



English Procedures

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English at Blakehill



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The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment.

National Curriculum 2014

Purpose

This document will outline how English is taught at Blakehill Primary School. We are on a continuous cycle to change the way English is taught to improve and maximize progress and raise achievement for all our pupils.

We believe that through a combination of:

- outstanding teaching
- well-structured lessons
- well-targeted, same-day / next-day or bespoke interventions
- continuous assessment
- and a culture of perseverance and determination

everyone can achieve and succeed in English at Blakehill Primary School.

Aims

To encourage children to:

- be effective, enthusiastic and competent communicators and good listeners;
- express opinions, articulate feelings and formulate responses to a range of texts (both fiction and non-fiction) using appropriate technical vocabulary;
- foster an interest in words and their meanings, and to develop a growing vocabulary in both spoken and written form;
- enjoy, engage with and understand a range of text types and genres;
- be able to write in a variety of styles and forms showing awareness of audience and purpose;
- develop powers of imagination, inventiveness and critical awareness in all areas of English;
- use grammar and punctuation accurately;
- understand spelling conventions;
- produce effective, well-presented written learning.

Planning

- The new National Curriculum 2014 forms the basis of teaching and learning. All children receive at least the minimum entitlement of a daily English lesson as well as cross curricular links. Teachers work towards independent learning and plan

for different working groups. Teachers employ a range of generic teaching strategies.

More / Most-able

- We make provision for the more and most-able in our English lessons. These children will be challenged and stretched throughout in order to ensure that they achieve their potential.
- Provision for the more / most-able can be achieved in a variety of different ways including: detailed questioning (Bloom's Taxonomy); encouraging children to explain and reason what they have done; supporting other children who may struggle to grasp the required content; using sophisticated, challenging activities

Display boards / English areas

- All classrooms are expected to have an English working wall in addition to English display boards for each year group around school in order to raise the profile of the subject.
- Classrooms should have resources available that are easily accessible by pupils. Essential English resources include: dictionary, thesaurus, word mats, conjunction cards and so on.
- A comprehensive range of resources is available in our schools. Every class has a selection of reference books, e.g. dictionaries, thesauri etc. and a class library
- Teacher resources are located in classrooms. Guided reading books are kept in in the KS1 corridor. These books are banded according to 'KS1 Book bands', and in KS2 according to the colour codes in 'KS2 Guided Reading'.
- Electronic resources such as Literacy Shed, Power of reading,

Inclusion

- All children should have the opportunity to develop their mathematical potential to the highest standard possible, irrespective of gender, age, ethnic background or disability. We aim to encourage a positive attitude to learning and using English in all our pupils. The ethos throughout school will ensure that contributions from all pupils will be respected and valued.
- Our aim is that all children are able to access and make progress through the English curriculum. For every child to be able to participate we must know each of them as individuals. For children with SEND teaching must, where appropriate, be closely linked to their IEP or EHSCP targets. For further information, please contact SENCo.

English Team

- Our English Team must always be outstanding practitioners, leading by example. To tackle barriers and ensure consistency, they are responsible for:
 - Monitoring teaching and learning through yearly scrutiny weeks (lesson observations, work scrutinise and pupil progress reviews.
 - Using information gathered from data analysis to improve teaching and the curriculum.
 - Offering support and guidance to teachers / teaching assistants, including sharing best practice throughout the school.
 - Preparing and organising staff meeting and INSET training where necessary.
- The English Team will also work with other members of the Senior Leadership / Management Team and governors in raising standards in English and maintaining the high profile of English in the School Improvement Plan.

Appendix 1 Writing at Blakehill

Aims

Children should learn to:

- write in different contexts and for different purposes and audiences;
- be increasingly aware of the conventions of writing, including grammar, punctuation and spelling;
- plan, draft and edit their writing to suit the purpose;
- use technology as a medium for presenting learning and manipulating text;
- form letters correctly, leading to a fluent joined and legible handwriting style, giving increasing regard to presentation;
- be creative, imaginative writers, using these skills to explore the world around them.

Entitlement Pupils have access to a wide range of writing opportunities that include:

- shared writing;
- guided writing;
- independent writing;
- writing different text types and narrative styles;
- writing in different curriculum areas;
- handwriting practice;
- collaborative writing;
- writing related to own experiences and enjoyment;
- writing from a variety of stimuli;
- planning, drafting, editing and presenting;
- using ICT.

Teaching for Learning

- Teachers use the National Curriculum 2014 as a starting point for creating their medium term plans. These medium term plans then follow the 3/4 stages of our English teaching sequence introduced by Philip Webb. These plans are used as the basis for short term planning and are adapted according to the needs of the children. The length of a unit may vary. Teachers plan closely with year group colleagues within each of our schools to ensure consistency of opportunity for all children.

Planning example:

Long term plan

Medium term plan –

Short term plan –

- Classes are taught in a range of groupings. Teachers will use a range of grouping methods when planning. Ability groupings are dynamic with children moving between groups when necessary. Teachers are also encouraged to be flexible and adapt their plans depending on the needs of individuals, groups or the class, or by the topic which the class is studying.
- Clear learning objectives are set for each session and are shared with pupils. Teachers personalise learning according to the needs of the pupils and use a range of quality first teaching strategies for targeted support.
- English skills are encouraged and developed across our curriculum, and links are made where appropriate. Technology is used where it enhances, extends and complements English teaching for learning.
- Additional adults may be used to support the teaching of English. They work under the guidance of the teacher with small groups of children or individuals. The teacher is always accountable for the learning and progress of the children in their class. Through a shared commitment to providing personalised learning and achieving challenge for all within an inclusive framework, it is our expectation that all children will make rapid, sustained and consistent progress. As such, all children receive quality first teaching on a daily basis
- The total teaching time dedicated to English in ‘core’ lessons is five hours per week across Key Stage 1 (KS1) and Key Stage 2 (KS2) linked to a text. In addition to this there will be reading sessions, spelling, punctuation and grammar. This may vary in Reception. Furthermore, there may be explicit GPS as well as cross-curricular links in other subjects.

Teachers promote writing and look for ways to inspire and motivate pupils so that they see themselves as ‘writers’. Teachers establish the purpose and audience for writing and make teaching objectives explicit to pupils so they know why they are studying a particular text type, the kind of writing activities they need to undertake and what the expected outcome will be.

The following teaching sequence for writing will be used as a framework:

Key Stage 1 and 2	
Phase 1	Prediction
Phase 2	Comprehension
Phase 3	Grammar and punctuation skills
Phase 4	Innovation/invention

The writing process breaks down into a number of steps that will need to be taught and practised regularly:

1. Planning
2. Drafting and Writing
3. Evaluating and Editing
4. Proof-Reading
5. Reading Aloud and Sharing

Subject-specific texts that link to learning being undertaken in other areas should also be used in English lessons to support the wider curriculum. Teachers use shared writing to model the writing process. Shared reading and writing provide a context for discussion and demonstration of grammatical features at word level, sentence level and text level. Activities are personalised through the use of writing frames, scaffolds, word banks, collaborative learning and peer or adult support.

Pupil books

- Every lesson will have a date and learning objective (LO). The inclusion of a success criteria is at the discretion of the class teacher. The marking of pupils' books in English follows that of the school marking policy.
- Children's English books will be presented to the highest standard at all times, ensuring sheets are trimmed and stuck in neatly where appropriate.
- Individual pupil targets will be set for each pupil. These will be differentiated to reflect the different attainment outcomes for each child and placed at the back of the books. In addition, an assessment tracker is placed at the front of the English books to be used at least half termly.

Handwriting

- It is paramount that children are rigorously taught correct letter formation from the very beginning of their time in school. As soon as the children are ready, they should be taught to sit properly in order to have the correct posture for writing, hold a pencil in the correct tripod grip and develop a legible and joined handwriting style.
- A mixture of whole class, small group and individual teaching is planned for and delivered. It is expected that all members of staff, class teachers, learning support assistants and teaching assistants model the school handwriting style at all times, i.e. when writing on the board or in children's books. By the end of Key Stage 2, all children should be displaying an efficient, quick, neat and legible handwriting style that is effective in recording their ideas.

- As a school we follow the Pen pal scheme for handwriting

Resources

Each class has a range of materials to support the writing process. Writing materials are kept accessible and organised, and pupils are encouraged to take care of the equipment and return it to where it belongs. Each class also has a set of age appropriate dictionaries and thesauri.

Writing overview

In the Foundation Stage Literacy development involves the encouragement of children to link sounds and letters to begin to write. We use a variety of texts to support children's abilities to differentiate between print and pictures. We teach children about the connections between speech and writing. We develop their knowledge and understanding of the symbolic nature of writing, the sounds and names of letters and how to write them.

In Key Stage 1 we build on the children's writing experiences from the Foundation Stage. We develop the children's writing skills so that they are able to write independently, enjoying communicating through the written word and understanding the value of writing. We give them opportunities to develop their skills in writing narrative and non-fiction texts. We teach the children to spell and use basic punctuation correctly. We teach them to write neatly using a cursive writing style.

In Key Stage 2 we build on the children's writing experiences from Key Stage 1. We develop the children's understanding that writing is essential to thinking and learning as well as being enjoyable in its own right. We teach children the main rules and conventions of written English and start to explore how the English language can be used to express meaning in different ways.

Assessments

- Formative assessment of pupils' attainment is continuous and ongoing and evidence is collected by observing pupils at work, questioning, talking and listening to them, considering the work they produce and discussing this with them. This level of assessment is designed to inform the planning of learning and the regular setting of targets for each pupil.
- All assessment is used to inform teaching and learning. We identify children's understanding and then swiftly focus interventions to overcome misconceptions. Assessments will involve:

- Assessment for learning through daily English lessons and other opportunities for English.
- Half term independent writing assessment
- End of Key Stage national assessments and Phonic screening

Written by R.Rashid



Blakehill Primary School Reading Procedures

Pupils should be taught to read fluently, understand extended prose (both fiction and non-fiction) and be encouraged to read for pleasure. Schools should do everything to promote wider reading. They should provide library facilities and set ambitious expectations for reading at home. (National Curriculum framework)

Our aim at Blakehill is for our pupils to have a lasting love for reading and we will strive to ensure reading (for pleasure and educational purposes) holds a high profile throughout the school.

Pupils are provided with opportunities to read widely, and often, across all subjects to a high standard through the use of the school library and the texts provided in class for independent reading and taught reading sessions. In reading sessions across keystages, pupils are able to develop and apply a wide range of skills through highly effective and cohesively planned and implemented teaching of reading.

Reading Areas at Blakehill

Throughout Blakehill all classrooms have a dedicated reading area, designed to provide children with area that promotes a love for reading. Within these areas pupils are able to experience a range of genres and text levels to widen their reading experiences. Pupils are also provided with reading challenges and opportunities to review and recommend texts to their peers.

In addition to the reading areas within the classrooms at Blakehill, we have a newly built school library. Pupils from Reception to Year 6 are able to access a wide variety of fiction and non-fiction texts that can be borrowed from the library and enjoyed at children's leisure. Books from the library can also be used to support the curriculum throughout school.

Reading in Reception

Teaching reading

Pupils in our reception unit are provided with opportunities to read on a daily basis. They take part in whole class daily reading sessions and have access to a wide variety of age

related texts within the class reading area. During whole class reading sessions pupils are involved in discussions which include:

- predictions based on the cover of the book and illustrations or images throughout the text
- language based discussion looking at techniques the author has used, such as alliteration and rhyming patterns in fiction
- sequencing tasks, with some support from the illustrations in the text to jog pupils memories
- question and answer sessions for retrieval questions - using the illustrations as clues to support their thinking in fiction
- initial inference based questions focusing on the character's emotions and thoughts in fiction.

Children learn the skills of decoding through the implementation of daily phonics sessions as outlined in the phonics procedure document.

Assessing reading

Within our reception unit pupils are continuously assessed through the use of “*envelope words*” – these are the common exception words that pupils must know off by heart. Parents and teachers work alongside each other to ensure pupils are given many opportunities to learn, rehearse and recite the words provided. In addition to this the observations made in the unit and through 1:1 reading sessions is added to the EExAT tracking system used to assess our pupils in terms of age related expectations.

Targets

Pupils in reception have reading targets set from the EExAT system used to track and assess pupils. Targets are age related and relate to the development matters document.

Opportunities for pupils to read

All pupils within the unit read to an adult on a 1:1 basis at least once a week, with identified pupils provided with additional 1:1 sessions. Pupils are continuously provided with the opportunity to access common exception and sight words, phonics focused vocabulary and reading challenges throughout the different areas of provision. This is regularly updated, changed and enhanced to suit the cohorts needs and to provide challenge for children of all abilities.

Home reading

For home reading pupils are provided with picture books (no words) to encourage discussion with their parents and carers at home, this then progresses to books that follow the phonics scheme. As the year moves on children will begin to experience texts

that move on from blending single words to decoding simple sentences, which include a variety of high frequency words in addition to the phonics focus.

Parents are supported at home with reading through the age appropriate question stems in the home reading record all children are supplied with.

Reading in Keystage 1 (Years 1 and 2)

Teaching reading

In Keystage 1 pupils take part in reading sessions consist of individual, whole class or small groups, timetabled for a minimum of three sessions a week. Within these sessions activities are planned and delivered to develop the initial decoding and comprehension skills acquired during their time in reception.

Though the use of age and ability appropriate texts, children have a dedicated time with an adult to read and explore both fiction and non-fiction books. During this time, pupils' fluency and intonation skills are developed alongside their oracy skills.

Children continue to learn the skills of decoding through the inclusion of daily phonics sessions as outlined in the phonics procedure document.

Once children have had their dedicated time with the adult, they then work on tasks that will develop the following areas of comprehension:

- retrieval skills
- inference skills
- sequencing skills
- summary skills
- prediction skills

As children move into Year 2 the style of questioning is further adapted to allow children to experience the style of questions they will encounter in the SATs at the end of Key stage 1. Sessions may also be adapted to allow children time to develop these skills with a focus on written responses.

Assessing reading

Pupils decoding and fluency is continuously assessed during guided reading sessions (during adult led group sessions) through the use of objectives as set out in the National Curriculum and through the use of the statements as outlined in the End of Key stage 1 Teacher Assessment Framework. Evidence of this is gathered from small group tasks, 1:1 reading and 1:1 discussions on texts – the use of filmed sessions and written observations is used to support this process.

In addition to this, reading in Year 1 is formally assessed termly and half termly in Year 2. Benchmarking is used to assess pupils decoding skills and to find the appropriate reading level for children. PIRA assessments are used to check children's attainment and progress in relation to age related expectations.

At the end of Key stage 1 all children will take part in the SATs – this will provide a judgement for children in regards to age related expectations.

Targets

During guided reading sessions pupils are given opportunities to work on individual reading targets and group reading targets. These targets are taken from the National Curriculum for Key stage 1 and cover decoding and comprehension skills.

Opportunities for pupils to read

Throughout Key stage 1 pupils take part in independent reading sessions for a minimum of 15 minutes each day, it is during this time that children are all given the opportunity to read 1:1 with an adult at least once a week. In addition to this, targeted readers will have additional time to read with an adult on a 1:1 basis.

Home reading

The books children are provided with work on a banded system. These books continue to allow pupils to experience high frequency words in texts and develop their ability to blend words using their knowledge of phonemes, digraphs and tri-graphs as taught through phonics. As the books progress through Key stage 1, texts move on from simple sentences to more complex sentence structures.

Home reading books are assigned to children from dedicated boxes that coincide with the bands as outlined in the PM benchmarking assessment tool. The regular assessment of pupils reading ensures they are able access texts that provide appropriate challenge to consolidate and extend pupils reading skills.

Parents are supported at home with reading through the Key stage appropriate question stems in the home reading record all children are supplied with.

[Reading in Lower Key stage 2 \(Years 3 and 4\)](#)

Teaching reading

In Lower Key stage 2 pupils take part in whole class reading sessions, timetabled for a minimum of three 30 minute sessions a week. Within these sessions children will all

access the same text, however tasks and levels of questioning will be differentiated to meet all children's needs.

Throughout Lower Key stage 2 **Vocabulary, Inference, Prediction, Explanation, Retrieval** and **summary** skills are taught to the children. By teaching pupils the skills to access questioning for these areas of reading, pupils at Blakehill are able to gain a deeper understanding of the texts they experience. This is then consolidated and extended through the use of test style questioning at an age appropriate level.

Reading is also taught within English lessons across Lower Key stage 2 through the use of the phases - reading into writing (*see writing procedures for further details*). Through this additional experience of texts pupils are able to deepen their understanding of texts and it becomes second nature for pupils to make informed predictions and inferences about texts.

Assessing reading

During whole class reading, teachers make regular assessments of pupils decoding skills (including fluency, intonation and expression) and comprehension through the use of objectives as set out in the National Curriculum for their phase.

In addition to this, reading is formally assessed and reported at the end of every half term throughout Lower Key stage 2. In Year 3 PM benchmarking is still available to assess pupils decoding skills and to find the appropriate reading level for children if necessary. PIRA assessments are used to check children's attainment and progress in relation to age related expectations.

Targets

During reading sessions pupils are given opportunities to work on individual reading targets. These targets are taken from the National Curriculum for Key stage 2 and cover decoding, comprehension and language skills.

Opportunities for pupils to read

Throughout Lower Key stage 2 a minimum of 15 minutes each day is timetabled for reading: independent reading and drop it and read - it is during this time that children are all given the opportunity to read 1:1 with an adult at least once a week. In addition to this, targeted readers will have additional time to read with an adult on a 1:1 basis.

During registration time 3 days a week some targeted readers read to children from Upper Key stage 2 as part of our reading buddies scheme, this time ensures those children

who need the additional time to apply decoding skills or who struggle to read at home do not miss out on reading opportunities.

Home reading

As in Key stage 1, children are provided with books that work on a banded system. These books continue to allow pupils to develop their decoding skills gained in Key stage 1 and begin to challenge them with new language experiences. As the books progress through Key stage 2, the texts children are able to access provide them with the opportunity to read a variety of genres for fiction and non-fiction. Home reading books are assigned to year groups and provide age appropriate challenge.

Parents are supported at home with reading through the Key stage appropriate question stems in the home reading record all children are supplied with.

Reading in Upper Key stage 2 (years 5 and 6)

Teaching reading

In Upper Key stage 2 pupils take part in whole class reading sessions, timetabled for a minimum of two 1 hour sessions a week. Within these sessions children will all access the same text, however tasks and levels of questioning will be differentiated to meet all children's needs. By giving our Upper Key stage 2 pupils longer reading sessions, the pupils are provided with opportunities to build on their reading stamina which is essential to prepare them for the End of Key stage 2 assessments the children face in Year 6.

Extending the learning from Lower Key stage 2, the **VIPERS** approach maybe used to teach reading in Upper Key stage 2. The Use of VIPERS is tailored to allow pupils to experience the different areas of VIPERS (Vocabulary, Inference, Prediction, Explanation, Retrieval and Summary) with questions written in the style of those found in the SATs tests.

In Upper Key stage 2, the texts pupils are provided with are longer than those in Lower Key stage 2 and provide more opportunities for children to use a variety of reading skills. They provide more challenge in terms of language and the knowledge children are expected to hold to help them access the questions provided.

As in Lower Key stage 2, reading is also taught within English lessons across Upper Key stage 2 through the use of the phases - reading into writing (*see writing procedures for further details*).

Assessing reading

As in Lower Key stage 2, teachers make regular assessments of pupils decoding skills (including fluency, intonation and expression) and comprehension through the use of objectives as set out in the National Curriculum for their phase.

Reading is formally assessed and reported at the end of every half term for Year 6 only. Year 3, 4, and 5 formally assess every term. PIRA assessments are used to check children's attainment and progress in relation to age related expectations for Year 5 and 6. In addition to this, in Year 6, previous SATs papers are used to find like for like standardised scores for pupils.

In Year 6, the Suffolk reading test is also used in order to gain an understanding of pupils reading age. This information is then used to support testing arrangements made for the SATs.

Targets

During reading sessions pupils are given opportunities to work on individual reading targets. These targets are taken from the National Curriculum for Key stage 2 and cover all areas of reading as required for children at the end of Key stage 2.

Opportunities for pupils to read

Throughout Upper Key stage 2 a minimum of 15 minutes each day is timetabled for reading: independent reading and drop it and read - it is during this time that children are all given the opportunity to read 1:1 with an adult at least once a week. In addition to this, targeted readers will have additional time to read with an adult on a 1:1 basis.

During registration time on 3 times a week some more able readers are given the opportunity to support readers in Lower Key stage 2 through our reading buddy scheme.

Home reading

As in Lower Key stage 2 and Key stage 1, children are provided with books that work on a banded system. As the books continue to progress through Key stage 2, the texts children are able to access provide them with more opportunities to read a variety of genres for fiction and non-fiction. Home reading books are assigned to year groups and provide age appropriate challenge.

Parents are supported at home with reading through the Key stage appropriate question stems in the home reading record all children are supplied with.

Written by L.Russell K.Gardner

Appendix 3 Spelling, Grammar and punctuation

'The grammar of our first language is learnt naturally and implicitly through interactions with other speakers and from reading. Building this knowledge is best achieved through a focus on grammar within the teaching of reading, writing and speaking.' (National Curriculum framework)

Our aim at Blakehill is to provide our children with a purposeful understanding of grammar, punctuation and spelling which they have understanding and autonomy to use effectively. Pupils are provided with frequent opportunities to study all aspects of GPS within the context of English lessons to provide them with the opportunity to see and learn from high quality text examples and therefore have the understanding to use this in their own writing. Where necessary, additional discreet GPS sessions are also delivered in order for children to be able to master the terminology and skills required.

In Key Stage Two, our children are taught following the 'No Nonsense' schemes of work. This divides the Curriculum objectives across the phase and allows for revisiting of learning from prior year groups in order to ensure mastery.

Grammar and Punctuation

Planning for teaching and learning of grammar and punctuation is linked to the objectives in the National Curriculum and the school's 'non-negotiable' objectives for each year group. These are supported by 'No Nonsense' Grammar which provides activities and resources for each year group.

Examples of grammar and punctuation learning are often taken from real texts to give our children the experience of how they are used by real writers. Children are taught through teacher modelling, discussion and independent practise. They are encouraged to do this in the context of an English lesson in order to add purpose to the learning as well as to complete focused questions requiring them to apply their understanding to find or correct examples. Alternatively, whole lessons are devoted to the teaching and learning of a specific concept or idea and practised accordingly.

Spellings

In Key Stage One, children follow our phonics programme until they complete the Letters and Sounds phases at which point they begin spelling lessons where they are explicitly taught spelling rules. Throughout Key Stage Two, our children are taught using Babcock spelling to ensure full coverage and consolidation of the curriculum. They are taught spellings rules and given chance to practise, consolidate and apply these skills in a range of contexts.

Throughout school, children are exposed to regular rehearsal of the statutory spellings with three weekly words taught through spelling lessons, handwriting, writing lessons and homework. This allows children the time for mastery of spelling and secure understanding of the words.

Differentiated Spelling lists are given to our children on a weekly basis throughout school. In Key Stage One and Lower Key Stage Two children are provided with word mountains which they progress through upon showing confidence and accuracy. In Upper Key Stage Two, spellings are provided following spelling rule learning in class and using words from the statutory spelling lists. The scores from these spellings are accumulated by the class teacher and used to inform future teaching whether this be whole class or intervention based.

In all lessons, expectations for spelling are high with marking and feedback highlighting misconceptions and incorrect spellings. Pupils are regularly provided with spelling corrections where appropriate.

Assessment

In addition to weekly spelling tests, children are assessed every half term using NFER Grammar and Punctuation and Spelling Assessments. This data is used to inform future planning and is tracked as the children progress through school.

Interventions

Where necessary, children are supported with additional sessions to support their phonics, spelling and grammar needs. This is in response to teacher assessment and progress made in lessons. These can be regular scheduled interventions over a short time period or next day interventions in response to a lesson or aspect of learning.

Written by K.Lea

Appendix 4 Phonics

How we teach phonics at Blakehill Primary School

Children in Reception and Key Stage 1 follow the [synthetic phonics](#) approach, using the 'Letters and Sounds' programme. This is an approach to teaching phonics in which individual letters or letter sounds are blended to form groups of letters or sounds, and those groups are then blended to form complete words. Our daily phonics sessions in Reception are fun, involving lots of speaking, listening and games. The emphasis is on children's active participation. They learn to use their phonic knowledge for reading and writing activities and in their independent play. Daily Phonics lessons continue in Key Stage One and then regular weekly spelling sessions take place in Key Stage Two.

We use many of the games from '[Phonics Play](#)' and also the songs, stories and actions from the Jolly Phonics scheme to support our delivery of the synthetic phonics programme called [Letters and Sounds](#).

Letters and Sounds is divided into six phases, with each phase building on the skills and knowledge of previous learning. Children have time to practise and rapidly expand their ability to read and spell words. They are also taught to read and spell 'tricky words' – words with spellings that are unusual or that children have not yet been taught. These include the words 'to', 'was', 'said' and 'the' – you can't really break the sounds down for such words so it's better to just 'recognise' them.

At the end of Year 1 all children take part in the Year One Phonics Check.

Display board / phonics areas

- It is expected that classrooms will have a phonics working wall (progressing to a spelling wall in year 2)
- Classrooms should have phonics resources available that are easily accessible by pupils. Including whiteboards, pens and rubbers for their daily lesson

The role of teaching assistants

- Teaching assistants are actively involved in teaching individual children, small groups and in providing intervention sessions. They support all groups in the classroom, enabling the teacher to also work with all groups. They demonstrate initiative in using practical resources to support learning and help pupils overcome difficulties. They are careful not to over-direct pupils' learning. They spot misconceptions and gaps in learning, and take responsibility for assessing pupils in their groups, and help to identify the next steps and plan subsequent activities with the class teachers.

- Teaching assistants are responsible for delivering the discreet Rapid Phonics intervention programme to groups of children who have been identified by the class teacher.
- Teachers must ensure the role of teaching assistants is clear to them before the start of a phonics session.

Assessments

- Formative assessment of pupils' attainment is continuous and ongoing and evidence is collected by observing pupils at work, questioning, talking and listening to them, considering the work they produce and discussing this with them. This level of assessment is designed to inform the planning of learning and the regular setting of targets for each pupil.
- All assessment is used to inform teaching and learning. We identify children's understanding and then swiftly focus interventions to overcome misconceptions. Assessments will involve:
 - Assessment for learning through daily phonics sessions and other opportunities for phonics within reading and writing tasks.
 - Half termly phonics screening check (data submitted to senior leaders)
 - End of Key Stage national assessments.

Written by C.Wardell