

HIAS English Moodle+ Resource

Guiding Principles for Differentiation with Whole Class Phonics

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phonics

Models for whole class input and
differentiation by Letters and
Sounds phase

An example timetable of adult
supported and independent
groups

Guiding Principles for Differentiation with Whole Class Phonics

Pupils must have access to high-quality whole class teaching of phonics which needs to be pitched appropriately for the class. To ensure pupils are making good progress, learning needs to be varied for the remainder of the session.

POINTS TO CONSIDER IN STAFF TRAINING:

- What organisation models are currently being used for teaching phonics?
- Are pupils being given the opportunity to apply their learning in reading and writing tasks during the session and across the entire curriculum?

HIAS English advisory team offer a wide range of high-quality services to support schools and help raise outcomes for learners, through courses, bespoke consultancy and in house training.

For further details on the full range of services available please contact us using the following details:

Tel: 01962 874820 or email: hias.enquiries@hants.gov.uk

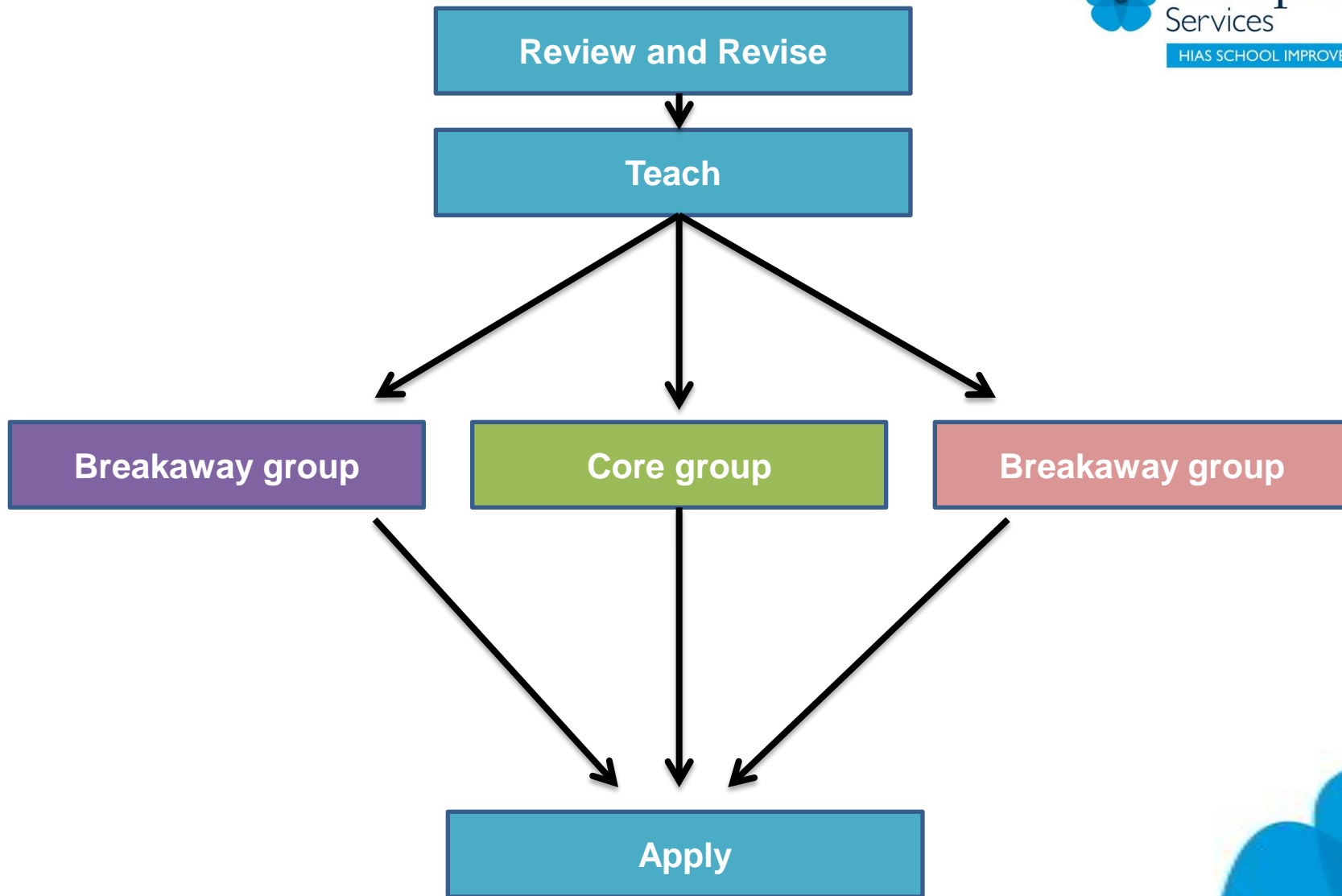


Advantages of whole class phonics:

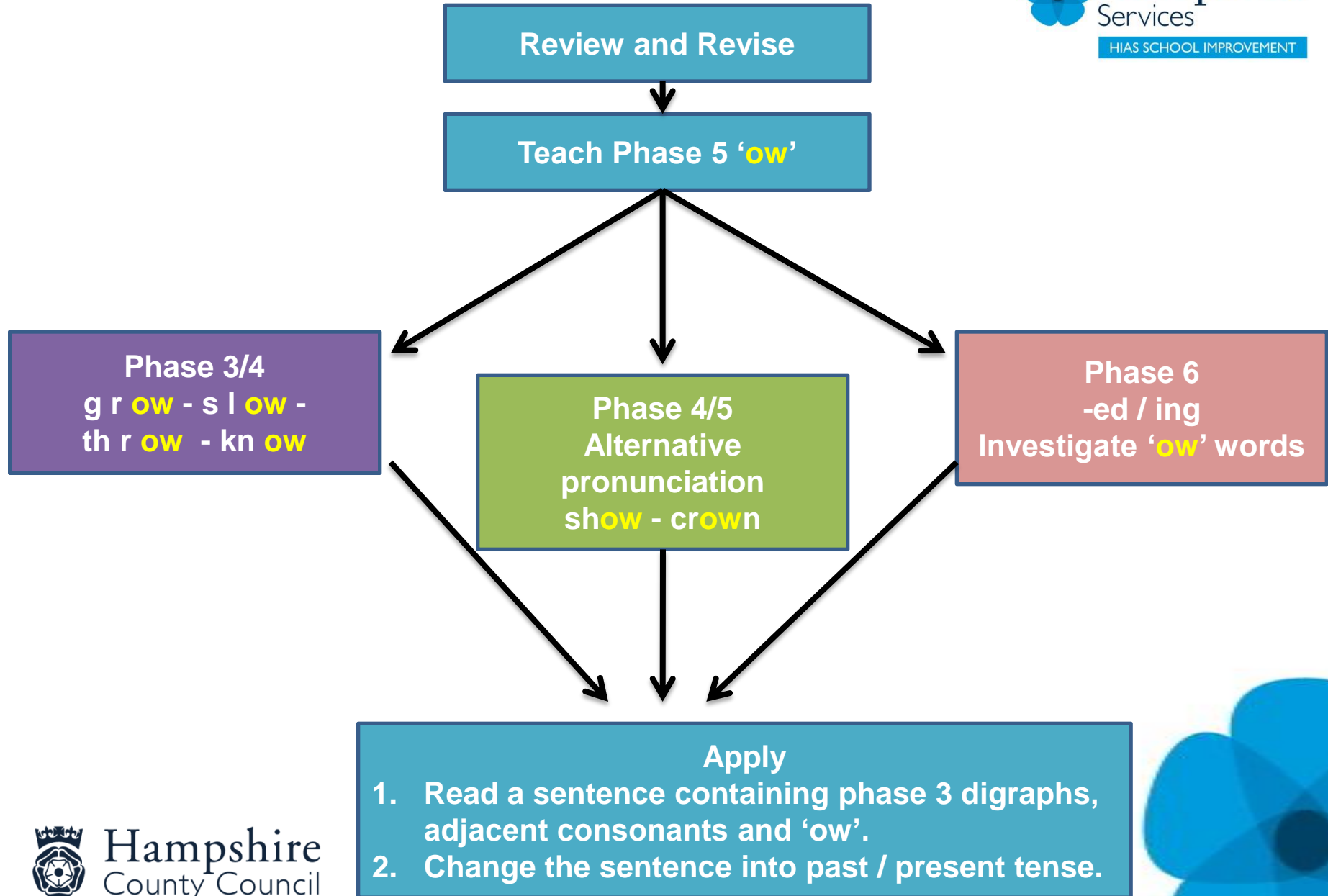
- the class teacher knows what has been taught/covered and can factor it into other teaching.
- reinforcement of sounds and graphemes throughout the day is key
- setting increases transition time/reduces learning time



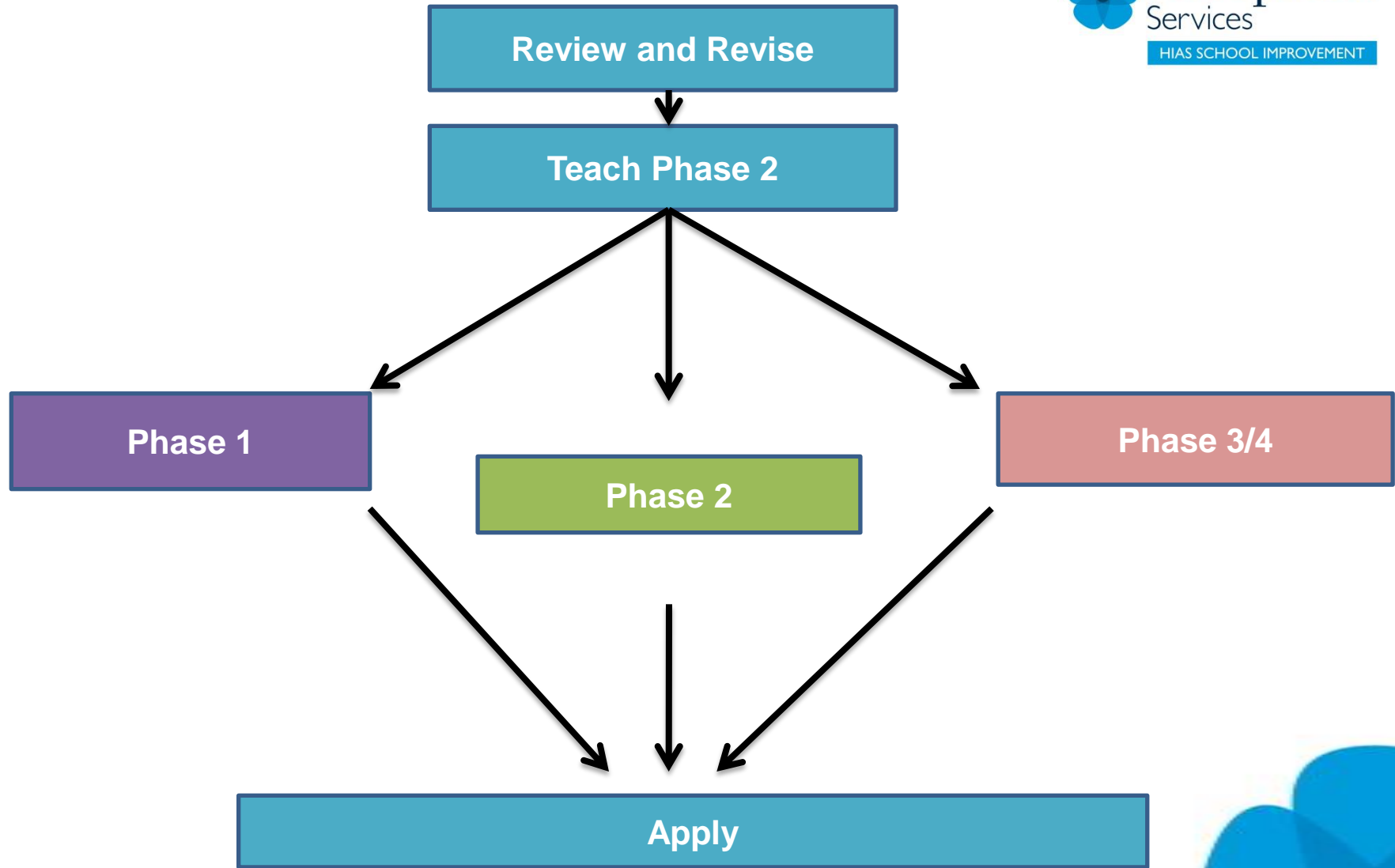
Whole Class Phonics



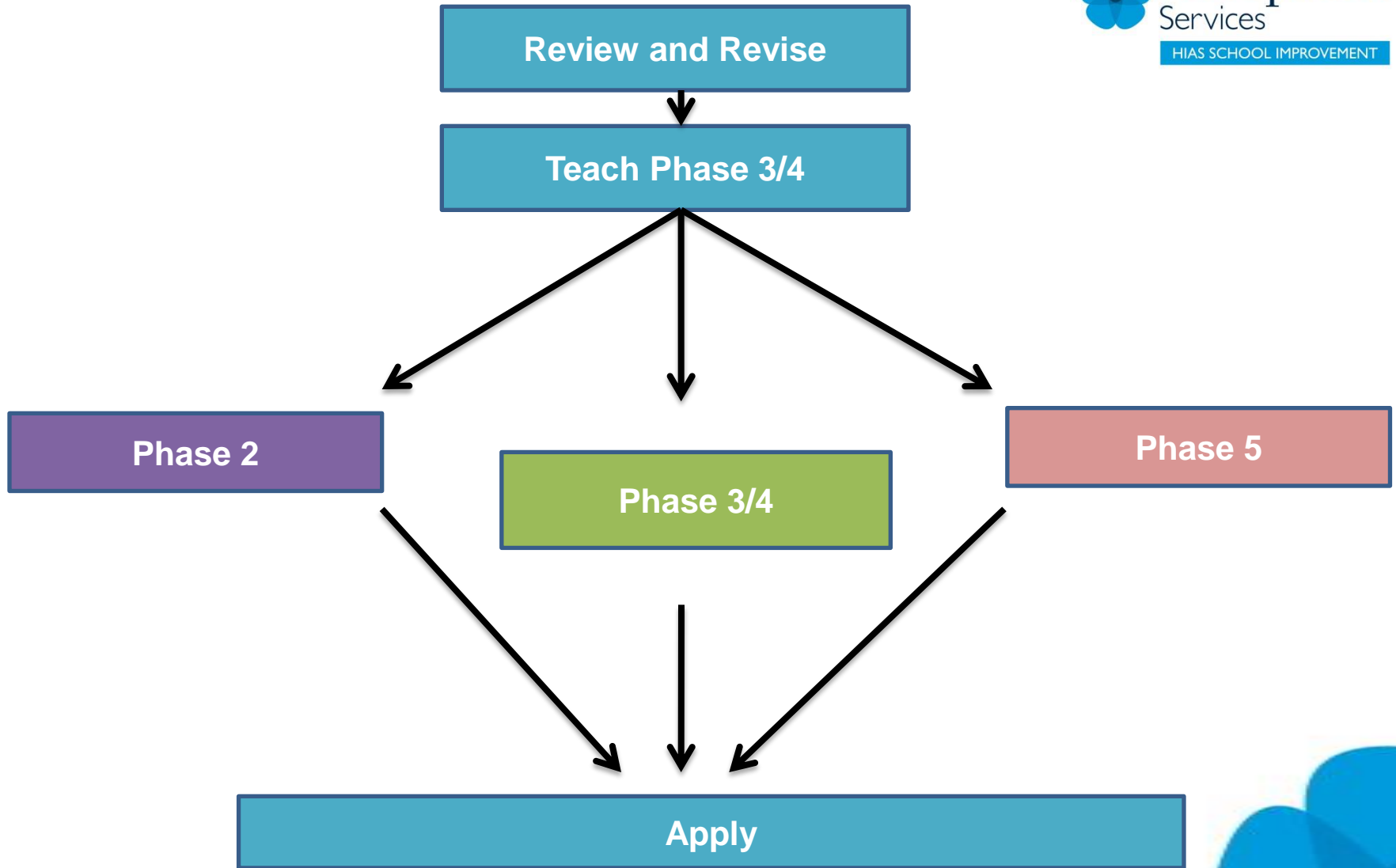
Whole Class Phonics



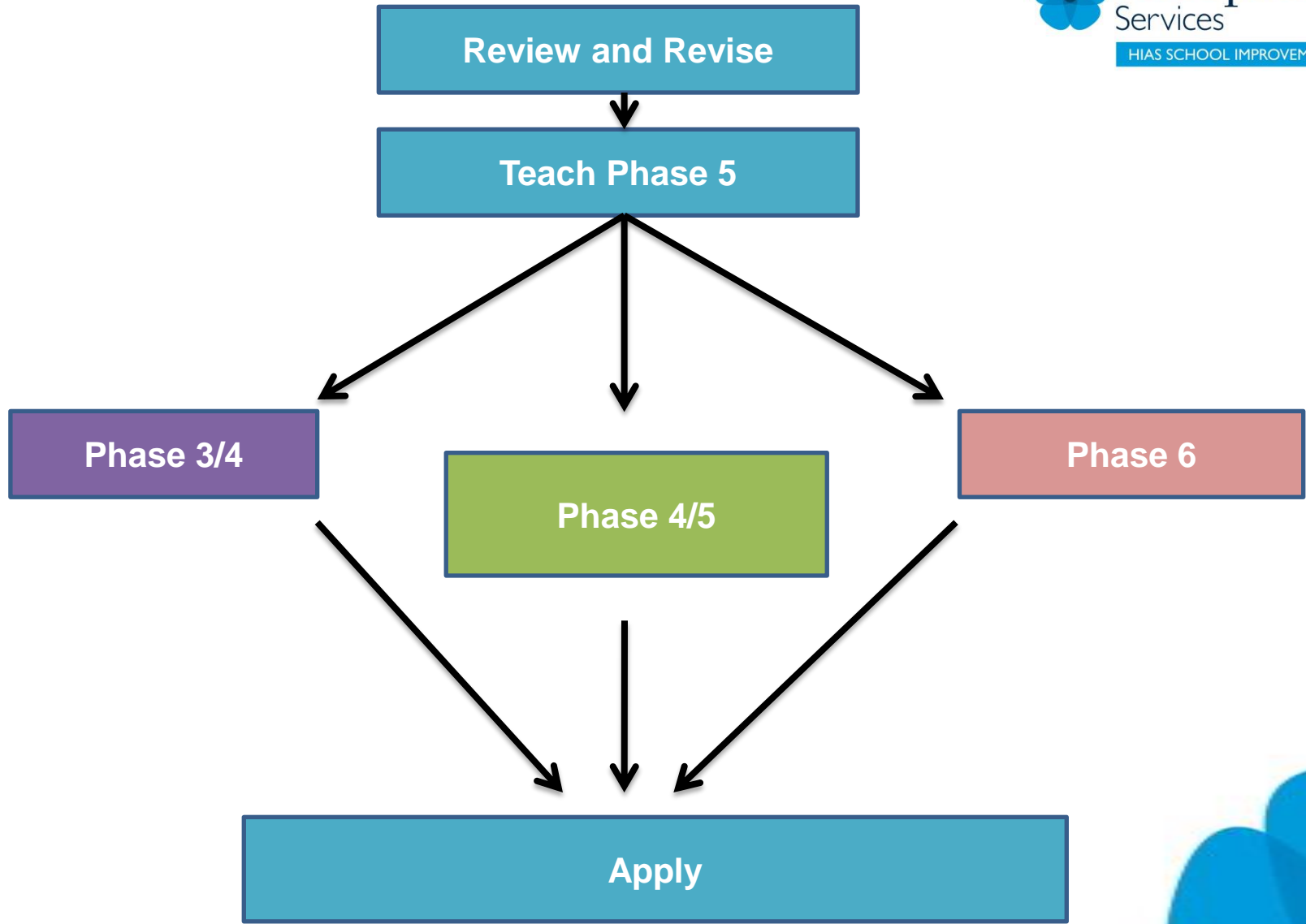
Beginning FS Whole Class Phonics



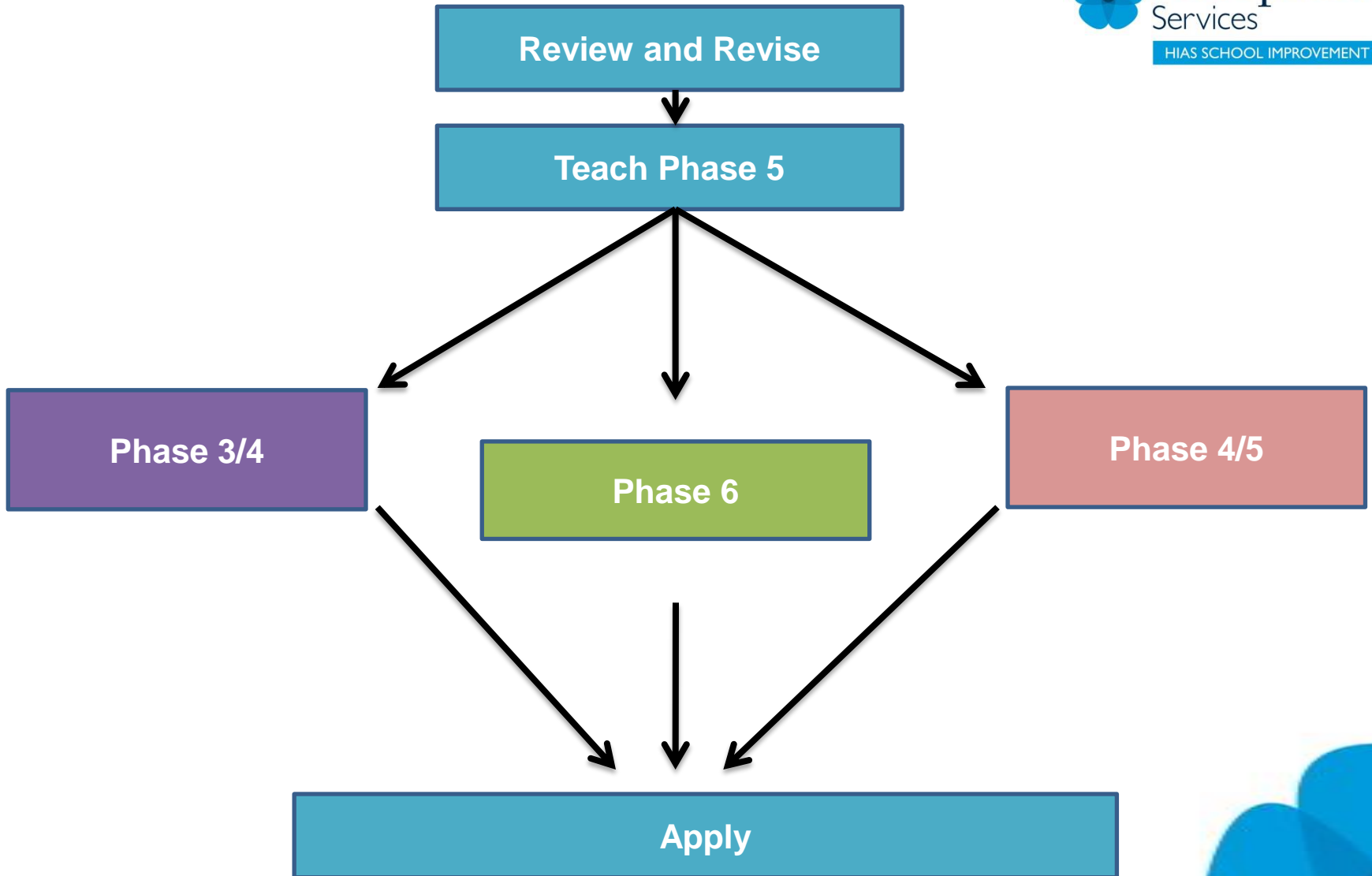
End FS Whole Class Phonics



Yr 1 Whole Class Phonics



Yr 2 Whole Class Phonics



An example timetable of adult supported and independent groups

	Teacher	Independent	LSA
Monday	core	breakaway +	breakaway -
Tuesday	breakaway -	core	breakaway +
Wednesday	breakaway +	breakaway -	core
Thursday	core	breakaway +	breakaway -
Friday	breakaway -	core	breakaway +

