



Phonics Programme Benefits and Expectations (September 2017 to July 2019)

Promoting phonics mastery and reducing the attainment gap in the South West. A whole school development opportunity, supported by the DfE, aimed at improving the mastery of Phonics in KS1.

Purpose

The project aims to improve Pupils' mastery of basic phonic knowledge to develop speed and fluency so that they become confident, mature readers with a passion for reading. Schools will develop a high level of expertise through training 54 Phonics Champions and 54 TA Phonic leads. The training modules and resources will be made available to schools from outside the programme. The focus will be primarily on the Wiltshire, Swindon and South Gloucestershire regions. Expertise from partners will be used to develop 5 hubs of excellence from which a high-quality programme of support will be delivered.

Benefits to Schools

A fully funded programme over approximately two years including:

- The opportunity to receive support for current Yr 1 and Reception pupils, with further support for Yr 2 pupils who do not pass the Phonics Screener at the end of the academic year;
- The opportunity to develop a Phonics Champion (teacher) and Phonics TA lead for your school. The Phonics Champion does not necessarily need to be your English Subject Lead. Suitability for the role can be based on an individual's knowledge of phonics and the quality of their teaching. Both the Phonics Champion and Phonics TA would need to be willing and keen to engage with the programme;
- An invitation to the Launch event for you the Headteacher, or a Senior Leader and your nominated Phonics Champion on the 2nd November 2017;
- Access to resources and training in the use of bespoke Phonics Training Materials, including targeted resources for SEND and EAL;
- Access to materials and support for running Parent Information Sessions and increasing parental engagement;
- Up to 12 days of release time at £200 a day to allow staff to attend training, provide backfill to allow for the assessment of Pupils' phonics knowledge to take place, receive support and visit other settings;
- 3 days of personalised support from a Specialist Leader of Education (SLE), with a specific expertise and passion for Phonics. SLEs are serving teachers who have been recognised as expert practitioners in their areas. They have received training in how to provide support in school and are registered with the NCTL. The SLE will be able to work with your Phonics Champion and TA to



ensure that the training received has maximum impact in your school. They will be able to advise on interventions that may be unique to your school setting;

- Access to a regional Phonics Hub and Hub Manager;
- Access to the Phonics Programme Director;
- Access to examples of 'best practice' collated by the SLEs, Phonics Hubs and Programme Director. These will be hosted on the Hub websites;
- The opportunity to receive free HLTA training (2 places per hub);
- The opportunity for the Phonics Champion to study for either a 60 or 15 credit Masters Module at no cost to the school (2 places per hub);
- An invitation to a closing event in June /July 2019 to celebrate the successes of the programme and to showcase the outcomes from the action research projects.

As detailed in our DfE proposal we further commit to:

- Host training events, wherever possible, in local geographical clusters and on a variety of dates, to enable all staff to attend;
- Develop programmes that contain stand-alone training modules, video clips etc. that can be used by subject leaders to induct new staff into the programme. This support will be reinforced by the deployment of SLEs;
- Work with your Phonics Champion so they are able disseminate training to an identified group of colleagues to maintain sustainability and ensure that momentum is not lost if a member of staff leaves the school;
- Offer opportunities for teachers to work in partnership with other teachers, visit schools and undertake action based research to achieve Masters credits. We believe that these opportunities will widen teachers' support networks and help reduce workload;
- Support all leaders, where required, in the programme with analysing their data to identify priorities and create a realistic and manageable action plan;
- Develop a programme website that will provide examples of resources that will support teachers' planning and reduce workload.

To receive this support, Schools agree to:

- Attend the launch event;
- Produce a 3 year Phonics Action Plan, which is embedded in the School Development Plan, aimed at improving outcomes - guidance will be given during the launch event;
- Identify a Phonics Champion and Phonics TA within your school and agree to allow them release time to attend training, disseminate information in your school and liaise with your identified SLE;
- Allow for time within staff meetings for this training to be cascaded;
- Hold a parent information session to support the teaching of Phonics within the classroom.
- Use the training materials provided;



- Liaise with your Hub Manager and the Phonics Programme Director as reasonably requested;
- Adhere to the 3 formal data collection points in each academic year, for the purpose of this project. You may use some of the allocated release time funding for staff to collect this data. Please note that the assessment of pupils' Phonics knowledge at these points will follow a model of good practice as suggested by schools where Phonics Screener results are consistently outstanding. This will form part of the class teacher's ongoing formative assessment. A standard data collection tool for recording this assessment data will be provided and will follow the schedule below. Guidance will be given on how to use the tool during initial training.

Academic Year 2017/18

- Baseline Data for KS1 – November 2017
- Data for KS1 – February 2018
- Phonics Screener Data June/July 2018

Academic Year 2018/19

- Data for KS1 / KS2 (pupils who didn't pass Phonics Screener) – September 2018
 - Data for KS1 / KS2 (pupils who didn't pass Phonics Screener) – February 2019
 - Phonics Screener Data – June/ July 2019
- Work with your allocated Specialist Phonics Leader of Education (SLE) for 3 days over the course of the project, and adhere to the working standards set out in the SLE memorandum of understanding applicable to the Hub they are working with (these are in line with DfE recommendations, your Hub will supply you with a copy);
 - Contribute to the Phonics website with examples of good practice;
 - Agree to take part in quality assurance reviews;
 - Attend the closing event.

Excalibur Teaching School Alliance
Swindon Teaching School Alliance
Nexus Teaching School Alliance
Pickwick Teaching School Alliance

October 2017