

Module Three: Part 3

e) Secrets of success – and equality of conditions

To appreciate the full range of desirable conditions for optimum phonics provision for whole school commitment and continuity

To understand the importance and benefits of fully informing and working with parents and carers

Secrets of Success !



Er...no magic involved!

Secrets of Success !

1. Taking the conclusions of the national inquiries into research in the USA, Australia and the UK seriously
2. Subject knowledge - paying regard to the Synthetic Phonics Teaching Principles and the Simple View of Reading model
3. Levelling the playing field by creating equality of conditions

Equality of conditions

1. Headteacher, senior management and all teaching staff members completely committed and trained
2. Knowledgeable phonics manager/s with non-contact time to enable support and quality control throughout the school
3. Allocation of time for whole staff training (programme specific and within school)
4. Children's needs driving provision – not the 'allocated' slot (time) on the timetable

Equality of conditions

5. Manageable whole school progression and continuity
6. Engaging children effectively with multi-sensory VAK fit-for-purpose materials and routines
7. Providing for keeping-up and differentiation
8. Staff and children supported with high-quality teaching and learning programmes/resources including cumulative, decodable reading books
9. Informing parents/carers well and working in partnership with parents where possible

With these conditions in mind:

- *Does '*Letters and Sounds*' (for example) meet the standards as a *full* teaching and learning programme? **Discuss**
- *Does your school benefit from some/all of the **optimum** conditions? **Discuss**