

<b>Priority 7</b>	To improve phonics across the school to be consistently above national averages in Year 1 Phonics and KS1 Reading.						
<b>Rationale</b>	<ul style="list-style-type: none"> <li>- 2015 phonics results were slightly below national (72%). On average over 3 years our phonics attainment is broadly in line with national. We aim to be above or well above.</li> <li>- Whilst more than 90% of Year 2 children made expected or above expected progress in Reading, our attainment for level 2+ and 2b+ was 3% (1-2 children) below national.</li> <li>- Key Data in all other areas over the last 2 years has been in line, above or well above national and the school intends to bring Phonics and L2+ Reading in line with these indicators.</li> <li>- Learning Walks and monitoring have identified phonics training as CPD need.</li> </ul>						
<b>Success Criteria</b>	<ul style="list-style-type: none"> <li>- Year 1 Phonics data exceeds national.</li> <li>- Ashleigh KS1 Reading outcomes equal or exceed national outcomes.</li> <li>- Monitoring shows consistent practice of Letters and sounds across the school.</li> <li>- A new research based phonics intervention is introduced and the targeted children achieve above expected progress.</li> </ul>						
<b>OFSTED</b>	<b>Outcomes</b>	<b>QTLA</b>	PDBW	ELM		SMSC	
<b>School Vision</b>	To provide challenge and support to allow everyone to achieve their potential						
<b>Key Objective</b>	Phonics and Reading improves across the school.						
<b>Intended Outcomes</b>	<b>Actions</b>	<b>Who</b>	<b>Resource/Time</b>	<b>Timescale</b>	<b>Monitoring</b>	<b>Evaluation</b>	
7.1	All staff have secure subject knowledge of phonics sounds and progression	<ul style="list-style-type: none"> <li>• Victoria Groom to deliver whole staff training for Phonics Subject Knowledge during Twilight INSET time.</li> <li>• Review and revisit key learning in staff meetings</li> </ul>	VG JM	£350	November 2015	Lesson observations and learning walks	Staff audit of skills confidence
7.2	Planning of Letters and Sounds is tailored to children's needs	<ul style="list-style-type: none"> <li>• Victoria Groom to deliver whole staff training for phonics planning and lesson delivery.</li> <li>• Agree a planning format at this training.</li> <li>• Assessments used to pace children in small groups led by trained staff (</li> <li>• Planning scrutiny to ensure agreed planning formats are followed.</li> </ul>	VG JM All teachers JM	£350	December 2015	See EYFS monitoring  Planning sampling	VG visit and joint evaluation with JM
7.3	To have an effective monitoring system of phonics teaching and intervention	<ul style="list-style-type: none"> <li>• Regular monitoring of Phonics by SLT with external verification</li> <li>• Victoria Groom to visit in Spring 1 to externally review phonics provision.</li> </ul>	JM/SN VG	£350	January 2016	See EYFS monitoring	Governing Deep Dive
7.4	Children have access to decodable resources aligned with Letters and Sounds.	<ul style="list-style-type: none"> <li>• Purchase Song Bird books linked specifically to Phase 2 of Letters and Sounds.</li> <li>• Purchase Project X Phonics books for children to take home/use for guided reading linked to Phase 1 - 4</li> <li>• Purchase Guided Reading materials for KS2 from Project X</li> </ul>	JM	£1000	Sept 2015	Reading records	Progress of children through book bands  Parental feedback
7.5	To have a research	<ul style="list-style-type: none"> <li>• Purchase Project X Code Intervention</li> </ul>	JM	£1000	Sept 2015	Provision	Pupils make

	based intervention to target children who are below A.R.E.	<ul style="list-style-type: none"> <li>Identify target children (28% in Year 2 who did not pass the phonics test in Year 1 and children who are working below A.R.E)</li> <li>Timetable intervention</li> <li>Monitor intervention and track progress</li> </ul>				mapping and learning walks	above expected progress when data analysed
7.6	To ensure standards in EYFS Literacy are raised above an average score of 2 for Literacy	<ul style="list-style-type: none"> <li>Phonics teaching to start earlier in the year than other years (October Week 1).</li> <li>Phonics is taught at a consistent time across the Reception Unit for 10minutes a day.</li> <li>3-level challenges planned for daily and set up for children to access during enhancements.</li> <li>Quality book banded books which are decodable purchased and given to children earlier than previous years.</li> </ul>	JM	EYFS PPA EYFS Meetings with TAs	End of EYFS 2016	See EYFS Monitoring schedule  Lesson observations	Data analysis
7.7	To have a consistent approach to assessment and tracking.	<ul style="list-style-type: none"> <li>All staff to complete tracking for baselines using agreed format</li> <li>All staff to complete tracking termly to ensure progression through the phases</li> <li>Tracking is passed to receiving teachers.</li> </ul>	JM	N/A	Termly	AH to review baselines	Governors