

Early teaching of reading through a focus on SSP

Key Elements of effective practice

A systematic synthetic phonics programme of proven effectiveness is followed with rigour and fidelity

- ✓ The programme is begun almost immediately when children enter Reception
- ✓ The pace of the programme is maintained
- ✓ Enough time and priority are given to fully implement the programme; teaching of the programme is not necessarily limited to the former NLS '20 minutes'
- ✓ Teaching extends beyond 'dedicated time' and is applied and reinforced when appropriate throughout the day
- ✓ The programme is carried through until at least the point where children can read almost all words fluently
- ✓ There is no mix-and-match of programmes

All staff involved are fully trained in teaching the programme

- ✓ Training providers are accredited experts in the programme
- ✓ Senior management are included in the training
- ✓ All grades of teaching assistant are included if they are involved in supporting reading in any way
- ✓ Ongoing refresher training is periodically provided
- ✓ Training is provided for all new staff

Children practise early reading with fully decodable books that:

- ✓ Are matched to phonic knowledge and which do not require use of alternative strategies' (NC)
- ✓ Are closely matched to programme used (often integral)
- ✓ Are fully decodable at child's current level and do not simply practice phoneme(s) most recently taught
- ✓ Are not mixed with non-decodable books for independent reading practice
- ✓ Include a controlled, small number of 'tricky words' the decoding of which has been specifically taught
- ✓ Are continued in progressive sequence until a child can confidently decode words involving most common grapheme representations of all phonemes

A dedicated phonics lead teacher ensures quality, consistency and continuity of teaching

- ✓ This is a teacher with expertise in and direct experience of teaching phonics
- ✓ Responsibilities include monitoring, mentoring and modelling (could also involve oversight of peer observation and co-development)
- ✓ They are given enough dedicated time to fulfil the role
- ✓ In consequence quality, consistency and continuity of teaching are all of high quality