



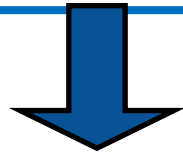
How do we help children who are struggling in Phonics?



Quality First Teaching

Most of the below are in place for all children but the * points provide extra support for those finding Phonics difficult.

- ◊ **Assessment for Learning** - Children are assessed termly using an online system. This assessment identifies the book groupings for the following term as well as gaps in learning for all children. All staff have access to their groups' assessments, ensuring that learning is targeted to the children's needs.
- ◊ **Speed minutes*** - Children who have sounds gaps work with a staff member daily to have a minute of additional speed sounds practise.
- ◊ **Pinny time** - Children have additional speed sounds practise throughout the day as part of the class or large group, helping to embed sounds previously taught.
- ◊ **1:1 tutoring*** - Children who need additional support to learn sounds and read words are identified through our termly assessments and have 3 sessions of individual tutoring a week.
- ◊ **Homework tasks** - Phonics video links from the RWI portal are sent home to parents termly for them to work through with their child.
- ◊ **Equipment** - Every classroom has a speed sounds chart on the wall for children to refer to in every lesson. There are also mini versions of the charts for pupils to access.
- ◊ **Modelling** - Teachers model word reading to all children as part of their daily phonics lesson, highlighting "Special friends, Fred talk, read the word."
- ◊ **Explicit Teaching of vocabulary** - New vocabulary during our guided reading sessions is taught during word reading sessions by teacher's 'colouring a word' (explaining meaning using change of voice) or giving a short explanation.



Targeted Support

- ◊ **Speed minutes** - Children who have sounds gaps which have been identified from termly assessments work closely with a staff member daily to have a minute of additional speed sounds practise. A range of sounds are practised to help pupils to remember more.
- ◊ **Additional reading** - The phonics lead will work with the class teacher to identify pupils not reading consistently at home and assign an adult to hear that particular child read daily within school.



Intervention

If a child is not making the expected progress after Quality First Teaching and Pre-teaching, they will begin intervention.

In phonics, our intervention is called 'one-to-one tutoring'. Pupils will be given a 5 minute boost three times a week, working specifically on the parts that they are finding difficult. Some of the areas that might need support are sound knowledge, word reading, spelling and speeding up word reading. The one-to-one tutors will keep teachers informed as to how pupils are getting on. The phonics lead then monitors this intervention, making changes to the support, if necessary. Parents will be informed by the class teacher if their child needs additional support.

What if the one-to-one tutoring doesn't help my child?

Parents will be invited to a meeting with the class teacher and SENDCO to discuss learning needs and an IEP to support learning will be developed.