



**Oxford School
Improvement**

Phonics

Getting the
best results

Revised
and updated
2017



Phonics at the heart of reading

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The ‘desirable’
is also
‘achievable’.
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The purpose of this report

This report is about achieving the best outcomes for children’s reading. It focuses on the vital importance of high-quality phonics teaching.

The audit (pages 6–14) is a self-evaluation tool – a set of questions to get you thinking about how you teach reading, especially word reading.

In particular, it might help you to think about how well your teaching of phonics in the Foundation Stage and key stage 1 meets the requirements of the National Curriculum in England.

Not all the audit needs to be done in school time, although it includes suggestions for monitoring, as well as questions which you could discuss with staff or governors, perhaps in a staff meeting or on a non-pupil day.

The National Curriculum and phonics

The National Curriculum has a strong and detailed focus on systematic phonics. It puts it at the heart of early reading.

The schools in Ofsted’s 2010 report, *Reading by six: how the best schools do it*, already had such a focus.¹ Ofsted reported that these schools served a variety of communities, in terms of the ethnicity of the pupils and levels of deprivation, but they taught virtually all their children to read. Common features included:

- high-quality, committed and direct leadership of reading, especially from the headteacher
- clear agreement across the school on what was needed for children to be successful readers
- high-quality, consistent teaching, ‘especially discrete phonics teaching’
- a rigorous approach to assessing the progress of every child, especially identifying difficulties early on and providing effective, well-matched intervention.



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That long tail of underachievement is nothing short of a scandal.
 ”

The Secretary of State for Education

Reading – nationally and internationally

It is not possible to compare the results of the ‘old’ and ‘new’ curricula because expectations are now much higher. However, in 2015, 89% of 11-year-olds in England achieved Level 4 or above in reading in the key stage 2 test of the old National Curriculum.² But, for children eligible for Free School Meals (FSM), the figure was 78%. In other words, just under one in five of them changed schools not reading at a level at which they could access the secondary curriculum easily.

The results for the 2016 tests show that fewer pupils met the expected standard in reading than in the other subjects.³ Once again girls performed better than boys. Taking all three of the test subjects together, only 35% of FSM children achieved the expected standard in reading, writing and mathematics compared to 57% of all other children.

The 2011 Progress in International Reading Literacy Study (PIRLS) of 10-year-olds ranked England 11th out of the 45 countries that took part, an improvement on 2006.⁴ Only five countries had significantly higher average achievement than

England; in eight others, the average achievement was not significantly different. However, while England’s highest attaining pupils were among the best readers, the lower attaining readers did less well than the weakest readers in other high-scoring countries. In a speech in 2015, the Secretary of State for Education said: ‘That long tail of underachievement is nothing short of a scandal’.⁵ The wide range also characterised England’s performance in 2006 and 2001. As was the case in almost all other countries participating in PIRLS, girls in England performed significantly better than boys but the gender gap was greater here than in many of the other countries.

The Programme for International Student Assessment (PISA) focuses on 15-year-olds. The 2015 PISA results, published in December 2016, showed that pupils in England performed significantly, but only just, above the average for the first time. However, this needs to be seen in the context that the OECD average had declined slightly (not significantly) in 2015. More importantly, though, there was still a substantial difference between the highest and lowest 10% of pupils in

England in terms of their performance in reading, equivalent to around eight and a half years of schooling. Only seven other countries who took part in PISA 2015 had greater inequality in reading performance than England did.

In *Reading by six*, Ofsted reported that the standards achieved by children leaving Year 6 still fell ‘stubbornly short’ of what were desirable, saying that the ‘desirable’ was also ‘achievable’. The report highlighted the importance of high-quality teaching, focusing on ‘knowledge and understanding of the processes that help children learn to read’ as a key ingredient, as well as outstanding leadership. It is therefore worth returning to that report, as well as carrying out some self-evaluation of reading, especially phonics.



Phonics screening check for six-year-olds

The aim of the phonics screening check is to ensure that children in Year 1 have mastered the basic skills of early reading and to identify those who seem to be struggling. Those basic skills are:

- recognising individual letters and groups of letters
- knowing which letter(s) are representing which sounds
- blending individual sounds together to read words.

The check should help teachers to provide intervention early on so that any struggling readers catch up with word reading. It is not meant to assess all aspects of reading.

Obviously, instant recognition of words rather than conscious blending is the goal – and this underpins fluent reading. But it is important to check that children have a strategy for working out words that they have not come across. A child who meets a new word should be taught to apply ‘grapheme-phoneme’ knowledge and blending skills as the primary route for decoding. Finding out which children have or have not learnt that essential skill gives teachers a starting point for providing support. This is the reason for including the ‘non-words’ (that is, nonsense words) in the check. It may be, of course, that a child has other or additional problems in learning to read. Nevertheless, the screening check still works as an important and straightforward diagnostic tool.

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Children have to learn how the sounds of spoken English are represented by letters or groups of letters.

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The check should help teachers to identify children who may be struggling with phonic decoding early on and who need speedy intervention to catch up.

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Getting the best results

The audit on the following pages is designed as a self-evaluation tool.

Completing it thoroughly and honestly should help you to identify your school's strengths in teaching reading.

You may find some questions more challenging than others. Don't shy away from the more difficult ones: use them with your staff for discussion. They are there to prompt everyone's thinking about how your school is teaching reading – especially phonics.

Of course, there is more to reading than phonics, shown in the importance the National Curriculum places on comprehension and pleasure in reading. However, along with enjoyment of books, knowledge of the alphabetic code and the important phonic skill of blending sounds are fundamental to developing early reading successfully. Phonics also has an important part to play in writing, since being able to segment spoken words into their individual sounds is a critical skill for spelling.

Children have to learn how the sounds of spoken English are represented by letters or groups of letters; they have to learn how to blend those sounds together, and they have to learn how to apply what they have learnt to reading all types of texts. Without these foundations, most children will flounder in grasping written English. But phonics is 'time-limited', as Sir Jim Rose said, and you can stop when a child knows enough.⁶

The audit is structured to help you look closely at your teaching of phonics: the programme or programmes you use; the quality of the teaching, including assessment and intervention, and the resources you have. The final step asks some straightforward questions about parents and governors.

Probably every experienced teacher has met a child who comes to school well on the road to reading. These children seem to have learnt to read without having been taught phonics directly. However, phonic knowledge and skills are still very useful for their spelling, even if their reading is advanced for their age. They learn a systematic way of listening to the sounds in words and choices for the letter or letters they need. This is particularly important later on when spelling choices become more complex. Even though they soon learn whether a word 'looks right', they can benefit from being taught phonics systematically.

At the other end of the scale, there will always be a very small number of children who find learning to read particularly difficult. However, the 2015 code of practice makes it clear that 'A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support. Such improvements in whole-class provision tend to be more cost effective and sustainable.'⁷ The important second and third steps of the audit – teaching and assessment – are there to help you make sure that, as far as possible, all children learn to read.

You may well want to tackle the audit in stages, building in some time for reviewing the findings with your leadership team, subject leader or the whole staff. Each step of the audit suggests some simple action points, some of which may be relevant for your school.

ABOUT THE AUTHOR

Janet Brennan

Janet Brennan was a teacher, a teacher trainer and a primary English adviser in a large local authority before spending 14 years as one of Her Majesty's Inspectors in Ofsted. She now works independently: writing, visiting schools, and providing advice to government departments. She has written other Oxford School Improvement reports: *Closing the Gap: Giving every child the chance to succeed* and *Teaching the Reading Curriculum: The role of high-quality guided reading*.

Five steps to a successful audit

Step 1:

A clear and consistent programme

Reading by six said: “The best schools can succeed regardless of the socio-economic circumstances of the communities they serve. If the school is good enough, the great majority of children will learn to read”.

To begin, focus on outcomes in your school, particularly in the screening check and in reading at key stage 1. What is the impact of your provision so far? Could outcomes and provision both be better?

Try using the following questions to evaluate your current provision for teaching systematic phonics. If you identify weaknesses in your programme, you may want to think about delaying Step 2 of the audit until you have put them right.

At what age do you expect children to start learning phonics through a systematic, synthetic approach?

The National Curriculum says that teachers should “build on work from the Early Years Foundation Stage, making sure that pupils can sound and blend unfamiliar printed words quickly and accurately using the phonic knowledge and skills that they have already learnt”.⁸

What provision do you make for the youngest children to learn to concentrate, listen, and discriminate between different sounds as a precursor to formal phonics teaching?

The Early Learning Goals say that children should use their phonic knowledge to decode regular words and read them aloud accurately, and to write

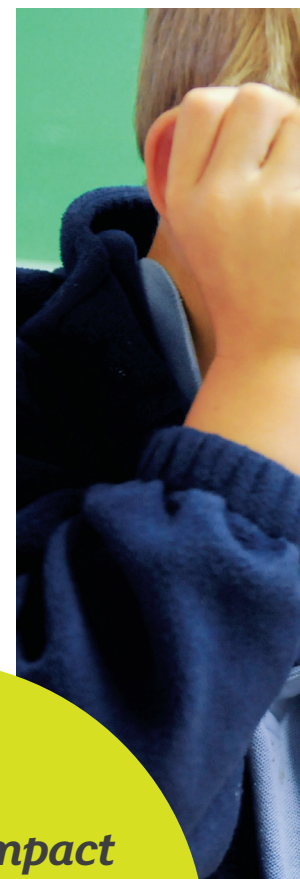
words in ways which match their spoken sounds. ‘Some words are spelt correctly and others are phonetically plausible.’

What programme (or programmes) do you use for teaching phonics in the Foundation Stage and key stage 1?

What were the reasons for choosing the programme(s)? Are the reasons for the original choice(s) still relevant, bearing in mind what children need to learn by the age of six? What has been the impact of the programme(s) to date? Is that impact reflected in national test results, the data from the screening check or standardised reading tests?

How closely does your programme match the requirements of the National Curriculum?

How clearly does your programme define an initial group of consonants and vowel sounds so that children learn to read (and spell) simple CVC words early on? Is the programme explicit about teaching the skills of blending sounds together to read and segmenting the sounds in words to spell? Is it clear about the later stages of teaching phonics? That is, as well as covering the major grapheme-phoneme correspondences, does it progress from simple to more complex aspects of the alphabetic code, particularly a range of vowel digraphs and the more unusual groups of letters for representing consonant sounds?



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What is the impact of your phonics provision so far? Could outcomes and provision both be better?

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How often do
children practise
reading aloud?
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How much time is given to teaching phonics in discrete sessions?

How much time is given each day to teaching phonics discretely to whole classes or groups? How much time is allocated to intervention for children who are struggling to learn to read? To what extent might improving the quality of the provision (the curriculum and the teaching) reduce the time spent on intervention?

Does your reading policy reflect what the National Curriculum says about decoding?

The National Curriculum says that pupils should be taught to “apply phonic knowledge and skills as the route to decode words”. The books they practise with at the earliest stages should “not require them to use other strategies to work out words”. Is the policy also clear about the need for children to learn to read common exception words (‘tricky words’) quickly and efficiently to speed up their decoding and increase their fluency?

How often do children practise reading aloud to increase their fluency?

How often do children read aloud so that they learn to apply the phonic knowledge and skills they are being taught and increase their fluency? How often do they read aloud, individually or to each other, during discrete phonics lessons, using books that are “closely matched to their developing phonic knowledge and knowledge of common exception words” (National Curriculum)? (See Step 4, on page 12.)

How do you allocate the adult time that is available?

Are there other ways in which you might deploy the adults in school, especially teaching assistants, perhaps by training them to teach small groups? (See Action Point 7 on this page.)

ACTION POINTS

- 1 Re-read *Reading by six* and compare your provision with the descriptions of some of the 12 schools.
- 2 Review your screening check and key stage 1 data for reading. What conclusions about your provision for phonics can you draw from the screening check data set alongside the standard scores from key stage 1? If you have a large school, do you notice any differences between the different classes?
- 3 Make sure that the programme for teaching phonic knowledge and skills aligns closely to the National Curriculum. Does your screening check data indicate that your expectations are high enough?
- 4 Audit the time spent on discrete, daily phonics. Is it regular and is it enough?
- 5 Also audit the time spent on additional support for reading, including intervention sessions.
- 6 Choose a sample of children across the year groups. Ask their teachers to audit the amount of time these children spend on reading aloud: to adults and to each other.
- 7 Read *Teaching assistants: A Guide to Good Practice*, especially the section ‘What the research tells us’.

Five steps to a successful audit

Step 2:

High-quality planning and teaching

This step focuses on the quality and consistency of the teaching of phonics, including planning.

Teaching phonics successfully across the Foundation Stage and key stage 1 needs a clearly defined sequence for teaching grapheme-phoneme correspondences (GPCs) and common exception words, a strong focus by teachers on children's phonic skills as well as knowledge, and high-quality, consistent teaching every day. How effective is your phonics teaching across all the classes?

This part of the audit also asks some questions about the staff development needed to underpin high-quality teaching.

How well does the content of the teaching reflect the school's agreed programme?

Does the planning show that content is clearly sequenced across the classes? Is there progression in the teaching from simple to more complex GPCs? Are expectations high enough? Are common exception words being taught regularly and systematically? Is there an appropriate balance in lessons between teaching knowledge (the alphabetic code) and skills (blending and segmenting)? Do the lessons provide frequent and regular opportunities for children to apply and practise their phonic skills and improve their fluency by reading texts that are "closely matched to their developing phonic knowledge and knowledge of common exception words"?

What is the quality of the teaching of phonics?

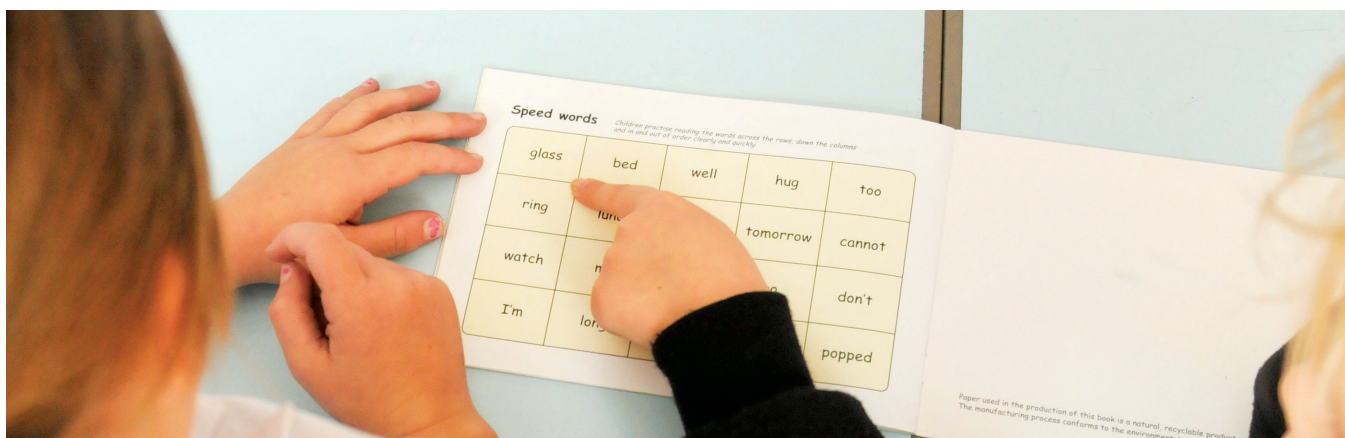
How consistent is the quality of the teaching? Are all the teachers (and teaching assistants, if they are teaching phonics):

- revisiting and consolidating earlier learning
- articulating individual phonemes clearly and accurately
- demonstrating how to blend the sounds in words, in order, all through the word
- demonstrating how to segment words into their individual sounds to spell them
- teaching at a pace that is sufficient to cover all the required content
- praising children and reinforcing learning
- using multi-sensory approaches, including mnemonics, to support and consolidate learning
- reinforcing the application of phonic knowledge as the prime approach to reading an unknown word
- ensuring that all children are actively participating
- setting sufficiently high expectations
- identifying the children that may be struggling or have simply not quite grasped something
- making the best use of resources (see Step 4)
- using teaching time as effectively as possible so that every minute counts?

What is your judgement about teachers' and teaching assistants' subject knowledge in phonics?

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How consistent is the quality of the teaching in individual classes/groups and across the school?
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How do you monitor whether professional development has been effective?
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How well are children learning and making progress?

Are the children familiar with the routines of the lessons? Are all of them actively participating? Do they co-operate well with each other and with the teacher? Are boys engaged as fully as girls? What is the impact of the teaching on the progress children make in an individual lesson? How well are children with specific needs making progress?

What recent professional development has taken place?

How far did it reflect the National Curriculum requirements for teaching word reading? Has every member of staff had the training they need?

How are new teachers – and other staff – familiarised with your approach to teaching phonics?

This question applies just as much to experienced teachers joining your school as to newly qualified teachers. For example, what opportunities have they had to observe phonics teaching in your school? Do you give them feedback on their own teaching of phonics early on? What training have they had? If you use supply teachers, how do you ensure that they can teach phonics effectively and consistently in line with your approach?

How do you monitor whether professional development has been effective?

How often do you monitor the teaching of phonics? How comprehensive is the picture of quality and consistency? What are your findings and how do these tally with the results of the phonics screening check? What do you still need to find out? What does the monitoring tell you about the effectiveness of training and support: are they having an impact on teaching and progress? What do you do about any weaknesses both straightaway and, say, in three months' time?

What happens after teaching has been observed?

As well as giving one-to-one feedback, do you draw the findings together and discuss them as a senior leadership team or as a whole staff? How do you generate a culture of improving reading across the school, of which the observations form a part? Do you make further observations to ensure that weaknesses are being eradicated? Do the findings feed into the broader staff development plan and/or into plans for individual teachers' professional development? How do you ensure that the development needed actually takes place?

What changes or improvements in the quality of teaching have you noticed as a result of the monitoring you have done so far?

Have you noticed improvements in the staff's understanding or changes in teaching and learning (for example, better subject knowledge, improved coverage, clearer objectives, more active participation by children)? If so, have you given praise and feedback to staff to consolidate the improvements and reinforce the messages about high quality?

ACTION POINTS

- 1** Check that planning for phonics reflects the heightened expectations of the National Curriculum.
- 2** Audit the professional development that all staff have had on phonics, including teaching assistants. Act on any gaps you find.
- 3** Discuss this section of the audit with staff and draw up a timetable for monitoring the teaching of phonics.
- 4** Review your approach to monitoring the teaching of phonics.
- 5** Draw together and review the monitoring you have done. Use the information alongside the results from your most recent phonics screening check to gauge the quality of provision.

Five steps to a successful audit

Step 3:

Effective assessment, grouping and intervention

This step focuses on assessment and intervention. It also considers how you might group children as a result of your assessments.

Effective assessment at the earliest stages enables you to make principled judgements about when children are ready to begin systematic phonics work. Many of the speaking and listening activities in the Foundation Stage will be contributing directly to developing children's auditory discrimination (see Step 1).

A high-quality, systematic phonics programme should already have progression built in. It should therefore be straightforward for you to track the progress of every child and identify children who are falling behind. Accurate assessment also enables you to match provision effectively to the needs of children who are new to the school.

Your assessments, and the results of the phonics screening check in Year 1, should also tell you whether particular groups of children are not making enough progress. Ofsted's report, *Removing barriers to literacy*, said: "The schools visited were not always sufficiently aware of differences in the effectiveness of their provision for various groups of pupils and the reasons for the differences. Senior staff did not always analyse data on pupils' progress sharply enough."⁹ It also said: "Even in the very effective schools visited, although their disadvantaged pupils overall achieved well compared with similar groups of pupils nationally, high attainment did not follow universally."

How effectively does assessment during the Foundation Stage identify the children who find it difficult to distinguish between sounds and who may need additional support to catch up?

How well are individual children making progress with activities relating to distinguishing sounds and rhymes, as well as broader speaking and listening activities?

What initial assessments do you make to group children for phonics teaching?

How do you know whether all the children are ready to start on a systematic programme of phonics teaching 'by five'? What provision do you make for children who are not ready?

How do you assess and track the progress of each child in terms of phonic knowledge and skills so that you know whether you need to provide additional support?

The assessments need to be sufficiently detailed to assess individual children, not just groups. How often are the assessments done? How soon do you intervene if assessment shows a child is falling behind? How do the assessments relate to your expectations (or milestones) and the National Curriculum programmes of study?

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How comprehensive are your assessments?

Do you assess individual children's knowledge of grapheme-phoneme correspondences; their articulation of individual sounds; their skills in blending sounds; their reading of common exception words; their reading of non-words (nonsense words)? How are the assessments recorded systematically?

What do you do with the assessments?

How are the assessments used to organise groups for teaching and to deploy teaching assistants and other adults? Do you adjust groups for teaching phonics: within an individual class; across a year group; across the whole school?

How flexible is movement between year groups, including between Nursery and Reception classes, if assessments show that children are making faster or slower progress than their peers?

In the 12 schools visited for *Reading by six*, there was "almost universal grouping by attainment in phonics in Reception and key stage 1 classes, sometimes into fine divisions in terms of levels of knowledge and skills".

What is the nature and quality of intervention for children who are in danger of falling behind in terms of phonic knowledge and skills?

It might be additional support from teaching assistants within the lesson; pre-tutoring in small groups before the phonics session; one-to-one intensive work for catch-up. How do you decide on the provision for each child? How effectively are the assessments used to map out what the children still need to learn?

How well do intervention and any additional support complement and strengthen the mainstream work? How well do they help children to catch up with their peers?

If children receive additional support, does it help them to catch up by revisiting content in mainstream lessons? How do you evaluate the impact of intervention?

What do your tracking, summative assessments and screening check data tell you about the performance of specific groups in terms of phonics?

What do your assessments of phonics tell you about children whose first language is not English, boys/girls, summer-born children, new arrivals, and children eligible for the Pupil Premium? How does this information tally with what you already know about the performance of these groups of children in the phonics screening check and in reading and writing at the end of key stage 1 and key stage 2?

ACTION POINTS

- 1 Read Ofsted's report, *Removing barriers to literacy*.
- 2 Review your assessment and tracking systems for phonics, as well as that of individual children, to make sure that you can track the performance of specific groups.
- 3 Review how well any intervention work for phonics complements and reinforces the mainstream classroom work. Use the subsequent assessments to find out whether the interventions are effective in getting children back on track.
- 4 Read the Oxford School Improvement report, *The Pupil Premium: Making it work in your school*.

Five steps to a successful audit

Step 4:

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Are there enough phonically regular texts at the right level for children to practise reading aloud every day?
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Matched resources

This step is about ensuring that all children read books at the right level so that they make the maximum progress.

The key question is this: how do your resources support children so that they want to read, have the confidence and the skills to do so, and see books as a source of pleasure and information?

The National Curriculum programme of study for reading distinguishes between ‘word reading’ and ‘comprehension’. These questions are designed to help you think about the texts you provide for those different dimensions.

What resources do you have to enable children “to apply phonic knowledge and skills as the route to decode words” and to practise what they have learnt?

Do the texts being used to teach word reading reinforce children’s understanding that they should “apply phonic knowledge and skills as the route to decode words”? Are the texts “closely matched to their developing phonic knowledge and knowledge of common exception words”, so that their fluency and confidence in reading are reinforced and they feel successful?

Are there sufficient resources to enable all children to read at the right level every day?

Do you have enough phonically regular texts at the right level for children to practise reading aloud every day – for example, in work with a partner?

What resources can parents use to help their children with reading at home and develop their speaking and listening?

As well as books, are there resources such as ‘story sacks’ for the younger children to develop their speaking and listening and their interest in books?

How well are your resources matched to the National Curriculum requirements for word reading and, separately, comprehension?

Children may be practising their reading with a phonically regular text, but they may also want to take home a book for an adult to read to them. (See also Step 5, on page 14.)

What does your monitoring of phonics teaching tell you about the quality of the resources and how well they are being used?

Are teachers demonstrating reading by using texts effectively, for example using phonics for decoding phonically regular texts or reading aloud fluently and expressively with their ‘reading voice’?

ACTION POINTS

- 1 Review your monitoring observations to identify what resources are being used, by teachers and by children, and to what effect. Did you notice any gaps in the provision?
- 2 Use this section of the audit with staff to ask them about the number, quality and range of texts, especially phonically regular texts for practising decoding and improving fluency.

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It is important that texts are at the appropriate level for children to apply and practise the phonic knowledge and skills that they have learnt.

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Five steps to a successful audit

Step 5:

Involving parents and carers in supporting reading

Schools already do many things very well to involve parents and carers in their children's reading. This final step of the audit is more of a checklist or review.

How are parents informed about your approach to reading, especially phonics?

Have you revisited your reading policy and information for parents recently in the light of the National Curriculum? Do parents understand that children might bring home books at differing levels of challenge? What opportunities are there for parents to see your approaches in action, such as demonstration lessons? Does your school environment promote your approach effectively?

In particular, are parents clear about your approach to teaching letter-sounds?

Have you explained the order in which sounds are taught? Have you explained your policy on when the names of letters are introduced?

Does your school website meet the statutory requirements in giving parents information about reading, including phonics?

Schools are required to publish information about the content of their curricula, including the name(s) of any reading schemes and phonic programmes they use at key stage 1. Is your website up to date about how you teach phonics? Does it suggest useful links to other sources of online information, for example, so that parents can hear how to pronounce individual sounds accurately?

'Phonics made easy' on the Oxford Owl website is a good source of information.

What strategies do you use with parents who are 'hard to reach'?

These parents probably need your help the most. How accessible is your information? How open is the school to welcoming and encouraging them in terms of reading?

What support do you provide for parents who do not speak English as their first language?

Parents who are hard to reach probably need your help the most. How open is the school to welcoming and encouraging them in terms of reading? How accessible is your information, especially for these parents and for those who do not speak English as their first language?

How do you communicate with parents about their child's progress in phonics, including the results of the phonics screening check?

Your feedback to parents on their child's progress as a reader is probably already good. How well do parents understand their child's progress in phonics in particular and how they might help?

What is the role of governors, especially parent governors, in supporting reading?

How informed and confident are your governors about phonics for reading and spelling?

ACTION POINTS

- 1 Use the findings from the audit as a whole to revisit what you think parents need to know about your approach. Revise your documentation and your website if you need to.
- 2 Revisit your school website, as if you were a parent, and appraise it critically for what it says about reading or ask a parent governor and your literacy governor to take on this task.
- 3 Invite your subject leader to do a presentation to governors on the new tests and what you know about the relationship between your phonic screening check outcomes and the key stage 1 test results (see Action Point 2 on page 7).
- 4 Read *Parental engagement: How to Make a Real Difference*.

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How do you communicate with parents about their child's progress in phonics?
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Helping you achieve the best results

Questions to ask to help you find the best phonics support for your school

Your questions	Read Write Inc. Phonics	Oxford Reading Tree Floppy's Phonics Sounds and Letters	Project X Phonics	School Improvement Pathways www.oxfordowl.co.uk
Do I have a systematic approach to teaching phonics?	Read Write Inc. Phonics is a proven, systematic, whole-school approach to teaching reading using synthetic phonics, developed by national literacy expert Ruth Miskin .	With a structured synthetic phonics programme at its heart, developed by phonics expert Debbie Hepplewhite, Oxford Reading Tree provides a rigorous approach to teaching reading.	A systematic synthetic phonics resource built with experts for phonics practice using a unique approach to ensure rigorous consolidation and practice of phonic skills.	The <i>Improving Phonics Pathway</i> is an easy-to-use online system that includes an audit of current provision and tools and resources to help implement a systematic approach to phonics teaching.
Is there more I can do to support my staff in developing their phonic skills and knowledge?	Ruth Miskin provides rigorous and inspiring whole-school training for all staff and teaching assistants.	CPD support for heads, subject leaders, teachers and TA can be found on Oxford Owl for School .	CPD support for heads, subject leaders, teachers and TA can be found on Oxford Owl for School .	The <i>Improving Phonics Pathway</i> includes tools and resources to support staff professional development.
Am I catching every child the moment they fall behind?	Daily assessment and effective one-to-one phonics tutoring support ensures no child slips through the net.	Rigorous and systematic phonics teaching and practice materials within the Floppy's Phonics Sounds and Letters programme, complete with flexible and differentiated assessment sheets, mean that no child is left behind.	Regular assessment of all children's progress through Assessment Records, designed to help track each child and see how they are developing, and show at a glance any areas which need extra practice and reinforcement.	The <i>Improving Phonics Pathway</i> supports an audit current provision based on evidence gathered that helps identify and support children who may be falling behind.
Do I have fully matched resources to ensure all my children read books at the right level every step of the way?	There are fully matched lively resources for every stage of the programme to free your teachers to focus on teaching.	Resources provide everything you need to teach and practise phonics, matched to the progression of Letters and Sounds .	Engaging resources matched to Letters and Sounds with clear teaching instructions on every page – perfect for teaching assistants.	The <i>Improving Phonics Pathway</i> helps audit current provision, including resources, to identify what needs to be maintained, amended, introduced and discarded based on evidence gathered.
Are my parents fully involved in helping support their children's reading progress?	The free Oxford Owl for Home website gives guidance for parents to support their child with reading and has 250 tablet-friendly eBooks. It also includes helpful advice on phonic pronunciation and enjoyable phonic games and activities. www.oxfordowl.co.uk/for-home/			The <i>Parental Engagement Pathway</i> supports effective ways to develop parent relationships in school and the surrounding community.

Phonics

Getting the
best results

For further support please call
our customer care line on **01536 452610**.

ENDNOTES

- ¹ Ofsted (2010). *Reading by six: how the best schools do it*. Manchester: Ofsted.
- ² DfE (2015). *National curriculum assessments at key stage 2 in England, 2015 (revised)* SFR 47/2015.
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