

Early Reading and Phonics Action Plan

2025 – 2026

| Aim | Further Details | Lead person | Dates | Resource Implications | | Progress (fill in blocks) | | | |
|---|---|-------------|----------------------------|-----------------------|-----------|---------------------------|------------|-----------------|-----------|
| | | | | General | Financial | started | ½ complete | Nearly complete | completed |
| To revisit the KS2 intervention approach following the appointment of the new assistant head. | Meet with new assistant head to analyse end of year 2 data. Communicate the requirements of the twinkl SSP for the children not meeting the required standard Devise time table and staffing for appropriate interventions. | LI / VH | From September | Time and cover | | | | | |
| To embed the use of a Twinkl Workbook element daily in Key Stage 1 | Twinkl workbooks are part of the core package and can be used in a variety of ways e.g. starters, homework, independent learning time etc. Discuss the use of these with R/Y1/Y2 and implement daily activities. | LI/VH | From Autumn 2 | | | | | | |
| To design and follow a monitoring schedule for phonics / early reading | To create a timetable of half-termly learning walks to monitor phonics teaching and listen to children's reading with a focus on fluency. Continue to monitor the delivery of Twinkl Phonics and reading support strategy. Ensuring children's needs are being met by monitor the time-tabling, delivery of and evaluation the impact of interventions across key stage one and into key stage 2 where necessary. | LI/VH | Ongoing half term / termly | | | | | | |
| Launch Twinkl learner log-ins to children, staff and parents for at home learning access | Managing all staff Twinkl accounts Training for staff Launch to parents – tea party / video / bulletin Monitor the impact and use of this through parent and pupil voice. | LI/VH (AZ) | From September | Time | | | | | |

Next Steps

This part of the action plan is to consider future impacts and strategy which should be considered. This is in brief detail and may change in light of circumstance and/or change of strategy.

| 2025-2026 (2 nd Year of Action Plan) | |
|---|------------------------|
| Aim | Associated Information |
| Add to Rhino Reader stock | |
| | |

| Vision Box If money wasn't a barrier... | | |
|---|---|------|
| Idea | Other details | Cost |
| Use of Twinkl produced work books Throw out the old reading schemes and replace with all Twinkl books Technology for all staff delivering phonics either in groups or individually More staff to listen to 1:1 readers and to carry out keep up interventions. | Revamp reading scheme, including more quality shared readers. | |

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|---|
| How healthy is this subject at Kings Road? |
| Currently teaching using the Twinkl SSP is well embedding from Nursery to Year 2. |
| How do you know? |
| This has been seen through learning walks, pupil voice and general observed day to day teaching and environments. |
| What are the strengths? (How do you know?) |

The scheme is followed consistently and taught daily to all pupils. There is high quality support materials easily available. The assessment tracker is used to inform future groupings and necessary catch up programs.

What are the areas for development?

Developing the use of interventions (same day and catch up) across key stage 1 and where necessary into key stage 2.

How well is this subject taught at Kings Road?

Really well, all staff are trained and keep their knowledge of the subject up to date.

How well is this subject learnt at Kings Road?

Data shows the word reading level in Reception for their early learning goals is the highest its been and the yearly phonics test at year 1 scores are increasing year on year.