

Phonics Action Plan 2026-2027



Overall Objectives:

1. To ensure all pupils experience a broad and balanced music curriculum that fosters creativity and musical skills.
2. To improve consistency and quality of music teaching across EYFS, KS1, and KS2.
3. To embed music across the curriculum and promote cross-curricular links.
4. To provide opportunities for performance, composition, and appreciation of diverse musical genres.
5. To develop staff confidence and expertise in delivering high-quality music education.

Objectives	Tasks inc time frame	Success Criteria	Resources/ finance	Monitored by	Method of monitoring
Intention					
<p>Ensure all children are on track with phonics in EYFS and KS1.</p> <p>Ensure fidelity Monster Phonics.</p> <p>Provide targeted support for children not meeting expected standards.</p> <p>Develop parental engagement in phonics.</p>	<p>Half-termly phonics assessments and pupil progress meetings.</p> <p>Monitor planning and delivery of phonics lessons termly.</p> <p>Identify children for intervention and deliver daily catch-up sessions.</p>	<p>Assessment data shows children are making expected or better progress.</p> <p>Lessons follow Monster Phonics structure and progression.</p> <p>Identified children make accelerated progress.</p>	<p>Phonics assessment materials.</p> <p>Intervention resources (£200)</p> <p>Printing costs (£50)</p>	FB	<p>Data analysis, pupil progress meetings.</p> <p>Lesson observations, planning scrutiny.</p> <p>Intervention records, assessment data.</p>

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Implementation					
<p>Deliver high-quality, consistent phonics lessons.</p> <p>Ensure progression in phonics knowledge and skills.</p> <p>Embed phonics in reading and writing activities.</p> <p>Use assessment to inform teaching.</p>	<p>Provide CPD and model lessons for staff.</p> <p>Use progression maps and track coverage.</p> <p>Complete phonics assessments every half term.</p>	<p>Staff confidence improves; lessons are consistent.</p> <p>All year groups follow progression accurately.</p> <p>Children apply phonics knowledge in wider curriculum.</p> <p>Teaching is responsive to pupil needs.</p>	<p>CPD</p>	<p>FB</p>	<p>Staff feedback, lesson observations.</p> <p>Assessment records, planning</p>
Impact					
<p>Children develop secure phonics knowledge.</p> <p>Children become confident early readers and writers.</p> <p>Staff feel confident and supported in delivering phonics.</p>	<p>Monitor outcomes in phonics screening and internal assessments.</p> <p>Track reading fluency and writing samples.</p> <p>Gather feedback and provide ongoing support.</p>	<p>Improved phonics screening results.</p> <p>Evidence of phonics application in reading and writing.</p> <p>Staff report increased confidence.</p>		<p>FB</p>	<p>Data analysis, pupil interviews.</p> <p>Book looks, pupil voice.</p>

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