

Revisit and Review and the number of words blended and segmented in *Apply* routines - as well as reviewing the overall **quality** and content of the provision. In other words, ensure *plenty of practice* at alphabetic code and word level – extending to sentences and texts being *mindful of the benefit of simple, repetitive routines* using the available time to best effect.

Guard against intervention programmes which use **different** phonics routines, different materials and different units of sound (for example, consonant clusters and onset and rime phonics) *compared to the main phonics programme*.

Please note: For phonics intervention, consider using the mainstream programme's resources but provide more time, more opportunities and quiet spaces in which to practise. Liaise with parents or guardians wherever possible.

Reading:

reading aloud to learners, independent reading, guided/group reading, home reading, free reading, stock of books

Are learners read to routinely by an adult enabling high-quality, shared, spoken language and book language as appropriate?

Do infants or beginners have ample *cumulative, decodable reading books* to enable learners to practise and apply their alphabetic code knowledge and blending skill as independently as possible?

In 'English as a new language' contexts, are there ample decodable reading books which are age appropriate and which also support vocabulary enrichment and spoken language development?

Are teachers making good use of the *Cumulative Texts* in the *Floppy's Phonics Sounds and Letters* programme and/or in the *Phonics International* programme? (There are cumulative sentences and texts throughout both programmes including 400+ cumulative sentences/texts of different levels of complexity and vocabulary in *Phonics International*.)

Do teachers use their understanding of the *Simple View of Reading* to provide group reading sessions based not just on the decodability of the books but **for their intellectual content**?

Please note: Be mindful of being *inclusive of all learners' intellect whatever their capacity to read the words in the books*. Teachers can read books to learners particularly when the learners cannot decode all the words in the books independently to:

- excite learners about books, subjects and ideas
- enrich language comprehension and oral expression
- increase knowledge and understanding of the world and empathy towards others
- develop an appreciation for the genres of literature

Information for parents:

Does the school routinely provide face-to-face parents' information events using the school's phonics programme/s, reading books and practices? Are parents provided with a mini Alphabetic Code Chart?

Do teachers *regularly* provide phonics resources and information for parents/guardians in how to support their children's literacy including alphabetic code knowledge and basic skills (reading, spelling and handwriting) along with language development? Have all teachers adopted the *phonics folder and bookbag routine* to annotate and celebrate learners' activities, to inform parents, to enable revision where required, to track learners' progress?

Does the literacy policy include the school's *mini Alphabetic Code Chart* and describe the phonics skills along with information about language and literature enrichment, book provision and **the importance of masses of talking**?