



## **Evidence item: UNIVERSAL FAMILY SUPPORT – PHONICS**

All parents are supported with information and resources to support their communication with their child. This starts in EYFS, where parents are provided with tools and resources to support their child's communication before they come to school. In addition, parents are provided with practical resources to support their children's communication and learning such as Phonics flashcards, Numicon and more. Parents provide positive feedback on the use of these tools and resources and children come to school ready to learn. Parents have commented that their children have made rapid progress in their language and their learning. Parents use Colourful Semantics and shared language at home.

As a result, we have seen children using language around Phonics successfully at home (shared on videos via Class Dojo), such as using 'Fred Talk, Read the Word' etc (see parent comments included in a case study below). We have also observed children transferring skills to the home with their families, such as oracy and debating skills.

The impact of this work has been clear: Parents share regular examples of their children's learning with us and their videos demonstrate consistency in language and resources. The following is a still from a video where a parent shared their child's early reading skills:



One parent provided the following feedback:

“We have used the Phonics flashcards for quick fire sounds. If we have a minute, we have used Phonics to go over sounds and to spell new words”.

As a result, 85% of our Year 1 children are working at the expected standard for their Phonics and we are also pleased with our early EYFS data. Classroom observations have shown that adults use language consistently, including ‘Special Friends, Fred Talk, Read the Word’, thereby reducing cognitive load and supporting all children to succeed.