

Year 1 and 2 Catch Up – Phonics. (2020/2021)

Year 1

Intent	Implementation	Impact	Evaluation
<p>Children who were at risk of falling behind would fill the gaps in learning with regards to their Phonic knowledge and understanding of reading.</p>	<p>S.Banks worked with 18 identified children from across the 2 classes for intense daily phonics sessions on a fortnightly basis (1 week in each class to prevent mixing of bubbles)</p> <p>Half term assessments were carried out to monitor the progress since September and the initial impact of the intervention groups.</p> <p>Daily dialogue between staff to discuss the daily findings and progress of each child within each group.</p>	<p>Small groups of 5 or 6 children were identified and taken out for 20-minute sessions daily on a fortnightly basis.</p> <p>This focussed on reading, writing, Phase 2 Phonics, Phase 3 phonics, blending, segmenting and tricky words. The progress and impact of these interventions were assessed before October half term.</p> <p>This allowed for groups to be rearranged where needed. Some groups were refocussed, and tasks and activities were re-evaluated to best suit the children’s individual needs.</p>	<p>Intervention groups and closing the gap work continued throughout the academic year. This had an impact on the children’s ability to have a go at activities and tasks and giving them the knowledge they needed to attempt them.</p> <p>Children continued to develop their phonetic confidence throughout the year which had a positive impact on the reading and comprehension.</p>
<p>Children who were working at the higher level of understanding of Phonics and who were ready to start Phase 5 phonics were targeted.</p>	<p>On a fortnightly basis the Higher Ability group of children were taken out for additional teaching of Phase 5 phonics to enable them to</p>	<p>Instead of this group of children having to have a split lesson within class (due to adult numbers and bubble mixing) it allowed for them to</p>	<p>This grouping allowed the children to consolidate their knowledge and further embed this. This enabled them to use it more</p>

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	have additional direct teaching in a smaller group.	have more direct, targeted and quicker paced sessions. These were then built on during alternate weeks when they were back in class	accurately within their reading and writing.
Additional 1:1 reading sessions with targeted children on a weekly	The 18 identified children from across the two classes read daily to allow them to apply their phonic understanding to their reading	Children who had been identified for additional support in groups were also given additional daily 1:1 reading sessions to implement the skills they had taught and apply them directly to the skill of reading.	The 1:1 reading meant that the children who were finding the decoding and blending trickier developed their fluency and ability. It gave them the opportunity to use the skills more frequently and in turn develop their confidence.
Targeted and differentiated tasks were set for online learning during the first week of January.	<p>Three-way differentiation of tasks, phonemes and activities were scheduled and assigned using Google Classroom. This was originally started by S Banks based on the activities she had done with the children from the key groups.</p> <p>This was then continued following the end of the 'catch-up' sessions and time by the Year 1 staff.</p>	<p>Children continued to work at the correct pace and focussing on the relevant skills based on their October half term assessments.</p> <p>This has continued through to February half term so far and will continue until the children can come back to school and can be re-assessed to identify any further gaps that may have emerged.</p>	Online tasks were carefully linked to individuals and groups of children to ensure that they could meet the learning intention and continue to succeed while engaging them with the learning that they needed.

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### September 2020 Assessment Data

Number of Children	Well Below expected level (few sounds, limited blending)	Limited blenders (Many sounds but limited blending)	On Track (confident with sounds, many blends, pseudo words read)
57	25	22	10
	43.8%	38.6%	17.5%

This was the baseline assessment carried out in September when the children returned to school following the first lock down and the six weeks holiday.

### October Half Term 2020 Assessment Data

Number of Children	No Progress	Limited Progress	Progress
56	6	19	31
	10.7%	34%	55.3%

This is following targeted intervention as detailed in the table above.

### December 2020 Assessment Data

Number of Children	No Progress	Limited Progress	Progress
56	6	12	38
	10.7%	21.4%	67.9%

This is following further targeted intervention and direct teaching in smaller groups.

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Year 2

Intent	Implementation	Impact	Evaluation
<p>Higher ability readers given tailored input to ensure exposure to a wide range of challenging texts and genres</p>	<p>Children were given a different text each week by HR, ranging from poetry to less commonly seen non-fiction texts (such as advertisements and leaflets). The structure and features of each text type were analysed, ensuring the children understood the purpose of features such as stanzas and subheadings.</p>	<p>Children able to recognise different text types when given them, enabling them to better understand the content and context of texts. This facilitated a mature understanding of audience and purpose, further developing wider comprehension skills.</p>	<p>Targeting the higher ability children allowed them to develop their skills and confidence in order for them to access texts, genres and comprehension using all of the skills they have been taught.</p>
<p>Higher ability readers given opportunity to explore and develop vocabulary</p>	<p>Children were initially taught in class how to use dictionaries and thesauruses to develop their understanding of new vocabulary. In turn, they were then taught by HR how to use context to infer definitions of unknown words. This is a complex skill for Year 2 children that would normally be taught through targeted in-class sessions, however due to the needs of the majority of</p>	<p>The children developed the ability to independently use thesauruses and dictionaries, which has had a very positive impact on writing outcomes. With regards to reading, it has ensured that the children in this group are able to answer the majority of vocabulary-style questions given to them, as well as being able to discuss with adults and other children the meanings of new words in context. This is a highly</p>	<p>Exploring and developing the children's vocabulary has allowed them to be more expressive both verbally and within their writing. This has led to more interesting descriptions and writing by these children.</p>

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	<p>the class, this was inappropriate for whole-class teaching.</p>	<p>important skill in reading as it enables the children to independently access a much wider range of texts.</p>	
<p>Group of lower ability readers who passed the phonics screen but were at risk of not meeting age related expectations to have focussed, small-group input to develop early comprehension skills</p>	<p>This group of children were taken as a group by HR once weekly and also had additional 1:1 reads in class over the week. The focus initially was to build stamina in reading, ensuring children could remember what they read at the start of the text once they finished. They were taught strategies such as reading a text 2-3 times before answering questions, as well as skimming through to find 'key words' to support in comprehension. As well as looking at written comprehension skills, these children also focused on verbal comprehension such as retelling stories, identifying key points and sequencing.</p>	<p>There has been a noticeable improvement in the confidence of the children in this group and fluency has developed to the point of being able to read entire texts, independently applying decoding skills where necessary. The initial verbal comprehension focus enabled these children to discuss their personal opinions of texts without wondering if they were 'right or wrong', and the small-group setting ensured they could understand their mistakes and there was enough time and attention to discuss any confusions they may have had. At the point of the lockdown, these children were being introduced to written comprehension questions and strategies they could use to answer these, such as finding 'key words' in the questions and using highlighters/cravings to locate the answers. There was a</p>	<p>By continuing the phonic input with these children it has allowed them to embed these sounds, blends and graphemes at a much deeper level. It has meant that they haven't been forgotten and they have had more opportunity to use and revise them. This has had a positive impact on their reading and writing.</p>

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		noticeable improvement in test scores and day-to-day comprehension answers for a number of these children, where it was evident that they had used this skill throughout their work.	
Three children who did not pass phonics screen given additional twice weekly 1:1 reads with a focus solely on blending and decoding to develop fluency	Each child was read with for ten minutes 1:1 with HR - we found this to be the most appropriate length of time for these children. During this time, the focus was solely on applying their phonic knowledge to the text they were reading. They had a separate book to read each week with HR which enabled further exposure to language and storytelling.	The phonic ability of these children drastically improved throughout the course of Autumn term, particularly in Autumn 2. By Christmas, these children were ready to move onto Phase 5 - a significant level of progress from starting on Phase 2 in September.	Giving the children this additional input and time has allowed them to broaden their knowledge and understanding of the sounds but also to be exposed to more sounds, digraphs and trigraphs which in turn has a more positive impact on their reading and writing.
Three children who did not pass phonics screen given additional opportunity to develop early comprehension skills, predominantly verbally	The children were taken as a group by HR once per week and focussed initially on verbal comprehension skills. The focus was to start with extremely simple retrieval - what colour is his hat, what animal is this etc. This built up to early inference skills - is this character happy or sad,	For this group of children, the ability to follow verbal instructions improved, and at the point of lockdown they were able to sequence written instructions. All three children were able, at different levels, to answer simple comprehension questions when given picture books, with one child able to	Allowing the children to work through more text types and revising their blending and segmenting has allowed them to access a wider range of text and therefore attempt more comprehension style activities.

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	how do you know. They also focussed on sequencing events, starting with 3 events and building up to a series of 5 events. By Christmas, these children were also able to construct simple sentences to match each picture.	answer comprehension questions without using pictures. Although none of these children were at the stage of answering written comprehension questions, we were planning to look at this with them throughout Spring Term.	
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September 2020 Assessment Data

Number of children	Number of children scoring 0 - 20	Number of children scoring 21 - 31	Number of children working At the level needed to pass. (32+)
58	13	10	26
	22.4%	17.2%	44.8%

These are results from a Phonics screening check on entry to Year 2 in September. 8 (13.8%) children did not have a mark for a range of reasons as they were not in school.

October Half Term 2020 Assessment Data

Number of children	Number of children scoring 0 - 20	Number of children scoring 21 - 31	Number of children working At the level needed to pass. (32+)
58	3	11	39
	5.2%	19%	67.2%

## Year 1 and 2 Catch Up – Phonics. (2020/2021)

These are results from a Phonics screening check after the first half term of quality first teaching, intervention groups and targeted support. 4 (6.9%) children did not have a mark for a range of reasons as they were not in school.

### December 2020 Assessment Data

Number of children	Number of children scoring 0 - 20	Number of children scoring 21 - 31	Number of children working At the level needed to pass. (32+)
58	5	1	52
	8.6%	1.7%	89.7%

All children took the Year 2 Screening check including those that were previously absent for other check dates.