

OUR VISION - We provide an environment that allows children to thrive, developing the independence and resilience needed to reach their full potential, while becoming active members of the wider community.

OUR DRIVERS

At the heart of Trimley St Mary School, lies clearly defined and understood "curriculum drivers" that are the guiding principles that accurately shape the personality of our curriculum. These drivers underpin our curriculum and drive the teaching and learning in our school and therefore the pupil's experiences.

COMMUNITY	EMOTIONAL WELLBEING	ENQUIRY	POSSIBILITIES
Our school is a friendly and welcoming setting, with a strong sense of belonging, care and support. We recognise parents and the wider community as active partners in the education process and life of the school. By fostering strong community links, and working closely with families, local businesses, and other agencies, we support, motivate, and inspire all children to achieve and be successful in their own right.	As a THRIVE school, we provide a powerful way of working with children to support optimal social and emotional development. The way we interact with our children has a huge impact on the way they think about themselves and their levels of personal resilience. We improve empathy or the ability to understand what another person is thinking or feeling, which improves children's awareness of others and helps them to build positive relationships. We develop happy, healthy confident children who are ready and open to learning.	We recognise the importance of fostering an enquiring mind and love of learning by choosing the right context to engage our children in their learning. Our curriculum uses engaging topics and open-ended questions to promote curiosity, interest, and motivation. Children are encouraged to develop and deepen their understanding as well as drive their learning forward by questioning, investigating and solving problems.	Through our broad and balanced curriculum, we recognise the importance of providing our pupils with knowledge and experience of the wider world. We encourage them to develop self-belief, ambition, and the sense of what it is possible for them to achieve.

OUR GOALS	To ensure that pupils are fully active citizens within the school community.	To ensure all pupils are reflective, analytical and active independent learners.	To ensure that staff subject knowledge and pedagogy builds over time, translating into improvements in the teaching of the curriculum.	To ensure all pupils achieve highly in order to fulfil interests, aspirations for the future and meet their academic, sporting & creative potential.	To ensure that pupils acquire a wide vocabulary, communicate effectively and acquire a knowledge of phonics, giving them the foundations for future learning.
	PERSONAL DEVELOPMENT	BEHAVIOURS & ATTITUDES	LEADERSHIP & MANAGEMENT	QUALITY OF EDUCATION	EARLY YEARS

Curriculum Intent

The 8 Cs - Our curriculum is underpinned by core learning skills that all children need in order to be effective learners. Children use these skills to evaluate themselves as learners, in addition to their knowledge and understanding of concepts within different subjects.



INTENT

At Trimley St Mary we strive to ensure that all children become successful, fluent readers by the end of key stage one and believe this is achievable through a combination of strong, high quality, discrete phonics teaching, combined with a whole language approach that promotes a 'Reading for Pleasure' culture. This approach is in alignment with Trimley's belief that we first 'learn to read' and then 'read to learn'. This policy is aimed at reinforcing a consistent, high quality approach to the teaching of phonics across foundation stage and key stage one. All staff are trained to deliver Phonics to

a high standard. We follow a whole-school planning and teaching approach that is underpinned by a complete systematic synthetic phonics teaching programme; this consistent strategy, reflects the expectations outlined in the Trimley St Mary's 'Letters and Sounds' document, whilst being supported and enhanced by SFA pedagogy. SFA is a validated systematic synthetic phonics (SSP) programme as outlined in accordance with new DfE guidelines.

Objectives:

- To provide consistent, high quality phonics teaching that ensures all children have a strong foundation upon which to tackle the complex processes of reading and writing.
- To ensure that the teaching of synthetic phonics is systematic and progressive throughout the foundation stage and key stage one.
- To ensure that children have sound phonetic knowledge, understanding and skills so that they can decode words confidently and engage with higher order reading and writing skills.

Aims:

- To teach children aural discrimination, phonemic awareness and rhyme to aid reading, writing and spelling development.
- To encourage the use segmenting and blending so that decoding skills provide a sound foundation for reading, writing and spelling.
- To ensure the teaching of phonics is lively, interactive and investigative.
- To ensure children use phonic awareness across the curriculum.
- To ensure that children know the 40+ phonemes within the English language.
- To ensure that children recognise the graphemes within words and associate them with the appropriate phoneme when reading.
- To ensure children are taught strategies to identify and decode common exception words (tricky words) within the English language.

Expectation

Our complete systematic synthetic phonics (SSP) programme is one that provides:

- all that is essential to teach SSP to children in reception and key stage 1 years of mainstream primary schools
- sufficient support for children in reception and key stage 1 to become fluent readers
- a structured route for most children to meet or exceed the expected standard in the year one phonics screening check
- all national curriculum expectations for word reading through decoding by the end of key stage 1

	<u>Autumn Term</u>	<u>Spring Term</u>	<u>Summer Term</u>	<u>End of Year Group Expectations</u>
EYES *Phase 2 *Phase 3 *Phase 4	Baseline Assmt (x 2 weeks) Phase 2 Week 1 - 3 ASSESSMENT Phase 2 - Week 4 - 6 ASSESSMENT	Phase 3 Week 1 - 4 ASSESSMENT Phase 3 Weeks 5 - 8 ASSESSMENT	Phase 3 Weeks 9 - 12 ASSESSMENT Phase 4 Weeks 1 -4 ASSESSMENT Phase 2, 3 and 4 Consolidation / Mastery ASSESSMENT	<ul style="list-style-type: none"> Know 40+ sounds (including LPAs) Write sentences Top 50% of cohort should know to read 50+ sounds Children begin to use some letter names. Majority of children to read and spell most EYFS CEWs Insist on correct pencil grip
Year 1 (Phase 2/3/4 Consolidation) *Phase 5	ASSESSMENT Phase 5 - Weeks 1 - 9 ASSESSMENT	Phase 5 Weeks 10 - 18 ASSESSMENT	Phase 5 - Weeks 19 - 28 ASSESSMENT STATUTORY PHONICS SCREENING TEST	<ul style="list-style-type: none"> Most of cohort should know to read 50+ sounds Children using letter names Write simple sentences independently, spelling words and selecting appropriate sound Majority of children to read and spell most year 1 CEWs Majority of children forming letters correctly, correct pencil grip and spaces between words.
Year 2 (Phase 2/3/4/5 Consolidation) *Phase 6	ASSESSMENT Phase 5 Weeks 29 - 32 Phase 6 Weeks 1 - 5 ASSESSMENT	Phase 6 - Weeks 6 - 15 ASSESSMENT	Phase 6 - Weeks 16 - 24 ASSESSMENT STATUTORY PHONICS SCREENING RE-TEST	<ul style="list-style-type: none"> All children to know all 50+ sounds All children confidently using letter names Write series of sentences independently, spelling words and selecting appropriate sounds Majority of children to read and spell most Year 2 CEWs Majority of children using neat, legible cursive font

**(Representative of what MOST of the children will be expected to be cover)*

While this is the expectation for MOST of the children, we understand that children learn at different rates. There are a variety of interventions used, identified in Year Group RAPs, which are implemented to support these children. Whilst "Assessment" blocks are an integral part of our Phonics Teaching Sequence, AFL is a fundamental part of all daily Phonics teaching sessions, with interventions happening as and when they are needed.

IMPLEMENTAION

EYES

Children are assessed on their phonics knowledge during their initial weeks in school and this is reviewed and revisited each term. Initial assessments are then used to group children according to their phonics abilities. After the baseline assessments children are then taught in three ability groups. Class teachers have larger groups and TAs a smaller focus group to ensure that all children are reaching their full potential, within a challenging and supportive environment. The lessons are planned using Trimley St Mary's Letters and Sounds Document and supported with SFA pedagogy and mnemonics 5 times a week for half an hour. All sessions start with speedy recall of SFA flashcards to consolidate phonemes and the associated mnemonics. We use a variety of activities and tasks to practise hearing and saying initial sounds and then build onto segmenting and blending the sounds in words as well as writing the grapheme to represent each sound. A selection of appropriate Year 1 Common Exception Words are taught within the letters and sounds lessons and all CEW taught so far are reviewed regularly. SFA pedagogy includes the 'My-turn, Your-turn' approach of 'tapping and clapping' words. AFL is used to assess children in phonics, and groups are fluid and flexible throughout the year, depending on the children's progress, needs and assessments which are undertaken.

The Early Years classrooms and shared area, all display a 'phonics' wall where the different SFA graphemes are displayed for reference during lessons. A tricky word wall (common exception words) is also in each classroom and this is updated weekly as the children learn new words. Children take a 'Phonics' pack home in September as part of a starting school pack. Homework books are updated weekly, with the sounds that have been taught, in their group, and a handwriting activity in order to consolidate the learning. Phonics skills are embedded in writing and reading tasks in English sessions. Children are also provided with, phased phoneme mats and a 'Tricky Word' mat to support and encourage their independent writing.

Children have access to a weekly 'phonic task' as part of the ongoing provision. This task consolidates the previous week's learning in a variety of ways, with a different activity each week. The activities' degree of challenge will change as the children's abilities develop.

At the beginning of the school year 'Starting School' packs are sent home to every child. These include the Phoneme (SFA) word mat with the mnemonics for each sound, and order for teaching the sounds. Along with a reading scheme for our school, which outlines the ways teachers will teach children to read and a cursive formation mat to support with handwriting.

During the Summer term Word Pouches are sent home, along with the 'Tricky words' or (common exception words) which are red (non-decodable) and green word box words (decodable). Word pouches are tested weekly by an adult and contain a combination of red and green words and CVC/CVCC words of increasing difficulty.

During the Autumn term, there is a 'Stay and Play' session for parents, with an emphasis on reading; this information session is led by class teachers and tells parents about our reading scheme and how they can help their child progress. Parents have an opportunity to apply these skills with their children, by reading the types of books being sent home with a focus on comprehension. After the half term a Stay and Play session is focused on phonics and tricky words. Class teachers provide parents with information about correct pronunciation of phonemes and the SFA approach used. Parents are then given time to work through activities with their children.

When appropriate children are introduced to mini-shared read sessions using a variety of decodable texts matching pupils' phonic knowledge. These include SFA 'Roots' reading materials and activities linked to Reading Eggs. Skills are taught using the SFA principles of 'My turn, your turn' and tapping and clapping syllables and letters. Children are encouraged to practise partner reading and echo reading. There is a focus on questioning and comprehension skills at a level appropriate for each group. The groups all focus on different books depending on their ability. Reading groups are fluid and the adults communicate daily to ensure that children are being challenged appropriately and are accessing the correct materials for their level of ability.

All children are given an opportunity to take part with 'Play Club.' Children have the opportunity to take a special bag home over a 7week period, which contains a story and activities to be shared with their adults and is aimed at supporting the use of phonics with parental involvement.

Reading books are given out in the first few days of the Autumn term. These are picture books using the Oxford Reading Tree characters. Once phonic teaching has started after the RBA (Reception baseline assessment) has taken place, books are given out that contain phonemes and digraphs taught that week.

End of year outcomes for EYFS:

- All children (including LPAs) should know 40+ sounds
- Write sentences
- Top 50% of cohort should know how to read 50+ sounds
- Children begin to use some letter names
- Be taught and expected to use correct pencil grip.
- Majority of children forming most cursive letters correctly.

Year 1 and Year 2

Children are assessed at the start of Year 1 and Year 2, and grouped for phonics accordingly. AFL is used and groups are fluid and flexible throughout the year, depending on the individual children's progress and needs.

Phonics is taught in daily sessions, lasting at least 20 minutes, with phonemes consolidated in weekly phonic spellings. All sessions start with speedy recall of SFA flashcards to consolidate phonemes and the associated mnemonics. A variety of activities and tasks are used to practise blending and segmenting. Children continue to use the SFA 'Roots' reading materials and work through the progression of books according to ability. These SFA Reading Roots texts are decodable texts matching pupils' phonic knowledge. Phonics sessions include shared reading and phoneme activities. SFA pedagogy includes the 'My-turn, Your-turn' approach of 'tapping and clapping' words containing the phonemes and use 'Phoneme spotters' to identify phonemes in words. Challenge words are introduced using the 'tap and clap' strategy throughout all lessons in Year 1 and Year 2. Red and green words continue to be displayed on the word wall, along with the challenge words from the Roots book being read. Children also have a reading focus session once a week in phonic groups, where they partner read books from the 'Dandelion Readers' phonics scheme, allowing children another opportunity to consolidate and embed the blending of phonemes learnt.

In Year 2, once children are confident and proficient with Phonics and know all 50+ Phonemes, sessions move on to alternative pronunciation of digraphs and a focus on key Grammar skills, however 'Phoneme Fingers', associated blending and segmenting strategies and SFA mnemonics are still used to support reading and spelling of Common Exception Words.

Children have an individual levelled reading book and they read regularly in school with an adult. At Trimley St Mary our primary Reading Scheme is PhonicBooks. This scheme provides decodable texts matching pupils' phonic knowledge. The sequence of reading books within this scheme, shows a cumulative progression in phonics knowledge that is matched closely to our school's phonics programme and our children read and re-read books that match the grapheme-phoneme correspondences they know. This expectation is consistent with the English programmes of study: key stages 1 and 2 National curriculum in England which states that pupils should read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to

use other strategies to work out words. Children are also organised into guided reading groups and read to an adult during the week. In all Reading Activities, there is an increased focus on questioning and comprehension skills at a level appropriate for their group. Staff ensure that a variety of question types are used, incorporating all of the 'reading domains' to include Resilient Reader 'right hand' question types. Comprehension skills are built upon further to incorporate Resilient Reader 'left hand' skills;- find, explain, infer, predict and compare.

Common Exception Words (tricky words) are also included and assessed termly to monitor progress. This information is shared with parents and words still not known are placed back into the Word Pouch for further practise and consolidation. We aim for the children to complete their Word Pouch by the end of Year 2.

Formal Phonics Assessments take place termly. Phonemes not known are identified and revisited in Phonics lessons. We provide daily Phonics Intervention Groups, that follow a phonological awareness scheme. These children also receive additional reading opportunities throughout the week.

In the Summer Term, Year 1 children complete the statutory National Phonics Screening Test. Results are shared with parents. Children who do not pass in Year 1, are then re-tested in the Summer Term in Year 2.

All KSI classrooms and shared areas, display a 'phonics' wall where the different SFA graphemes are displayed for reference during lessons. SFA green words (decodable) and red words (non-decodable) are displayed in all areas; these are updated weekly as the children learn new words and are introduced to new 'shared read' texts.

Reading Diaries contain Phoneme Mats and Homework Books contain lists of Common Exception Words relevant to each year group. This ensures that parents are aware of expectations and can support with the children's learning.

Phonics skills are embedded in writing and reading tasks in English sessions. In lessons, children have access to Phoneme mats and CEW word banks, to support and encourage their independent writing.

In order to promote parental links, staff organise several Learning Together Sessions throughout the year, where Phonics and Reading expectations are clearly explained. Parents are invited to participate in a variety of activities to support their children's learning.

End of Year 1 Outcomes:

- Most of cohort should know how to read 50+ sounds
- All children using letter names
- Write simple sentences independently, spelling words and selecting appropriate sound
- Majority of children to read and spell most year 1 CEWs
- Majority of children forming cursive letters correctly, using correct pencil grip and including spaces between words.

End of Year 2 Outcomes:

- All children to know all 50+ sounds
- All children confidently using letter names
- Write series of sentences independently, spelling words and selecting appropriate sounds
- Majority of children to read and spell most year 2 CEWs
- To know the alphabet and which letters are vowels and which are consonants.
- To be able to spell the days of the week and some months of the year
- Majority of children using neat, legible cursive font and joining most letters

Throughout EYFS and KS1, the children are encouraged to take part in a school wide Reading Challenge with an aim of every child reading 5 times a week for 5 minutes. Children also have access to the 'Cozy Cocoon' outdoor library as well as regular access to "Book Nooks" in their respective activity areas, where they choose a library book to take home for the week.

EYFS and KS1 children's reading experiences are enhanced further still when Reading Ambassadors (children from KS2) come and read with the children.

Children are exposed to a love of reading as soon as they start school. Daily 'shared read' sessions are delivered by class teachers using topic related texts (page-turners) and 'Reading Spine' books to create a love of reading, develop comprehension and essential reading skills.

IMPACT

All staff are trained to deliver Phonics to a high standard and follow a whole-school planning and teaching approach. This consistent strategy reflects the expectations outlined in Trimley St Mary's 'Letters and Sounds' Document, whilst being supported and enhanced by SFA pedagogy. While the 'Phonics Teaching Sequence' grid identified in the INTENT section shows the teaching and learning sequence and formal assessment expectations, Phonics progress and attainment can be measured at any time. Teachers are well-versed in using effective AfL in all sessions to address misconceptions, revisit key skills needed and to support children's learning on an individual basis. Phonics groups are fluid and change frequently to allow for the needs of all children to be met. We expect MOST children to reach National expectations at end of each year group. The progress of individual children can be tracked, with their next steps identified on whole-school online data analysis tracking systems, including Tapestry and Insight. Year Group Raising Attainment Plans (RAPs) analyse data termly. Staff identify targeted children not meeting age-group expectations. Interventions and additional support is put into place to address this, and reviewed as part of the next RAP. As part of ongoing professional development, teachers discuss RAPs in phases and the implications of children's data and outcomes, as well as identifying reasons why these groups have not met national expectations.

We understand that not all children learn to read through a wholly systematic Phonics approach. For some children a greater emphasis is placed upon high interest reading, whole-word recognition, contextual clues. (Further information about this can be found in the SEN section below.)

Phonics in KS2

The focus moves to spelling as children move into Key Stage 2. As children progress through the school, teachers continue to use SFA Phonics mnemonics where appropriate to support teaching and learning of spelling patterns. Staff are encouraged to use the appropriate terminology e.g. digraph, trigraph, etc.

Children in KS2 use the Andrew Brodie Spelling Scheme to support their learning. This is assessed using a spelling challenge, for which the children are expected to practise at home and at school. This is supplemented with Precision Spelling, wherein children learn personalised spellings from the CEWs year group lists. The use of mnemonics is used to consolidate spelling patterns and enhance the children's understanding and recall.

End of Year 3 Outcomes:

- Majority of children can use possessive apostrophe for singular words and some plurals.
- Know some plural noun rules
- Know what a suffix is and apply to root words.
- Know what a prefix is and apply to root words to create a richer vocabulary.
- Most children are able to spell 40-50 Year 3/4 common exception words consistently.
- Learn homophones and near homophones.
- Use GPC skills, word shape, and mnemonics to attempt and learn to spell new words
- Use a dictionary to find the spelling of words using the first two letters.
- Join letters, deciding which letters are best left un-joined.

End of Year 4 Outcomes:

- Majority of children can use possessive apostrophe for plural words
- Apply knowledge and rules of prefixes and suffixes to root words to develop word families to enrich vocabulary.
- To spell all Y 3 / 4 common exception words.
- Use a dictionary to find the spelling of words using the first three letters.
- Know spelling rules and that there are exceptions.
- Have developed a range of spelling strategies and be able to choose which is most appropriate to spell a chosen word.
- To be a confident speller to be willing to 'have a go' at more challenging vocabulary.
- Make handwriting legible by ensuring downstrokes of letters are parallel and letters are spaced appropriately.

End of Year 5 Outcomes:

- Majority of children to spell many words from the 5/6 word list

- Children to spell many complex homophones (e.g. passed/past, morning/mourning, led/lead)
- Use dictionaries to check spelling and meaning of words.
- Use the first three or four letters of a word to look up the meaning or spelling of words in a dictionary.
- Use a thesaurus.
- Children to use consistently joined handwriting

End of Year 6 Outcomes:

- Use prefixes appropriately.
- Spell some words with silent letters (knight, psalm and solemn).
- Distinguish between homophones and other words that are often confused.
- Use knowledge of morphology and etymology in spelling and understand that some words need to be learned specifically.
- Children spelling vast majority of words correctly (year 5 and 6)
- Children maintaining legibility, fluency and speed in handwriting through choosing whether or not to join specific letters.

In Key Stage 2 we aim for the children to be able to read for pleasure, for information and with understanding. Regular guided reading sessions continue where children access activities to extend and enhance their reading ability. As the children progress, they are encouraged to widen their use of books for information, developing the specific skills of locating information, skimming, scanning and note taking. Comprehension skills are built upon further to include Resilient Reader 'left hand' skills;- find, explain, infer, predict and compare.

As the children move through KS2, teachers follow the Reciprocal Reader approach, which is a structured method of guided reading where children are gradually taught to take on group roles to explore and find meaning in texts. Reciprocal reading emphasises teamwork and supports independent comprehension skills. Here are some example roles and the part they might play in a reciprocal reading task:

- The Leader decides who will do what. They are in charge! The Leader introduces the text and must try to ensure everyone is joining in and following.
- The Predictor asks all the readers to make predictions about the text based on information they already know. What do you think will happen? What will happen next? What will this character do now?
- The Clarifier helps the group to identify confusing words, sentences and ideas. They help the group to understand the text. It can be useful to ask each reader to highlight confusing words, sentences and/or passages for discussion as soon as the reading is over.
- The Summariser helps the group to identify the most important ideas in the text and what the text is mainly about. They provide a summary of the text.

- The Questioner asks questions about the text. Guided Reading Questions Blooms Taxonomy could be helpful in establishing which questions to ask in order to encourage higher-order thinking.
- The Illustrator draws or illustrates what they have read about in a picture, diagram or cartoon.
- Passage Master looks for what they think is the most interesting passage in the story and justifies their selection to the group.
- Feelings Finder finds word or parts of the story which show or describe feelings or emotions.
- Word Finder picks out new or interesting words used by the author and can give their definition.
- Link Maker links between this story and other stories or real-life events.

The school has a very strong reading ethos. All children throughout the school are invited to take part in a Weekly Reading Challenge which ensures they read for (a minimum of) 5 minutes, 5 times a week. Children are encouraged to participate through prizes and a school league table. All classes enjoy regular class reader sessions with challenging texts.

Special educational needs

Keeping up from the start

At Trimley St Mary, we aim for all children to keep up with our school's chosen phonics programme, ensuring teaching time is sufficient for the content to be taught within the time-scales the programme sets out. However, we recognise that some children may not be able to learn effectively through a structured synthetic phonics approach and may need extra support from the beginning. We feel early intervention is key to reducing the development of reading difficulties. Our assessment procedures enable us to identify such children as soon as they begin to fall behind their peers (if not already identified). Teachers, working with others if necessary, investigate possible reasons, such as whether a child might have a hearing or visual impairment, or speech, language and communication needs (SLCN). To enable children to keep up, these children are given extra practice, either in a small group or one-to-one, whether or not a specific reason has been found. An intervention programme is effective in reducing difficulties with phonological processing and phonological awareness. This is often carried out in a small group or is an individual response which involves a more multi-sensory, 'little and often' approach. This extra practice:-

- takes place in a quiet place, at a regular time every day so that the children become familiar with the routine
- is recognised as a school priority, with maximum efforts made to avoid disruption or cancellation
- is provided by a well-trained adult: teacher or teaching assistant
- is consistent with the school's mainstream phonics programme
- includes activities that secure the important phonic knowledge the children have not grasped.

The emphasis will focus on:

- consolidating the work the children have already met in their main class or group phonics session, with bite-sized steps so all of them can achieve success every day
- revising grapheme-phoneme correspondences (GPCs)
- practising oral blending of spoken sounds to pronounce words
- reading words by saying the sounds and blending them.

A range of resources are used depending on age and ability. They provide a high level of reinforcement used both at home and at school. These include: scrabble letters, puzzles, phonic games, videos and i-pad games. The children will continue to read 'decodable' books that is, books that include only words with GPCs they have been explicitly taught, until they can blend sounds to read new words fluently and automatically. To encourage the transition from the learning of phonics to blending in texts we use a variety of specific phonic texts which provide enjoyment and build confidence. These include: Rescue Readers and Reading Made Easy. We understand that for various reasons, some parents cannot support their children's reading at home. In these circumstances we provide extra opportunities for these children to read to adults and to listen to adults reading to them.

At Trimley St Mary we know that "If we believe, we'll achieve".