



My role?
Senior Leader and
The Acorn Teaching School
Lead Professional

Initial focus of project:
To increase the percentage of
children achieving a positive
outcome in their phonics
screening by 6% or more in
2017-2018.

How will it be measured?
In 2017-2018, the percentage
of children achieving the
required standard in the Year 1
phonics screening is more than
90%.

How?
School Development Plan
Action

Organise and implement phonics
training for staff and parents/carers in
the Early Years Foundation Stage and
Year 1; evaluate the impact of this by
carrying out learning walks.

Following regular phonics assessments;
identify those children who continue to
struggle with their phonics learning –
determine a **new support** strategy to
overcome this in order that they
achieve the required standard in
phonics.

Organise additional homework for identified children -
phonics rote learning.

Clear
improvement in
terms of
outcomes –
measured
regularly

2012 Year 1 Phonics
Screening check: Answer sheet

zorps	dirst
harnd	gair
jigh	thobe
zale	scroy
bluns	spraw

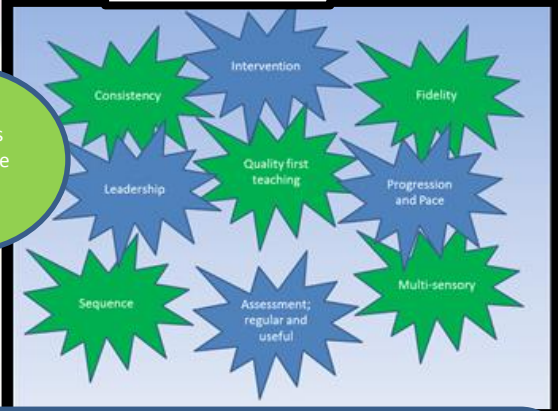
Area of Focus	Score (1 = highest score/4 = lowest score)			
	1	2	3	4
Planning	87.5%	12.5%		
Structure (revist, teach, practise, apply)	75%	12.5%		
Organisation/preparation	75%	25%		
Resources and Equipment	75%	25%		
Phonics displays	75%	12.5%		
Subject knowledge	75%	25%		
Teaching	75%	25%		
Assessment	87.5%	12.5%		
Pitch	87.5%	12.5%		
Differentiation	62.5%	25%		
Questioning	87.5%	12.5%		
Misconceptions Addressed	87.5%	12.5%		
Interaction	87.5%	12.5%		
Pace	81%	19%		
Deployment of staff	50%	50%		
Articulation/pronunciation	87.5%	12.5%		
Use of subject specific language – adults	62.5%	37.5%		
Children's behaviour	87.5%	12.5%		
Children's attitude to phonics, including engagement	87.5%	12.5%		
Children's progress	75%	25%		
Children's talk	75%	25%		
Feedback to children (successes and areas to improve)	87.5%	12.5%		
Use of subject specific language – children	62.5%	37.5%		
AVERAGE SCORE			1.2	

Score below 20	Score between 20 and 32	Score of 33 +	2012	2017-2018
			44.40%	15.50%
			37.70%	44.40%
			27.30%	34.10%
			9.09%	2.30%
			63.60%	70.50%
			63.6	34.10%
			63.6	25%

1.2 –
outstanding

How has this impacted on a
wider scale?

Principles
(from Rose
Report)



Phonics
Parent's/Carer's training
Thursday 21st September 2017

Learning Walk.
Speak to Headteacher.
Look at in class assessment.
Add 'flesh to the bones' of action plan.
Review phonics consistency and feedback to Head.
Loads! Action plan etc.
Start to implement some of the things that I have seen and speak to Headteacher about longer term changes.
Talk to Head re way forward.
Tweak and improve action plan ideas.
Share information with Headteacher and SLT to progress whole school.
See what EYFS are doing.
Track back data.
Have discussions with school team.

"What will you do differently as a result of the training?"

Other skills I have developed through my role; enhanced by attendance on the course:

- Financial management of the Teaching School
- Developing other members of staff (on a wider scale than just own school)
- Impacting on pupil outcomes (again on a wider scale than just own school)

100% positive
evaluations

Creation and
reflection of
own action
plan

Learning
Walks,
training
guidance