Ten Week Transformation Plan – Teaching Writing

Expected Outcomes:

* Ensure expectations for teaching and learning are clear for all staff
* Establish clear standard operational procedures for all planning for learning and delivery of teaching in writing

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| Week | Phonics Lessons | Professional Development/Meetings | Senior Leadership Focus |
| Week 1  Week end 4/9 | Every child to be baseline assessed to check their phonics age and then placed in correct phases   * Every class given letters and sounds plans to follow. At the end of each week, they need to be annotated and checked for progress (whether to move on or revisit sounds) * All children will be streamed and placed into groups appropriate to their ability | * EY and Year 1/2 all staff meeting surrounding phonics and streaming children into groups. | * CML/GI asses all children and place them in phonics groups. Give all results to class teachers so they know where they are at the start of the assessment. |
| Week 2  Week end  11/2 | * Organisation of all children into correctly matched phonics groups based on assessments * All adults have a clear understanding of what phase they should be teaching along with standardized plans across every group | * Give all plans to all adults covering phonics lessons (EYFS and Y1/2) with a clear outline of what is to be taught and the strictness in timing for children to have paced lessons * Briefing surrounding the plans for all staff involved and opportunities to ask questions. Directions as to any resources necessary to support their teaching | * Leaders to organize planning into appropriate folders as per phase planning * Briefing led by CML to all adults involved in phonics teaching to ensure pace and expectations (GI to support in correct sounds) |
| Week 3 Week end 18/9 | * Set up routine for EYFS and Year 1/2 to ensure rapid involvement in phonics lessons from all children * Ensure children are all correctly placed in each phonics group and move any children based on staff assessment of children accessing/exceeding their group | * Briefing to check all staff are clear of behavioural expectations and self-registering process in order to ensure rapid start of phonics and no missed learning opportunities | * Monitoring of morning routine and checking that all children are in correct groups. |
| Week 4 Week end 25/9 | * Phonics learning walk with CML/LS/GI across the week to all groups * Feedback to teachers: pure sounds across all lessons being taught, pace needs to be increased and engagement from all children (not just expectations of good behaviour) | * Training day session with CML and LG to ensure pace of lesson and pure sound phonics (focus on TA support) | * CS to set out action plan for the remainder of the academic year based on observations and CPD * Feedback to staff to ensure all staff are aware of progression from Phase 1-6 |
| Week 5 Week end 2/10 | * Phonics observations and checks on what is being taught – review of plans and annotated work by TAs * Revisit any children who need to be moved into different phases based on phonics progress * Check assessment progress sheets from each group | * Group all decodable reading books into phases so that ‘book bands’ and ‘stages’ are removed * All adults are to be made understood that children can move around books within a phase but cannot move to a new phase without approval | * Whole school overview of Letters and Sounds completed in phases and their expectations across terms, year groups and end of KS – ensure ALL staff are clear on progression * All decodable books put into phases * File created to monitor their progress across each week |
| Week 6 Week end 9/10 | * Phonics lesson observations based strictly around pace – ensure the pace set is engaging for all children * Revision of old sound and quick introduction of new sound (where appropriate) * All planning is **STRICTLY** Letters and Sounds and all staff understand that any other resources are to be checked and approved by CML or LG | * Development of Year 2 phonics – involving the grouping of books into phases and ensuring children are taking decodable books for their homework * Including Y2 in sound mats and patter for handwriting | * Handwriting plan written alongside of the appropriate patter for the formation of each letter * All classes given correct letter formation and ‘sound mats’ relating to each phase * Monitoring of planning – are all staff following planning format and assessments? If not, ensure all staff are clear of expectations |
| Week 7 Week end 16/10 | * Parental involvement in phonics – teachers need to put up phonics links on their webpages and their dojos * Film phonics lessons and reading by children to be posted so that parents are aware of expectations and teaching styles | * KS1 and EYFS staff briefing on expectations on correcting children’s mispronunciations and ensure use of correct sounds * Recap use of planning and assessment sheets * Introduce handwriting expectations and patter to be able to form letters correctly * Give overview planning of all handwriting expectations across EYFS and KS1 | * Phonics resources audit * Coaching of planning, teaching and assessment of phonics across all adults delivering lessons |
| Week 8 Week end 23/10 | * Learning walk around phonics – checking pace and engagement, improvements on previous lessons and ensuring that new learning is taking place (new sounds and spellings) * Lesson observations by staff needing further support and watch model lessons for teaching style | * Training surrounding the assessment, plans and expectations (including children moving to a new phase – decision must be made through assessment and teacher judgement) | * Review all phonics plans and ensure they are Letters and Sounds focussed only. All phonics plans must be the same and matched to each of the phases * All assessment must be put out to all phases in order to have daily, weekly and end of phase assessments |
| **October Half Term** | | | |
| Week 9 Week end  6/11 | * Guided reading lesson observation – across the whole school in order to check that comprehension is being taught * Check reading records and reading assessment across the whole school | * Discuss comments made in books and in relation to criterion assessment – ensure comments are clear and concise with targets * KS1 briefing to ensure staff know expectations for book changing | * Take individual readers to check accuracy of assessments being made – are the readers matching what the teachers have assessed? * Look at all reading records and comments made for parents |
| Week 10  Week end  13/11 | * Handwriting lesson observation – check that the correct patter is being used in all lessons * Another resource walk to ensure elimination of all resources other than those approved by CML or LG | * Briefing to create opportunity to discuss any concerns going forward and what further support is needed | * Ensure that planning is complete from Phase 1-6 * All groups must be following the assessment format and completed for individual children both summative and formative |
| Week 11 Week end  20/11 | * Formal lesson observations by LS and CML looking at pace, consistency, engagement, expectations, teaching and assessment – feedback will be included as we will be looking for implementation of all practice | * KS1 and EYFS staff briefing on expectations on correcting children’s mispronunciations and ensure use of correct sounds * Recap use of planning and assessment sheets | * Feedback to staff on progress of lessons and expectations laid out for them to achieve * CML to go on a visit to see phonics at RAF Benson (TBC) |
| Week 12 Week end  27/11 | * Raise profile of phonics on class website and Class Dojo in order for parents to see what is happening in the classroom * Ensure consistency of PXCode intervention in Y1 – check that phonics and program are being followed rigidly | * Check with all teachers that they all understand where the assessment of all children are in the class and what needs to be taught in order to reach age expected outcomes | * Parental involvement – have a phonics session and a leaflet so that parents understand what is being practiced within the school for phonics lessons * Raise profile of phonics on class website and Class Dojo in order for parents to see what is happening in the classroom |
| Cont. | * Ongoing learning walks and monitoring of expectations and assessment | * Ongoing updates in briefings and staff meetings | * Ongoing coaching, support and monitoring |

Resources

* Phase 1 -6 boxes of resources – ensure the consistency across all boxes (all to be kept in EYFS class)
* Actions for letters – NO MORE JOLLY PHONICS, we can make up our own actions but no more visuals from Jolly Phonics
* Writing ‘patter’ – all staff need to be using the writing ‘patter’ documents to formally teach handwriting
* Overview planning – expectations for the staff and the children at the end of each term and end of year
* Overview planning – all children, where they are, where they move to at the end of each half term, expected targets for end
* Staff meeting surrounding whole school message – including involvement of JP (aim is uniting staff to work towards the same goal TBC)
* Expectations of book changing – How often are they being changed? Who is changing them? How do they get moved on?
* Parental expectations – raising the profile of phonics at home and communications with the parents
* Monitoring opportunities – set times in the calendar for monitoring and team teaching
* Ensure Y2 phonic planning formats are consistent with EYFS and Year 1
* Audit phonics resources
* Opportunities to apply phonics knowledge outside phonics/writing lessons
* Arrange a staff meeting phonics session