



Impact statement for Phonics at Bishopton Primary School January to August 2022

Rational for introducing RWI Phonics

- To ensure uniformity and continuity of provision in the teaching of systematic synthetic phonics.
 - Consistent teaching of phonemes.
 - Pupils are learning and using the correct terminology i.e digraph, trigraph.

Action	Impact
• Embedding 'RWI' scheme of learning throughout the school.	• Sequential, progressive learning steps building on prior learning. • Consistent lesson structure format RWI speed sounds lessons. • Teachers ensure learning is interactive and scaffolded. • All staff of be explicit in the teaching of the specific RWI phrases to ensure pupils are able to explain their understanding. • Teachers develop positive growth mindset behaviours in phonics thus ensuring pupil have a secure foundation in skills, where fluency is a continuous focus. • Misconception are identified early and addressed through TA or Teacher intervention.
• Half day training for all staff at the beginning of the Spring term in January (4/1/22)	• All staff receive same info for implementation and delivery, enabling support staff to replicate lesson structure when delivering to small groups • Increase staff confidence and knowledge in using the new resources. • More confidence for teachers to use modelling of methods and explicit teaching of language. • Limited variance and a consistent teaching of phonics throughout the school
• New resources added to the shared area for all staff to access	• Consistent structure and phraseology when teaching phonics throughout the school • Consistent resources used throughout the school. • Access to resources that are electronic and physical.
• All staff to observe best RWI phonics practise by HH	• All staff have access to a model lesson • Limits variance in structure and teaching •
• Pupil voice to understand the feeling that children had about phonics.	• Understand what pupils enjoy, dislike and know about Phonics • Identify development points for children
Assessment ▪ RWI assessments per half term	• Entry to year tests to identify gaps, book band and stream for phonics teaching. • Termly tests identify pupils at risk of falling behind and these are addressed through intervention groups / changes to termly plans. • Intervention effective and has positive impacts on pupils' progress.

Monitoring tasks next half term:

- Monitor Staff feelings about RWI in a staff voice
- Monitor classrooms are equipped with RWI support

Future plans:

- Investigate phonetic support for KS2 intervention groups.
- Evaluate how the streaming of phonics is stretching the HAPS.
- Monitor how RWI is being used in the Early Years.

H Hudspith