Nottingham Schools Trust

- **Date: Wednesday 9ᵗʰ June 2021, 1.00pm to 3.00pm**
  - **Trainer: Janet Thompson**
- **Training aimed at: Phonics Leaders**

This training will cover:
- **Organising and running practise and coaching sessions to enhance phonics provision.**
- **How to drive and monitor interventions.**
- **A lesson structure for consistency: How to quality assure each step?**
- **Checklist for learning - how to ensure consistency?**
- **Key DfE Letters and sounds update - changes, overview for progression.**

- Follow up task: **Refine and reflection time for your phonic action plan.**
- RAG rate Consistency checklist
- **Rehearse answering OFSTED questions- talk your journey and the III's. Evidence based answers.**
- **Questions.**

What is the role of a reading leader?

A defined action plan - where do you want to go? How are you going to get there?

Intent –Implement- Impact

• *Expectations of progress – pace of programme*

   Organise and track- assessment – regular and effective use?

   Prioritise - How do you target and track children for the PSC?

• *Rapid Interventions for the children who are making slow progress. How is this monitored? How do you know it is effective?*

• *Monitoring - How do you monitor the teaching and learning? How do you ensure effective feedback?*

 Does it feed into Performance Management and the SDP?

• *Timetabling -How is phonics and additional practise timetabled?*

  Do you have whole class teaching or small group teaching?*

• *Training - Has everyone been trained? Do you have timetabled practice sessions? How have you timetabled/organized this?*

• *Resources - classroom checklist ? CC?*

• *How do you engage parents?*

 Reading organisation and systems?

Thoughts? Issues?

Key Actions to Accelerate Progress

1 QFT   2.Same day revisit   3.Interventions   4.Decodable reading.
Underpinned by assessment, driving CPD and progress rates.

Assessment:

Systematic assessment cycle - ambitious PSC target set.

Year 1 regular PSC screening % on track, NOT on track + actions to address.

+ Cohort on track for SSP/reading **milestones** and forecasting attainment.

+ Ongoing review of vulnerable learners/intervention.

Daily AFL used precisely to teach and fix on the spot/ **revisit key learning that day.**

*Alien words use as assessment tool
*Assess what content has been taught- that week/ term.

Expert team/QFT:

CPD + x3 termly staff meeting follow-ups KEY MESSAGES

1.Regular master class- practise sessions/Lesson study/ video self analysis

2.In class coaching/team teach/video analysis to follow-up master class.

Periodic Learning walks (+ reading) WWW, impact of methods on progress. EBI- actions to achieve. Outcomes.
Whole school + Individual feedback.

Mentor, team teach for further 1-1 support.

Monitor provision, progress rates and outcomes. Systematic and regular?

Practise map or record kept to track CPD and team teaching focus

***Feedback:** Self identify WWW + impact on progress. EBI + actions/support to achieve BEFORE another learning walk.
*Whole school must do's & Individual.

Interventions:

Interventions are strategic, systematic and address gaps.

Progress chart used to track and target progress.

Daily in class additional practise sessions to keep up.

In class or small group support is well pitched and meets needs.

Teaching is quality assured + mirror, mime-do method embedded.

Master classes to ensure good + everyday.
*What will make the biggest difference

Reading:

Daily group reading (regular 3 times per week minimum)

Regular in class reading of decodable texts.

Decodable books - organised structure and system for phonics practise.

Deep dive: Text matched to child's developing phonic ability?

Reading structure:
1.**Book introduction**: F/NF (+ title)
2.**Focus:** We are decoding.
3.**Pre-teach:** Sounds (that will appear in text) Tricky words (that will appear in text).
Vocabulary: read and explain word- put in a sentence/context of book.
4.**Model + Practise the skill** (Collaboratively answering of a question for comprehension. Echo strategy for expression)

here and now?	**5. Independent Read:** CT scaffolds and extends as apt to each child. **6. Revisit skill :** clarify and precise praise. *Chunked approach in place: Decoding, decoding, prosody into comprehension.* **Parental involvement + love of books** *Read story/drama and engaging books to children.*

Same Day Intervention:

Phase 1 'Tuning in' (S& L activities) and blending 'boosts' as a daily additional session on entry to reception.

Pre-teach and post teach key groups

GPC and word blending additional daily practise established immediately (year 1+)

Continuous exposure and application in EYFS and beyond.

Timetabled? Daily? Effective?
Continuous consolidation to see use of phonics in reading, literacy books, etc.

SLT review meetings

RL gives headline statements for all areas, issues and prioritized actions to achieve next steps.

2. Year group meetings (agenda as above) + adjust content, organisation, etc.

SLT regular review of phonics/reading
Head teachers may ask......
How do you ensure all these aspects are in place? (refer to NC and fundamentals)?
What does X look like? Why is..... How do you know? How do you ensure and maintain....?
What are the key priorities this term?
Why ? How to achieve? Outcomes? When to be achieved by?

Tell me about how you cater for all abilities? What are you doing about your lowest 20%?
Why? How do you know this strategy is effective?
Who, how many (%) are on/not on track- why? What are you doing about it?
Proactive/reactive? Rigour, swift? Evidence based answers.

1.Consistency Checklist for Phonics

- Communal language (agreed script/ phrases), gesture and mantras.

- Articulation of phonemes.

- Terminology-*sound/phoneme, digraph, trigraph, split digraph, graphemes/letters* , etc (see L&S for full terminology).

- Progression and pace in SSP.

- Progression in a session – application with reading and/or writing a sentence (Sentence level).

- Teaching strategies – robot arms, stretch, point and sweep.

- Children use sound buttons (fingers with non-writing hand) when segmenting to spell.

- Effective modelling to teach systematic blending and segmenting.

- 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 and vulnerable learners in direct line of vision /near adult.

- Revise key learning: Use assessment for learning (AFL) to revise, cement and target key children. Practise what is required.

Strengths:

Next:

How:

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.

2. Lesson Checklist

- **Communal language.**
- **Terminology** and **articulation**. Introduced at the beginning and throughout.
- **Gesture** - MTYT 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.
- **Word complexity:** words are progressive form simple to 2 syllables. For example: 0ut, shout, clouds, shouting, mountains, etc.

- **Point and sweep:** in addition to reading words with sound buttons, point and sweep is useful. Then eventually unsupported with no sound buttons and no point and sweep.
- **Continually revisit:** repeat any phoneme/word children are not secure with, there and then. Bounce it to ensure they all grasp it. Re-run, continually put back into the pack, etc.
- **Strategic Assessment for learning**: ensure all children are secure and other adults are well deployed..
- **Same day additional practise of key learning:** strategic short, sharp session to secure a precise skill, i.e. rapid read of words using new focus sound. Focus rapid (countdown) word blending to repeatedly practise and secure digraph recognition and blending of words containing focus new digraph. Are you ready? - phoneme recognition.

Janet Thompson NST 2020

Master Class Structure

Why? **Data, QFT, key vulnerable groups.**	Refer to data and precise skill as focus.
Demonstration/ video	
Have a go	
Lock it in	
Contents to be covered:	Use the consistency checklist, data and lesson structure as main areas. In addition the GPC and oral/blending, word blending apt to each set/phase.

Monitoring of intervention

Checklist:
Focus?
Apt space?
Pace?
Modelled MTYT/Collaborative pre-teach?
Explicit scaffolding?
Revisit errors?
Repetition?
End on high?
Positive praise?
Mime?
Challenge (no modelling to assess, i.e new words to blend which you do NOT model)?
End on a high?

Alternatives: Lesson study, paired work- video analysis against checklist.WWW EBI + how to achieve?

Periodic key staff CPD follow-ups. Development days + follow-up staff 'embedding' sessions.

How can we track and target progress?

Rapid Phonics Progression Intervention Map (draft)

Phase	Recognition GPC'S	Blending Skills	Activities Mirror, mime, do
Tuning in hear and say it. Oral blending Oral segmenting Oral segmenting and blending	My turn your turn (sound talking) Your turn (blending) Segmentation- chop it up. Blend and segment cvc (orally) m-a-n= man.	Say and repeat words and phrase and rhymes. Supported blending – 'blend it' c-a-t= 'cat' Supported segmentation- 'sound talk' c-a-t- 'c-a-t' Oral blending and segmentation c-a-t= cat----- 'c-a-t=cat'	'Tuning in' See phase 1 Oral B&S
Phase 2 s a t p i n m d g o c k *ck e u r h b f l ss ck ff ll j v w x y z zz	Recognition- letters	Sounding and blending ph2 words vc (a+ i + o + e +) at as an am / in it is cvc + Blend and segment m-a-n= man (with graphemes)	Get the sound (flash card- GPC) Mix it up blending Grapheme grid
	Recognition (automatic/super fast)	Reading ph2 words fluently - in their heads	
Phase 3 ch sh th ng ai ee igh oa oo /OO ar or ur ow oi or air ear er	Recognition Single letter Digraph or trigraph	Blending to read ph3 words	As above Repeated rounds of blending- drill down to digraph technique.
	Recognition (automatic/super fast)	Reading ph3 words fluently - in their heads	
Phase 4 cvcc/ccvc (adjacent consonants)	cvcc polysyllobic- End blends ccvc/ cvc polysyllabic- two sounds to blend at beginning. ccvcc/ccvcc polysyllabic - two/three at end/ beginning	Blending to read ph4 words Reading ph4 words fluently- in their heads	Checklist: Focus? Apt space? Pace? Modelled/Collaborative pre-teach?
Phase 5 – see updated order DFE. Part 1: more graphemes ay ou ie ea oy, ir, ue, aw wh, ph, ew , oe au i-e o-e u-e e-e a-e	Recognition-letters Single letter Digraph or trigraph Split digraph Alternative pronunciation	Blending to read ph5 words Reading ph5 words fluently- in their heads	Explicit scaffolding? Revisit errors? Repetition? End on high? Positive praise? Mime? Challenge (no modelling to...

Progress through word reading

Ruth Miskin Training

Name:

Sounds
Know Set 1 single letter sounds
Know Set 1 'special friends' sounds
Read Set 1 sounds speedily
Know Set 2 sounds
Read Set 2 sounds speedily
Know Set 3 sounds
Read Set 3 sounds speedily

Speed Sounds
m a s d t i n g p o c k u b f e l h sh ck r j v y w th z ch qu x ng nk ay ee igh ow oo oo ar or air ir ou oy ea oi a-e i-e o-e u-e aw are ur er ow ai oa ew ire ear ure tious tion

Accuracy – Fred Talk
Oral blending
Blend with Speed sounds cards
Phonic Green CVC words containing sounds they know (WT 1.1 - 1.3)
Phonic Green CVC words containing 'special friends' (WT 1.4 - 1.6)
Phonic Green Words containing 4 sounds (WT 1.7)
Phonic Green Words containing 5 sounds (WT 1.7)
Phonic Green Words containing Set 2 sounds
Nonsense words containing Set 1 and Set 2 sounds
Phonic Green Words containing Set 3 sounds
Nonsense words containing Set 3 sounds

Speedy Green Words – Fred in your head to speedy	Number of Speedy Green Words
Red Ditty book words	22
Green Storybook words	34
Purple Storybook words	31
Pink Storybook words	45
Orange Storybook words	55
Yellow Storybook words	58
Blue Storybook words	60
Grey Storybook words	99

Red Words
I the you your said was are of want what they to he me we she be no so go old her does all many any one some come who where there here were love two once walk talk could would should why now how my by school their

- <u>Follow up task:</u> **Refine and reflection time for your phonic action plan.**
- <u>RAG rate Consistency checklist</u>
- **Rehearse answering OFSTED questions- talk your journey and the III's. Evidence based answers.**
- **Questions.**
- **What does your school need next?**