

Phonics and Early Reading Remote Learning Strategy:

Intent

At Leigh St Peter's CE Primary School all children will have access to high quality phonics and early reading remote teaching and learning. Children will be taught on a daily basis by their class teacher ensuring that children's love and progress in early reading is supported whilst absent from school. Parents, families and children are supported with a 'Phonics Home Learning Pack' providing them with the resources and information to support their child with phonics and early reading whilst absent from school.



All phonics home teaching and learning will be delivered in line with the school phonics programme – **Supersonic Phonics Friends**.

All children, despite their reason for being absent from school, will receive the following levels of support to ensure good progress in learning:

Individual Child Isolating	Class Bubble Isolating	Whole School or Key Stage Closure
Phonics Home Learning Pack		
Phone call to parent / family to explain phonics toolkit and answer any questions.	1 remote daily teacher led, whole class phonics sessions for EYFS / KS1 children.	1 remote daily teacher led, whole class phonics sessions for EYFS / KS1 children.

Implementation

Individual Child Isolating

When an individual child is isolating, this child will be expected to complete '**Phonics Home Learning Pack**' on a daily basis. Children have been supplied with the toolkit in advance on any period of isolating.

Families of individual children isolating will receive a '**Phonics Phone Call**' by the class teacher as close to the beginning of the period of isolation as possible to answer any questions and explain the expectations relating to Phonics and Early Reading Home Learning.

Upon return to school, after the period of self-isolation, children will be rapidly assessed and any immediate gaps in learning as a result of being absent from school are addressed.



Class Bubble Isolating

When a class bubble is isolating, children will receive daily high quality remote teaching and learning sessions from their class teacher. Sessions will be taught using the school Super Sonic Phonics Scheme to ensure consistency and clarity of phonics teaching.

Teachers will communicate a '**Phonics Home Learning Supersonic Phonics Friends zoom Link**' to parents and ensure they adhere to the phonics home learning safety checklist below.

Teachers will provide children and families with a home learning timetable which indicates the times sessions will take place. For example:

Time (am)	Monday	Tuesday	Wednesday	Thursday	Friday
9:30	Session 1	Session 1	Session 1	Session 1	Session 1

Whole School or Key Stage Closure

As above – see 'Class Bubble Isolating'.

Depending on the length of closure, teachers will make weekly phone calls where they discuss phonics with the parent along with other aspects of the curriculum. Teachers will monitor the engagement of children within the daily phonics lessons and record numbers of engagement. Persistent failure to attend phonic lessons should be reported to the Phonic Lead.

Home Reading:

All children receive a log in to 'Bug Club Phonics' in which books which match their sounds are assigned to them. Parents and families receive instructional support on how to access books and the most effective ways to support their child with home reading. Children are expected to read 3x per week.

Phonics Home Learning Safety Checklist for parents, children and teachers:

1. Home learning link is sent securely to parents via Class Dojo and parents are expected to keep this link safe and secure.
2. Parents will not take part in home learning sessions. Parents are asked to support children with any technology requirements and to keep them safe at all times.
3. Children must log in on time. Children entering the session late will be recorded.
4. Children, parents and staff are appropriately dressed for home learning sessions.
5. Appropriate language must be used at all times.
6. Children and staff do not eat whilst participating in phonics home learning session.
7. Children and staff sit in a safe place in their home, ensure noise levels are reduced and always 'show video'.
8. Teachers will complete a register and notify phonics lead of any persistent absence from phonics sessions.
9. Teachers will disable the online chat between children. If a child has a question they will raise their hand and wait for teacher to respond.



Teachers are expected to remove children from home learning online session if they do not meet behavior expectations and communicate this with the pastoral team.

If a teacher has any concerns over the safety of any child, they will communicate this to a designated safeguarding lead in line with the school safeguarding policy.

Impact

As a result of our 'Phonics and Early Reading Remote Learning Strategy' children receive daily, high quality, phonics and early reading support. Children's progress in learning in phonics is maintained during absence from school and any gaps caused by these absence are minimized.

Some of the key aspects relating to the impact of phonics home learning are:

- A love of learning and reading is developed between school and families.
- Children make good progress in phonics and early reading.
- Teachers monitor and assess children's learning and intervene with additional support where needed and as a result gaps are addressed rapidly.
- Children's confidence in phonics and early reading is maintained due to daily contact and support from their class teachers.
- School phonics scheme is consistently delivered and in and outside of school.

