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Holy Trinity Primary School
We share, we care, we learn.

Phonics Policy

This policy was written by	S Khanna August 2021
Review Cycle:	Annually
This policy was subsequently reviewed by:	S Khanna
Next review Date	July 2025

Inspired by scriptures

Job 19:23-24

“Oh that my words were written!
Oh that they were inscribed in a book!
“That with an iron stylus and lead
They were engraved in the rock forever!

School Vision:

Holy Trinity is a family church school providing a high quality education by **caring** for all like God the Father. By **learning** to serve as Jesus the Son and **sharing** God’s Love in the community through the power of the Holy Spirit.

LAAT Vision:

Our Excellence, Exploration and Encouragement powered by Equity vision statement encapsulates the Trust we are today and the Trust we aspire to be in the future. It has meaningful resonance with the work we do and our commitment to overcoming the social inequality faced by our children and young people. We are passionate about improving the life chances of every child in our care, meeting them where they are.

Recent developments from the Government 2021

Do we have to change SSP programmes?

“Schools wanting or needing to improve their practice in phonics teaching will be strongly encouraged to use a full SSP program from the resulting validated list”

By adopting RWInc Phonics (on the approved validation list) at HOLY TRINITY we will ensure fidelity to one program when teaching phonics and early reading. This program will ensure a systemic approach to delivering high quality teaching in phonics that is consistent across school, resulting in improved reading outcomes for all children at our school.

Further information relating to the validation of systematic synthetics program and supporting documents:

<https://www.gov.uk/government/publications/phonics-teaching-materials-core-criteria-and-self-assessment/validation-of-systematic-synthetic-phonics-programmes-supporting-documentation>

Philosophy

Our core values as a Church of England school of 'believe', 'aspire' and 'succeed' are at the centre of our Christian values which are further supported by our six church values:

Friendship – humanity, love and teamwork

Perseverance- love of learning, resilience and creativity

Compassion – humility, reflective and sensitive

Thankfulness- gratitude, hope and happiness

Forgiveness- discipline, bravery and understanding

Truthfulness- honesty, wisdom and curiosity

This policy allows everyone to work together in an effective and thoughtful way. Using our core values, we aim to create a positive, calm and safe environment for all who are part of our school community and promote the best possible conditions for every child to thrive and progress.

We have high expectations, and utilise a wide range of approaches to encourage and help pupils improve their attitudes and mindset to their learning. When children are well supported by knowledgeable, enthusiastic staff they can achieve their goals and much more. By using RWInc pupils, staff, parents and council members demonstrate fidelity to one program thereby ensuring improvements in reading outcomes for all pupils is achieved.

Read Write Inc. Phonics

Our pupils learn to read and write effectively and quickly using the *Read Write Inc.* Phonics programme. They progress onto *Read Write Inc* once they can read with accuracy and speed.

The programme is for:

- Pupils in Year R to Year 2 who are learning to read and write
- Any pupils in Years 2, 3 and 4 who need to catch up rapidly
- Struggling readers in Years 5 and 6 follow *Read Write Inc.* Fresh Start.

In *Read Write Inc.* Phonics pupils:

- Decode letter-sound correspondences quickly and effortlessly, using their phonic knowledge and skills
- Read common exception words on sight
- Understand what they read
- Read aloud with fluency and expression
- Write confidently, with a strong focus on vocabulary and grammar
- Spell quickly and easily by segmenting the sounds in words
- Acquire good handwriting.

In addition, we teach pupils to work effectively with a partner to explain and consolidate what they are learning. Research states that we learn 70% of what we talk about with our partner and 90% of what we teach, this is the Cone of Experience. This also provides the teacher with opportunities to assess learning and to pick up on difficulties, such as pupils' poor articulation, or problems with blending or alphabetic code knowledge.

We group pupils homogeneously, according to their progress in reading rather than their writing. This is because it is known that pupils' progress in writing will lag behind progress in reading, especially for those whose motor skills are less well developed. In order to ensure that all children have access to higher learner skills class teachers will share what children have been learning in other groups through whole class teaching. This could be during a grammar, handwriting or spelling lesson. In Early years, provision will reflect all the sounds learnt across the RWInc groups and teachers will include these daily during 'pinny time' and throughout the day.

Silent Signals

At Holy Trinity we feel strongly that all children should have the opportunity to participate in lessons and not feel anxious about being singled out. We need children's minds to be free to learn to read and write. This means practising routines until they become second nature to both teachers and children. When everyone uses the same routines effectively, behaviour management will be transformed across our school. Children will be in no doubt of the expectations when they move into new groups each half term, and teachers will not waste time in establishing a new set of routines. New staff will then be able to slip into the same routines quickly.

We have adopted the following strategies:

Team stop signal

The team stop signal helps us stop children in a calm manner, ready for what's next. It replaces all other stopping techniques: clapping, clicking, singing rhymes, shaking a maraca, shouting, shushing, singing, dance routines, counting back.

The stop signal is used at playtime, in assembly, in lessons, during transitions, at lunchtime, on trips and in staff meetings.

Use this signal to gain attention. Practise until children respond in under five seconds and in silence.

Turn to your partner (TTYP) signal

Partner work should be used consistently in all lessons.

Practise this signal until children turn automatically to their partners to answer the question.

My Turn, Your Turn (MTYT) signal

Use this silent signal when you want the children to repeat something after you.

1, 2, 3 signal

Move the children silently from carpet to table and vice-versa

Silent handwriting signal

Once children are sitting at their tables, hold up a pencil – real or imaginary – in a pencil grip with the non-writing hand flat – holding imaginary paper.

The alphabetic code

In Year R we emphasise the alphabetic code. The pupils rapidly learn sounds and the letter or groups of letters they need to represent them. Simple mnemonics help them to grasp this quickly. This is especially useful for pupils at risk of making slower progress. This learning is consolidated daily. Pupils have frequent practice in reading high frequency words with irregular spellings – common exception words.

We make sure that pupils read books that are closely matched to their increasing knowledge of phonics and the common exception words. This is so that, early on, they experience success and gain confidence that they are readers. Re-reading and discussing these books with the teacher supports their increasingly fluent decoding.

Alongside this, the teachers read a wide range of stories, poetry and non-fiction to pupils; they are soon able to read these texts for themselves.

Embedding the alphabetic code early on means that pupils quickly learn to write simple words and sentences. We encourage them to compose each sentence aloud until they are confident to write independently. We make sure they write every day.

Pupils write at the level of their spelling knowledge. The quality of the vocabulary they use in their writing reflects the language they have heard in the books the teacher has read to them; they have also discussed what the words mean.

Our aim is for pupils to complete the phonics programme as quickly as possible. The sooner they complete it, the sooner.

Our collective responsibilities

The Head of School oversees target setting and tracking with RWI Lead.

The Head of School:

- oversees the assessment of all Reception & KS1 & Year 3 and 4 pupils (still requiring phonics interventions) and designates pupils to the correct groups. Tracks children's progress and analyses data.
- assigns RWI teachers to groups
- 'drops in' on RWI groups to give advice and to informally check that pupils are in the correct groups through learning walks and scrutiny of work
- where necessary models lessons
- attends up-date meetings when they occur and reports back to the RWI group leaders
- is responsible for reporting to the governors about the quality of the implementation of RWI and the impact on standards
- Work with RWI teachers to organise 1- 1 tutoring groups for children not making progress

How we teach RWI

Foundation Stage: RWI is fully implemented in Reception but the class will not be split into groups until the initial sounds have been taught. Once the sounds have been taught assessments will take place to determine groupings. The sessions will occur daily for 30 minutes. Within this time a 10 minute speed sounds session will occur with follow up handwriting sessions as well as access to RWI resources through continuous provision, in line with the EYFS.

Key Stage One: RWINC groups will be set across Year 1 and Year 2 following assessments carried out by RWInc lead and/or Head of School. The sessions will occur daily for up to an hour.

Once pupils reach the end of the RWINC programme they will then move onto Year 2 grammar and literacy lessons

Key Stage Two: RWINC groups will take the form of an intervention for those pupils with the greatest need in Years 3-6. Where necessary and appropriate, children from Year 3 will join groups in KS1 to accelerate their progress in early reading and support them to reach their attainment targets.

SEND/Able Pupils

SEND pupils are fully involved in RWINC lessons as all pupils work in ability groups and teaching is geared to the speed of progress of each group. 1:1 or small group tuition will be identified by the RWINC lead and Head of School if required.

Able pupils are catered for as groups are based on ability and there is the flexibility to accommodate more able younger pupils within groups of older pupils.

Assessment and Recording

Children are assessed throughout every lesson. Every time partner work is used the teacher assesses the progress of the children.

The teacher assesses how children:

- read the grapheme chart
- read the green and red word lists
- decode the ditty/story
- comprehend the story

Each group leader is requested to keep a register to identify pupils that are absent or pupils that need extra reinforcement of a particular element that has been covered.

The RWI manager will inform staff when to carry out assessments in order to regroup the children but this usually takes place every 6 – 8 weeks. This assessment follows the assessment laid out in the Phonics handbook.

Assessment and Recording

Children are assessed throughout every lesson. RWINC teachers will assess children daily through Partner work.

The teacher assesses how children:

- read the grapheme chart

- read the green and red word lists
- decode the ditty/story
- comprehend the story

The RWI lead and/or Head of School will carry out assessments in order to regroup the children 6 – 8 weeks. This assessment follows the assessment laid out in the Phonics handbook. The expectation is that teachers will teach the bottom 20% of children to close the gap in attainment and ensure high quality of teaching and learning. The Head of School will monitor, through the re-assessment process which RWI teachers should support these vulnerable groups.

Training needs

Training Needs will be identified and addressed within the school's financial constraints. In addition, we will endeavour to ensure all members of staff are made fully aware of all available and relevant training provision and information.

Monitoring of the policy

The effectiveness of the above policy and our practice will be evaluated every year. The Senior Leadership Team in consultation with the whole school community will carry this out.