**Assessment and Interventions in Phonics at the Batt School**

**Assessment**

**Reception, Year 1 and Year 2**

In the Autumn term, all children are assessed using an assessment grid bespoke to The Batt School. This has been created in line with our Phonics programme. (***see appendix).***

This assessment checks the children’s knowledge of initial sounds, digraphs and the blending and segmenting of sounds linking to Phase 2,3,4 and 5 Phonics.

Gaps are identified and the Class Teacher plans interventions for individual needs.

These assessments are done every term (6 x per year) to ensure pupils are making expected progress and to identify and target individual gaps.

During the Summer term, these assessments are discussed with the child’s next class teacher and interventions are put in place to support individuals.

**Interventions**

The key to successful interventions is to use the assessments carried out with the children to identify where the gaps are and how staff can support the children to progress with their Phonics. Worksheets from our Phonics Programme, Bug Club, are sent home to support the children, linked to the sound they have been learning. Fully decodable e-books are allocated with Phase and Set appropriate texts to children who require additional support.

**Reception and Key Stage 1**

We use Bug Club Phonics resources, both online software and hard copy resources, to support gaps in the children’s knowledge and understanding.

We also use Phase related flash cards for quick revision and recall of sounds previously learned. This is tailored to individual needs. These are colour coded for each Phase. (Phase 2-yellow. Phase 3- green, Phase 4- orange and Phase 5- blue)

**Lower Key Stage 2**

Year 2 and Year 3 teachers liaise in the summer term and discuss the children who have received or still require additional Phonics support. Assessments are shared and gaps are identified. Assessment sheets are continued in Lower KS2.

In Years 3 and 4, Bug Club Phonics is used as per Reception and KS1, using both the software and hard copy resources, depending on the needs and requirements of the children.

LKS2 staff have received Phonics subject knowledge training from Julie Sargent (English consultant), as well as training on the Bug Club Software, and have watched KS1 and Reception Phonics lessons, in order to implement a consistent approach in LKS2.

**Upper Key Stage**

In Years 5 and 6 the children who require interventions follow a program called **Fresh Start**. This is an intervention delivered by trained staff. The children are regularly assessed to monitor progress.