**TAME VALLEY ACADEMY:**

Years 2 and 3 – Closing Gaps in Phonics and Reading



Baseline phonics assessment of pupils using RWI assessment.

Additional RWI phonics teaching for identified pupils in Year 2 – in small groups – 20 mins daily. Due to Covid-19 restrictions, phonics lessons are having to be taught in whole classes, meaning that differentiation and appropriate levels of challenge will be more difficult. Pupils will take part in these lessons and will then have the opportunity to close individual gaps in a second daily phonics lesson.

RWI phonics teaching for identified pupils in Year 3 – in small groups. (Pupils who did not pass or did not take the screening in Year 1 and those who did but who scored between 32 and 34 (as appropriate).

1-1 reading for each identified pupil for 10 mins daily. Pupils targeted for fluency and verbal comprehension.

Additional reading comprehension for identified pupils – linked to non-core curriculum to also ensure access to learning in these areas.

Close the gap activities linked to learning carried out across the curriculum on a daily basis and closely linked to ongoing AFL by class teacher, TA and additional teacher.

Monitoring:

* Class Teachers (CM and SB) to meet daily with additional teacher for AFL discussions.
* Phase Leader (CM) to meet weekly with SB to monitor pupil progress and plan next steps.
* Pupil data, pupil books.

Medium term

Pupils will make clear progress with phonics – demonstrated by half termly assessments.

Reading fluency will increase and pupils will be able to answer increasingly complex questions, demonstrating increased understanding of what they have read. (Use of GL assessments to secure teacher judgements.)

Long term

Gaps between key groups of pupils will be reduced. E.g. between disadvantaged / other.

Pupils (particularly those identified as having fallen significantly behind) will have made accelerated progress from their September starting point.

**PUTTING EVIDENCE TO WORK: A SCHOOL’S GUIDE TO IMPLEMENTATION**

Implementation plan template



This resource supports the [*Putting Evidence to Work: A School’s Guide to Implementation*](https://eef.li/implementation/)guidance report.

Final Outcomes (and so?)

Pupils will have made accelerated progress in Phonics.

Phonics outcomes for pupils in Year 2 in Autumn 2 will be in line with those for previous cohorts.

E.g. 2019 Year 1 Phonics – 90%

Pupils in Year 3 will have successfully completed the RWI programme and will be fluent in phonics.

Implementation Outcomes (how well?)

Short term

Which interventions are needed by which pupils will be quickly identified and a robust timetable of well planned interventions will be implemented.

Additional member of staff will be quickly embedded as part of the Year 2 / 3 teams.

All staff will understand which pupils have been identified for which interventions and why. Clear targets for each pupil will be in place.

Implementation Activities (how?)

Intervention Description (what?)

Employment of additional “good” or ”outstanding” teacher via agency at cost of £190 per day for 2 days per week for 10 weeks. (Total cost starting from wc 05.10.20 = £3,800)

This additional teacher will be used to:

* Carry out RWI and GL Reading assessments with pupils to ensure gaps are clearly identified.
* Carry out 1-1 / small group Phonics booster lessons and reading interventions with pupils, based on collaboration with class teacher, phase leader and SENCO.
* Cover the class teachers (Craig McMahon and Sonia Bowden) for one afternoon per week each to enable CMc and SB to carry out 1-1 / small group phonics lessons and reading interventions.
* Release the class teachers for regular progress and planning meetings to monitor the progress of pupils and impact of interventions being carried out.

Problem (why?)

The 2020-21 cohorts of Year 1 and 2 pupils did not complete their phonics programmes in 2019-20.

Pupils in Year 1 and those who had not already passed in Year 2 did not complete the phonics screening test in June 2019.

Without secure knowledge and understanding of phonics, the progress of these pupils in Reading will be significantly reduced.

Without being able to decode and read fluently, these pupils will be unable to make good progress in any areas of the core or non-core curriculums.

Pupils for whom gaps are particularly significant:

* Pupils who were not on track to pass phonics screening at end of Year 1 in Feb 2020 (8)
* Disadvantaged pupils (15)
* SEND pupils (4)
* EAL pupils who do not speak much English at home (6)

Some pupils are in more than 1 group. Total number of children in at least one group is 19 (76% of cohort).