

SENCo Forum Phonics

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The impact of learning to read ...

HERE'S THE IMPACT OF **READING 20** MINUTES PER DAY!

A student who reads

20:00

minutes per day

will be exposed to
1.8 MILLION
words per year
and is more likely
to score in the
90th PERCENTILE
on standardized tests

A student who reads

5:00

minutes per day

will be exposed to
282,000
words per year
and is more likely
to score in the
50th PERCENTILE
on standardized tests

A student who reads

1:00

minute per day

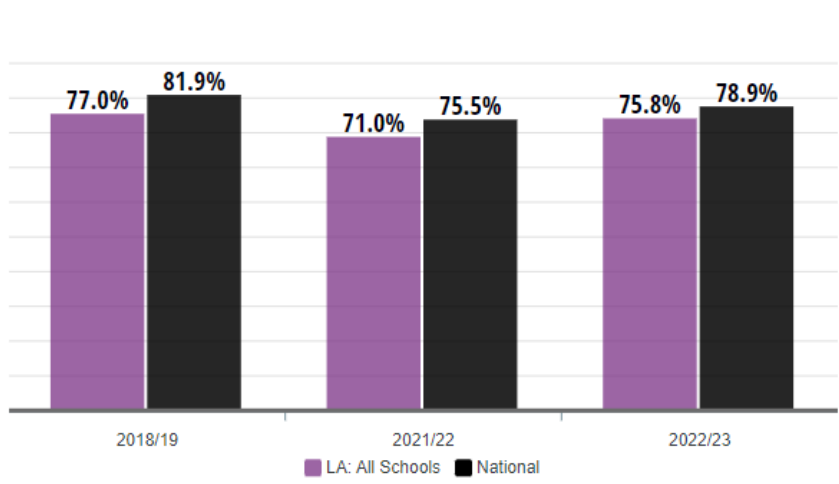
will be exposed to
8,000
words per year
and is more likely
to score in the
10th PERCENTILE
on standardized tests

Source: Nagy, Anderson and Herman, 1987

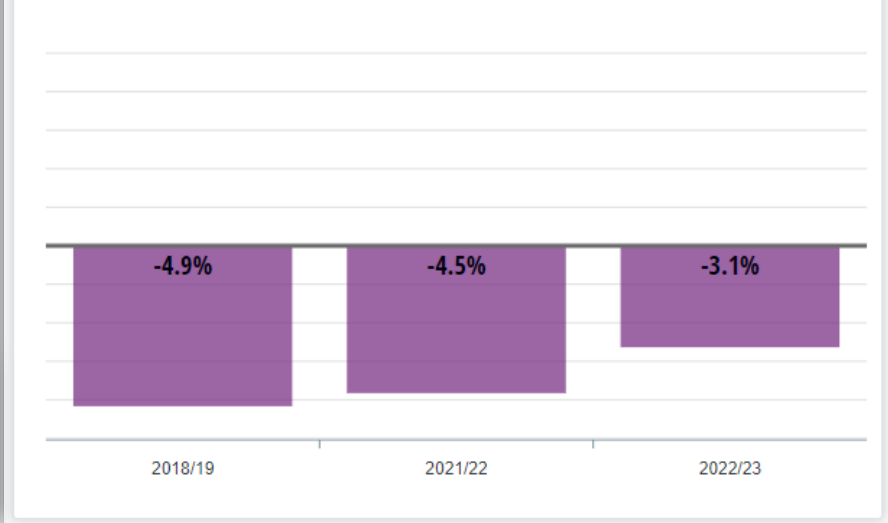
Phonics Outcomes

Y1 Outcomes 2023
 National 78.9%
 Local Authority
 75.8%

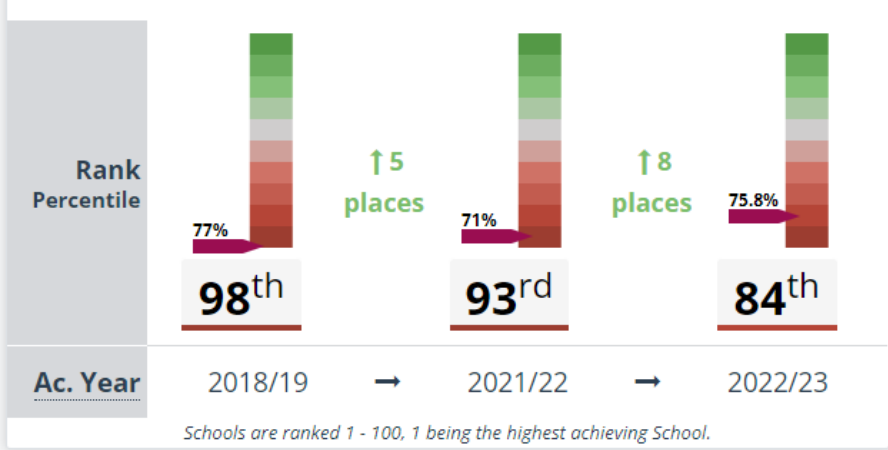
Phonics: Expected Standard (Year 1) | Trend



Phonics: Expected Standard (Year 1) | Comparison Trend



Phonics: Expected Standard (Year 1) | Percentile Rank Trend



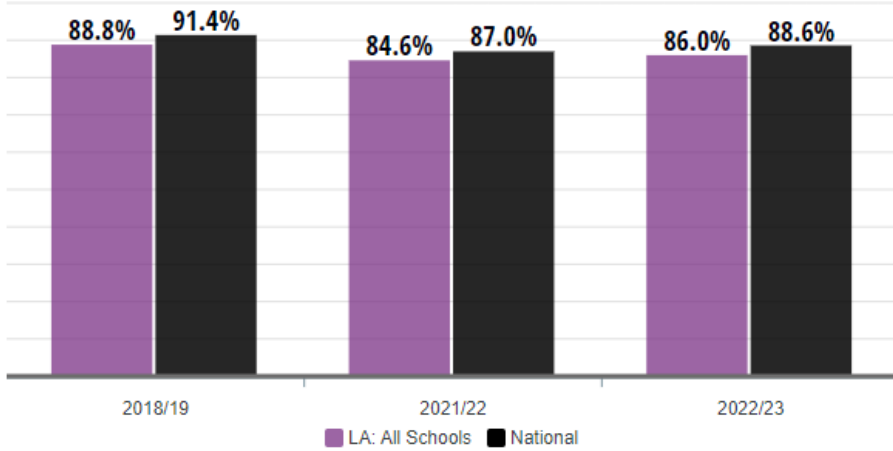
Outcomes for children identified with SEN

NCER		Phonics Benchmark							2023 SEN Support					
Estab. No.	Estab. Name	Cohort	Mark						Outcome					
			No Score	0-15	16-23	24-31	32-36	37-40	APS	Q	A	D	WT	WA
-	Local Authority	293	2.7%	35.5%	7.2%	8.9%	25.9%	19.8%	22.8	0.0%	0.3%	2.4%	51.5%	45.7%

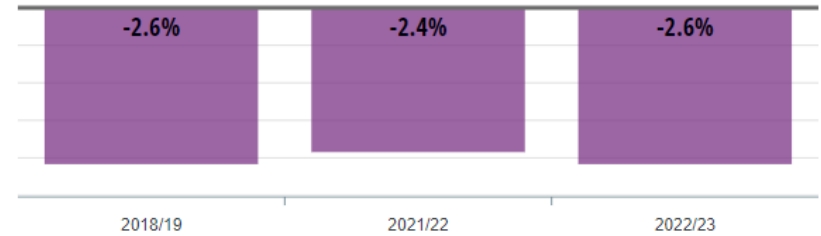
Phonics End of KS1

End of KS1
Outcomes 2023
National 88.6%
Local Authority 86%

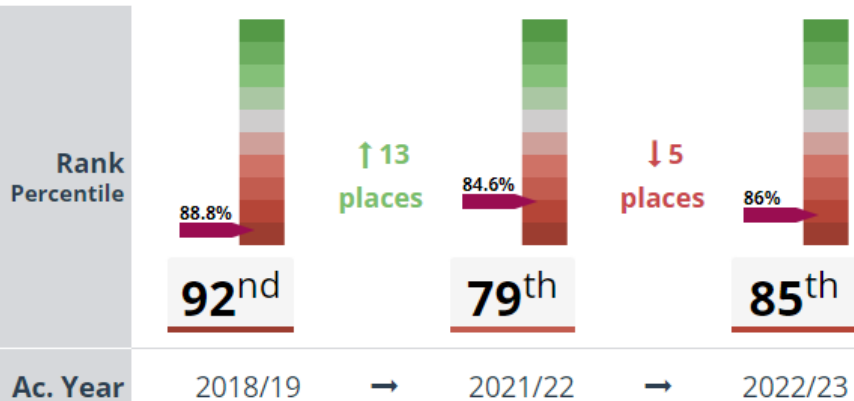
Phonics: Expected Standard (End of Key Stage 1) | Trend



Phonics: Expected Standard (End of Key Stage 1) | Comparison Trend



Phonics: Expected Standard (End of Key Stage 1) | Percentile Rank Trend



Schools are ranked 1 - 100, 1 being the highest achieving School.

Reading Framework



The reading framework

July 2023

[The reading framework - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

Nick Gibb



Children do not just ‘become’ readers, and reading engagement is not possible if children struggle with the basic mechanics of reading. Fluency, comprehension and enjoyment are the result of careful teaching and frequent practice.

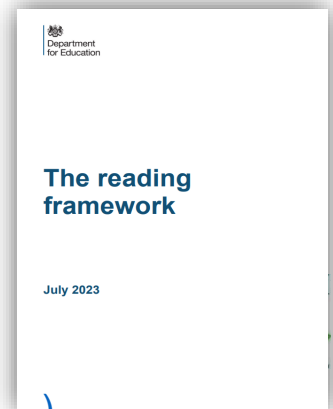
Ensuring children become fluent and engaged readers at the very earliest stages also helps avoid the vicious circle of reading difficulty and demotivation that makes later intervention more challenging.

Pupils with special educational needs and disabilities

Instruction should be accessible to all these pupils. Teachers should:

- provide them with the skills and knowledge they need to read and spell, by direct instruction, progressing systematically with carefully structured, small and cumulative steps
- use instructional routines that become familiar
- provide materials that limit distraction; are clear, linear and easy to follow; are age-neutral or age-appropriate and can be adapted further, such as being reduced to individual items
- provide opportunities for work on vocabulary, fluency and reading comprehension
- provide multiple opportunities for overlearning (recall, retrieval, practice and application at the level of the alphabetic code, word, sentence and text).

p82



‘All children can learn if they receive good teaching’

SPECIAL EDUCATIONAL NEEDS IN MAINSTREAM SCHOOLS

Guidance Report



1

Create a positive and supportive environment for all pupils, without exception



2

Build an ongoing, holistic understanding of your pupils and their needs



3

Ensure all pupils have access to high quality teaching



4

Complement high quality teaching with carefully selected small-group and one-to-one interventions



5

Work effectively with teaching assistants

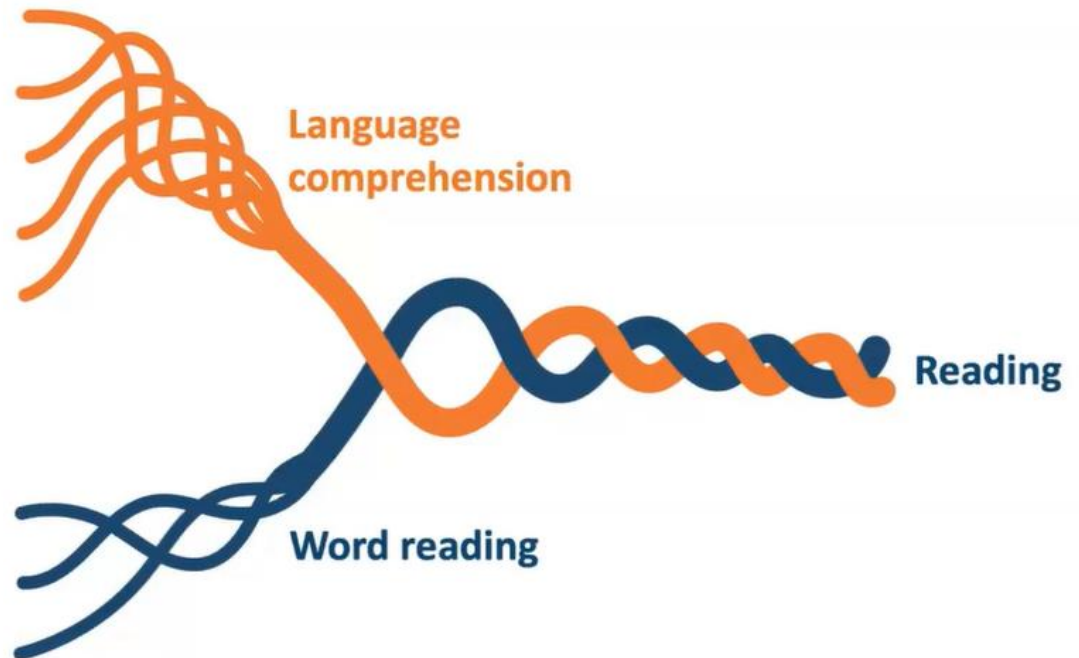


How do children learn to read

Scarborough reading rope

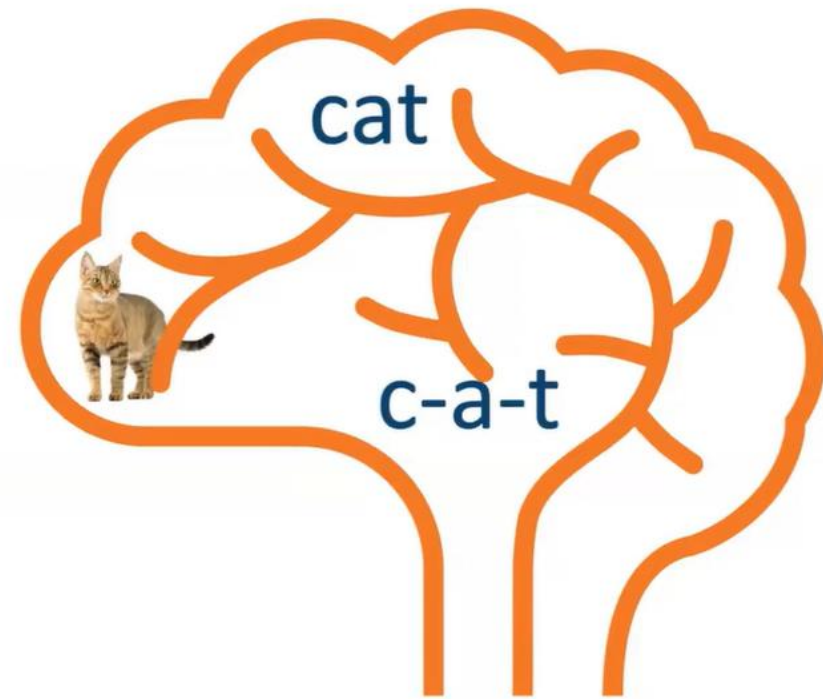
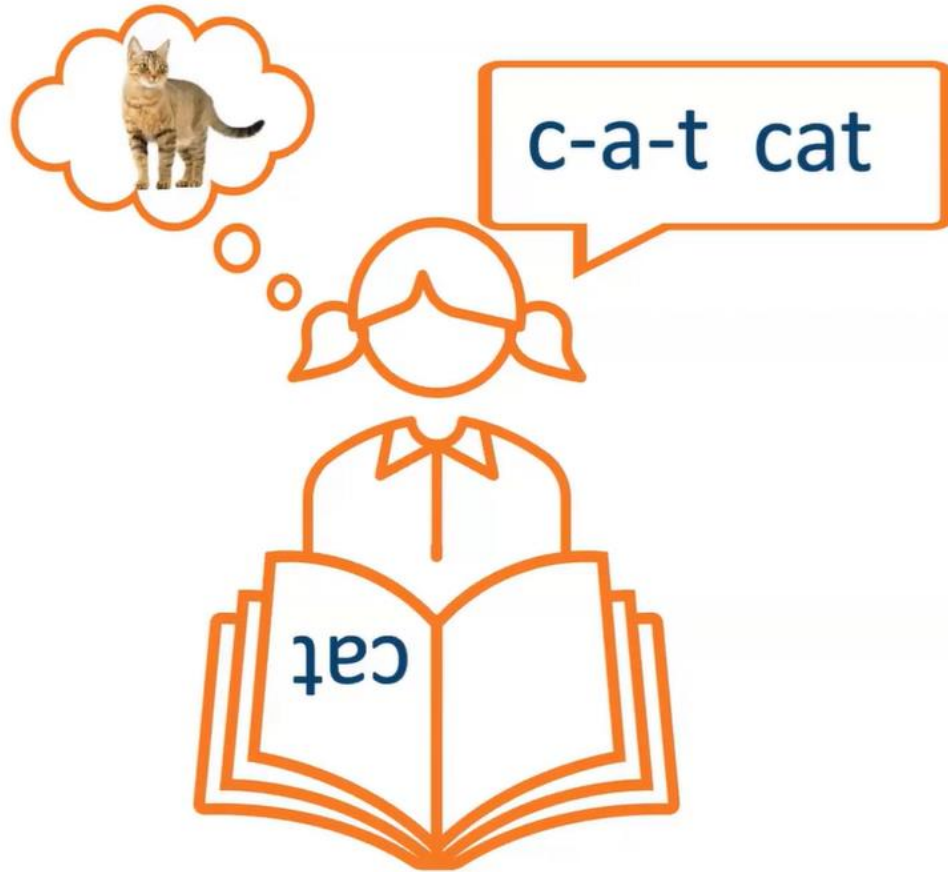
Background knowledge
Activating word meanings
Language structure
Comprehension monitoring
Understanding text structure

Letter-sound knowledge
Accurate word decoding
Automaticity in decoding



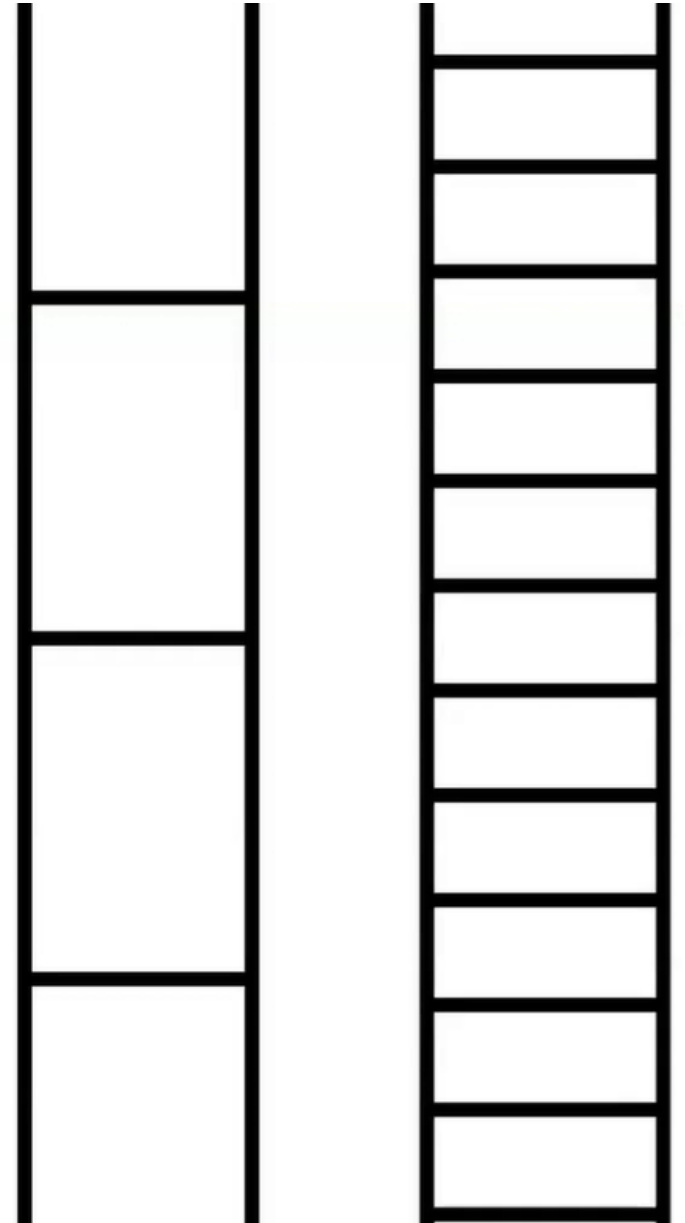
How do children learn to read

Orthographic mapping



What does your SSP programme offer?

Same curriculum, smaller steps



1

Create a positive and supportive environment for all pupils, without exception



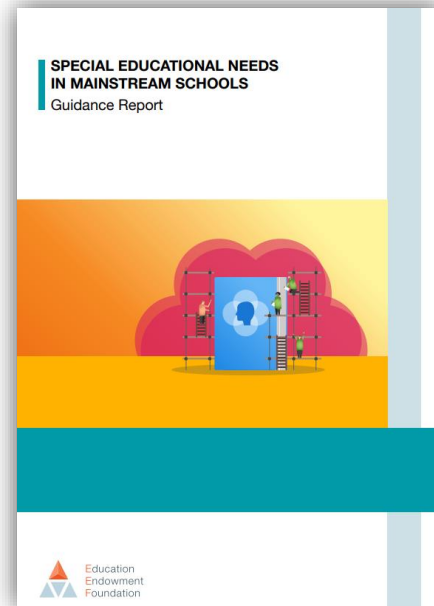
Environment:

- uncluttered
- lighting
- children can see your face, board, word cards

‘Remove Barriers’

Routines:

- reduce teacher talk
- give every child a voice
- use mantras that reduce cognitive load
- prime children to learn
- ensure pace and engagement
- provide feedback that can be quickly acted upon



2

Build an ongoing, holistic understanding of your pupils and their needs



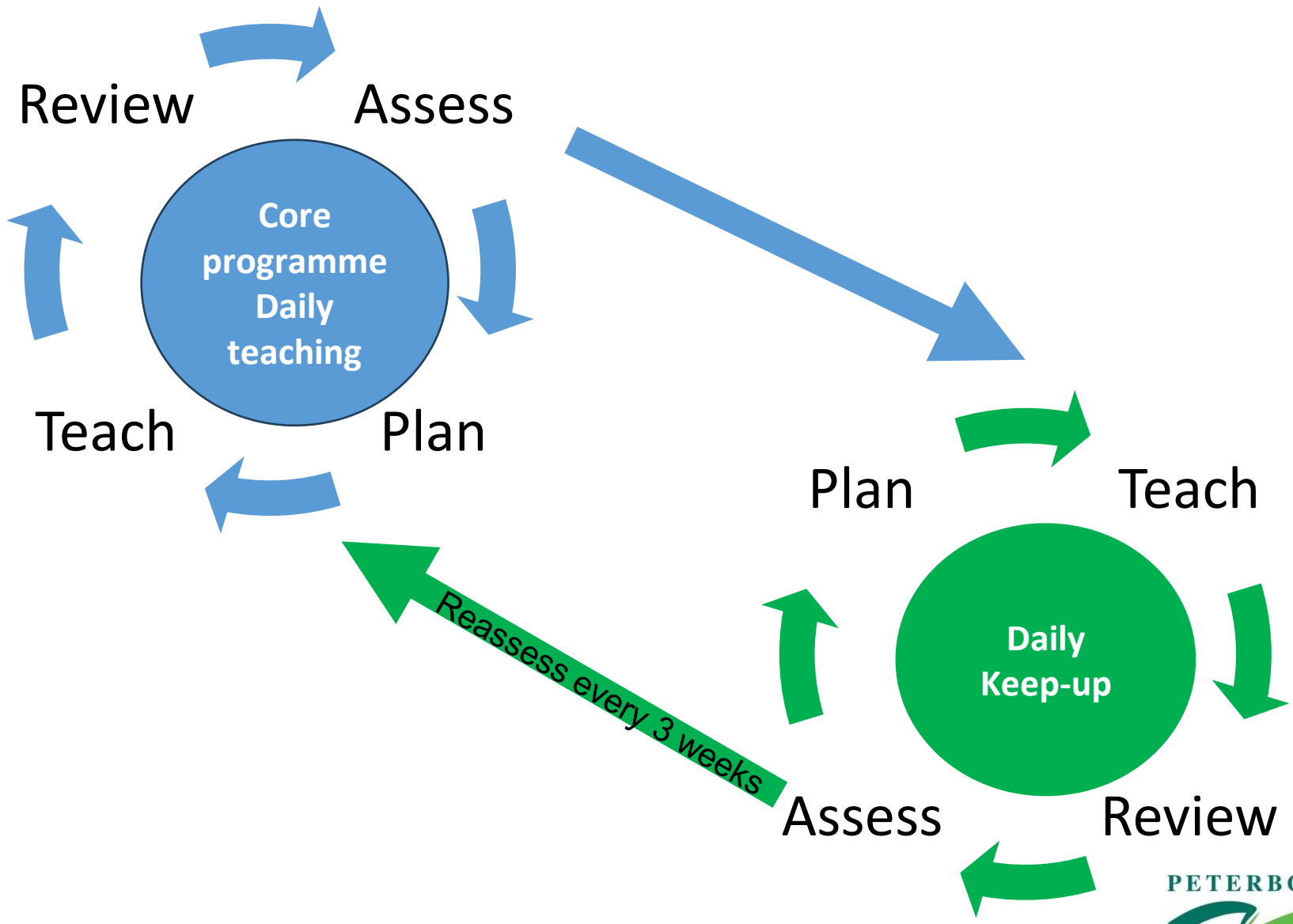
‘Understand pupils’ needs’



Assessment:

- information from home / previous teacher
- AfL in every lesson
- ongoing assessments
- use images and grapheme cards in assessments

What does your SSP programme offer?



What does your SSP programme offer?

Same curriculum, smaller steps

Plan



Teach



Blending and reading words:
Super-supported method



Blending and reading words:
Whisper method



Teach and practise: Teaching
a new GPC



Practise and apply: Change it
with assistive technology



Practise and apply: Spelling



Practise and apply: Change it



Practise and apply: Match the
word to the pictures

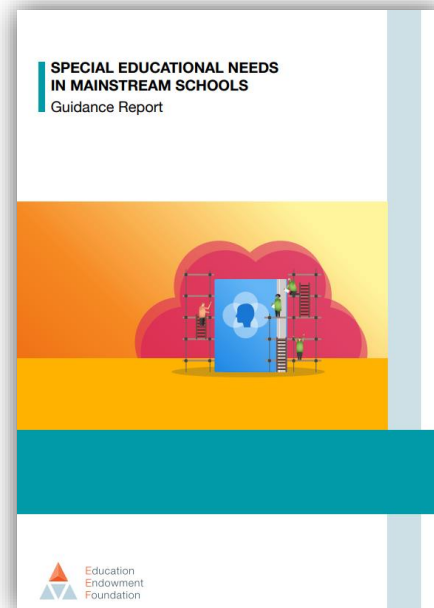
3

Ensure all pupils have access to high quality teaching



‘Best possible teaching’

- focus children sit near teacher
- mouth visible
- L-shaped seating
- high expectations for all
- encourage with warmth and praise
- adaptive teaching

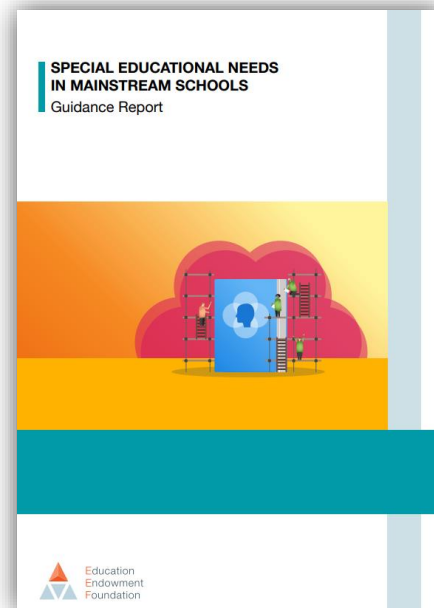


4

Complement high quality teaching with carefully selected small-group and one-to-one interventions

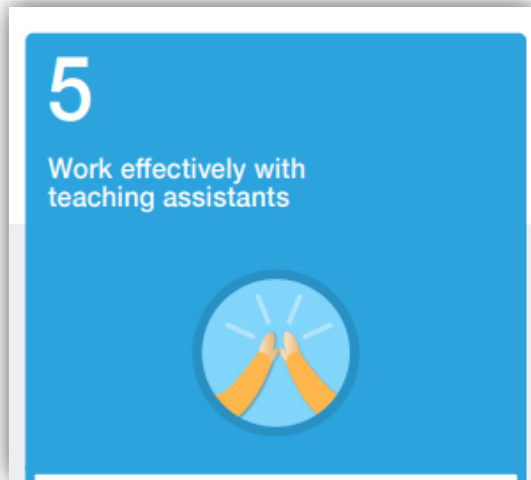


‘Careful Interventions’



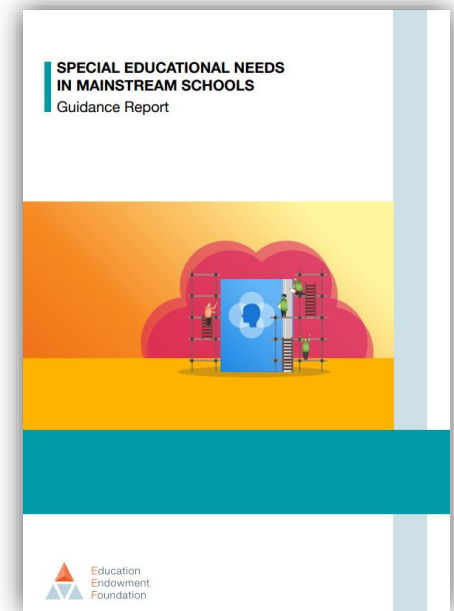
Be specific about what your children need:

- taught by a skilled member of your team
- consistent (teaching, resources, space and time)
- high expectations
- positive praise
- GPC gaps better to teach on a 1:1 basis



‘Teaching assistant support’

- initial training
- ongoing coaching
- monitoring
- use any video exemplifications
- regular discussion with class teacher and reading/phonics leader



Contact Details



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