



Developing deeper subject knowledge: Unit 10 - How to teach phonics in KS2

Planning your next steps

Do you have an expert in the teaching of reading at your school? Are you aware of the teaching of early reading if you are not in EYFS or KS1?

Do staff have a consistent approach to describing different sounds?

Are teachers ensuring they have identified reading gaps in phonics knowledge and/ or comprehension?

Do pupils have knowledge of different subjects?

Does the curriculum prepare pupils with the vocabulary and knowledge to access rich texts, rather than being prepared for SATs?

What CPD is in place to support teachers with the teaching of reading?

Do you ensure that the elements of word reading and spelling are taught well across the school?

What does your reading, phonics and writing curriculum look like?

How do you ensure that pupils continue to make progress in reading in key stage 2?

How well do staff know their chosen systematic synthetic phonics programme?

Are staff consistent with their approach to teaching phonics?

Questions that Ofsted inspectors might ask

These questions are a good starting point for pupil voice and to audit understanding across the school. They can be used by teachers, senior leaders and governors when visiting the school.

Questions for key stage 1 pupils and pupils still learning phonics

What do you do if you get stuck on a word?

[Return to a word that the child hesitated on and see how s/he tackles it.]

What part of the word would you look at first?

[Check that the child starts at the beginning.]

Can you show me what you do?

What sound does this letter make? And this one? And this one?

[Point from left to right through the word, not randomly, making sure that you are not covering up the letter.]



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What word is that when we put those sounds together? Say the word for me.

Can you tell me what this word is?

[Check the child's fluent reading of common exception words, as they appear in the text, e.g. Year 1: said, were, friend, here; Year 2: door, floor, people, busy, could.]