



Hurworth House  
School

# PHONICS CASE STUDY:

## OFSTED REPORT OCTOBER 2021 STATED:

- Pupils learn to read well, and reading is prioritised across the curriculum.
- Teachers encourage a love of reading through class texts and, in some classrooms, a phonic rich environment.
- Not all teachers have up-to-date phonic training, and this limits their ability to teach phonics as well as they could.
- All teachers are very creative in planning activities that will encourage pupils to re-engage in lessons.
- However, at times, activities miss the learning objective.
- Therefore, pupils are not improving their phonic knowledge as planned.
- Not all pupils who need it learn phonics every day.

## JOURNEY OF IMPROVING PHONICS IN OUR SCHOOL

1. Phonics schemes reviewed and sourced. **Little Wandle Letters and Sounds** sourced due to suitability for our cohort. The systematic synthetic phonics teaching programme supports our teachers in providing a learning process that is rigorous, systematic, and used with fidelity.

### The chosen programme supports our cohort of young people due to:

- The Little Wandle system provides consistency in our schools' approach to phonics in a simple, but extremely effective delivery.
- The removal of song to deliver phonics provide less sensory overload for our learners with sensory sensitivities.
- The use of simple flash cards that are appropriate for learners of all ages.
- The dedicated approach they have for SEN children, with the recognition on the need for specific intervention to support with the smaller steps in the learning of blending.
- The access to training videos to refer to for all staff to refresh their knowledge.
- The assessment frameworks that measure all steps of progress along the child's phonics journey.
- Little Wandle Letters and Sounds Revised also draws on the latest research into how children learn best; how to ensure learning stays in children's long-term memory and how best to enable children to apply their learning to become highly competent readers.

2. All staff members trained in the delivery of Little Wandle Letters and Sounds to provide consistency across the school.

3. All teaching of phonics is planned through Little Wandle Teaching Scheme to ensure learning objectives inform the delivery.

4. Phonics delivery is monitored closely by timetabled phonics intervention (x2 afternoons weekly) by the English lead – in which formative assessment can take place.

5. Summative progress is monitored termly through the Little Wandle assessment trackers.

