Story Time Phonics

Inspiring lifelong literacy

Lead a reading revolution

"Brilliant, child-friendly and joyful"

"Our children made 9 months' progress in just 8 weeks"

"The attainment gap between disadvantaged pupils and their peers narrowed by 34% in just one year"

tts

A lifelong love of books

We learn to read, and read to learn. This is easy to say, but how can we teach reading in a way that will inspire our children to be lifelong lovers of literature? It's simple – we instil a sense of awe and wonder around books and we provide children with memorable experiences which connect learning to read with pleasure.

What is StoryTime Phonics?

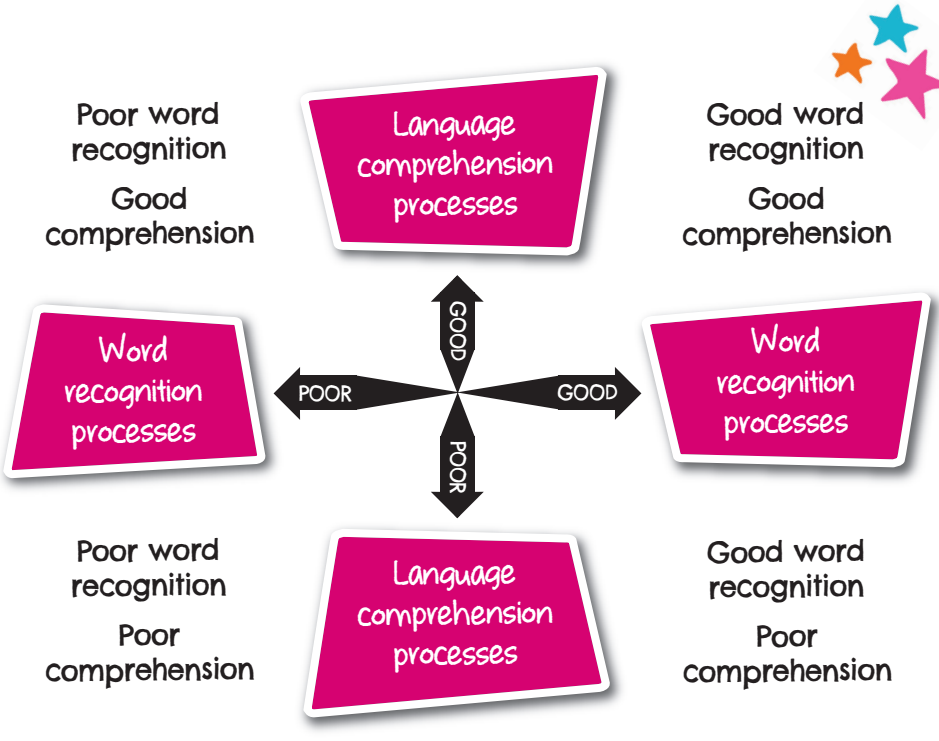
- StoryTime Phonics is a new, holistic, whole class approach to learning to read.
- Its joyful yet systematic approach uses REAL books to contextualise the phonemes
- Rooted in research (Wyse and Goswami), the programme is practical in practice
- High quality texts by best-loved authors ensure high level engagement at every stage
- Multi-sensory lesson plans ensures the high level attainment we know you need
- 60 inspirational videos provide all you need to train, empower and motivate staff
- A further 60 high-quality films provide magical, memorable moments for children
- Aligned to the National Curriculum and follows the sequence and phases of Letters and Sounds

Developed with real teachers in real schools

To develop StoryTime Phonics we worked closely with teachers across eight primary schools in Cambridgeshire, from a one form entry school in the centre of Cambridge (The Spinney Primary School) to a large four form entry school in Peterborough (The Fulbridge Academy). The schools varied in terms of intake of children requiring free school meals, children with EAL and those with SEND. This ensured the programme was rigorously trialled in order to support every type of learner in every type of school. Please read the case studies and their results from page 6 onwards.

The pedagogy behind StoryTime Phonics

The 'Simple View of Reading' final report by Sir Jim Rose 2006 for the National Literacy Trust, which informed and was embodied within the National Curriculum in 2013, defines the two key dimensions that identify reading skills as; 'word recognition' and 'language comprehension'. We would modify their graph slightly to include a heart shape, representing a love and passion for books at the centre of both skills. It is a love of books that can, and should, be instilled long before any decoding happens – and should be at the forefront of our minds and central to our lessons.



How does StoryTime Phonics work?

There are no hidden extras with StoryTime Phonics. Everything you need to train your staff, assess your children and teach systematic, synthetic phonics in context – with joy! – is included as standard in the affordable introductory price of £2,500.

Train and assess

Watch the films, find out how it all works, and get started!

- **60 teacher training videos** to enable and empower staff
- **Comprehensive teacher guide**
  which includes hard copies of all the lesson plans too
- **Termly assessment and tracking grids**
  in an easy-to-use excel format

Introduce the sounds

Teach 4 per week (you'll do this with the whole class).

- **60 beautifully engaging real story books**
  by best-loved and new authors
- **60 memorable moment films**
  to enthral children as stories are brought to life by the Phonic Fairy!
- **2 sets of Caption Action Cards**
  that build fluency and recognition of the GPCs

Practise and apply

Differentiate as appropriate with these high quality materials (and the help of your TA).

- **Detailed, editable lesson plans**
  with inspirational activities to do indoors and out
- **High Frequency and Tricky Word Flash Cards**
  along with a Tricky Troll Puppet to alert children to non decodable words
- **60 Talking Bookmarks** full of inspired comprehension activities

It's so easy to use!

Along with the physical materials, your school will have unlimited access to the StoryTime Phonics website.

Case Study 1

St Mary's Academy, St.Neots, Cambridgeshire

Ofsted Rating: Requires Improvement

By Year 1 teacher and Phonic Leader Nicola Capper

School Background

St. Mary's Academy is a single form entry school serving an area of social and economic deprivation. A year ago the school was placed in special measures by Ofsted, with the most recent inspection judgement 'requires improvement'.

Teacher's comments

I have been leading phonics in school for a number of years. Over the years I have moved from whole class teaching to setting children by phase and back to whole class teaching again, so we don't put a "glass ceiling" on the children. I wasn't enjoying teaching phonics and consequently the children were not engaged in the lessons. We were repeating the resources and games used but just changing the sound taught.

I had attended one of Michelle's Talk for Writing courses and these had inspired me to teach creative and imaginative story writing lessons. When I was invited with a TA to attend a course run by Michelle called StoryTime Phonics I jumped at the opportunity.

With the full support of my head we began the journey on how we now teach phonics at St Mary's. It was like unwrapping Christmas presents during the summer holidays as the lovely story books were delivered to school along with a set of StoryTime Phonics lesson plans. From September 2015 we began to teach StoryTime Phonics in FS and KS1, contextualising phonics and giving it a real purpose.

The great thing about StoryTime phonics is that it is based on Letters and Sounds but you introduce each new sound with a fantastic story book. With each book is a caption action which links to the book and the sound being taught. Planning still follows the four elements – revisit/review, teach (new learning), practise and apply. Ideas are given for activities for practising and applying, which are multisensory and fun. Consequently, this interactive approach helps children to retain the new learning and, of course, it is engaging!

For the children in my Year 1 class it is the power of the books which has made the programme so successful. Children have made a deep connection with the stories and characters from the books and instead of referring to the caption action they relate the sound directly to a book.

In addition to the detailed planning are the excellent video clips that are introduced by the Phonic Fairy. These help to add a sparkle of magic to the lesson and the clips allow staff to develop their confidence and become more adventurous and creative with their teaching. Teachers started to take the ideas and activities and adapt them to meet the needs of their own class. We didn't have a cave for Caveman Dave so we draped black cloth over tables, added a few fake bones, gave the children some torches and off they went on the adventure to find 'a-e' words in the cave.

The impact of StoryTime Phonics is fantastic. Teachers and TAs are delivering exciting phonic lessons and the children are eager to find out which book the Phonic Fairy will introduce next. It is difficult to measure enthusiasm and a love of books, but in July 2015 our data was way under the standard for the phonics check. We've just received our much improved first year results that show we now have an overall pass rate of 83% and that the gap between our pupil premium and non-pupil premium children has narrowed from 36% to just 2%!

Real children, real results!

- Year 1 Phonics Check results increased from 75% to 83% (where 10% of children are EAL) in just 12 months.
- The achievement gap between pupil premium and non-pupil premium children narrowed to just 2% from 36%.
- StoryTime Phonics was used as an intervention programme for KS2 children in years 4, 5 and 6. The children made 9 months' progress in 8 weeks.

"The biggest impact we have found is the children are associating the sounds with real books and characters, helping them to remember new sounds quickly. The multisensory activities support all our learners especially our SEN children who need to physically connect with the sounds."

Year 1 Phonic Lead, Nicola Capper

"The children made 9 months' progress in 8 weeks. The multisensory approach and connections to real books supported their long term memory re-call."

SEN leader & Deputy Head, Abbey Anderson (PhD in Dyslexia)

Case Study 2

The Lantern Community Primary School, Ely, Cambridgeshire

Ofsted Rating: Good

By Year 1 teacher and Phonic Leader Charlotte Leaver

School Background

The Lantern Community Primary School is a 2-form entry school. Most pupils at the school are white British and the proportion of pupils who receive pupil premium is below average.

Teacher's comments

It was a big decision to change the concept of phonics and its teaching at The Lantern. Previously with our phonics sessions, children worked in set groups taught either by the teacher or trained TAs; this meant (unintentionally) we were placing a cap upon our children's learning and as a class teacher it often felt like I didn't have a clear picture of my own children's phonic ability. Lessons followed the standard format - a rushed 20 minutes. The lessons lacked imagination and creativity and, most tellingly, children were often reluctant to go to their phonics session.

For The Lantern the turning point for investigating a new scheme for phonics came from previous results in the KS1 phonic screening. With results falling below the national average, we were keen to look into new ways that we could teach phonics and instil a love for real books.

Three key things immediately struck us that were different about StoryTime Phonics, the first being teaching children within a whole class environment. How would this differ from our set groups and how would we ensure that all children were making progress?

The second thing was the freedom to become creative teachers. We felt empowered that we could teach phonics in an inspiring way to capture our children's imaginations. The teacher training support videos were such a phenomenal resource because we were able to see StoryTime Phonics in action. After watching such inspirational lessons we were encouraged and filled with new enthusiasm for teaching. Gone were the phoneme frames and repetitive sentences - we were ready to start hunting for words in mud and embracing our inner cave man! Through StoryTime Phonics we were re-embracing our passion for teaching through a multisensory approach.

The last and maybe the most important was the use of high quality texts to hook children into their learning. Suddenly children were developing a passion for reading and seeing a real reason why they should learn their sounds; these two things should go hand in hand but are often forgotten in other schemes. Reading for pleasure is a huge element of the National Curriculum and through the use of StoryTime Phonics I know that I can say my class are passionate readers.

During a recent observation of a StoryTime Phonics lesson, my headteacher awarded me an Outstanding. He was most impressed by the enthusiasm, quick pace of the session and how engaged the children were throughout. He also commented on how the lesson was pitched correctly for all children whilst extending the more able. The tasks enthused the children due to the contextualisation through the story and multisensory approach.

For me the unique aspect that makes StoryTime Phonics so successful is the children are central to everything. Michelle has clearly thought very carefully about the texts that she has chosen - with such a rich bank of books, children are sure to find a new favourite.

So would I recommend StoryTime Phonics? Yes, wholeheartedly! The passion that it has awoken within my class alone would be enough to have me shouting from the rooftops. But StoryTime Phonics hasn't just allowed my children to fall in love with reading – it's allowed me to be the creative teacher I want to be. My children are applying what they have learnt in phonics across all their learning. To hear my children linking their sounds to our newest text is a fantastic feeling; the sighs that used to greet the words "phonic time" have been replaced by chanting and excitement.

Real children, real results!

- Phonics Screening Test Data 2014 (not using STP)
  School 70/National 74 (3% under the national average)
- 2015 (started using STP) School 81/National 77
  (5% over the National Average)
- 2016 School 87/ National 81 (7% over the national average)
- Year 2 SEN children who got 0 last year have been using STP as an intervention and got 13/40 when they re-took the test (although this isn't a pass, it's fantastic progress for them)

"Children are choosing to read for pleasure... they are laughing out loud in my phonic lessons."

Year 1 Teacher, Charlotte Leaver

Case Study 3

The Fulbridge Academy, Peterborough

Ofsted Rating: Outstanding

By Year 1 teachers Cheryl Livingstone and Jean Hawksworth

School Background

The Fulbridge Academy is a 4-form entry school in Peterborough, rated outstanding by Ofsted. It is a Cambridge Primary Review Trust Alliance school, a Whole Education Partner and Pathfinder School and a National School of Creativity. The majority of pupils have English as an additional language and the school serves an area of social and economic deprivation.

Teacher's comments

We became involved with StoryTime Phonics because we were looking for a way to make phonics teaching more exciting in line with our creative curriculum approach. We had an initial visit from Michelle Larbey to discuss the aims and ideas and also have a demonstration of how the new approach might look in practice.

The school was impressed with the idea of a more practical approach to teaching phonics and using real books to introduce and reinforce the sounds taught. Our school has been involved in trialling StoryTime Phonics with children in Reception and Year 1.

Using StoryTime Phonics has made phonics more fun and the children really enjoy their lessons as a result. They are now exposed to a broader range of teaching methods in phonics and different ways to apply their learning. They have been introduced to a range of good quality books that enable them to better understand the link between phonics, books and reading, thus providing a real purpose for their learning. The books and Caption Actions support the children in remembering the new phonemes taught and also help them to associate the sounds with words and phrases from the texts. All the children are exposed to quality whole class phonics teaching and then are able to apply their learning suited to their different needs.

The multisensory approach has worked well with our children at all levels, particularly those with EAL and SEN as it is very interactive, visual and practical. It also allows the more able children to experience such activities, as they are the group that might have previously completed more monotonous tasks as part of Letters and Sounds.

For the teaching staff, being involved in the trial has supported our own professional development. The plans have encouraged us to be more creative in our phonics teaching and have given us a broader bank of ideas that we can use to adapt the plans to suit the needs of our classes.

Real children, real results!

- Phonics Screening Test Data: 2014 (not using STP)
  School 59/National 74 (32% below National Average)
- 2015 (started using STP) School 64/National 77
  (17% below National Average)
- 2016 School 82/National 81 (1% above the national average)

"We love teaching the creative lessons, it is so much more fun contextualising the children's learning through real books. Our data shows significant improvement in attainment and the children have made outstanding progress this year as a result of using Storytime Phonics."

Year 1 teacher, Jean Hawksworth,

Case Study 4

The Grove Primary School, Cambridge

Ofsted Rating: Good

By Year 2 teacher July Rusted

School Background

The Grove Primary school is a 2-form entry school serving a diverse area in north Cambridge. An above-average proportion of pupils come from minority ethnic backgrounds, speaking 17 different languages. Four in ten pupils speak English as an additional language. A well-above average proportion of pupils are eligible for the pupil premium, require extra help and are supported by School Action Plus or with a statement of special educational needs.

Teacher's comments

I became involved in Storytime Phonics through my role as a leading phonics teacher and have been astounded by the impact that the approach has had on the children's confidence as a reader and writer.

Michelle first talked to me about the concept of StoryTime Phonics when she was working as a consultant in school with our staff to develop English. After hearing the concept of the programme, I immediately loved the idea of using real books as a way to introduce letters and sounds as I knew that this would help to contextualise phonics and give the children a real purpose in their learning. The approach of the programme would allow the children to be exposed to a range of high quality texts, written by some very talented and well-loved authors, which would enable the children to make meaningful links to story characters during their phonics lessons. My head teacher was also very interested in the idea of using real books to engage children; as a school we are constantly striving to promote a love of reading so that our children read for pleasure and enjoyment.

The other aspect of the programme that appealed to me as an English leader was how this would support and encourage teachers to move back to delivering phonics through whole class teaching. This is something that I have had varied success with myself in the past, having seen the benefits of what children can achieve when their learning is not capped and they are exposed to quality first teaching with their peers. However, with such a diverse range of needs in the Early Years and KS1 classes at The Grove, including an above average proportion of those with EAL and SEN, setting the children by their phonic ability had been the approach used for the past few years. I was keen to find out how the lessons in StoryTime Phonics would be differentiated to meet the range of needs of all children in class, supporting those who are working below the average expectation for their age range as well as those who are working above.

"Teachers have reported that they are able to see evidence of children applying their phonic knowledge when reading and writing, and the majority of class teachers have commented that the standards of reading and writing of the children are higher than this time last year."

Year 2 teacher, July Rusted

After a discussion with my head teacher, we both agreed that we would indeed like to be involved in the development and pilot programme of StoryTime Phonics and so I met with our senior leadership team and the teachers in Early Years and KS1 to give them a brief introduction to the concept of the programme and how the approach would differ from how phonics was currently being taught in school.

The multi-sensory elements of the programme have appealed to children with a range of different learning styles and this has been especially beneficial to our EAL and SEN children. Many of the activities have a hands on approach with fun being at the forefront of the lessons as well as carefully prepared and structured planning for teachers to follow. The videos that are included in the programme can be used to support staff in their own professional development and can be used for a variety of purposes. There are examples of lessons with informative voiceovers, teaching tips, advice and guidance on implementation, as well as interviews with class teachers and head teachers talking about many aspects of the programme. The videos can also be used to show to children to introduce a new book or memorable moment. It is not always possible to get all children out to a park or playground that has a zip wire like in the video for Shark in the Park by Nick Sharratt so the video can be used instead… it is still fun to watch and the children's gasps and laughter confirm this.

Having used StoryTime Phonics in school for the past year, evidence from observations and tracking have confirmed that the pace and progression of phonics teaching has improved and children have moved through the phonic phases at an appropriate pace. Teachers have reported that they are able to see evidence of children applying their phonic knowledge when reading and writing, and the majority of class teachers have commented that the standards of reading and writing of the children are higher than this time last year.

Overall, I feel very privileged that our school has had the opportunity to be a part of the development of StoryTime Phonics, I am confident that as the children who have been taught phonics using this programme move through our school, we will see the positive impact in our data as well as witnessing first hand children who enjoy reading and listening to stories, being engaged in their phonics lessons and showing that they have a passion for learning!

The magic behind StoryTime Phonics

"I am so incredibly proud of all the teachers and TAs who have worked tirelessly in helping to develop StoryTime Phonics – it was very courageous to allow themselves to be filmed. So much love and laughter has gone into the making of this programme and in developing the ideas – they will be perfect to use with your own class. By bringing the Phonic Fairy magic into your school, you have the opportunity to create mystery and joy.

I encourage you to leave reality at the school gate and to remind yourself why you came into this profession in the first place. Embrace the lessons, be brave, and don't censor yourselves. Have confidence and enjoy teaching because the more you enjoy yourself, the more fun and memorable your lessons will be.

I promise you StoryTime Phonics WILL bring real results. Reading is the most important skill for a child to acquire in life; together we can give every child their own set of book wings because once they can read, they will fly too."

Michelle Larbey, AKA The Phonic Fairy.

Michelle Larbey is a former Leading English teacher and Local Authority Consultant who now spends her time as a freelance consultant and author. Known for her passion and enthusiasm, Michelle's innovative, research-based approaches inspire and motivate both children and teachers alike. Further to and alongside her many years in the classroom, Michelle also works part-time for the Faculty of Education at Cambridge University, supporting PGCE students in the highest standards of research and teacher training. In her spare time, she likes nothing more than to read to her two children.

What's included?

- **60 beautifully illustrated story books**
  from best loved authors
- **60 memorable moment films**
  of the stories being read by the Phonic Fairy
- **60 digital teaching highlight programmes**
  to enable and empower you
- **Over 13 hours of inspirational videos**
  to feed your imagination
- **Detailed editable daily lesson plans**
  following the structure of Letters and Sounds
- **Teacher's notes** containing the lesson plans
  also come in a hard copy for you to photocopy
- **Digital illustrated activity pieces**
  for you to make and use to support each and every lesson
- **60 Reading Comprehension Bookmarks**
- **2 sets of 60 Caption Action Cards**
  that build fluency and recognition
- **52 Tricky Troll Cards**
- **100 High Frequency Word Cards**
- **A gorgeous Tricky Troll Puppet**
  to highlight those tricky words
- **StoryTime Phonics Book Bag**
  to magically transport everything you need outdoors
- **Phonic Fairy Dust**
  to sprinkle a little extra magic during `
  phonics lessons

ONLY £2,500

If you're ready for a **reading revolution** in your school

search **Storytime Phonics**

at **www.tts-shopping.com**

Here you can:

- Find a **StoryTime Phonics event** near you
- **Watch a video** and try out a free lesson plan
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