

Assessment

Supersonic Phonic Friends is a programme rooted in the belief that “wrapping the children in lessons full of rhyme will allow children to achieve every time,” and that the careful and rigorous assessment will allow children at risk of falling behind to be pinpointed quickly so teachers can intervene effectively.

Assessment takes the form of half termly whole class trackers to allow staff to easily identify children who are on track, above or if they require extra support to ‘keep up’ in their phonics and the application of their reading and writing.

Whole class/Year group trackers also allow staff to track individual children’s progress across the phases and identify the lowest 20% in the cohorts to ensure precise gaps can be identified and staff can plan accordingly based on individual needs. This will form the basis for pupil progress meetings on a half termly basis.

Children are assessed via:

- Daily evaluation to identify children who require pre teach and post teach sessions
- Tracking progress in individual lessons
- Through play in provision
- 1-1 reading decodable texts
- Home school reading texts
- Guided writing sessions
- Writing opportunities in the learning environment

Children in Year 1 will also be given half termly phonic screening assessments to track their progress towards the Phonic Screening Check. Children who move to Year Two and have missed out on passing the Phonics Screening Check will be monitored by their class teacher and phonic interventions will continue to take place. Gaps in their learning will be assessed right from The Firm Foundations to allow for early skills to be secure and built upon. These children are also boosted using both the phonic planning from Supersonic Phonic Friends with a strong focus on blending and segmenting. The children also have access to the Nussy Reading and Spelling Programme. The program begins with systematic synthetic phonics which has been proven to be the best way to instruct early readers. As literacy skills develop, children advance to spelling, vocabulary and comprehension.

Supporting the Lowest 20%

Any children who are identified as needing support are given small class group interventions to enable them to not fall behind others in the class. Pre teaching and post teaching activities are provided to give the children the best possible chance at keeping up with their group’s lesson. Intervention sessions will be administered within small groups where children will have access to the same lesson delivered with an emphasis on orally blending and segmenting and rehearsal of these skills. They will then use the Super Six tasks to apply these skills to reading and writing activities.

Pre teach interventions supports children’s learning connections, when they access their daily phonic teaching, because they have started making those learning connections before the session. This results in the children being far more confident in the phonic session and is reflected in the practise and apply part of the session.

Post teach interventions enable children to have additional time to practise the spelling sound they have been learning after their daily phonic session. This strategy supports children to make stronger learning connections

after they have accessed their daily phonics teaching. This results in the children being far more confident in their new learning, practising how it can be built, read and written.