



To develop a broad, balanced and vocabulary rich curriculum,
that is ambitious and gives pupils the knowledge that they
need to succeed in life

2021-2022

Strategic Direction and Development of Reading and Phonics

Actions	Timescale	Success Criteria	Cost & Staff	Termly Review for Governors and SEF (Autumn, Spring, Summer)
INTENT				
To ensure that reading and phonics is coherently planned from F1-Yr2 so that key knowledge, vocabulary and skills are taught in a logical order and children make progress year on year	Nov	<p>Phonics should take place daily with F2 starting as soon as all children are in school.</p> <p>F1-year 2 to use the agreed strategies and actions for phonics that were determined after whole-school training – “my turn, your turn”, “whoosh” robot arms. Practising GPCs and tricky words, Target GPCs or words to be stuck on a child with sticky notes, Sassoon Primary Infant font to be used.</p> <p>Working walls should be kept up to date and reflect current and key learning.</p>	TM	
Ensure that the content is sequential and builds upon prior knowledge in each subject. Can you demonstrate it?	Nov	All practitioners delivering phonics/reading should follow the order of taught GPCs and tricky words.	Supply time for SL to conduct learning walks and collate findings/feedback	

		Lessons should reflect this and have only phonetically decodable or the taught tricky words present.		
To review the planned curriculum to ensure coverage of the National and EYFS Curriculum	Jan	Work alongside the English Hub to choose a Letters and Sounds PoS to buy.	Cost of new scheme and any resources. New books?	
To review subject planning so that it is accessible for SEN and disadvantaged pupils .	Nov	Lessons/materials should be suitably adapted to ensure that the learning is accessible.	SL time	
To produce a long term overview for reading and phonics which outlines provision from F1-Yr2	Dec	Up-to-date provision will be online on the school website.	SL time	
To produce a vocabulary overview for reading and phonics		Vocabulary overview of key terms used will be written and put on the website.	SL time	
To review and update the curriculum policy related to reading and phonics so that it reflects current practice in school.	March 2022	The reading and phonics policies will be overhauled to reflect current practice. This will be on the website.	SL time	
To ensure that the website information is up to date for reading and phonics	Autumn 2022		TM	
To celebrate books	Ongoing			
IMPLEMENTATION				
To ensure that the planned curriculum is delivered in each year group by: <ul style="list-style-type: none"> a. Observing lessons and providing feedback. b. Termly book scrutiny c. Interviewing pupils 	Nov	<p>Following advice from the English Hub every 2 weeks, either the SL, HT or DHT should conduct a learning walk for phonics and provide feedback to support as appropriate.</p> <p>SL to conduct pupil interviews about reading.</p> <p>Implement the reading rewards whole school scheme (reading raffle) starting the week commencing 1.11.21.</p> <p>Are class libraries used and up to date?</p> <p>SL to read an unseen text with the lowest 20% of readers.</p>	SL time	

		On a half termly basis, teachers should give their phonics data to SL to establish who is on track and to identify anyone needing more intervention.		
To ensure that all teachers are prioritising reading.	Feb	SL to observe story times in classrooms. SL to monitor the shared drive for up-to-date coverage half termly. This should reflect books fiction, non-fiction and poetry include a clear rationale behind the choosing of these texts. Reading for pleasure books – how often and when are these changed? Establish a reading raffle and work with School Parliament and HT in choosing books.	SLT and TM	
Have scrutinised teaching and learning so that you can show the curriculum produces an increasing amount of knowledge that is built year on year and that the knowledge is 'sticky.' (ask the children what they know) Is there sufficient re-visiting of subject knowledge planned in the schemes of work?	Termly	SL conduct pupil interviews. Ask teachers how they choose what to revisit in their revisit part of the phonics lesson. What is the rationale behind choosing this over something else?	TM	
To audit staff expertise in reading and phonics and to provide staff training to further develop subject knowledge.	Termly	SL to continue to work with the English Hub. SL, HT and DHT to discuss from learning walks any further training needs as all staff attended phonics training within the last 12 months.	TM	
Identify best practise in reading and phonics by attending relevant training and liaising	Dec	Continue to work alongside the English Hub.	SLT and TM	

with other schools in our networks e.g. Infant Heads, Deeside Collaboration				
To identify curriculum ambassadors for <i>subject area from each year group.</i>	January 2022		TM and staff	
Review experiences on offer for pupils in reading and phonics and suggest opportunities for each year group.	March but activities to be planned Dec	Host World Book Day activities to maintain the profile of reading and celebrate reading for pleasure.	TM	
To conduct an audit of school environment to identify if reading and phonics is reflected positively.	Dec	Conduct learning walk of environment		
IMPACT				
To produce a termly report for governors which will form part of the HT report to governors.	Termly Review			
To have a face to face/phone meeting with the link governor for your subject	Termly		TM and Link Governor	
Current Year2 cohort will have a better than average pass rate of the Phonics Screening Check	Dec	4 new children arriving at BHHIS in September assessed and placed quickly in appropriate groups. Lowest 20% of readers prioritised and read with daily by DHT or class teacher or both. Importance of reading and phonics and the new structure shared with parents/carers during curriculum evenings and sent home in a leaflet for them to refer to.		