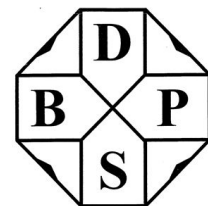


What Phonics looks like at Claybrooke & Dunton Bassett Primaries



This is our philosophy:

- Everyone can learn and be successful in Phonics.
- Read Write Inc approach.



What Phonics Lessons look like in our school:

The chart below highlights six key areas in a Phonics lesson and details what might be happening:

<p>Teachers who... re-cap previous learning model ideas and concepts use subject-specific vocabulary carefully and precisely deliver engaging activities, through careful direction of RWI use AfL questioning skilfully use intervention across the whole room at the point of need for individuals or groups. work with members of staff with regard to correct setting of children guide children to use equipment appropriately mark over the shoulder, giving instant feedback</p>	<p>Children who... engage and are confident. demonstrate learning behaviours can use partner talk to share stories and by way of support are willing to take risks and challenge themselves practise skills and problem-solve, using sounds with growing confidence explore through repetition learn through rhyme use book bag books to practise learnt sounds at home</p>
<p>Support Staff who.. are knowledgeable following RWI training are pro-active take the initiative are well-directed prepare resources for teaching lead a group in the classroom contribute to over the shoulder marking contribute to any discussions regarding correct grouping of children</p>	<p>Equipment being used might include... Fred frog green words red words rhyme sound cards, large and small magnetic letters and boards where appropriate writing books and pencils where appropriate reading books appropriate to group and stage sounds poster to refer to</p>
<p>Phonics books that show... practice of handwriting in line with the English policy practice with writing words that include relevant sounds self marking and self correction where applicable</p>	<p>A mastery approach that means... mastery for all; all children have access to challenging, deepening, enriching activities at their level. using and applying fluency problem-solving</p>

This is how we use intervention:

- Small group additional teacher support for reteaching of identified areas
- Quick response intervention (self assess in books, discussion during sessions)
- Pre-teaching to specific groups of children.

This is how we challenge the rapid graspers:

'Dive Deeper' tasks that provides:

- swift and accurate shifting of children where appropriate and necessary
- Problem solving in different contexts
- Generalising and testing rules

This is what we do:

- Planning is taken from RWI handbooks
- Communication with parents regularly (books sent home, assembly, open door policy)
- Raised profile of phonics school wide through training of TAs.

This is how we know how well our pupils are doing:

- Daily assessment for learning used to support pupils' next steps
- Pupil progress meetings
- Regular book scrutiny, learning walks, communication surrounding groupings and TA support
- Teacher assessment/ targets: use of pre-assessments and end of unit assessments
- Targeted use of TAs- RT/PT/ targeted groups.
- TA/Teacher conversations

This is the impact of the teaching:

- Confident children who can apply their phonics knowledge in both reading and writing
- Fluent readers who use what they have read to support their comprehension skills
- Depth of understanding/application in different contexts (Dive Deeper)