

TOP TIPS FOR PHONICS TEACHING: SPRING 2



RECEPTION

Ensure **all** children have been assessed at the end of Spring 1 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.

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 your phonics 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 first 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.

Ensure Reception are practising their handwriting and blending fingers (spelling) daily

YEAR 1

Ensure all children have been assessed at the end of Spring 1. 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.

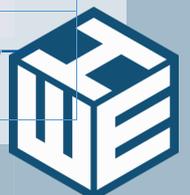
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Use the provider's lesson templates to ensure all aspects of the lesson are taught in the correct order with the correct mantras and behaviour strategies.

Consider adding in an additional daily blending blast to the whole class for 5-10 minutes, focusing on four/five sound words (Phase 4/Set 1.6&7 etc)





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.

HEADTEACHER AND READING LEAD

Work together to review Spring 1 data and inform interventions and coaching opportunities.

Use assessment data to inform coaching sessions.

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

Book time out of class to conduct regular learning walks with a focus on the first 20% and how they are supported in the lessons.

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/> (password is *whiteknights1*)

READING FOR PLEASURE

Share your plans for celebrating World Book Day with the whole school

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/>

Contact your local library—can you arrange a visit to them or someone from the library to visit you?

Ensure all classes (including Nursery and Years 5&6) send home at least one reading for pleasure book every week

