



Trainer: Janet Thompson

Training aimed at: Phonics Leaders who attended the previous online Letters and Sounds training.

This session will provide support and help for Phonics Leaders to plan for the next steps in your school. The following aspects will be covered:

- ***Phonics leadership – policy intent, implementation and impact – is it fit for purpose?***
- ***Suggested generic additional daily extra session lesson plan.***
- ***Strategies and organisation for intervention and same day additional practise.***
- ***A post-COVID toolkit to take away!***
- ***Time for questions and answers.***

1.

Phonics leadership – policy intent, implementation and impact – is it fit for purpose?

Intention, **I**mplementation and **I**mpact

Intent- What, why? **HANDOUT JT**

Implement-How?

Impact- What? When? Outcomes

Intended outcomes- how will success be measured and maximised?

Evidence of driving impact through monitoring& evaluation, assessment, data analysis to reflect success.

- 2. Suggested Quick Activities and Techniques.

Blending		
Intensive (Sandwich)	Phase 2	Phase 3+
M O Y	1.MODEL 2. CHN DO 2.Sound out 3.Read the word*	1.Digraph/trigraph/split-digraph 2.Sound out 3.Read the word*
'coat' c- <u>oa</u> -t coat goat g- <u>oa</u> -t goat moan throat	c-a-t= cat can cap cot	<u>ai</u> - p-- <u>ai</u> -n= pain <u>ai</u> - t-r- <u>ai</u> -n =train <u>ee</u> - s- <u>ee</u> = see <u>ee</u> - sh- <u>ee</u> -t = sheet
For fluency round 2.... 2.Mix it up! Rapid read- 'super fast' 3. <u>Challenge: Silent sounding out- Read it!</u>		

Pre –teach

QFT with repetition + challenge

Additional session

Incidentals

Intervention

Application

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The revise and review

<p>Beginning of week – Recap phonemes</p> <p>x10 words DAILY already taught. <i>Remember what a phoneme, digraph, trigraph is? Yes...</i></p> <p>Round 1 Collaboratively (Our turn) Round 2 Faster (Your turn)</p> <p>End of week.....</p> <p>Recall graphemes (use w/b's) <i>Let's (*use graphemes to) write the sounds.</i> Recap- terminology– phoneme, dig/trigraph.</p> <ol style="list-style-type: none"> 1. MTYT- 'air, air'.... 2. Model write y.... (hide it) chn use magic finger. 3. Say 'air'- Gesture- write air'- <i>encourage chn to say sound (STS) as they write.</i> 4. '1,2,3 show me.' –precise praise. 5. Reveal grapheme on w/b- 'Let's check !' Make teaching points. <p>(Assessment opp - NO modelling)</p>	<p>Review words</p> <p><i>Using a few words (from previous week) blend to read words. Pause to (occasionally) put into a sentence verbally & chn to repeat. (MTYT)</i></p> <p>A.Count down-.... <i>STS, Blend to RTW</i> <i>or</i></p> <p>B .Model : Blending (just 1,2) <i>point + sweep</i></p> <ol style="list-style-type: none"> 1. Your turn: <i>Sound out, read the word</i> – <i>Aji- step in when apt. GOOD BLENDING!</i> 2. Super fast 3. Challenge (phase 3+): STS in your head + read WHOLE WORD aloud (<i>fluent blending level</i>). 'crayon', 'dream'..... <i>*model if apt</i> <i>Chn read x3 times- 1- normal, 2 random/fast 3 whole word.</i> <p>X1,2 new tricky words per week</p> <ol style="list-style-type: none"> 1. Sound out word. 2. Find easy bit, find tricky part. 3. Read and say. MTYT. Say a sentence MTYT. 4. Quick fire= read those taught so far* just a few <p>Script <i>Let's sound out this tricky word- 'the'</i> <i>We know 'th'- this part (e) is tricky. 'the' MTYT.</i> <i>(highlight, box up- make tricky part explicit)</i></p>
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GPC: Rapid recognition

Blending: Focus upon blending to read words with a particular phoneme, digraph or trigraph,

Tip: focus upon one phoneme then add others.

Ensure you model and 'show off' new phonemes in words being introduced.

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Same Day Additional Phonics Session Phase 2

GPC and Blending

Communal language:

1. 'Sound out/STS' – 'Say the Sounds' - m-a- n (point + sweep)
2. 'Blend, RTW' - 'Read the Word' - 'man'. Bounce it.

Focus on the GPC's they need to retain or blending skills with a key focus on a particular phoneme.

Short sessions of just GPC recognition or just word blending may also be used for target groups.

1.Recognition of GPC

A Super quick

1. Collaborative Countdown: 'Together... s, a, t, i' (support by articulating just 2 or 3 then gradually step back as appropriate).

Bring any they struggle with repeatedly to the front.

(1 or 2 mins)

Or

B Intensive

1. Collaborative Countdown: 'Together... s, a, t...'
 2. 'Your turn.' Children read graphemes.
 3. Challenge: Super-fast/ mixed order as appropriate.
- (2-3mins)

2.Blending To Read Words (with phonemes previously taught)

1. Collaboratively read words. 'Say the sounds, read the word' – 'good blending.' AFL- step in/out to support when apt.

2. **Your turn, again** (children do). Mixed order/faster. "We can sound out/blend to read words."

3. Challenge: Choose 2 or 3 words to **sound out in head and read whole word out loud**.
(3- 5 mins max)

Additional Phonic Lesson Phase 2

GPC, blending, new phoneme

1.Recognition of GPC

1. Collaborative Countdown: 'Together... s, a, t, i' (support by articulating just 2 or 3 then step back)

Bring any they struggle with repeatedly to the front.

'We know our phonemes.' (1-2 mins)

2.Word blending (words with phonemes previously taught)

1.Countdown - collaboratively blend to read a bank of words (used in revise and review)

'Say the sounds. Blend to read the word'. Point and sweep, then bounce the word.

Pause to say a sentence.

Extend by repetition using steps 2, 3 above if apt.

Ensure you emphasize key phonemes and the blending process for reinforcement.

3.Teach or Reinforce a Phoneme

'Let's learn a new phoneme.

1.Hear it: Play with the sound – (MTYT) '**mm....**' **2 or 3 times**

Sound talk: mman, mmmoon, mmountain x 3 words Chn blend to say the word (use visuals/objects)

2. Read it: '**This is what 'm...' looks like.**' Show the grapheme.

'em' (letter name) makes the sound...' **mmm**' -(MTYT) X 2/3 times.

3. Hide and find it: Point to our sound '**m**' when you see it! Talk Partner "our sound is..."

Children quickly read GPC's , with a focus upon new phoneme 'm', which you repetitively bring to the front for repeated exposure.

4. Focus Read- x4,5 focus sound '**m**' words.

Model blending process x2 words. (highlight **m** if required for some words)

1.Your turn: Children blend to read words.

2.'Mix it up/faster'

3.Challenge: 'Super-fast/ **Sound out in your head , in your head- read the whole word out loud.**'

'Good blending. We can sound out words!'

Repeat this bank of words (step 4) throughout the day as often as possible.

Ensure you 'show off' the focus phoneme to prepare children to spot it before blending .

Gradually add words with other phonemes and 'show them off' as you add them to pack/prior to blending so they are set up to succeed.

Model blending process with 1 or 2 new words.

Repeat steps 2 and 3 as appropriate.



Same Day Additional Daily Phonics Lesson Phase 3-5

GPC and Blending

1.GPC Phoneme Recognition

Version 1

1.Collaborative Countdown : 'Together... ai, ee, igh.... '

Bring any they struggle with repeatedly to the front and emphasize until secure.
(2 mins)

OR

Version 2

1. Collaborative (countdown) 'Together... ai, ee, igh.... '

2. 'Your turn.' Children read graphemes. (children do)

3.Challenge: 'Super fast'/ mixed order as apt (children do)
(2 -3mins)

2.Word blending

Rapid Word Read (words with phonemes previously taught)

Show the focus phoneme- MTYT my turn, your turn (digraph, trigraph or split-digraph) Can we blend words using....?

1.Collaboratively blend to read words asking children to spot a digraph or trigraph.

'**Digraph-ea? Say the sounds s-ea , blend to read the word-'sea'.**

2. **Your turn:** Mixed order/faster (children do).

3.**Challenge:** Choose 2 or 3 words to sound out in head and read whole word out loud.
(children do)

Repeat and vary pace, order until fluent. (3-5 mins)

Start with words using sound buttons, then extend to read words without sound buttons.

Extend learning by adding words with other phonemes. Ensure you 'show off /emphasize' the focus phoneme to prepare children to spot it when blending.

Model blending process with a few new words .

Repeat steps 2 and 3 as apt.



Additional Daily Phonics Lesson Phase 3-5

GPC, word blending and learn a phoneme

1.GPC Phoneme Recognition

1. *Our turn 'Together... ai, ee, igh.... (articulate a few phonemes then gradually step back if appropriate)*

AFL: 'We know our digraphs/trigraphs.'

2. Word blending (revise words with phonemes previously taught)

1.Countdown- Collaboratively blend to read revision bank of words (used in revise and review)

'Say the sounds. Blend to read the word'. Point and sweep, then bounce the word.

Pause to say a sentence. Repeat again with steps 2,3 above if apt.

3.Teach a Phoneme Lets' learn a new sound/phoneme.

1.Hear it: Play with the sound – (MTYT) '**ea....**' **X 2,3 times**

Sound talk: *s-ea-sea, t-r-ea-t-treat, d-r-ea-m-dream x 3 words Children blend and segment to SAY the word.*

2. Read it- 'This is what ea... looks like.**'**

*The letter 'ee' and 'ai' (letter names) make the sound...ea.. (MTYT- children repeat) **X 2,3 times***

'Two letters, one sound is a digraph' –MTYT (do not have to use terminology if SEN intervention).

3. Hide and find it: *Point to our sound 'ea' when you see it!* Distinguish focus phoneme from others previously taught.

4. Focus Rapid Read- x 6 -8 (approx) focus sound 'ea' words.

1.Collaborative read words asking children to spot the focus phoneme: **Digraph? Say the sounds, blend to read the word.** Point and sweep as a required then progress to not pointing.

2. Your turn: Mixed order/faster (children read again)

3.Challenge: Choose 2 or 3 words to sound out in head and read whole word out loud (children read again). 10 minutes approx

Repeat this bank of words (step 4) throughout the day as often as possible.

NOTES:

Start with words using sound buttons, then extend to read words without sound buttons.

Add words with other phonemes. Ensure you 'show off /emphasize' the focus phoneme to prepare children to spot it when blending.

Model blending process with 1,2 new words .

Repeat steps 2 and 3 as apt.

Communal language:

1. 'Digraph?- ea' 2. STS= '*Say the sounds s-ea-t ' (point + sweep)*

2. '*Blend, to read the word (RTW)- 'seat' . Bounce it using gesture to read whole word.*

Organisation & Daily Dictation

Model 1. Time allocation-varies from reception onwards up to 30 mins.

Visible progress must progress to sentence level. Explicit use of taught phoneme plus tricky words in reading and or writing.

	Revise and review	Teach new phoneme X1 per day	Practise See L&S document	Apply + Revise key learning
M	1. Phoneme recognition 2. Collaborative word reading- Countdown 1. Our turn 2. Your turn X1,2 CEW per week	End this section with a focus rapid word read.	Get up and Go! (R) Cross the river Magnetic tiles – word building. Full circle/ word making (R) Word sorting/matching (R)	Read a sentence.
T			Sound buttons/Grapheme frame (SP)	Read a sentence.
W			Sound buttons(SP)	Read a sentence.
Th	+Recall		Sound buttons (SP)	Write a sentence
Fr	+Recall		Sentence work (W) 1. Write it (model and teach) 2. Dictate (assess)	Focus rapid word read (AFL- Revise key learning)

Tip: Daily dictation in addition to the phonics session as an additional practise session. Use the sentences from the prior lesson (applied at end of session) for daily dictation at a separate time, i.e after lunch.

Model 2:

	Revise and review	Teach new phoneme X4 per week	Practise See L&S document	Apply + Revise key learning
M	1. Recap Phonemes 2. Collaborative word reading	End this section with a focus rapid word read.	Get up and Go! (R) Cross the river Magnetic tiles – word building. Full circle/ word making (R) Word sorting/matching (R)	Daily dictation
T			Sound buttons/Grapheme frame (SP)	
W			Sound buttons(SP)	
Th	+Recall		Sound buttons (SP)	
Fr	+Recall		Sentence work 1. Write it (model and teach) 2. Dictate (assess)	Focus rapid word read (AFL- Revise key learning)

Tip: Same day intervention: Additional practise session.

Incidentals: Early morning work, PE times, job of the day... lining up, maximise time- PE, password.....

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Actions to Accelerate Progress

Phonic leaders

- Phonics is high priority- rapid interventions and keep up sessions.
- Reading Leader has all key aspects established (see below)
- All staff trained in the SSP and interventions
- Rigorous monitoring and evaluation
- Consistency Checklist established

<p><u>Assessment:</u> 'On track' method used to secure success in PSC. Regular (termly assessment). + Cohort milestones forecasting. + Weekly review of vulnerable learners</p>	<p><u>Expert team/QFT:</u> CPD + Practise sessions/Lesson study. Mentor, team teach and monitor provision, progress rates and outcomes. A record is kept to used to track CPD and team teaching focus.</p>
<p><u>Interventions:</u> Interventions are strategic and address gaps. Progress chart used to track and target progress. Daily whole class extra practise sessions.</p>	<p><u>Reading:</u> Re-reading of texts. Daily group reading. Decodable books - organised structure and system for phonics practise. Chunked approach in place: decoding, decoding, prosody into comprehension. <u>Parental involvement + love of books</u> Read story books to children and support blending to read decodable books.</p>
<p><u>Same Day Intervention:</u> Phase 1 and blending 'boosts' as a daily additional session on entry to reception and (reception). GPC and word blending additional daily practise established immediately (year 1+) Continuous exposure and application in EYFS and beyond.</p>	

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Key Actions to Ensure Excellence in Every Lesson.....

Learning walk criteria

Teachers

Recap terminology to start each lesson

Remember what a phoneme is? Yes, a sound.

Remember what a digraph is? Yes, 2 letters, one sound.

Remember what a trigraph is? Yes, 3 letters, one sound.

Remember what a grapheme is? Yes, a sound written down.

Key Actions to Ensure Excellence in Every Lesson.....

- **Communal language.**
- **Terminology and articulation.** Introduced at the beginning and throughout.
- **Gesture** - MTTT and instructional talk – consistent across all sessions.
- **Children hear, say, read and the write focus phoneme.**
- **Same lesson structure across all classrooms.**
- **Teaching steps** used skilfully. They are precise, participative, with pace and ensure progress.
- **MOY Technique:**
- **My turn:** Explicit modelling of the skill, blending process.
- **Our turn:** Collaborative blending/spelling with use of AFL to step back or jump in as apt.
- **Your turn:** visible progress evident as children have progressed to more speedy blending, or sounding out in their head with no adult support.
- **Modelling:** model 1 or 2, children read a few. Again faster for fluency and finally whole word reading (no help).
- **Repetition:** repeated practise for fluency. It is better to read 2 or 3 rounds of 8,10 or so words rather than 20 words just once!
- **Precision:** intensive blending technique used: Digraph? Say the sounds, read the word.
- **Reinforcement** : after blending to read a word- **bounce it** to clarify and embed.
i.e r-oa-d=road.... road---road.
- **Repetitive rounds of reading show progression:** from explicit sounding out, blending more speedily (+ identifying digraph) progressing to silent blending to read whole words out loud.
- **Focus rapid word read:** children have a rapid word blending input to read at least 4-6 words containing the focus phoneme. This is modelled explicitly as the final part of the introduction of the 'teach' section before children have a go. **A great 1 minute quick booster at different times of the day also.*
- **Precise praise:** 'well done, good joining of letters to show digraphs.'
- **Paired talk, choral chanting.**
- **Teach in meaning:** ensuring children say a sentence. Children share and celebrate the learning.
- **Use sound buttons:** (fingers) to count sounds (non writing hand).
- **Say the sounds as you write a word:** Insist on children saying the sounds as they write words/ phonemes.
- **Write focus phoneme in a different colour.**
- **Write words on sugar paper** so can revisit / use throughout day and have in sight, i.e on a washing line or near wall sound chart.

- **Teach in meaning:** say a sentence. Occasionally explain or pause to say a sentence. Children repeat. This expands their vocabulary and aids meaning of the word. i.e p-ai-n-t-paint. 'we like to paint a picture.' Children all repeat the sentence collaboratively. This helps pace too.
- **Visible progress:** we are learning.... By the end of the session We can read/write ...
- **High expectations:** sentences at the end will be challenging + contain recently taught tricky words.
- **Pitch** high and scaffold less able to achieve where higher ability are performing.

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A summary.....

Consistency Checklist

- Communal language, gesture and mantras.
- Pronunciation.
- Terminology-sound/*phoneme*, *digraph*, *trigraph*, *split digraph*, **grapheme/letter*
- Progression and pace in SSP.
- Progression in a session – end with reading or writing a sentence (Sentence level).
- Teaching strategies – robot arms, stretch, point and sweep.
- Structure-all parts of the teaching sequence.
- Resources (wall, table charts, graphemes and word cards are aligned to the SSP and are similar across all year groups. Images and objects are well used).
- Training and routines, i.e MTYT, use of white boards, paired talk etc.
- Effective use of adults to scaffold and support.
- Organisation: GPC's, words, objects, images, whiteboards and pens ready, etc.
- Vulnerable children strategically placed children strategically placed and vulnerable learners in direct line of vision /near adult.
- Revise key learning: Use assessment for learning (AFL) to revise, emphasis and target key children. Practise what is required.

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Post Covid19 Action Plan

Essentials:

- Daily high quality SSP lessons
- Consistency checklist
- Progress into sentence level reading/writing for visible progress
- Additional daily session for GPC recognition/retention and or blending
- Daily decodable group reading

Priority Actions for Impact Top 10

1. *Rigorous monitoring schedule and Action Plan with clear objectives with actions to achieve impact and targets for all children in all year groups.*
2. *Good or better every day. QFT with revision of key learning within a session to secure progress is explicit and effective. Strong use of Assessment for learning (AFL).*
3. *Ensure consistency checklist: Class wall charts, table charts, decodable books, tricky words and teaching resources are consistent.*
4. *Early baseline assessments for all children and identify support (using progress chart) for the lowest 20%.*
5. *Daily interventions up and running with regular review of progress and gap analysis.*
6. *Whole class daily additional practise session established with an adjusted timetable.*
7. *Reinforcement CPD, master classes and follow-up coaching is planned systematically to implement recent training for lesson and interventions.*
8. *Daily group reading established (year 1 and 2 can start decodable groups reading as soon as possible).*
9. *Assessment schedule in place. Regular reviews to check cohort milestones and rates of progress for SSP.*
10. *Parental engagement and home work organised.*

Start Date Achieve by date	Actions to be taken to improve provision.	Outcomes.....
<i>Week 1,2</i>		
Training Day	<u>1. Phonics Launch</u> Phonics launch briefing with team. Outline priorities, key actions and organisation alongside spotlight children. <u>Implement the following:</u>	<i>Whole school commitment and drive to embed CPD completed so far and accelerate progress in phonics for reading.</i>

	<p>-longer phonic session- 30mins (yr1,2) - Immediate start of phonics initially 5-10 mins (reception) -Daily additional practise sessions (yr1,2) -Daily additional phase 1 (oral blending & Segmenting) practise session (R)</p> <p>Daily group reading organised (Yr1,2) Ensure year2 and 3 do a daily revise and review as R/Yr1- GPC and blending for fluency. This is crucial.</p> <p>Consistency Checklist Review consistency checklist. Ensure all staff have SSP documents, assessments, progression, plans, resources and agreed terminology.</p> <p>CPD on the spot: Focus: Same day intervention/additional practise session. Demonstrate, explain and share lesson outline for staff to deliver same day intervention/ additional practise- keep up NOT catch up! (see Hub lesson outline)</p>	<p>SSP in place with rigour and fidelity</p> <p>Longer Phonics session with group reading timetabled.</p> <p>Adults, assessment, reading and resources organized.</p> <p>Consistency checklist understood and implemented in all classrooms.</p> <p>Same day additional practise set up daily to meet needs of children and secure progress.</p>
Week 1	<p><u>Baseline/ Assessment completed</u> Assess all children. Year group analysis of results and next steps to focus upon in teaching and additional practise sessions.</p> <p><u>Intervention Meeting/Organisation</u> Schedule an intervention meeting (after baseline/assessment) to establish groups, needs, adults , room, resources and timetable allocation with targets for achievement Use SSP progress intervention chart. *yr1, 2 (Repeat this process for Reception when baseline is completed).</p>	<p>Assessment completed and analysed.</p> <p>Year 1,2,3 Interventions up and running + regular review of progress. (R- interventions can be set up after baseline. Year one and two intervention children should have already been identified from internal transition data)</p>
Week 1,2	<p><i>*Same day whole class daily additional practise session</i> Strategic short, sharp session to secure a precise skill, i.e rapid read of words using new focus sound. Focus rapid word reading with repeated practise to secure digraph recognition and blending of words containing focus new digraph. Are you ready?- phoneme GPC recognition. Tip! Aspects of the revise and review are suitable for revision to secure learning and fluency. All year groups (Reception need to do phase 1 aspect 7 oral blending and segmenting as additional practise) Timetable: daily agreed time (no more than 5-10 mins max) is fully implemented across the school.</p>	<p>Same day additional practise revise key learning to secure progress for less able and fluency for the more able.</p> <p>This help will ensure keep up, not catch-up.</p>

Week 2	<p><u>Parent engagement / homework</u></p> <p>Homework system organised</p> <p>Arrange parent workshop for phonics and home reading.</p> <p><u>Weekly practitioner practise sessions</u></p> <p>Begin regular master classes and follow up in class coaching for whole class QFT teaching.</p> <p>Organise and agree focus for regular practise and coaching session or lesson study .</p> <p>- Focus areas: <i>(suggestions only)</i></p> <p>Lowest 20%</p> <p>Features of consistency checklist</p> <p>Lesson structure- the revise and review</p> <p>Introducing a phoneme</p> <p>Repeated word blending technique to progress to fluency and sounding out in your head.</p>	<p><i>Parents understand how phonics is taught and homework sent.</i></p> <p><i>How to support with reading at home and use of decodable for practise and reading stories to children.</i></p> <p><i>QFT teaching is secured and teaching and learning is good + everyday.</i></p> <p><i>Consistency checklist features are strong in majority of classrooms. Where not- this is rapidly addressed through 1-1 coaching/support.</i></p>
By end of week 3	<p><u>Reception Baseline/ Assessment Intervention</u> : Schedule an intervention meeting (after FS baseline) to establish groups, needs, adults , room, resources and timetable allocation with targets for achievement (use SSP progress chart and ensure you bridge phase 1 aspect 7 oral blending and segmenting) *yR</p> <p><u>Intervention Meeting/Organisation:</u> Schedule an intervention meeting (after baseline/assessment) to establish groups, needs, adults , room, resources and timetable allocation with targets for achievement (use SSP progress chart) *yR</p> <p><u>Parent Support:</u> Set up parent meetings with children requiring additional support- home learning packs, focused homework.</p>	<p><i>Reception Interventions up and running + regular review of progress.</i></p> <p><i>Assessment identifies children and gaps in skills to enable rapid daily intervention in ALL year groups.</i></p> <p><i>Parents involved and support learning at home to secure progress.</i></p>
	<p><u>Review progress:</u></p> <p>Complete pre- assessment checks to review children's rates of progress , in line with SSP milestones.</p> <p>Regular ongoing reviews of interventions progress and next steps.</p>	<p><i>Phonics lead has clear strategic overview of rates of progress for all groups, including lowest 20%</i></p> <p><i>Ensures good + in all classes.</i></p> <p><i>Uses SSP milestones.</i></p>
By week 3/4	<p><u>Decodable Reading</u></p> <p>Daily group reading with pre-teaching and repeated 'chunked' practise system into comprehension is established (set structure and system in place). *Note Year 1,2 to start group reading immediately.</p> <p><u>Clear reading structure is used:</u></p> <p>Pre-teach phonemes, blending and vocabulary.</p> <p>Model skill</p>	<p><i>Systematic application of phonics for reading ensures children repeatedly practise and develop phonics to decode for fluency.</i></p> <p><i>All children read daily to rehearse the skills of phonics for decoding.</i></p>

	<p><i>Partner practise</i> <i>Children practise individually</i> <i>Return to text</i></p> <p><i>Resources and organised: Books have words prepared .</i> <i>Phoneme charts and key questions prepared.</i></p> <p><i>All adults deployed so all groups have a daily adult input</i> <i>(reading squad approach where all available adults teach as</i> <i>group to ensure all children have daily adult input for</i> <i>reading)</i> <i>Staff CPD: Staff trained to deliver sessions and ensure</i> <i>progression with repeated practise throughout the week.</i></p>	<p>Note*If training is required, this must be completed by the end of week 3 or as soon as possible.</p>
By week 4	<p><u>Monitoring:</u> <i>Class wall charts, table charts, decodable books ,</i> <i>CEW and teaching resources consistent.</i></p> <p><i>Consistency checklist in all classrooms.</i></p>	<p><i>QFT teaching of good better every day in all classes.</i></p> <p><i>Consistent high quality T& L.</i></p>
<p><i>Milestones</i> <i>By end of week 3,4 all the following will be in place:</i> Daily Reception interventions established and organised. Daily interventions in all year groups. Decodable daily reading and agreed lesson structure for group reading implemented. <i>Parent workshop organised and delivered.</i></p>		
	<p><u>Weekly practitioner practise intervention sessions</u> Ensure regular master classes and follow up coaching for 1-1/ group intervention.</p> <p>Organise and agree focus for regular practise and coaching session or lesson study. Phase 1 Oral blending GPC- recognition Mix it up blending cvc/ccvc Mix it up blending with digraphs Using the progress chart to track and target progress. Address any areas as appropriate.</p>	<p><i>QFT is secured through coaching and practise sessions.</i></p>
<p><i>Milestones</i> <i>By end of week 5,6 all the following will be in place:</i> Systematic SSP daily <u>additional practise</u> sessions in place. Daily high quality interventions in all year groups (with regular review and analysis) Decodable daily reading and agreed lesson structure for group reading is established. <i>Parent workshop and 1-1 intervention talks are delivered.</i> <i>QFT is secured through regular (weekly) coaching and practise sessions.</i></p> <p><i>*Note in addition a pre-teach session may be useful to target key children.</i></p>		