

Improving the Acquisition of Phonics in Year 1

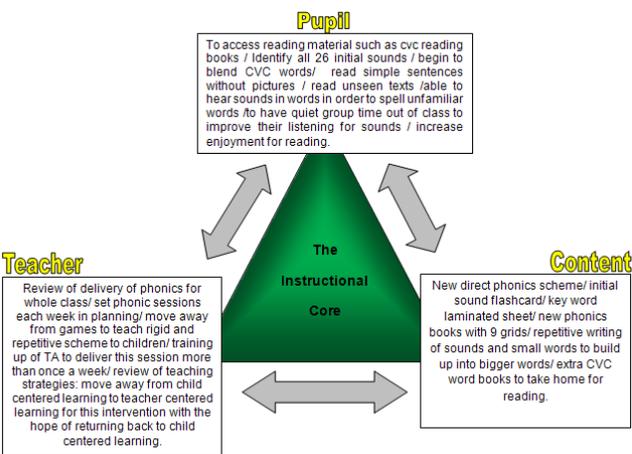


1. Introduction

Phonics is vital part of a young readers journey to become a confident reader who can compare the written English language to a code and as a result know the sound of letters and letter combinations. However in recent years phonics and literacy as a whole has come under scrutiny as Wales have fallen considerably behind other schools in the PISA tables. As a result a plan for change was issued with a clear focus for the improvement of literacy and also numeracy levels. Literacy impacts on the future of pupils, their ability to access their own education, their future education and their ability to survive in the wider world outside of education.

2. Intervention

A trend in recent years saw children progressing from Reception with a lack of phonic skills. As a result a plan for change was needed. The plan was directly related to me as a teacher, the pupils I teach and the content which is being taught. This is otherwise known as the instructional core . The diagram talks about the intervention and changes in detail and how they relate.



*“These words reveal the child’s inner needs;
“Help me to do it by myself”
– Maria Montessori*

3. Methods

In order to achieve this project outline, several activities were used and methods of data collection identified:

- group of children identified who were most in need of intervention.
- The intervention consisted of 24 sessions which took place over 12 weeks. The learners took part in a phonics session in class with me and the teaching assistant (TA) and this was followed up by the additional needs co-ordinator (ALNCo) using the ‘Direct phonics’ scheme.
- Pupil voice, interviews, textual analysis and statistical data such as their reading ages pre and post intervention were all used as methods of data collection.

4. Key Findings

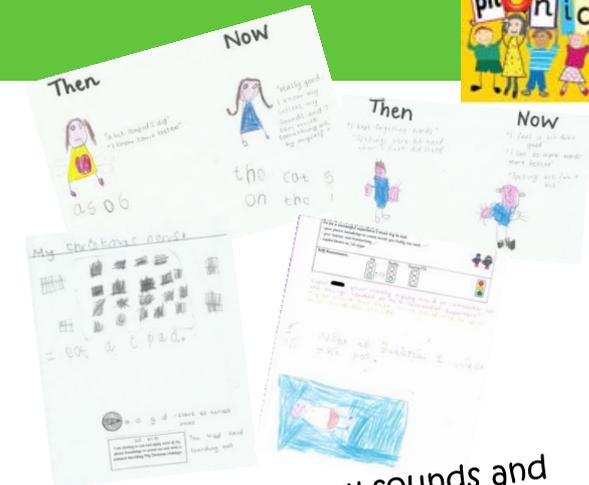
Throughout the data collection process the evidence gathered suggested a definite increase in the improvement of the acquisition of phonics in my setting. What remained constant throughout the qualitative data was the increase in positive thoughts of feelings and of their knowledge, despite the quantitative data not remaining as consistent as I had initially hoped. Other areas of consensus through this process were the theoretical arguments opposing the validity of each type of research when used singularly. Nevertheless I feel with the triangulation of the qualitative and quantitative data it is evident when you look at the data holistically each data type counteracts the others disadvantages and is evident that some, if only small, improvement has been made.

References

City, E. et al. (2009), *Instructional rounds in education*. Cambridge, MA. Harvard Educational Press.

Hopkins, D. (2008). *A Teachers Guide to Classroom Research*. Maidenhead: Open University press.

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“I know my letters, my sounds and can write something all by myself!”

5. Impact

The impact of the intervention has been recognised by fellow colleagues and has been used by the new Year 1 teacher to support and increase the attainment of children in her class who exhibit low level literacy and phonic outcomes.

In terms of the wider school if effects are still be monitored and is hoped to continue to create an impact on learners outcomes and attainment in literacy.

In terms of my own professional development is has taught me to become self aware about the intrinsic role a teacher plays in inquiry itself . Whilst also how to further develop the skills of critical analysis, evaluation and reflection. These are needed to be research literate which I feel I have become and has also enabled me to be a critical consumer of research and take part in my own small scare research project.

