

NOVAC (Note of visit and contact)

School:	Hunslet Carr Primary School	Date:	2.12.21
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Visit Details:	Summary of phonics observations and discussions		

Purpose of the visit and focus of the support or training:

Following an earlier brief review of the teaching of phonics, this visit was to assess what had been put in place and to discuss post-Ofsted plans from the recent inspection, alongside the link adviser. The following recommendations were made from the earlier visit:

1. *The phonic team need to produce a simple two sides of A4 document outlining the school 'non-negotiables' on phonics, to cover such things as when to use sound buttons, phoneme fingers, teacher patter, appropriate resources etc. This will help to ensure consistency across the school.*
2. *The order and sequencing of Phase 5 was discussed, and this was something that staff had been aware of as a weakness, but especially after the S-W visit. The SIC suggested a week or so on a particular spelling pattern – such as 'ai/ay/a-e' – so that children could build on what they know and make for less cognitive demand. This will also support differentiation. The SIC will send a suggested plan of attack for Phase 5.*
3. *When displaying phonics to support learning – especially at Phase 5 – provide word examples for each letter sound spelling alternative, not just the spelling pattern.*
4. *The team need to urgently find out what phonics provision exists in KS2, how children who have not passed the PSC are supported, whether staff phonics knowledge needs improving and to ensure that the good practice seen in Y2 can be mirrored in Y3*

Outcomes/Summary of the visit:

- The SIC briefly observed routine sessions for phonics as they would normally be taught in Nursery, Reception and longer in a Y3 lesson. Teacher modelling and learning behaviour was excellent in the EY lessons and practice seen was strong. The phonics leader was concerned that the lower attaining children are not catching up quickly enough, especially in reception; many of these children now have SALT input for weak enunciation of sounds. A range of strategies was discussed including pre-teaching, immediate intervention post-teaching and extra one to one work.
- The recent inspection had felt that support staff did not necessarily follow the same protocols and practice when reading one to one with children as teaching staff. This will need additional training in school. Ofsted did not watch any KS2 phonics lessons.
- The phonics leader has produced excellent documentation to support staff in school, including clear non-negotiables and outlines of progression; this was rightly praised by Ofsted. The summary of intent in Nursery was also excellent and the need to perhaps work on oral blending earlier in FS1 was discussed.
- The phonics team have also looked at the criteria for current phonics programmes produced by the DfE and assessed their own practice and provision against it. One area to look at again was interventions and how they mirror mainstream class practice.

- In the **Year 3** class seen, the focus was on the 'ly' suffix, with good partner work, excellent learning behaviour and teacher modelling across both classes. There were good explanations of spelling 'rules', using best bet and children worked using mini whiteboards where appropriate. Perhaps more could be done to show children how the words could be used, to reinforce understanding in context.

Recommendations/Agreed Actions:

The SIC met with the phonics team to discuss findings from the observations. The following are recommendations for action and to move phonics forward:

1. The phonics lead to train support staff in one to one reading so that there is greater consistency to match teacher input.
2. Look at how interventions are planned and delivered; the SIC will make a follow-up visit to observe interventions and look at the interventions structure.
3. The SIC to send additional materials on phase 2 assessment, phonological awareness and an example of a 'snappy lesson' to the phonics lead.

Distribution list

Headteacher

Link Adviser

Other Consultant (if relevant)