



Lickey Hills Primary School and Nursery  
Dream - Believe - Achieve

## English Policy

- Phonics & Early Reading
- KS2 Reading
- Writing (including spelling, punctuation and grammar)

**(March 2023)**

(SP, MK, CW, AH)



Contents

**Our vision for English - Our Intent, Implementation and Impact..... page 2 - 3**

**Phonics and Reading:**

**Phonics and Early Reading ..... page 4 - 7**

**Reading in EYFS and KS1 .....page 8 - 9**

**Reading in Key Stage 2 ..... page 10 - 13**

**Writing (including Spelling, Punctuation and Grammar):**

**Purposes for Writing..... page 14**

**Writing Genre Overview..... page 15**

**The Writing Process..... page 16**

**Writing in EYFS..... page 17**

**Writing in KS1..... page 18**

**Writing in KS2..... page 19**

**Spelling, Punctuation and Grammar..... page 20**

**Handwriting..... page 21**

**SEND..... page 22**

**Marking..... page 22-23**

**Assessment.....page 24 - 25**

**Appendices..... page 26 - 30**



### Vision for the teaching of English

It is the aim of the Governing Body of Lickey Hills Primary School and Nursery to support the implementation of policies and procedures which support the vision of:

***'Dream Together, Believe Together, Achieve Together'***

At Lickey Hills Primary School and Nursery, our overarching aim is to promote and develop a love of language and literature, through widespread reading for pleasure. Equipping pupils with a strong command of the spoken and written word provides a foundation for emotional, intellectual and social development. It also builds confidence, allows pupils to access every aspect of the curriculum and increases their future prospects. As such, precedence is given to the mastery of the English language, and opportunities for promoting a love of literature are capitalised upon across the curriculum.

This policy outlines the purpose, nature and management of the teaching of English at our school. While this policy considers the different elements of English, we understand that each facet is inherently dependent on one another: spoken language makes reading and writing possible; an understanding of how English grammar works supports our comprehension; reading a wide variety of texts is crucial for effective writing. This policy outlines the approaches taken to secure children's understanding of each area, as well as how these elements weave together to ensure that our English curriculum is coherent and reflective of the National Curriculum's objectives.

### Intent, Implementation and Impact

#### Intent

At LHPSN we know that being able to read fluently and with understanding is the key to unlocking learning across the whole curriculum. Our English curriculum is one that is rich in talk and story, where children experience the joy of books, hearing high quality texts read aloud every day, whilst rapidly acquiring the skills to become fluent independent readers.

Our primary intention is to ensure every child becomes a confident, fluent and passionate reader who reads widely, frequently and with good understanding and pleasure. Our intent is to instil a lifelong appreciation of literature (in all its forms). For each pupil to be inspired by reading to write, to consider themselves an author, fearless of the blank page. With guidance and encouragement, each pupil is capable of expressing themselves clearly and articulately, formulating opinions with confidence and conviction.

#### Implementation

Learning to read is one of the most important things a child will learn and underpins everything else. We will develop enthusiastic and fluent readers by delivering high quality teaching of phonics with



access to texts linked to their current phonological awareness. We will aim to foster a love of reading

by inspiring pupils through high quality class texts and storytelling. Our children will learn to read through rapid acquisition of phonic skills using a consistent and engaging approach to phonics, following the validated Essential Letters and Sounds (ELS), systematic, synthetic phonics programme. Phonics and reading activities are taught as a whole class and teachers model the application of this through discrete phonic lessons, shared reading and writing across the curriculum. A term by term progression map sets clear expectations for progress and includes a robust assessment procedure to check progress, identify areas for development and children in need of intervention or further support fostering a "A Keep up not Catch Up approach." This guarantees that children are consolidating phonic knowledge and skills over time and that they are able to apply them in context. This equips them with the skills to comprehend more complex texts at key stage 2.

Our English curriculum has been designed to accommodate the 2014 'National Curriculum Programme of Study' objectives. To supplement this, we use texts from the 'Power of Reading' scheme to inform our planning for both reading and writing. From KS1 and into KS2, the 'Power of Reading' scheme allows for an integrated approach to the teaching of English. Writing is taught on a daily basis and each sequence of learning begins with an opportunity for pupils to acquaint themselves with one of our selected core texts. Our coherent writing curriculum centres around exposing pupils to outstanding extracts of prose, poetry and non-fiction, which are subsequently critiqued so that the distinguishing features of the genre can be modelled and explicitly taught. Precedence is given to the drafting process, in which pupils are taught how to edit and improve their own work. In addition, Grammar is taught concurrently as part of the Writing sequence and is consolidated during daily 'SPaG Starters', which are designed to help pupils retrieve prior knowledge, correct errors and apply specific skills. Statutory spellings are also addressed during the 'SPaG Starter' and in Years 2-6 the 'No Nonsense Spelling' scheme is utilised three times a week to teach age-related spelling rules. Accurate application of grammatical constructs and spelling rules are promoted in each subject as Writing is used across the curriculum as a means of expressing understanding and communicating ideas.

### Impact

The impact of following the ELS phonic programme is that children will use an increased and varied vocabulary and have the knowledge and skills to read. Children's progress in phonics is continually reviewed through daily informal and half termly assessments. Assessment is used to monitor progress and to identify any child needing additional support as soon as they need it. This ensures that the children are prepared for the statutory Year 1 Phonics Screening Check, achieving the national standard and meet KS1 age expected reading outcomes assessed by NFER reading papers. By the end of KS1, children will be able to read hundreds of words, automatically if they are very familiar or decoding them quickly and silently. By the end of KS2, children will not only read well, but have a deeper understanding of what they are reading and gain enjoyment from reading for pleasure. Children will be inspired by reading to write and skills will become fully embedded. Our pupils will be fluent in applying them and some will have a greater depth of understanding. Most importantly, they will develop a love of reading and writing and be well equipped to apply these skills in other areas of the curriculum.



Phonics and Early Reading

"Once you learn to read, you will be forever free." Frederick Douglass

**Phonics**

The teaching of phonics and early reading is of the highest priority at LHPSN. A consistent, systematic high quality, whole school approach to teaching phonics begins as soon as children begin their learning journey with us. This continues at least until the point where children can read words almost fluently, following the validated Essential Letters and Sounds (ELS), systematic, synthetic phonics programme.

**In Nursery**

Children work daily on aspects of Phase 1, as outlined in Letters and Sounds, to develop their listening skills, to listen purposefully, and talk about the sounds around them. These include:

- Sharing high-quality stories and poems
- Attention to high quality language
- Learning a range of nursery rhymes and action rhymes
- Activities that develop focused listening and attention

During the Summer term greater emphasis is placed on aspect 4 (rhythm and rhyme) and 7 (oral blending and segmenting). These activities teach phonemic awareness so children make a strong start in Reception in learning phase 2.

**In Reception and Year 1**

Phonics is taught daily, in the morning, for at least 30 minutes. In Reception, we build up from 10 minute lessons to the full-length lesson as quickly as possible. It is important to embed the learning behaviours for both reading and writing so the pace of learning may be slowed during the autumn term and the review period of overlearning shortened to keep on track. This will ensure that the children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move throughout the school.

**Keep-up lessons**

Any child who needs additional practice, identified during the lesson or from assessment data as needing extra support, has at least two extra 'keep up' sessions for sounds taught in that week. Keep-up lessons match the structure of class teaching, but in smaller steps with more repetition so that every child secures their learning.



### Year Two

In the autumn term of Year 2 a recap of phase 5 will take place. This is essential for children who scored 32-36 in Year 1 Phonic Screening, to secure their phonic knowledge. This may not be all the taught sounds, it may be gaps noted in assessments or fluency read observations. Children then progress to learning the statutory spelling conventions (**See English policy**) whilst revisiting GPC (Grapheme phoneme correspondence) from phase 5, to secure reading and spelling whilst developing into more fluent and expressive readers.

Children who did not pass the Phonics Screening check in Year 1 are taught in small groups, inline with ELS lessons and assessment, to secure Phase 5 knowledge before re-sitting the Phonics Screening Check at the end of Year 2.

### **Non negotiables for teaching phonics in EYFS and KS1**

A consistent approach is key to delivering excellent results so the focus of each lesson must be on the children learning new sounds and words, rather than new methods of learning. With this in mind we have created non-negotiables for all staff to follow to ensure a high-quality and consistent approach to deliver the ELS whole class phonics programme.

- Watch the ELS training videos before delivering lessons (see phonic lead)
- Pronounce each sound correctly, 'pure sound' ([Phonics: How to pronounce pure sounds | Oxford Owl - YouTube](#))
- Use phonics terminology correctly (see appendix)
- Use ELS lesson presentations consistently, following the lesson structure  
Review, teach, practise, apply, review
- Lessons should be paced well, with all children having a clear view of the teacher and actively involved with a 'drum roll' to introduce the new sound, using 'robot arms' and a 'reading finger'
- Phoneme-grapheme(s) of the day and newly taught 'harder to read and spell' (HRS) words should be displayed to support independent tasks
- EYFS will use letter sounds to introduce digraphs; KS1 will use letter names
- When teaching new 'harder to read and spell' words, identify the graphemes that make it tricky.
- Letter and digraph rhymes to aid children's recall should be used. Matched actions for the rhymes are consistent across EYFS and KS1 (see phonics lead).
- Maintain a supportive learning environment, with GPC/s and HRS words displayed with table prompts, sound mats and key words available.
- Children are assessed every 5 weeks to ensure that they are keeping up.
- The lowest 20% are quickly identified and given additional support through the ELS structured intervention programme.
- Staff must actively target the lowest 20% of children for support during teaching



### Teachers **MUST** model ALL reading and writing behaviours:

- model, where possible, the reading of the decodable text that the lowest 20% are using during the paired read sessions.
- Model re-reading text three times, reading to decode, re-reading for fluency and a final read with expression and intonation.
- Model the correct pencil grip, correct letter formation, writing on the line and where possible sitting at a table using a visualiser.
- During the apply section teaching staff **MUST** ensure that children are sat at a table for written work, as per the guidance in the 2021 Reading Framework.

### In Reception

- Teacher implements the 'in lesson' intervention for the lowest 20%
- TA must move about the children to address incorrect posture, pencil grip and letter formation.

### In Year 1

- Teacher supports the lowest 20% either by implementing 'in lesson' intervention OR completing the apply section in the workbook.
- Teacher to actively mark work 1 table group per day
- Any extra adults **MUST** be actively addressing incorrect posture, pencil grip, handwriting and spelling.

### Assessment

It is important to assess the children on a regular basis, as this provides an analysis of each individual child's learning gaps. Children's progress in phonics is continually reviewed through daily informal and half termly formal phonic assessments (see table). These half termly assessments, via ELS Tracker, allows us to plug gaps efficiently and identify children who need extra support in their phonics (see interventions).



LHPSN expectations of progress and assessments are detailed in the table below.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Nursery</b>	Phase 1 Aspects 1-6				Phase 1 focus on aspects 4 & 7 Phase 2	
<b>Reception</b>	Phase 2	Phase 3	Phase 3 Phase 4	Phase 3 Phase 4	Phase 4	Introduce Phase 5
Expectations ELS assessment  Screening check	70% GPCs	78% GPCs 50% real words	75% GPCs >66% real words	>70% real words	>70% real words  Test 1 >68%	68% GPCs >68% real words  Test 2 >80%
<b>Year 1</b>	Phase 5a		Phase 5b+c		Consolidate Phase 5 Reading Fluency	
Expectations ELS assessment  Screening Check	75% GPCs 75% real words	85% GPCs 75% real words	>75% real words	>75% real words	Statutory Assessment 32/40	Fluency extract read >1 min 20 sec
<b>Year 2</b>	Revisit ELS Y1 Summer	Y2 spelling rules (No Nonsense Spelling)				

**Phonics Interventions**

In EYFS and KS1 it is important to provide interventions to children who are not currently achieving the expected standard. If the difficulty is linked with visual discrimination and auditory memory, providing additional interventions linked with these skills will help children in their development and understanding of phonics (see phonic lead). ELS has three interventions that are to be delivered on a one-to-one basis: 'Oral Blending', 'GPC Recognition' and 'Blending for Reading'. These are to be short and concise and last no longer than five minutes (see appendix).

- Oral Blending: This intervention supports children struggling with oral blending and those with any auditory processing difficulties.
- Grapheme-phoneme correspondence (GPC) recognition: This intervention involves deliberate over-learning, re-teaching and repeated exposure.
- Blending for Reading: This intervention supports a child who requires additional practice for blending. You will need to be aware of any GPC weaknesses and ensure that these are targeted within the session. There is a strong focus on word-building, listening to the sounds within a word and identifying these.

**Children who did not pass the phonics screening check by the end of KS1**

Children who did not pass the phonics screening check by the end of KS1 and those new to LHPSN and EAL (English additional language), may need additional support. During the first few weeks in Autumn 1 an ELS diagnostic assessment will be carried out to determine gaps in their phonic knowledge. Interventions to target the sounds that they are not secure with will be planned following the ELS system. (See English policy for interventions for the lowest 20% of children).





## Reading in EYFS and KS1

### Overview

Reading is an essential skill for all and by the end of KS1 children should be able to read confidently for meaning and regularly enjoy reading for pleasure. Children listen to fluent reading being modelled daily during story time, so they are exposed to and come to love all sorts of stories, poetry and information books. These texts are chosen to contain rich language to develop the children's vocabulary and their knowledge and confidence to discuss a wide range of authors, illustrators, a variety of text types and genres. We encourage our children to see themselves as readers for both pleasure and purpose.

### Teaching early reading (EYFS and Year 1)

In EYFS and year 1 the focus of the reading sessions is on decoding and fluency (the speed, accuracy and prosody). The longer it takes to read each word, the harder it is to connect the words in a sentence or paragraph together to make meaning. Reading is built into every phonics lesson so there is the opportunity to apply newly acquired phonic knowledge immediately to read text. In two phonic lessons a week, children will read increasingly longer text extracts, which are highly focused on the new GPCs taught, to build reading stamina. Discrete reading sessions are designed to focus on the key reading skills of decoding unfamiliar words and prosody (teaching children to read with understanding and expression). They occur three times a week (15-20 min) and use fully decodable books matched to the children's secure phonic knowledge. At the start of each lesson the teacher will model the reading procedure using the decodable text that the lowest 20% readers will be using. In each session the adults will listen to 1 group of children read (up to 6 children) on a 1:1 basis, whilst the rest of the class are 'paired reading', taking it in turns to read aloud to their partner. To increase automaticity, fluency and confidence levels children keep the same book for a week.

### Reading in Year 2

Reading sessions occur daily in Year 2. Primarily these revolve around a class text in which the VIPERS approach is adopted and children are given the opportunity to comprehend what they are reading. In addition, children are given the opportunity once a week to read a phonetically decodable text with an adult, developing their fluency.

The lowest 20% of children are in daily targeted phonic interventions, if needed, and will pre-read their home reading text with the teacher before it goes home.

### Comprehension skills

For children to engage with the wider curriculum, they need to be able to read well, making inferences and drawing on background knowledge to support their developing understanding of a text when they read. To do this, they need to be able to draw not only on their phonic knowledge but also on their wider reading and comprehension skills, each of which must be taught. VIPERS is our whole school system for teaching comprehension skills and is an acronym to aid the recall of the 6 reading domains



V - Vocabulary

I - Infer

P - Predict

E - Explain

R - Retrieve

S - Sequence

Children are taught the comprehension skills retrieval and prediction in Reception, and the other domains are introduced in year 1. KS1 children are taught the skills of reading through a VIPERS lesson once a week using the high quality texts from the 'Power of Reading' or 'Babcock Prime' from our writing unit.

### Issuing of Books

Every week, each child will get two new books, one will be an independent read (I) and the other a book to share (S). (I) Fully decodable books that match the teaching sequence of the ELS phonics programme. They match the sounds and words each child is currently learning so any words the children do not recognise can be decoded using phonic knowledge and not by any other reading strategy e.g. looking at the pictures. This book will be read 3x in the week at school to develop fluency, pace and prosody before taking it home. The decodable readers sent home will support the repetition and re-reading that takes place within school and, where possible, a link to an electronic version (through Oxford Owl) to ensure success is shared with the family. These books are labelled as I for independent reading and should not be issued beyond a child's first GPC gap. Exposure to the weekly phonic learning in this case will be through the shared reader, S labelled books. (S) Shared readers are aimed at developing and inspiring a love of reading through the shared experience of reading together. These books will match as closely as possible the ELS teaching sequence, but contain some sounds and HRS words that the children are not expected to decode. We fully believe that the books are needed to provide challenge in comprehension and meaning as well as exposure to different types of text. At LHPSN we value the importance of re-reading books, and therefore we may issue the same book more than once, so children can become familiar with key texts.

### Home Reading Expectations

LHPSN recognises and values the important role parents play in education. Consequently we encourage parents to engage in an active partnership with the school. Parents have opportunities to attend phonics and reading workshops at school to gain further insight into how they are taught and how they can support their child. Parents are expected to hear their child read at least three times a week and that they log each read in the diary. Plastic wallets are provided to keep the reading books/diary in good condition. A fee of £5 will be charged to those who fail to return these books.

### Additional Support

For children who are not yet reading at the age expected standard, or who are not making expected progress, additional support is provided. This may be an additional 1:1 read with an adult each week, teaching of HRS words, or phonic interventions.

### Reading in KS2



## English at LHPSN



At LHPSN, we consider the acquisition of reading skills to be of paramount importance. In KS2, we have identified **four key areas** that need addressing if we are to ensure that pupils meet age-related expectations by the end of Year 6.

- Pupils' ability to decode fluently
- Pupils' prosody
- Pupils' ability to comprehend texts
- Pupils' ability to maintain stamina and pace when reading

We aim for all pupils to be able to decode fluently **by the end of Year 4** (including the lowest 20% where possible). We aim for all pupils to be able to decode fluently and comprehend written word **by the end of Year 6** (including the lowest 20% where possible). In addition to this, we strive to promote a love of reading by ensuring that our pupils are exposed to a wide range of authors, genres and text types. Transparency is crucial, and pupils are made aware of **why** the acquisition of certain skills are important and **how** we support them in their reading journey.

Reading occurs daily in KS2. At the beginning of each writing unit, time is dedicated to familiarising pupils with a text and its author. A variety of text types, language choices and character depictions are studied in depth to equip pupils with a greater understanding of genre tropes and authorial intent. Alongside this, comprehension strategies are taught during VIPERS to support all pupils with their understanding of the content domains. New vocabulary is introduced, addressed and contextualised in every subject and our bespoke curriculum provides opportunities for reading high-quality texts outside of reading lessons. Furthermore, 'Reading for Pleasure' is promoted throughout the key stage, giving pupils an opportunity to read independently and aloud to a teacher on a weekly basis. To encourage this, class teachers are required to read to their pupils each day to further foster their love for literature. Pupils listen to fluent reading being modelled daily by their class teacher. In addition, pupils participate in termly poetry-slam performances (which aim to develop their expressive capabilities) and public speaking competitions (which seek to increase articulacy and confidence).

### Teaching Structure

While opportunities for reading are promoted within the wider curriculum, the teaching of reading skills are addressed explicitly during weekly 'VIPERS' sessions. Texts from the 'Power of Reading', 'Babcock Prime' and 'Pie Corbett's Reading Spine' schemes form the basis of these sessions. This ensures that the texts are high-quality and provide rich opportunities for comprehending and discussing language and character. Where possible, these texts are also utilised during Writing lessons.



'VIPERS' is our whole school system for teaching comprehension strategies (EEF), and these are taught alongside opportunities for practising fluency and expanding vocabulary. These reading prompts derive from the 2016 Reading Test Framework's content domains.

- V - Vocabulary
- I - Inference
- P - Prediction
- E - Explaining
- R - Retrieval
- S - Summarising and Sequencing

Teachers should adopt the 'comprehension strategies' approach during VIPERS in which desired reading behaviours are modelled and encouraged. Text-marking is also encouraged, and we have a set of symbols that are used throughout the key stage. 'VIPERS' worksheets state the skill that is being taught and are highlighted in tandem with the school's marking policy (green - achieved/ pink - not yet achieved). Pieces which have been achieved with support should be clearly marked WS.

### Home Reading Expectations - Oxford Reading Levelled Books

To ensure that pupils continue to improve their decoding and fluency skills, we have invested in the 'Oxford Reading Scheme', a continuation of the levelled reading books used in Key Stage 1. Following this scheme will ensure that pupils have a book they can access (which is matched to their decoding and comprehension ability) and are simultaneously exposed to a wide range of genres and text types. These books are read alongside 'free-reader' books, which are not banded.

Pupils' books are monitored and exchanged each week. TA's log which books have been issued and returned. Books are placed in pupils' communication folders. The allocated book should correlate to the pupil's 'Oxford Reading Level'. It is the Class Teacher and TA's responsibility to monitor progress using the appropriate assessment tools, which can be found in the pupil's progress folder. In addition to this, each pupil will have a sheet to monitor how frequently they are completing their allocated texts. This sheet will correlate to their 'Oxford Reading Level' and will be checked by a TA each week.

It is a parent's/ carer's responsibility to sign the reading record each week to show that their child is reading to them. They can read a mixture of their ORS books and/or other reading material (e.g. books, newspapers, online articles, recipes). If parents/carers do not sign the reading record, then class teachers will initiate an open dialogue as to how best to support the child.



### Closing the Gap

'Oxford Reading Scheme' texts form the basis of our reading interventions. Reading interventions occur thrice weekly and aim to target the lowest 20% of each cohort. The lowest 20% of each cohort is determined by a rigorous analysis of data so that gaps and barriers to learning can be addressed and targeted. Interventions are led by the Class Teacher.

The lowest 20% of each class will be issued the same book so that it can be pre-read during teacher-led intervention sessions. Pupils in Year 3 who did not pass their phonics screening or meet the expected standard at the end of Year 2 will receive additional phonics intervention sessions and will revisit KS1 books where appropriate.

The intervention group will be reviewed each half-term to reflect the cohort's needs. The English Team will also be responsible for monitoring the progress of each cohort's lowest 20% by conducting pupil voice sessions and listening to the children read at the end of each half-term.

If pupils are working significantly below their peers' age-related expectations, additional provisions will be made to ensure they do not fall behind. All pupils who need additional support with reading will be given the opportunity to pre-read texts before they are taught to the whole class.

### Assessment

Throughout the year, teachers will closely monitor and assess the progress that pupils are making in the four key areas that we have identified as 'needing addressing'. We will assess:

- Pupils' ability to decode (decoding assessments to be completed at the beginning of each term; weekly monitoring of ORS books via assessment tools and listening to pupils reading aloud).
- Pupils' prosody (weekly monitoring of ORS books via assessment tools and listening to pupils reading aloud).
- Pupils' ability to comprehend texts (NFERs or KS2 SATs Papers to be completed each term during assessment week).
- Pupils' ability to maintain stamina and pace when reading (NFERs or KS2 SATs Papers to be completed each term during assessment week; listening to pupils reading aloud).

At the end of each half term, pupil progress in these areas will be reviewed and amendments to the teaching of reading in KS2 will be made if required.



### Reading for Pleasure

At LHPSN, we believe that promoting a love for literature is essential. We do this in a variety of ways, and make sure that our pupils are aware of the opportunities they are given to explore their own preferences and enjoy what they are reading. We also acknowledge that it is okay to not enjoy a book, and that experiences like this can yield opportunities for rich discussion and development of critical thinking.

### How is reading for pleasure promoted at LHPSN?

'Reading for Pleasure' is promoted each day in KS2. Once a week, an extended session takes place so that children can read to their teacher and share book recommendations with their peers. Pupils have an array of books to choose from, including recommended reads from our 'Story Walls' and classroom 'Book Nooks'. The school also participates in national events such as 'World Book Day' and competitions run by our local library. In Year 6, pupils are able to apply to be a 'Reading Ambassador' and we celebrate enthusiastic readers by nominating a reader of the week.

### Reading Aloud

It is an **expectation** that pupils will read aloud to an adult **at least once a week**. Class Teachers should aim to hear every pupil in their class reading during the 'Reading for Pleasure' session over a three-week period. Reading aloud should not be interrupted by learning opportunities and questioning. It should be a protected time where pupils hear a wide range of high-quality literature or enjoy hearing a story or poem.

### Poetry

Every week, Class Teachers are encouraged to read poetry to their class. These poems do not need to be long but should promote a love for poetry amongst the pupils. For each half-term, Class Teachers will select **one poem** for their class to learn from memory and perform. At the end of each term, pupils will participate in a '**Poetry Slam**' competition, where they will perform one of the poems they have memorised to the entire Key Stage.

## Writing (including Spelling, Punctuation and Grammar)



Writing is taught and learnt in specific meaningful and effective contexts. Sequenced units of work are based on a carefully selected text from the 'Power of Reading' scheme. Children will be exposed to new high quality texts half termly which forms the basis of their writing. This ensures children are immersed into a rich literary world of genres and authors. The text is read, critiqued and explored to develop reading and writing skills. This is then the basis for writing tasks, allowing pupils to apply the skills and knowledge that they have gained from the text.

### Purposes for Writing

We have a 'Purpose for Writing' approach and use *Michael Tidd's Writing for a Purpose Framework*. Rather than trying to teach children ten or more different genres or text types (which can be used for a variety of purposes), our approach focuses on what those different types have in common: The purpose for writing.

The four purposes to write that are taught across KS1 and KS2 are:

- Writing to entertain
- Writing to inform
- Writing to persuade
- Writing to discuss

**KS1 Focus:** Writing to Entertain and to Inform





**LKS2 Focus:** Writing to Inform, Entertain and Persuade

**UKS2 Focus:** Writing to Inform, Entertain, Persuade and Discuss

Below, is an overview of the different genres that can be taught within each purpose. It is set out in phases to show progression throughout the school. Although coverage of the four purposes of writing is prescriptive, the order in which teachers complete them is up to teacher discretion, their knowledge of the curriculum approach and progress of the children in their particular year group. This approach enables children to begin to recognise the features of each purpose for writing, rather than each genre. Recently taught knowledge can be applied to help build on different text types and therefore retain the



different aspects of the purpose for writing.

<b>LHPNS Purposes for Writing</b>				
<b>Year Groups</b>	 Writing to entertain	 Writing to inform	 Writing to persuade	 Writing to discuss
<b>Years 1 and 2 Writing Outcomes (KS1)</b>	Narrative Traditional Fairy Tales Setting Description Character Description Writing in role/ Diary Entry Poetry	Recount Letter Instructional Writing Non - chronological report		
<b>Years 3 and 4 Writing Outcomes (LKS2)</b>	Narrative Setting Description Character Description Writing in role/ Diary Entry Poetry	Explanation Texts/ Non - chronological report Recounts Biography/Autobiography Newspaper Report Letter	Advertisement Letter	
<b>Years 5 and 6 Writing Outcomes (UKS2)</b>	Narrative Setting Description Character Description Writing in role/ Diary Entry Poetry	Non - Chronological Reports Biography/Autobiography Newspaper Report Recount	Advertisement Letter Speech Campaign	Balanced Argument Review Newspaper Article

Below is our long term plan (see LHPNS whole school writing genre overview

for document in full) for writing at LHPNS. This may be updated termly to reflect texts chosen suitable for a class's need, but will be monitored by the English Team to ensure coverage.





# English at LHPSN



## LHPSN Whole School Writing Genre Overview

Term → Year Group ↓	Autumn		Spring		Summer	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y1 <b>Yellow is second additional book</b>	<b>Key Text(s):</b> 1-The Story Machine by (PoR) 2- Astro Girl (PoR)	<b>Key Text(s):</b> Lila and The Secret Rain by - (PoR)	<b>Key Text(s):</b> 1- Out and About! by Shirley Hughes - poetry (PoR) 2- Claude in the City (PoR)	<b>Key Text(s):</b> The Adventures of Egg Box Dragon by Richard Adams(PoR)	<b>Key Text(s):</b> Rapunzel (PoR) By Bethan Woolvin	<b>Key Text(s):</b> Day On Our Blue Planet By Ella Bailey-non-fiction
	<b>Purposes for Writing:</b> Writing to entertain	<b>Purposes for Writing:</b> Writing to entertain Writing to inform	<b>Purposes for Writing:</b> Writing to entertain	<b>Purposes for Writing:</b> Writing to entertain Writing to inform	<b>Purposes for Writing:</b> Writing to entertain Writing to inform	<b>Purposes for Writing:</b> Writing to inform
	<b>Writing Outcomes:</b> 1- Lists & labels 1- Narrative recount 2- Character description	<b>Writing Outcomes:</b> Setting description Non chronological report Information posters Poetry	<b>Writing Outcomes:</b> Poetry Character description Postcard writing	<b>Writing Outcomes:</b> Poetry Letters & invitations Instructional writing Extended narrative	<b>Writing Outcomes:</b> Writing in role Diary writing Recount	<b>Writing Outcomes:</b> Non Chronological Report: Fact file
Y2	<b>Key Text(s):</b> The Dark by Lemony Snicket (PoR) Poems: *The Dark, by James Carter (TTT) *Nature Trail, by Benjamin Zephaniah (TTT)	<b>Key Text(s):</b> The Boy Who Cried Ninja by Alex Latimer (PoR)  The Last Wolf by Mini Grey (PoR)	<b>Key Text(s):</b> Amelia Earhart by Isabel Sanchez Vegana (TTT)  Look Up by Nathan Bryon (PoR)	<b>Key Text(s):</b> Man on the Moon (a Day in the Life of Bob) by Simon Bertram (PoR)  Traction Man by Mini Grey (PoR)	<b>Key Text(s):</b> Disgusting Sandwich by Gareth Edwards and Hannah Shaw (TTT)  Wanted: The Perfect Pet by Fiona Robertson (TTT)	<b>Key Text(s):</b> Ossiri and the Bala Mengro by Richard O'Neill and Katharine Quanny (PoR)  The Lonely Beast by Chris Judge (PoR)
	<b>Purposes for Writing:</b> Writing to entertain Writing to inform	<b>Purposes for Writing:</b> Writing to entertain Writing to inform	<b>Purposes for Writing:</b> Writing to entertain Writing to inform	<b>Purposes for Writing:</b> Writing to entertain Writing to inform	<b>Purposes for Writing:</b> Writing to entertain Writing to inform	<b>Purposes for Writing:</b> Writing to entertain Writing to inform Writing to persuade - Y3 ready

### Front Cover

When a new Power of Reading text is introduced in both reading and writing, a front cover must be added. The front cover must include:

- the text name
- the author
- the genre of the text
- the purposes for writing that will be covered.

This is to ensure that children understand the audience and the purpose of the writing, and should be referred to throughout the unit.

### English – Spring 1



*Text: The Bluest of Blues*

*Author: Fiona Robinson*

*Text Genre: Biography*

*Purpose for Writing: Writing to Inform*

### Teaching and Learning of Writing

Contexts for the Teaching and Learning of Writing include:



- Shared and guided reading of a class text (selected from the 'Power of Reading' scheme).
- Critiquing a genre specific WAGOLL and identifying features (language/ structural/ grammatical).
- Shared and guided writing modelled by the teacher (with explicit instruction of how to incorporate specific features).
- Independent or paired writing (with opportunity to incorporate the teacher model).
- Cross-curricular writing experiences; non-core curriculum.

### The Writing Process

In KS1 and KS2, within the whole school writing planning sequence for each genre, writing will be drafted, edited, critiqued and improved through the following five steps:

**Step 1** Critiquing a WAGOLL (what a good one looks like) and identifying features of a genre. The content of WAGOLLs should be pitched above the level that most children are currently working so that they are constantly engaged with progress. The WAGOLL will be critiqued using a VCOPS (vocabulary, conjunctions, openers, punctuation, spelling) success criteria.

**Step 2** Planning. Ideas are generated and information is gathered, activating prior knowledge.

**Step 3** The pupil writes a first draft and will self-assess using the carefully crafted, genre specific VCOPS success criteria.

**Step 4** The pupil will edit and improve their first draft in green pen. The pupils' peers critique each other's work following the success criteria. Pupils grant two stars and a wish. The teacher will then critique the draft in red pen and identify any targets using the VCOPS success criteria.

**Step 5** The pupils write by publishing their final draft, making all of the improvements using the teacher, self and peer critique.

#### **Within the writing process teachers will;**

- Provide regular demonstrations of the writing process
- Model, draft and discuss many aspects of the writing process with children
- Provide opportunities to reflect on the writing process
- Give children time to refine their writing through editing and redrafting using specific VCOPS success criteria
- Provide children with opportunities to share their writing
- Set individual targets for writing and assist children in reviewing their targets (and setting personal ones where appropriate)
- Encourage children to take responsibility for their own writing development and progress
- Surround children with a print-rich environment that they have helped to create (working walls)
- Reward and celebrate children's efforts and achievements in writing



## The Writing Learning Environment

We believe that a stimulating environment sets the climate for learning. An exciting classroom promotes independent use of resources and high-quality work by the pupils.

### **Within the writing learning environment teachers will;**

- Have an interactive, interchanging VCOPS working wall that reflects the writing genre being studied.
- Build up SPaG terminology relating to each purpose for writing.
- Reward and celebrate children's efforts and achievements in writing by displaying their work as a WAGOLL following peer and self critique.
- Access to resources such as relevant year group common exception words to promote independence.

## Writing in the Early Years Foundation Stage

In the Early Years, children are encouraged to attempt their own emergent writing and their efforts are valued and praised. As their phonic knowledge increases, this will be reflected in their writing. A wide variety of opportunities are provided for children to engage in writing activities. Amongst these are;

- Tiger tasks (Independent activity leading to an expectation of writing)
- Shared writing
- Writing area
- In areas of play including construction area, role play, sand/messy play area, painting
- Book nook
- Labels
- Recipes
- Lists
- Making books
- Writing letters
- Menus

Through engaging in these activities, children become aware that writing is used for a range of purposes. They distinguish it from drawing and learn the left to right convention of writing in English. A variety of resources are used to encourage the development of fine motor control which is essential for good handwriting. These include playdough, cutting, threading and tracing.

## Writing in Key Stage 1

### Shared Writing

Through shared writing the teacher demonstrates specific writing skills, sometimes acting as scribe. The basics of how to form a letter, spell a word,



leave a space or put in a full stop are demonstrated, followed later by more sophisticated strategies of modelling the planning, drafting or editing of writing.

Shared writing will teach children how to:

- Generate imaginative and informative ideas through discussion and questioning, and record these ideas in notes/ plans/ drafts.
- Structure ideas in writing through the use of appropriate language, sentence structure, punctuation, sequencing and lay-out
- Develop specific word level skills of spelling, handwriting and punctuation  
Refine writing to make it clearer and better suited to its audience and purpose
- Develop technical terms and vocabulary for understanding and discussing writing
- Publish and present written texts for others to read and use

### **Guided Writing**

Guided writing sessions are used flexibly to provide a bridge between shared and independent work. During these sessions, the teacher or TA may scribe for specific children or support children writing independently or in pairs. They may focus on:

- Planning a piece of writing
- Supporting work in progress
- Self or peer critique

### **Independent Writing**

Children will be given frequent opportunities to write independently so that the skills demonstrated during shared writing and supported during guided writing will be transferred into their own writing. Since accurate, fluent and independent writing is dependent on a secure grasp of phonics, a high priority is placed throughout EYFS and KS1 on daily systematic phonics teaching. This gives the children the strong and essential foundation upon which all their future development as writers will be built.

## **Writing in Key Stage 2**

### **Shared Writing**

Through shared writing the teacher will model the writing process with the children. This may include:



- Demonstrating planning strategies (e.g. mind mapping, concept maps, writing frames)
- Using a familiar text as a starting point for writing, taken from the POR scheme.
- Teaching the structural characteristics of a particular text type
- Teaching the purpose and use of punctuation
- Playing with language and exploring different language choices
- Modelling higher level sentence constructions (e.g. conjunctions, complex sentences)
- Drafting - demonstrating revision strategies (e.g. checking for meaning), reordering structure, rewriting to improve clarity or to enrich language).
- Demonstrating editing strategies (e.g. checking punctuation and spelling, using writing targets).

At times, there may be extended shared writing sessions, exploring the composition process together in some detail. However, it will often be most effective if shared writing is broken up into chunks and interspersed with opportunities for the children to apply the lessons immediately into their own writing.

Sometimes modelling just a sentence or two will be sufficient. This approach can maximise learning opportunities, allow teachers to respond to children's misconceptions or difficulties, and avoid the risk of overloading the children.

### **Guided Writing**

During guided writing, the teacher as 'expert' guides learners at an appropriate level by:

- Giving feedback on previously composed independent writing (Using a visualiser to compare against VCOPS)
- Modelling how to use individual writing targets or comment constructively on another writer's work (Critique of a WAGOLL)
- Demonstrating a specific stage in the writing process
- Developing or reinforcing skills taught in shared writing

Teachers will plan guided writing sessions flexibly, where they feel they will best meet the needs of their class. At other times, teachers may instead support children individually during their independent writing.

### **Independent Writing**

During independent writing, the children compose without direct teacher support. As children move through KS2, they will be expected to write regularly and at increasingly greater length, developing crucial writing stamina alongside other skills. Independent writing, both within English lessons and across the curriculum



will involve:

- Using the imagination and expressing ideas
- Applying skills learned in shared writing and guided writing
- Focusing on individual writing targets
- Revising work in the light of feedback from teachers or peers
- Commenting constructively on other children's writing
- Editing and proof-reading to improve transcriptional features
- Preparing work for presentation

### Spelling, Grammar and Punctuation

#### Grammar

From Years 1 to 6, grammatical structures are explicitly taught as part of the writing process in accordance with the year group expectations of English Appendix 2 (DfE). The LHPSN Writing Journey specifies what grammatical structures and punctuation content to introduce when focussing on a particular purpose for writing, to ensure there is consistency in both approach and coverage. This is further reinforced by carefully-crafted SPaG starters to begin writing lessons which are utilised on a daily basis in Years 2 to 6 (and in Year 1 from Spring 2). Grammar is also a key focus in conversational English, where teachers pick up on errors and sensitively correct pupils when needed. All adults in our school model correct spoken English to support our pupils.

#### Punctuation

Punctuation is taught discretely as a part of English lessons in all classes. It covers correct and incorrect usage as well as offering pupils the opportunity to use this learning at text level during longer writing sessions. Pupils also link this knowledge to reading aloud and will adapt their pace or intonation accordingly when they encounter punctuation devices in a text. The VCOPS approach is used across the school to develop a progression in punctuation, as are daily SPaG starters, where children are encouraged to correct and add in appropriate punctuation marks.

#### Spelling

At LHPSN, it is our priority to ensure that all pupils have the ability to spell words efficiently and accurately whilst drawing on knowledge of phonics and spelling patterns. In the early stages, the emphasis is on phonics, moving onto the whole school framework of spellings for support and

structure. In Years 2 - 6, the 'No-Nonsense Spelling Scheme' is used in accordance with the National Curriculum (2014). Spelling rules are taught explicitly whilst subsequent sessions focus



on applying acquired knowledge. This serves to support pupils in reinforcing and extending spelling patterns. All pupils from Year 1 upwards take home weekly spellings to learn with a focus on a specific sound/word pattern, or words taken from the National Curriculum statutory lists to address whether pupils are progressing. Weekly testing will ensure that gaps in learning are identified and appropriate follow up sessions can be planned. During lessons, pupils are encouraged to use their 'Have a Go' sheets, which are found in the back of their English and Humanities books. This encourages pupils to draw on prior knowledge when determining how to spell a word. Finally, further consolidation of the statutory word lists are enabled by the 'spelling' section of the SPaG starters at the start of each English lesson.

### Handwriting

Aims of Handwriting:

- To understand that each letter has only one correct formation and orientation
- To develop a sense of pride, pleasure and enjoyment in their handwriting
- To adopt fluent, legible and joined handwriting (cursive script)
- To adapt lettering styles for different purposes

A variety of aides are available to support handwriting in the early stages. As correct letter formation and joining become established, the teaching focuses on consistency in size, shape and general clarity of writing. As pupils' handwriting skills develop, they are given opportunities to write on narrower lined paper and develop skills in using guidelines with plain paper. Once pupils establish a fluent, cursive style, they are free to personalise their joined writing.

### Pen Licence

All pupils who achieve this, will be given a pen licence which grants them the ability to write in pen. A pen licence may be awarded to pupils at any point from the Summer Term in Year 2 onwards and it is expected that all pupils receive a pen licence by the end of Year 3. The colour handwriting pen to be used across the school is blue. Cross-curricular opportunities are used to provide real purposes for using handwriting skills.

### Left handed pupils

Children will need guidance as to the best way to orientate the paper on which they will be writing, particularly if they are left-handed. Left-handed children should sit on the left or beside another left-handed child when paired. In addition, they may benefit from the use of a pencil grip.



## SEND Pupils

We believe in quality first teaching, but for those who need additional support, we work together to implement effective intervention sessions to 'boost' or 'catch up'. For pupils who have more specific needs, our Special Needs leader (SENCO) works with teachers, parents and other supportive agencies to ensure achievement for all (**See SEND Policy**).

## The marking of spellings policy for children with specific literacy difficulties

*For children with dyslexia, research shows that 'The more times they see the word, the better they will be able to read and spell it' (British Dyslexia Association 2022). The best way to teach spelling words is to write them out by hand. This will teach your hands how to spell the word. When you've written (or typed) a word correctly enough times it goes into your 'muscle memory' and your hands know how to write it, without you thinking about it - Dyslexia Gold 2022.*

In line with our spelling policy, all children will be asked to look at a misspelt word and write it again three times. Spellings highlighted for rewriting will be those that are on the statutory word lists or the high frequency words.

## Marking

### How will we measure impact?

Assessment for learning strategies are used on a daily basis. Work is marked in red pen and a whole class feedback folder is utilised for common misconceptions. This allows a picture to be built up of the pupils' progress and any areas of strength or weakness can then be addressed in teachers' future planning. Standards of achievement in writing by all of our children are constantly monitored and reviewed by class teachers in conjunction with TAs, the English Leaders, SENDCo, Assistant Headteachers and the Head Teacher.

### Marking of Writing and SPaG

The marking principles of SPaG apply to all subjects. It is the teacher's responsibility to address misconceptions and ensure that pupils do not repeat the same mistake. It is not the teacher's job to correct every mistake, but to support and encourage pupils to address their errors and correct them independently.

### Marking of Punctuation and Grammar

The marking of punctuation and grammatical errors can be indicated using a squiggle underneath the error (see Feedback and Marking policy). All errors in punctuation and grammar should be marked, with guidance as to why it is incorrect. Time is allocated at the start of the following lesson to ensure that the pupils are able to address their punctuation errors, sometimes with guidance from the teacher. Where appropriate, pupils are to correct them.





### Marking of Spelling

When marking incorrect spellings, teachers are to circle the misspelt word and write 'sp.' next to it. Following this, pupils are expected to rewrite the correction three times for consolidation. If only a section of a word has been misspelt, teachers are to underline the incorrect section and pupils are expected to try and spell the word again, using their 'Have a Go' sheet. The pupil will have two attempts to correct the word, although when they feel confident with their correction, they may show the teacher. If the spelling is correct, the teacher indicates this with a 'red tick'. If it is incorrect, the teacher will write the correct spelling in the 'Teacher' section of the 'Have a Go' sheet.

A small number of words to correct are carefully chosen by the teacher. These must include: words that pupils ought to be able to spell at this stage of their primary school journey and words from the statutory word lists. Time is allocated at the start of English lessons to ensure that the pupils are able to look at and correct any misspelt words.

### Extended Writing Pieces

Whole class feedback sheets will be used for next steps and misconceptions common to the whole class (See Marking and Feedback policy). In order to facilitate the drafting process for children's extended pieces of writing, teachers also need to be able to give individual, specific feedback and targets. These additional marking codes will be used for these pieces: target/next steps, spelling errors (Sp for given spellings to practise 3 times and underlined spellings to 'Have a Go' on their 'Have a Go' sheet at the back of books) and grammatical errors. This marking will be brief to ensure it is still manageable and effective for both staff and pupils, and children will be given time to respond to comments made. These responses will also be marked.

### Marking Codes

*Writing Marking Symbols*

All work to be marked in red; children to complete responses to feedback in green pen.

Learning Objectives = Can I ...?  
 L.O. highlighted in green = good  
 L.O. highlighted in pink = to think about again with an adult

- ✓ Correct
- - Needs to be corrected
- (GW) - Group work
- (WS) - With support
- (VF) - Verbal feedback given during the lesson
- (I) - Independent Work
- (\*) - Target/next step
- (Sp) - Spelling error (corrected and copied 3x)
- - Underlined incorrect spelling. Use 'Have a Go' sheet
- ~~~~~ - Grammatical error to correct

### Assessment

Our pupil's attainment and achievements are monitored and an appropriate progression through the curriculum is ensured. By monitoring and recording pupil's progress, teachers are able to build up a profile of individual strengths and areas for development. This is then used to inform their planning and teaching.



## English at LHPSN



The assessment also allows staff to identify those pupils whose achievements fall outside the boundaries of differentiated activities. Formal Assessment is completed four times per year by staff using the school Teacher Assessment Framework to show attainment against the 2014 National Curriculum descriptors. (**see Assessment Policy**).

Children are deemed as working at one of the below standards:

**Working Below** - where pupils are unable to access the curriculum content for their age group and are therefore working from objectives covered at a younger age.

**Working Towards** - demonstrating a writing ability which does not fulfil all of the standards required for their age group

**The Expected Standard** - in line with where they should be considering their age group;

**Greater Depth** - demonstrating a writing ability which exceeds the standards required for their age group;

Across school, children complete four pieces of independent writing which falls within the normal sequence of learning. The piece is copied and added to the child's writing assessment folder. This writing assessment folder moves up through the school with each child, allowing class teachers and senior leaders to monitor and review a particular child's development as a writer over time.

To ensure that our writing assessments are reliable and consistent across school, we provide regular opportunities for teachers to discuss, standardise and moderate their judgements with other colleagues. Periodic whole school staff writing moderations are held which give opportunities to clarify the interpretation of particular assessment criteria, share good practice in gathering evidence, identify needs to further professional judgments and to ensure judgements are consistent across departments. Staff also sometimes have opportunities for moderation with colleagues in other schools through attending courses and subject leader network meetings within our pyramid school.

The assessment of SPaG is also an integral part of teaching. It allows teachers to identify what the children already know, what has been learnt and to monitor children's progress. Summative termly assessments (NFER) are used in Years 3, 4, 5 and 6 to support teachers in making informed judgments regarding their pupils' ability to:

1. Recognise the use of punctuation and grammar.
2. Recognise grammatical terminology and apply that knowledge.
3. Apply taught spellings within written work.
4. Apply explicit and implicit grammatical knowledge in an assessed situation.



## English at LHPSN



Year 2 teachers select an appropriate SPaG assessment that reflects the content taught that term.

Teachers are then able to identify gaps in learning and plan accordingly for their pupils' needs. The summative assessments also enable staff to monitor progress and shape interventions

### Research Base

Chris Quigley - Cognitive Load and Memory

Alex Quigley - Closing the Reading Gap

Jubilee Centre Birmingham University - A Framework for Character Education

Mary Myatt - Back on Track

Tom Sherrington - WalkThrus

*"A knowledge-rich curriculum is packed with experiences and is driven by a strong set of values about what matters; it has soul, moral purpose, humanity."* Tom Sherrington.

British Dyslexia Association 2022

Dyslexia Gold 2022

Michael Tidd - Writing for a purpose

### APPENDICES

#### **Language:**

The correct terminology is critical when teaching phonics to the children. This terminology needs to be used from nursery through to Year 6.



Term/ word	Meaning
Phoneme	The smallest unit of sound in a word
Grapheme	A letter or group of letters representing one sound (phoneme) e.g sh, th , igh
Grapheme-Phoneme Correspondence (GPC)	The relationship between sounds and the letters which phoneme represent those sounds; also known as 'letter-sound correspondence'.
Digraph	Two letters which together make one sound. There are different types of digraphs - vowels, consonant and split.
Trigraph	Three letters which together make one sound.
Split Digraph	Two letters, which work as a pair to make one sound, but are separated within the word e.g. a-e in cake.
Segmenting	Breaking a word up into individual sounds-e.g. cat segments to c-a-t. We refer to this as sound talking or robot talking.
Robot Arms	When sound-talking a word (orally segmenting it into the phonemes within the word), use robot arms to physically make the link between the separating of the sounds.
Blending	Blending or merging the individual sounds in a word together, and in order, to say the word e.g. c-a-t blends to cat
Blending hands	Push your hands together like a silent clap as you blend the sounds together to say the whole word.
Pure sounds	Pronouncing each letter clearly and distinctly without adding additional sounds to the end. E.g. /f/ not /fuh/
Adjacent Consonants	Two or more consonants that appear next to one another within a word and they each represent a different sound e.g. s-t-r in the word strap.
Syllables	A unit of pronunciation containing one vowel sound, forming the whole or part of a word e.g. water has two syllables wa ter.
Polysyllabic	Words that contain two or more syllables e.g. chimpanzee



Alternative Pronunciation	An alternative way to say a known letter (grapheme) e.g. the grapheme 'ow' makes a different sound in 'cow' and 'snow'.
Alternative Spelling	Alternative graphemes to spell a sound in a word e.g. /oa/ in goat is spelt 'ow' in snow
Pseudo words	Words that do not make sense but are made up of decodable sounds.
Harder to read and spell words (HRS)	Words that are not phonetically decodable with an unusual or uncommon spelling e.g. people, because
High Frequency Words	Common words that appear often in written text. These are a mixture of decodable and HRS words.
Decodable words	Words that can be segmented and blended together.
Homophones	Two or more words that have the same pronunciation, but different meaning, or spelling e.g. knew, new
Contractions	A word or group of words resulting from shortening an original to form e.g. do not - don't
Suffixes	Added to the end of a word to form a derivative e.g. -ing, -s, -es, -ed
Prefix	Added to the beginning of a word to form a derivative e.g. pre, un, dis
Consonants	A speech sound in which the breath channel is at least partly obstructed and which can be combined with a vowel to form a syllable (i.e. the letters b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z).
Vowel	A speech sounds in which the breath channel is not blocked and does not cause friction when making vocal sounds (i.e. the letters a, e, i, o, u).

Overview of Phases:



Phase	Learning
1	This is split into 7 aspects and is a vital part of phonics. It focuses on hearing and talking about environmental sounds, instrumental sounds, voice sounds, oral blending and segmenting.
2	<ul style="list-style-type: none"><li>* Oral blending</li><li>* Sounding out and blending with these graphemes</li><li>* Phoneme correspondences (GPCs)</li><li>* 12 new harder to read and spell (HRS) word</li></ul>
3	<ul style="list-style-type: none"><li>* Oral blending</li><li>* Sounding out and blending with 29 new GPCs</li><li>* 32 new HRS words</li><li>* Revision of Phase 2</li><li>* Introduction of adjacent consonants</li></ul>
4	<ul style="list-style-type: none"><li>* Oral blending</li><li>* No new GPCs</li><li>* No new HRS words</li><li>* Word structures - CVCC, CCVC, CCVCC, CCCVC, CCCVCC</li><li>* Suffixes</li><li>* Revision of Phase 2 and Phase 3</li></ul>
5	<ul style="list-style-type: none"><li>* 22 new GPCs</li><li>* 25 new HRS words</li><li>* Revision of previously taught Phase 5 GPCs</li> <li>* Alternative spellings for previously taught sounds</li><li>* 49 new GPCs</li><li>* 4 new HRS words</li><li>* Oral blending</li><li>* Revision of Phase 2, Phase 3 and Phase 4</li></ul>
6	<ul style="list-style-type: none"><li>* Revision of all previously taught GPCs for reading and spelling</li><li>* Wider reading, spelling and writing curriculum</li></ul>



**Oral Blending:** This intervention supports children struggling with oral blending and those with any auditory processing difficulties.

Oral blending	
<b>Review</b>	Orally blend up to three words that the child has successfully orally blended before. Using robot arms, model sounding out, and then the child repeats the sounds (if necessary) and says the whole word.
<b>Teach</b>	Model sound-talking and blending a whole word with less familiar GPCs; for example, /r/ /ai/ /n/ – rain. The child repeats this. Do the same with up to six words, which can contain any GPCs. Take care not to use words that are too long for the child to recall and blend.
<b>Practise</b>	Sound-talk a word – do not blend the whole word, as the child needs to practise blending independently. The child repeats the sounds and says the whole word. Repeat with up to six words, which can contain any GPCs. Take care not to use words that are too long for the child to recall and blend.
<b>Apply</b>	Oral storytelling: read aloud a pre-planned short extract*. Choose six words within the extract to be sounded out. These words should vary in length and include GPCs children have already learned and ones they have not yet been taught. The focus here is on ensuring that the child can sound-talk the word and blend. Model sounding out the word, and then the child repeats the sounds in the word and says the whole word. Continue with the story.  When the child is more confident with their oral blending, they do not need to sound-talk the word first; they can just blend it.

**GCP Recognition:** This intervention involves deliberate over-learning, re-teaching and repeated exposure. It will support children with English as an additional language, those new to ELS, those with additional needs and those with auditory processing weaknesses or a fluency block.

GPC recognition	
<b>Review</b>	Review up to 12 known sounds using grapheme cards. Where appropriate, model reading the sounds using 'Me, then you'.
<b>Teach</b>	Say the new sound for the child to repeat. Repeat the sound multiple times. Show the grapheme for the sound – say the sound, then show the grapheme. Repeat multiple times. Show the picture and mnemonic for the grapheme. Model running your finger over the grapheme whilst saying the sound. The child then repeats this.
<b>Practise</b>	Spot the grapheme in known words from the lesson or from the word list provided (see Week-by-week Progression Appendix i). Use sound tiles or magnetic letters to make the word. Identify the focus grapheme within the word. Point to the grapheme, sound-talk the word and then blend to read the whole word. The child repeats this.
<b>Apply</b>	Use a decodable reader to show the child sentences that have words with the new sound, known sounds and known HRS words. The child reads the sentences (not necessarily the whole book).
<b>Review</b>	Review the focus sound by showing the grapheme and using 'Me, then you' to model saying the sound.  Show the focus grapheme throughout the day and ask the child to say the sound.



**Blending for reading:** This intervention supports a child who requires additional practice for blending. You will need to be aware of any *GPC* weaknesses and ensure that these are targeted within the session. There is a strong focus on word-building, listening to the sounds within a word and identifying these. Again, this intervention particularly supports the needs of children with auditory processing weaknesses, those new to English and those who are struggling to apply their understanding of digraphs, trigraphs and quadgraphs as their phonic knowledge builds and their awareness of alternative spellings and pronunciations increases.

Blending for reading	
<b>Review</b>	Review reading words with known sounds, including those recently taught, to build fluency and accuracy.
<b>Teach</b>	Show the focus grapheme/s, for example <ai>. Say the sound and ask the child to repeat. Do this multiple times. Say a word with the focus sound, for example 'rain'. The child repeats. Sound-talk the word using robot arms and then blend using blending hands. Say the sound and show the grapheme (using a grapheme card or magnetic letters). Make the word using grapheme cards or magnetic letters. Point at each grapheme and read the word. Repeat with up to four other words that include the focus sound.
<b>Practise</b>	Use word cards to read words with the focus grapheme and other known words. First read-through for each grapheme card: spot the grapheme, sound-talk the word, read the word. Second read-through for each grapheme card: model reading the word quickly. The child repeats.
<b>Apply</b>	Use decodable readers that include the focus sound for spotting sounds. Read words from the book, particularly those with the focus sound. Read sentences that contain words with the focus grapheme and other known graphemes.