p>Objective 2.3 Improve foundation subject teaching to make learning memorable</p> <p>Objective 2.4 Improve use of formative assessment in foundation subjects</p> <p>Objective 2.5 Improve cross-curricular links in foundation stage teaching</p>	<ul style="list-style-type: none"> ● Lessons demonstrate writing sentences and children are given clear opportunities to apply segmenting appropriately. ● Make use of Phonic skills in maths lessons with written explanations, using grapheme charts to support. ● Use stem sentences and grapheme charts for the learning objective, using assessment feedback with pink/ purple pen to improve applying phonic skills. ● Use the regular assessment documents every 6 weeks or 3 weeks for children in Keep Up and use the Heat Maps to show current level and previous taught phonemes that need revising. ● Use cross curricular links in Phonics into other subjects, segmenting expectations match those of the Phonics level of the child. 	<ul style="list-style-type: none"> ● Walkthroughs show children demonstrating appropriate segmenting skills for single words and sentences. ● Booklooks show opportunities to demonstrate current phonic knowledge when writing explanations. ● Learning environment walks show use of stem sentences and grapheme charts for the learning objective, using assessment feedback with pink/ purple pen to improve applying phonic skills. ● Assessments completed regularly. Heat Maps used to match children to appropriate level. Regularly timetabled Daily Practise and Keep Up sessions show children matched to the areas that need revising. ● Booklooks show children segmenting to spell words appropriate to their phonic level in all other curriculum areas.
<p>Priority 3: Spirituality</p>	<p>Actions:</p>	<p>Success Criteria</p>
<p>Computing develops spiritual development by encouraging:</p> <ul style="list-style-type: none"> ● imagination and creativity ● resilience ● curiosity 	<ul style="list-style-type: none"> ● Teachers develop imagination and creativity by encouraging children to be creative in their final outcome using their phonic knowledge in areas to share their ideas. ● Teachers encourage resilience through promoting self-efficacy. Where children get stuck for example, we will encourage children 	<ul style="list-style-type: none"> ● Children’s outcomes look different and show individuality using their phonic knowledge. ● Children use resources available to them independently in lessons. ● Children are interested and engaged in lessons.

to use resources they have access to such as grapheme charts independently.

- Children's curiosity will be developed through use of an enquiry approach at the start of a unit and when appropriate at the start of each lesson.

Outcomes / Review (to be completed at the end of the year)