

English Policy



Phonics, Reading & Writing Expectations

Mytham Primary School



English Policy

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Review Frequency	Every year	Review Date	September 2024
Ratified by Governors	QOE Each autumn term	Website	Yes

Reading Intent

It is our intent at Mytham Primary School to inspire our pupils with a love of reading, helping them to choose to read and know the worlds it opens up. By putting reading at the heart of English and the wider curriculum, children will learn more, remember more and understand more.



Throughout Early Years and KS1 reading will receive high-quality daily synthetic phonics lessons which gradually give children the tools they require to decode books. Children build their reading practice with decodable books whilst building their love of reading through library books to be shared with an adult and daily engagement with great stories which are repeated to build familiarity. Reading practice gradually moves towards children building a fluent, confident reading style.

In KS2, as the learning moves from decoding to comprehension, English lessons are centred around a quality text at an age-appropriate level. Children have access to a rich range of diverse literature, poetry and non-fiction texts, which they are encouraged to read regularly both in school and at home. Books are at the centre of our curriculum. Through a reading-rich curriculum, all children learn to listen to and enjoy great texts and poems.

Through books, children will experience their learning. Reading allows children to learn to question, safely. It allows them the chance to inspire others through sharing the love of a book. It is their pathway to new knowledge and a deepening understanding of existing knowledge. It will help to develop their knowledge of vocabulary, themselves and the world in which they live and the world beyond their experience. Reading quality texts will fuel children's ideas and imaginations and feed their own writing. Reading is the key to this, unlocking learning across the curriculum and so we aim to foster a lifelong love of reading.

We intend that all of our pupils will discuss their reading experiences with confidence and enthusiasm, justifying their opinions and making links across their reading range.

When they leave Mytham, our pupils will have the reading skills they require to access their secondary education and the world beyond.

Writing Intent

Our vision at Mytham Primary School is that our pupils see themselves as writers. They will be able to use writing as one of the means to convey their ideas, their knowledge, their emotions and their aspirations.

They will acquire a broad vocabulary and a firm grounding in the rules of grammar. By embedding their understanding of spelling rules and patterns, they will be able to spell new and unfamiliar words.

Through exposure to a range of purposes for writing and quality texts and engaging contexts across the full curriculum, they will learn to choose the appropriate words, register, format and style for the task. For example, writing a persuasive piece to achieve their desired outcome; writing exciting stories, which engage readers; or writing instructions, which support younger children to follow a recipe.

Speaking and listening skills will be the tools through which children rehearse and test their ideas, in preparation for writing and the real world beyond school. Drama and discussion will be the stepping-stones to writing composition.

We intend that our writers are able to edit and re-draft their work to produce their best, taking ownership and identifying their own areas for development. This includes presentation, in which they are encouraged to take pride. They will produce legible, joined handwriting before they move to high school.

Our pupils will leave Mytham with a passion for writing and the skills they need to achieve their onward goals, both at high school and beyond in the world of work.

Aims of the English Policy

- To provide staff with a clear guide to the progression of the teaching of English
- To ensure all staff are aware of outcomes expected for all pupils at Mytham.
- To enable senior leaders and subject leaders in the monitoring of English to ensure robust systems are in place which quality assure our curriculum.

Implementation – what does English Look like at Mytham?

READING

Phonics

What is our approach to phonics?

At Mytham we believe that all our children can become fluent readers and writers. This is why we teach reading through *Little Wandle Letters and Sounds Revised*, which is a systematic and synthetic phonics programme. We start teaching phonics in Nursery and follow the [*Little Wandle Letters and Sounds Revised progression*](#), which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school. As a result, all our children are able to tackle any unfamiliar words as they read.

At Mytham, we also model the application of the alphabetic code through phonics in shared reading and writing, both inside and outside of the phonics lesson and across the curriculum. We have a strong focus on language development for our children because we know that speaking and listening are crucial skills for reading and writing in all subjects.

Little Wandle is a DFE approved scheme which encompasses discreet phonics teaching and early reading practice. It is a whole-school approach. Phonics is delivered daily in nursery through to Year 2. Groups of learners are streamed across key stages to ensure that groups are pitched appropriately and provide challenge for all pupils. In addition to daily phonics, in classes Reception through to Year 2, children falling behind will also receive additional 'keep up' sessions throughout the week. Timetabling for keep up sessions is led by the class teacher. Keep up sessions are short and sharp, ensuring children receive the support they need whilst ensuring other learning is not missed.

In addition to this, KS2 provide 'catch-up' phonics sessions and additional interventions for identified children who did not pass the Y2 phonics screening or are identified as falling behind, with gaps in phonics knowledge when reading. This is carried out in small groups or 1:1.

Specific phonics resources are provided to class teachers in EYFS and KS1 to ensure all children experience exactly the same learning during discreet phonics teaching. These resources can also be used to deliver intervention and 'keep up' work across school.

Examples:



English Leaders Mrs Burke & Miss Findon are also the Little Wandle Reading Leaders across school. They are responsible for the overall monitoring of phonics teaching & learning across all classes. All staff are trained to deliver Little Wandle phonics; CPD is ongoing and will continue whole school, in smaller groups of staff and 1:1 training and support according to needs.

Staff all have log in details for the Little Wandle website, and can access training at any time to support ongoing CPD and any questions that they may have. School reading leaders provide additional and ongoing support too.

Visit the Little Wandle website here:

<https://www.littlewandlelettersandsounds.org.uk/>

How do we assess and track pupils in phonics?

Children will first take part in 'placement' testing, whereby a child's knowledge and phonic ability will be assessed in a short and child friendly activity. Once this is completed, subsequent phonics sessions will be aimed at what a child needs to learn next, and pupils will be grouped accordingly.



Every half term, a summative assessment will be carried out with each pupil. The exact point in the half term that this is delivered may differ according to the length of the half term. Summative assessments are carried out to pinpoint a pupil's secure knowledge, and the things they will need to continue to work on. Grouping of pupils is fluid and can change according to needs arising from the summative assessment, and of course ongoing teacher observations and assessment during teaching and learning.

Pupils identified as falling behind should receive additional keep-up sessions, and they will take place at least 3 times per week following the Little Wandle 'keep up' sessions guidance and approaches. Keep up sessions can be 1:1 or small groups.

Whole school tracking grids enable class teachers, KS leaders, subject leaders and senior leaders to continually be aware of the whole school picture, including the progress pupils are making and which children are falling behind. This information is fed directly into pupil progress meetings, so further professional discussions around meeting pupil needs, classroom provision and supporting children can be carried out.

Little Wandle Letters and Sounds Revised
placement assessment

Part 1
Phase 2 GPCs and words

m	a	p	c	o
s	g	k	u	h
i	t	n	r	f
d	ck	e	b	l
sh	x	ch	ss	j
w	ng	v	nk	th
qu	y	z		

Sample placement test, provided by Little Wandle.

mat	dig	red	luck
bell	fox	yes	shell
thing	much	wink	quack

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Teachers should record assessment outcomes onto Little Wandle at the end of each assessment window – this should be half termly.

Staff should log into Little Wandle and watch the training and information for assessment videos and download the resources from here:

<https://www.littlewandlelettersandsounds.org.uk/resources/my-letters-and-sounds/weekly-reading-and-phonics/assessment-reception/>



PROGRESSION WITHIN PHONICS

Little Wandle planning should be followed at all times to ensure consistency in approach. Little Wandle clearly stipulates which phonics phase and sounds should be taught term by term, with Reception & Year 1 coverage expectations clearly outlined. Planning falls into 'Year & Term' – children working at the expected level will be accessing phonics content for the relevant year group and term. Where Little Wandle is introduced to a child after the start of the academic year in Reception class, there may be a period of 'catch up' as children transition to the Little Wandle Scheme of work. This should be done sensitively to ensure children have exposure to all sounds and application of these sounds, whilst making efforts to close the gap with additional support as needed.

Year Group	Overview of coverage and end points
Nursery	Foundations for Phonics contributes to the provision for 'Communication and language' and 'Literacy' (DfE, 2020)¹ ; it should sit alongside a stimulating language-rich provision. Foundations for Phonics sets out the provision that should be in place to ensure children are well prepared to begin grapheme–phoneme correspondence and blending at the start of Reception. The provision should include a balance of child-led and adult-led experiences. The most important aspects of Foundations for Phonics to develop in the nursery are: • sharing high-quality stories and poems with children • learning a range of nursery rhymes and action rhymes • activities that develop focused listening and attention, including oral blending • attention to high-quality language with children (see the 'Language and Vocabulary' section of the website). Nursery should use Development Matters to support the assessment of literacy (including phonics) to make a judgement if children are 'on track' or 'not on track', and discussions with parents, health visitors and the reception teaching team should be part of this as the child journeys through the nursery.
Reception	Weekly teaching & learning will include: • specific GPCs • teacher-led blending, leading to less teacher support • digraph and trigraph recognition in words • how to move away from overt blending to blending in their heads • how to chunk up longer words to read • fluent reading of tricky words. • During week 6, continue whole-class teaching to secure fluency of words and GPCs taught in week 5, and continue to teach longer words.

Term of assessment	Assessment results	Term child reads the books	Child can read books containing the following	Matched books for Collins <i>Big Cat for Little Wandle Letters and Sounds Revised</i>
Autumn 1	GPCs read without hesitation: s a t p i n m d Blend these words: sat man	Autumn 2	s a t p i n No tricky words	Phase 2* Set 1 Pat it Sit Sip Nap Sit Sit Tip, Sip, Nap Pat a Pan Sit Tip Pat
	GPCs read without hesitation: s a t p i n m d g o c k c k e u r h b f l Blend these words: sat man hug red		s a t p i n m d -s for plurals and present tense verbs	Phase 2 Set 2 Sit in! Tap it, Tad! A Dip Pip! New for 2022 Dan Pats Nim Dip it in
	GPCs read without hesitation: s a t p i n m d g o c k c k e u r h b f l Blend these words: sat man hug red peck		g o c k c k Tricky words: and is the	Phase 2 Set 3 Nip it! Dig it! Tick Tock and Mick Pop it on! Pip and Pop New for 2022 Cam and the Sock Mack and Pip In the Pot

Term of assessment	Assessment results	Term child reads the books	Child can read books containing the following	Matched books for Collins <i>Big Cat for Little Wandle Letters and Sounds Revised</i>
Autumn 2	GPCs read without hesitation: a e i o u g d b f f l l s s c k Sound out and blend at least five words.	Spring 1	e u r h Tricky words: is I the put pull full as and his has her no go b f f f l l s s Tricky words: is I the put pull full as and his has her	Phase 2 Set 4 Pots, Cans, Cups! Rag Duck Duck Socks Bad Luck, Dad Nell and Tess Up and Off! New for 2022 At the Top Dig a Pit
	GPCs read without hesitation: j v w x y z z z q u c h s h t h n g n k Sound out and blend at least seven words.		j v w x y z z z q u c h s h t h n g n k Tricky words: I the put pull full and her no go to into she push he of we me be	Phase 2 Set 5 Hush! Fix it, Fox Jazz and Jet Ding Dong Dash to Dig Cubs Jig and Jog Buzz, Hop, Zip! Will it Sink? Big Mud Run

Spring 1	GPCs read without hesitation: ai ee igh oa oo oo ar or ur ow oi ear air er Sound out and blend 12 words.	Spring 2	ai ee igh oa oo oo ar or ur ow oi ear air er Words with double letters: dd mm tt bb rr gg pp nn cc Longer words, e.g. magnet lemon Compound words, e.g. carpark Tricky words: I the put pull full and no go to into she push he of we me be was you they my by all are sure pure	Phase 3* Set 1 Pink Boat, Pink Car Finn Feels Better A Job for the Dog I Look for Mark Jack and Zain Get Set for Fun It is a Fox Rock Pools Down to Up Odd Fish! New for 2022 Dee Can Fix it Fix That Rocket! Look for Pepper Keep Fit Under my Feet Art in the Park
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Term of assessment	Assessment results	Term child reads the books	Child can read books containing the following	Matched books for Collins <i>Big Cat for Little Wandle Letters and Sounds Revised</i>
Spring 2	All GPCs read without hesitation. Sound out and blend 12 words.	Summer 1	ai ee igh oa oo oo ar or ur ow oi ear air er Words with more than one digraph, e.g. shimmer Longer words, e.g. fantastic helmet Compound words, e.g. earring popcorn Words ending in -ing, e.g. chatting waiting Words ending in -es, e.g. torches Tricky words: I the put pull full and no go to into she push he of we me be was you they my by all are sure pure	Phase 3 Set 2 Aimee and the Tablet Lee and the Box Nipper and Gull The Hopper The Power Cut In the Dark Woods Down the River Food on the Farm Owls in the Night It is Hidden New for 2022 Meep and the Midnight Mess Too Much Soap Queen of the Moon Lights at Night Terrific Arctic Terns Look Up High

Term of assessment	Assessment results	Term child reads the books	Child can read books containing the following	Matched books for Collins <i>Big Cat for Little Wandle Letters and Sounds Revised</i>
Summer 1	Sound out and blend: seven+ words. Read five words automatically. A total of at least 12 words must be read correctly. Children should be reading words automatically without sounding them out in order to be fluent enough to read these longer books.	Summer 2	Adjacent consonants and short vowels Tricky words: I the put pull full and no go to into she push he of we me be was you they my by all are sure pure said so have like some come love do were here little says there when what one out today	Phase 4* Set 1 The Foolish, Timid Rabbit Tickets! Scrap Rat Snug in the Tent Crick and Crock Have Lunch Thumper How the Ear Can Hear Stunt Jets Good Things from Farms Track a T-Rex Strong Trucks From the Top New for 2022 Stella and the Dragon This is my Chair Dogs that Help On to the Next Job

	Term of assessment	Assessment results	Term child reads the books	Child can read books containing the following	Matched books for Collins <i>Big Cat for Little Wandle Letters and Sounds Revised</i>
	Summer 2	Sound out and blend: seven+ words. Read five words automatically. A total of at least 12 words must be read correctly. Children should be reading words automatically without sounding them out in order to be fluent enough to read these longer books.	These books will be read in Year 1	Adjacent consonants and long vowels Tricky words: I the put pull full and no go to into she push he of we me be was you they my by all are sure pure said so have like some come love do were here little says there when what one out today	Phase 4 Set 2 Eggs on Toast Dragon in the Jam The Monster on the Train Zebra's Tent The Chicken Coop Scoop I Love it! Harper and the Big Dog Spook Night A Year in Japan Stunning Stunts Extinct Monsters How to Spot an Otter It's Freezing Out! Train to Win Maps Storms
	RECEPTION CLASS END POINT: Children should be secure with all phase 3 GPCs and tricky words, applying these with confidence in their reading. Children should be beginning to explore and apply some aspects of phase 4 phonics.				
Year 1	Weekly Teaching and learning will include: • specific GPCs • the alternative pronunciations of graphemes • digraph and trigraph recognition in words • how to move away from overt blending to blending in their heads • how to chunk up longer words to read • fluent reading of tricky words				

Term of assessment Autumn 1	Term child reads the books Autumn 2		
Assessment results	Child can read books containing the following		Matched books for <i>Collins Big Cat for Little Wandle Letters and Sounds Revised</i>
All GPCs read without hesitation. Sound out and blend eight+ words. Read five words automatically. A total of at least 13 words must be read correctly. Children should be reading words automatically without sounding them out in order to be fluent enough to read these longer books.	Adjacent consonants and long vowels From week 4: Phase 5 Set 1 GPCs /ai/ ay play /ow/ ou cloud /oi/ oy toy /ee/ ea each /ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn	Phase 4 tricky words I the put pull full no go to into she push he of we me be was you they my by all are sure pure said so have like some come love do were here little says there when what one out today Phase 5 Set 1 tricky words I the put pull full no go to into she push he of we me be was you they my by all are sure pure said so have like some come love do were here little says there when what one out today	Weeks 1 to 3: Phase 4* Set 2 Please refer to list on page 18 Stretch and Challenge Spilled Milk Fun at the Fair The Camping Trip Too Much Clatter! The Trinket Light Night Dreena's Hair Ling, the Star Painter Star Patterns Looking in the Forest Mood Boost My Good Mood Book Scrap Be a Green Star Green Alert Patterns from the Air

Term of assessment Autumn 2	Term child reads the books Spring 1		
Assessment results	Child can read books containing the following		Matched books for <i>Collins Big Cat for Little Wandle Letters and Sounds Revised</i>
All GPCs read without hesitation, including GPCs with more than one pronunciation. Sound out and blend seven+ words. Read seven words automatically. A total of at least 13 words must be read correctly. Children should be reading words automatically without sounding them out in order to be fluent enough to read these longer books.	Set 1 GPCs /ai/ ay play /ow/ ou cloud /oi/ oy toy /ee/ ea each /ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn Set 2 GPCs /oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he /ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute /ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield /or/ aw claw	Set 1 tricky words I the put pull full no go to into she push he of we me be was you they my by all are sure pure said so have like some come love do were here little says there when what one out Set 2 tricky words the put pull full to into push of was you they my by all are sure pure said have some come love do were here little says there when what one their people oh your Mr Mrs Ms ask could would should our house mouse water want	Finish Phase 5* Set 1 if not already completed in Autumn 2: Not in Otter's Pocket The Elf and the Cobbler The Dragon Keeper's Handbook Blackcurrant Jam Sharks Animal Tricks: Sticking Power New for 2022 Dark Unicorn Tracking the Blue Beast Roo's Rocket Cleaning Up the Sea Living in the Clouds Fish that Fool Phase 5 Set 2 Let's Pretend! Iris's Wild Ride Jake and Jen in the Balloon of Doom Wild Homes This is our Planet Be a Cave Explorer

Term of assessment Spring 1	Term child reads the books Spring 2		
Assessment results	Child can read books containing the following		Matched books for <i>Collins Big Cat for Little Wandle Letters and Sounds Revised</i>
All GPCs read without hesitation, including GPCs with more than one pronunciation. Sound out and blend seven+ words. Read seven words automatically. A total of at least 13 words must be read correctly.	Set 3 GPCs /ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder /igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone /l/ le al apple metal /s/ c ice /v/ ve give /u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey /oo/ ui ou fruit soup	Set 3 tricky words the put pull full to into push of was they all are sure pure said do were here says there what one their people oh your Mr Mrs Ms ask could would should our water want any many again who whole where two school call different thought through friend work	Phase 5* Set 3 Don't Blame Me! The Stone Shadows Look Out, Nebit! How to Draw Cat and Dog Show Time! Welcome to my Home! New for 2022 The Lost Shimmer Kitten Trouble Mighty Mud Race Legends of Land and Sky Recycle it What is snot?

Term of assessment Spring 2	Term child reads the books Summer 1 and 2		
Assessment results	Child can read books containing the following		Matched books for <i>Collins Big Cat for Little Wandle Letters and Sounds Revised</i>
All GPCs read without hesitation, including GPCs with more than one pronunciation. Sound out and blend nine+ words. Read eight words automatically. A total of at least 17 words must be read correctly. Summer 1 This assessment is used to check progress for the Phonics screening check. continue to use the books listed for Summer 1 and 2 for all children who were successful in the Spring 2 assessment.	Set 4 GPCs /ur/ or word /oo/ u oul awful* would /air/ are ear ere share bear there /or/ au aur oor al author dinosaur floor walk /ch/ tch ture match adventure /ar/ al a half father* /or/ a water /o/ a want /ur/ ear learn /r/ wr wrist /s/ st sc whistle science /c/ ch school /sh/ ch chef /z/ ze freeze (*Dependent on regional accent.)	Set 4 tricky words the to into of they are sure pure said do were here says there what one their people oh your Mr Mrs Ms our any many who whole two thought through friend work once laugh because eye	Phase 5* Set 4 Disaster Duck Noisy Neesha The Hide and Seek Squirrels A Helping Hand Witney and Boscoe's Lost and Found Oodles of Noodles Around the World in 72 Days Bear Spotting How Not to be Eaten Beetles Around the World Crocs and Rocks The Secret of Loch Ness Stretch and Challenge** Jazz and Pop's Adventure The Mouth-Watering Cheese Adventure Jake and Jen in the Lost Land of Dinosaurs The Secret Life of Mushrooms How to Draw a Dinosaur Robot Space Explorers

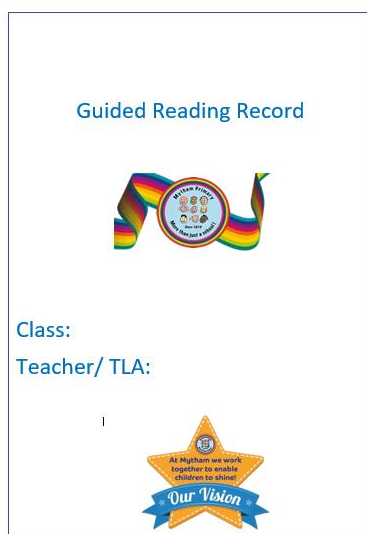
	Term of assessment Summer 2		Term child reads the books Year 2 Autumn 1	
	Assessment results	Child can read books containing the following		Matched books for <i>Collins Big Cat for Little Wandle Letters and Sounds Revised</i>
	All GPCs read without hesitation, including GPCs with more than one pronunciation. Sound out and blend seven+ words. Read seven words automatically. A total of at least 13 words must be read correctly.	Set 5 GPCs /ai/ eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer /zh/ su si treasure vision /j/ dge ge bridge large /i/ y crystal /sh/ ti ssi si ci potion mission mansion delicious /or/ augh our oar ore daughter pour oar more	Set 5 tricky words the to into of are sure pure said do were here says there what one their people oh your Mr Mrs Ms our any many who whole two thought through friend work once laugh because eye busy beautiful pretty hour move improve parents shoe	Phase 5* Set 5 The Dragon King's Daughter The Knight Who Could Knit The Shy Monster The Great Fire of London Poles Apart Reptiles Break Rules Stretch and Challenge* Taro and the Stag Beetle Bodies Can Do Anything! Watch Out, This Troll Shouts! Slam Dunk Rare and Unusual Creatures The Art of Climbing
	YEAR 1 END POINT: Children should be secure with all phonics phases, up to and including phase 4 GPCs and tricky words, applying these with confidence in their reading. Children beginning to explore phase 5 in Year 2. Children will pass the year 1 phonics screening.			
Year 2	Year 2 will focus on phase 5 phonics and addressing any gaps in phonics knowledge that become evident during teaching and learning; particularly during reading and writing lessons and activities. Children who did not pass the year 1 phonics screener, or those identified as falling behind will need ongoing daily phonics lessons and additional intervention to ensure that these children catch up. Children who have fallen behind will be supported to ensure they are confident with all phonics GPCs, tricky words and application of these in reading and writing.			
KS2	Children who have not passed the year 2 phonics screener, are assessed as working well below the expected standard in reading and/ or writing and those identified as 'falling behind' through phonics assessment and tracking will need ongoing support in KS2 via the 'catch up' phonic sessions. These will need to be delivered daily for children with significant gaps in phonics knowledge, and at least 3 times per week for children who have smaller, specific gaps in learning.			

Guided Reading & Reading Fluency/ Reading Clinic Expectations

Year Group	Reading expectations	How many times per week?	Evidence
Nursery	Children will have daily shared reading through a variety of age appropriate texts. These will be shared by key workers at differing points throughout the day.	5 times per week whole class/ small group	Teacher planning and professional discussion
Reception	Little Wandle reading practice (applying phonics, reading fluency & reading for understanding) Books are matched to children's phonic ability to ensure they are accessible and children experience success as a reader.	3 times per week small group	Guided reading sheet.
KS1	Little Wandle reading practice (applying phonics, reading fluency & reading for understanding) Books are matched to children's phonic ability to ensure they are accessible and children experience success as a reader. As children's fluency improves, increased focus on comprehension style reading will be introduced.	3 times per week small group	Guided reading sheet.
Lower KS2	Whole class text to explore fluency, meaning and vocabulary. Teachers should model the reading. Teachers should aim to explore a text using the key stages of prediction, clarification, questioning & summarising. The text selected should largely aim to expose the children to grammatical features/ genre types etc that they will be exploring in future English lessons. Explicit teaching of specific question types to support comprehension.	3 times per week whole class. TLA will work with specific groups as directed by the class teacher.	English books three times per week with a date and LI. Text extracts should be stuck into children's English books where possible to add context to questions being answered. A PowerPoint for each reading clinic should be produced – this could be one per clinic, or one which provides coverage for the full week.
Upper KS2	Whole class text to explore fluency, meaning and vocabulary. Teachers should model the reading. Teachers should aim to explore a text using the key stages of prediction, clarification, questioning &	3 times per week whole class. TLA will work with specific groups as directed by the class teacher.	English books three times per week with a date and LI. Text extracts should be stuck into children's English books where

	summarising. The text selected should largely aim to expose the children to grammatical feature/ genre types etc that they will be exploring in future English lessons. Explicit teaching of specific question types to support comprehension.	possible to add context to questions being answered. A PowerPoint for each reading clinic should be produced – this could be one per clinic, or one which provides coverage for the full week.
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Example KS1 guided reading (saved in 'Resources' in English Subject Leader folder)



Guided Reading Record				
W.B:				
Teacher:	Children:	Text Title:	Colour Band/ Phonics phase:	
Day 1	Pre-Read, Revisit & Review (2-3mins) Revise sounds, tricky words, a selection of words from text & discuss unfamiliar vocab.	Practice & Apply: Decoding (10-15 mins) Application of phonics	Review: (2-3mins) Address misconceptions & discuss key points	Teacher notes:
Day 2	Pre-Read, Revisit & Review (2-3mins) Revise sounds, tricky words, a selection of words from text & discuss unfamiliar vocab.	Practice & Apply: Prosody (10-15mins) Teacher model & talk Choral reading Independent reading Focus on reading with expression & fluency.	Review: (2-3mins) Address misconceptions & discuss key points	Teacher notes:
Day 3	Pre-Read, Revisit & Review (2-3mins) Revise sounds, tricky words, a selection of words from text & discuss unfamiliar vocab.	Practice & Apply: Comprehension Key features of text, key events/ aspects, vocabulary, inference & prediction	Review: (2-3mins) Address misconceptions & discuss key points	Teacher notes:

Example of KS2 powerpoint (saved in 'Resources' in English Subject Leader folder)

[Click here](#) to see a powerpoint example for a question type teach. (Please note some aspects may change.)

Read the text.

As you read, mark any words you'd like to clarify.

Circle anything you think may be significant.

Use your post-it to write a question, prompted by the text.

5:00

Step Two

The cars had been abandoned.

Find the correct part of the text.

Paragraph One
The roads were lined with shrubs, bushes and vast trees. Deserted, rusted cars were parked forever.

Let's get our brains active!

The Forgotten World



Fiction, non-fiction?
What's it about?

Thursday 17th March 2022

L1: I will answer true/false questions

SC1: answer
SC2: prove it

Copy this into your book

Your Turn

Step One – read the statement.

Step Two – find the correct part of the text.

Step Three – read around to find evidence of true or false.

The girl was a scavenger.

Reading Fluency

Now we'll practise our fluency.
I'll read first and you copy.

Now let's read it together.

Can your table read it together?

Monday 27th February 2023 L1: I will explore a book cover

The Basics

Title: _____

Author: _____

Fact or fiction? _____

Purpose of Text



Steps to Success in Reading – Being Active

- ✓ Underline unfamiliar words – to clarify.
- ✓ Puzzles/Questions – mark with a?
- ✓ Paint a picture in your head.
- ✓ Summarise each paragraph/section.

Word Watch – What can this word mean?

Literally? Metaphorically?

TRASH

My Prediction

What will the book be about (based on evidence)?

Example of KS2 'explore a text' sheet where children can use their four key skills and make links across texts.

What I don't know – questions?

What it reminds me of...

Tuesday 14th March 2023 L1: I will answer questions about a text

1. Answer these quick questions.

- When was Amelia born? _____
- When was her first flight? _____
- Who was her navigator? _____
- What was the last date Amelia was known to be alive? _____

Amelia Earhart (Biography)

2. List three things that Amelia did for fun as a child.

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4. Impressions Amelia – what impressions of Amelia from the text? Fill the gaps.

Impression	Evidence
She's brave.	
	'determined to break records'

5. True/False – Tick each statement	True	False
Amelia nursed pilots in the First World War.		
Amelia was the first woman to earn a pilot's licence.		

7. What do you think about Amelia Earhart after reading her biography?

Example of KS2 practice of question types.

3. Put these in the order they happened in Amelia's life.

Married George Putnam	
Fred Noonan and Amelia set off on their journey	
Buys her first plane (Canary)	
Shows flair for Science	

6. Find and copy a word that means the same as each of the following.

talent (P2)	
height (P5)	
alone (P6)	
dangers (final quote)	

Examples of children's work following a reading lesson (Saved in English resources.)

Thursday 17th March LI: I will answer true/false questions
 SC1: answer ✓
 SC2: prove it ✓

Statement	True/False	Evidence
Wednesday 27th January 2021 LI: I can infer meaning Reading Clinic Jessie hadn't been thirsty until now. She crawled over, grasped the lip of the rock and hauled herself up. She put her mouth into the water like Mole did and drank deep. Water had never been so welcome to her as it was that cool morning on the summit of the Big Hill. She was wiping her mouth when she saw something glinting at the bottom of the pool. She reached into the water and picked it up. Mole lifted his upper lip, showing his large flat teeth, and sniffed at the object suspiciously. He decided it wasn't worth eating and dropped his head to the grass again. Which words tell you that she was struggling to walk? <u>crawled, hauled and grasped</u> ✓		

Inference application.

Tuesday 12th January 2021
 Reading Clinic

Seaside

What do you think the phrase 'boats dance on the water' means?

I think that the waves are coming in and pushing the boat and it dances this is an example of personification.

Use of language.

What texts do we provide for guided reading/ reading clinics/ shared reading?



Mytham have invested in sets of Collins Big Cat texts for children predominantly in Reception class & KS1. These texts are high quality decodable texts covering a wide range of subject matter (both fiction & non-fiction). The books match children's phonic progression perfectly and are ideal for pupils to apply their ever-expanding knowledge during short stories and information texts.

We have additional sets from other approved publishers, such as Oxford Reading Tree & Bug Club; school have carefully audited these to ensure they too match phonics progression here at Mytham.



As children progress into Year 2 and into KS2, class novels are introduced that provide children with lots of opportunities to explore new **vocabulary**, apply **reciprocal reading** strategies and exploring the **four key stages of prediction, clarification, questioning & summarising**. Reading feeds into **comprehension** activities, supporting children in gaining a deeper understanding of the texts they read.



Texts selected expose children to a wide range of authors and styles as they progress through school.

In addition to this, smaller sets of guided reading books (both fiction and non-fiction) are available in all classes to ensure reading clinics support the exploration of a wide variety of texts.



Home reading

- All children must have a reading book from the class boxes/ decodable book, plus a library book (text that they read for pleasure or with an adult). These library books should be available from class, and will include Unmissable texts (see below).
- Some children (Y4 onwards) who are securely working at the expected standard and read fluently and with excellent understanding may be encouraged to read beyond the boundaries of their class boxes. These children will be able to discuss their reading with confidence and give their opinions and personal responses. They will be able to recall books that they have read with ease and compare them. These children will still have a reading record which will allow teachers and parents to monitor their continued engagement with reading.
- **All books & reading records should be in school every day**, ready to be seen by an adult or support a discussion about their reading book by subject leaders or senior leaders.
- The expectations are that each child, from Reception through to Year 6 logs **4 reads per week** at home. This should be recorded in their reading record and signed by an adult. This should be monitored weekly by either the class teacher or teaching assistant. This should be recorded in your class green book. Please note that individual/ small group reads carried out in school by teacher, TLA, or volunteer count towards these 4 reads. This is to support the disadvantaged pupils in school.



How to use the reading record:

-Children should list 'completed' books at the front of the diary, so, at a glance, teachers and parents can see their child's reading diet.

- New words and vocabulary can be logged at the bottom of the reading record. This enables these words to be revisited quickly and supports vocabulary development and metacognitive practices.

Tricky words, or new words I have learned		

-Parents should, as a minimum, sign and date the record, but comments about things their child enjoyed/ found challenging are valuable.

How will school reward reading at home?

Reward systems will be put in place by each class teacher to encourage home reading. This system will be bespoke to the class to motivate pupils each year as they move through the school. Children will be rewarded for logging a maximum of 4 reads each week.

What will happen if children are not achieving the expected number of reads?

- Speak to the child about this first and try to establish why they may not be reading at home dependent upon the age of the child.
- Following this, a text to be sent home at the end of the week:

Text 1 : Your child has not logged 4 reads this week. Please try to get back on track next week. Thank you

Text 2: Your child has not logged 4 reads for a second week. Please contact school if you are experiencing difficulties at home. Thank you.

Text 3: Your child has not logged 4 read per week for the last 3 weeks. Your child's class teacher will be in touch to offer help and support. Thank you.

Teachers/ TLAs should log when a text is sent, with the date, in the class green reading record log.

- If a child is not reading at home over a persistent period of time (3 weeks across a half term), this will require a phone call home from the class teacher. Discussion should be based on identifying barriers to reading at home and support we can offer at school.

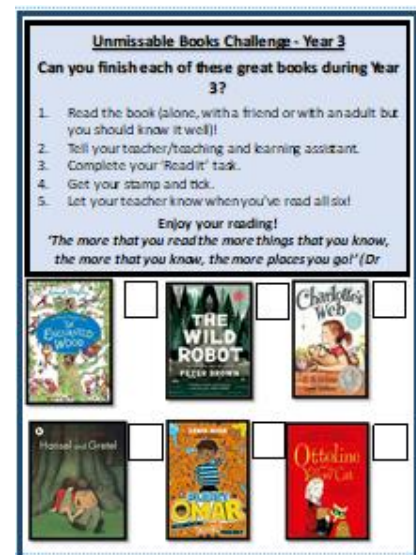
- Those not reading regularly at home **MUST** be heard to read in school a minimum of once per week 1:1 by the teacher/ TLA. If a class has an assigned volunteer reader, they should be heard additionally to this. These children will be prioritised for clubs and interventions that will support reading progression.

Unmissable Texts

Each year group also has a selection of texts known as the 'Unmissables'. These are texts deemed to provide children with a rich, varied diet, written by a variety of known authors. Children should be challenged to read (independently or with an adult) each of these books by the time they leave the year group. Progress for this is recorded in the back of a child's reading record on a specific 'unmissables' sheet.

It is the responsibility of the class teacher and TLA to support children and encourage pupils to access these texts which each class will have copies of in the reading corner. Alternatively, families may wish to borrow these texts from the library, or choose to purchase these texts during the year.

Additionally, there is an extended list of recommended texts to read available on the school website, by selecting your child's class page.



Reading for Pleasure

- Reading for pleasure should be high on everyone's agenda, both in school and at home. All adults should be passionate and enthusiastic about reading. This will encourage our children to develop a love of reading, and to see reading as valuable.
- Reading 'real' reading materials is just as important as reading the banded reading scheme books. This includes recipes, road signs, magazines, timetables, maps, information online and more.
- All children have the opportunity to listen to a story/ poem, or class novel on a **daily basis**. Texts that teachers share should vary in genre to ensure our children are exposed to a broad reading diet.
- **Teachers should build in 'book club opportunities' where we talk about books on a weekly basis. Talk should challenge and engage pupils, include recommendations, discuss the texts and look at newly published finds.**
- Children will have a choice of books to share from a selection in their reading corner. These should be of a high quality and varying genres.
- All staff should be modelling reading; this should include teachers, SLT, TLAS, lunchtime supervisors, reading buddies and volunteers.



Wider school life will promote reading for pleasure by:

- Regular book sales at affordable prices for pupils (book fair & second hand book sales)
- Staff should be seen as 'readers'. Staff should be seen to read for pleasure when children are also engaged in individual reading. Children seeing an adult as a reader is extremely powerful and inspiring.
- Children should be encouraged to talk about books. 'Silent reading' is replaced with book talk opportunities. **(Examples saved in resources in the English folder)**
- **Staff should have a 'favourite' current book on the go each week, which is either a text you enjoy as an adult, or a book you want to share with the children that is age appropriate.**

- Whole school events such as World Book day and visits from authors etc play an important role in raising the profile of reading across school.
- Engagement with our local library in Little Lever via visits, story sessions and engaging with promotions.
- **Parent/ child book exchange point in school**
- All children are delivered a gift at Christmas of a quality age-appropriate book.



Reading environments

READING CORNER/ AREA EXPECTATIONS

-Books must be the focus of the reading corner. Themes and décor should make your reading corner enticing, but must not distract pupils from reading.

-Books should be grouped/ organised into categories that support children in choosing a book on themes they may enjoy. For example: 'My teacher recommends....' 'other children recommend....' 'sport' 'books with animals' 'funny stories' 'scary stories' 'picture books' 'graphic novels' 'fantasy' 'adventure' 'historical fiction' 'poetry' – think about the age of pupils and make the labels meaningful to pupils.

-Book corners should be welcoming, comfortable and have somewhere to be seated for reading.

-Children should be visible to staff when accessing the reading corner.

-Reading corners should be refreshed half-termly (as a minimum) with a rotation of books. You may wish to consider authors as a termly focus, or texts linked to themes and topics – it is great to have books linked to topics near relevant displays/ working walls for children to access.

-Book corners should be tidy at all times. Books should be respected and cared for. Consider class reading corner monitors.

-Reading corners should not over-face pupils. This may require staff to 'thin out' the books on offer, and present them attractively, rotating books available.

-Shelves/ areas will require labelling and visuals e.g class recommendations, focus authors, fiction/ non-fiction, books we have read previously, etc.

-Y2 and all of KS2 must display the 4 key reading terms (Predict, Clarify, Question & Summarise) linked to reciprocal reading approach. You may wish to use the characters for this e.g King Clarifier. These characters and terms should be referred to during reading.

-The learning environment should celebrate reading e.g post-it notes with children's opinions, key vocab from books, copies of comprehension work etc. This should be flexible but demonstrates the value of reading.



WIDER CLASSROOM ENVIRONMENTS

- Classroom displays could include texts from the wider curriculum e.g links to science, RE or topic work.
- Class novels and texts that have already been shared should be displayed in the classroom for ongoing reference. This may be having the actual books on display, or photos of the covers (you could do a washing line or timeline).
- Class novel must be on the classroom door 'Our class novel is...' or 'We are reading' with a picture of the text.
- Books displayed in corridors and communal spaces are everyone's responsibility. Please ensure your class look after these books and keep spaces tidy.

Disadvantaged pupils & reading

It is well-documented that pupils from disadvantaged backgrounds, and those falling behind, generally do not have access to the wide reading diet of their peers. It is a priority at Mytham for all staff to ensure that these children are quickly identified and supported, to ensure they are not disadvantaged by their circumstances. The ways we do this at Mytham include:

- Additional reading 1:1 or small group with class based staff and volunteers.
- Catch-up phonics sessions
- Additional support for parents with materials sent home and adults supporting the family as needed.
- Priority access to reading buddies
- Priority access to the year group 'unmissables' (unmissable list printed onto pink paper to denote priority children)
- Target children during class teaching, including guided reading and clinics
- Increased monitoring from SLT and subject leaders
- Representatives during pupil voice.
- Increased teacher/ TLA support which is evident in pupil reading records.
- Priority pupils for boosters/ interventions and clubs.

ENGLISH – TEACHING & LEARNING

Cycles of planning are developed across the school to ensure opportunities for skill and knowledge development and to clearly show cross-curricular links and key texts being explored. Key-stage cycle overviews ensure wide coverage of text types and ensure that teaching and learning builds on previous learning.

Medium and short term planning ensures complete coverage of content outlined within the key stage cycle overviews, and of course, statutory guidance.

What should planning look like?

Mytham firmly support work/ life balance and managing teacher workload, so planning does not need to be lengthy or onerous. However, it should clearly demonstrate the teaching and learning journey and how skills and knowledge are being developed over the course of a unit of work or through a high quality text. Mytham use the 'planning overview document' to help scaffold this process and to ensure consistency across school.

Planning overviews will be completed for each week of a unit showing the key learning intention and success criteria for each lesson:

English Planning – Year		Quality of Education	
Class: English Y2		Setting outcomes for all pupils will be given and will be written for (all) pupils with national standards in 2022-23. To have robust and effective assessment and tracking systems in all subjects, to ensure all pupils meet key stage end points. Setting outcomes for all pupils will be given and will be written for (all) pupils with national standards in 2022-23.	
Disadvantaged Pupils			
Pupils with EFL for Learning/behaviour			
Pupils 'Should Be' Pupils			
Text: Facts – ancient, modern		Written outcome this week: Fact file about castles	
Purpose: To inform		Key vocabulary	
Word stems, verbs, nouns & Kings, etc. medieval		Teaching Input (Inc. Learning Intention & Success Criteria)	
Task (Inc. Adaptation)		Role of tracking and learning support	
Support for L.A.SEND: Guided verbal support, peer talking partners		Support SEN/SEN support children in discussion and reading questions	
Class Task: Answer reading comprehension style questions and discuss the features of a fact file		Discuss and create answers together	
Possible Extension for GD: Extend in discussion and answers in reading questions			
Monday	English Lesson	Support for L.A.SEND: Support in reading, key terms and raising guidance	
	L1: I will learn what a fact file is	L1: I can identify features of a fact file	
	L2: I can explain the purpose of a fact file		
Tuesday	English Lesson	Support for L.A.SEND: Support in reading, key terms and raising guidance	
	L1: I will research facts about castles	L1: I can identify facts about castles	
	L2: I can use the past tense		
Wednesday	English Lesson	Support for L.A.SEND: Support in reading, key terms and raising guidance	
	L1: I will be able to use 'if' to change words into the past tense.	L1: I can use 'if' to change words into the past tense.	
	L2: I can use 'if' to change words into the past tense.		

(Blank form saved in English 'Key Documents for Staff'.)

These will be saved in the cohort planning folder 'English Unit Overviews'.

(Please note this is for years 1 – 6. EYFS follow a separate curriculum, details of which can be found in the EYFS planning folder and EYFS policy).

English is based around a quality text (poetry, fiction and non-fiction). A recommended structure is outlined here:

Creating Interest (Planning)

- Visit/Props/Film clip/Picture/Snippet of story/ hook
- Spark children's imagination and interest – get them stimulus – no wrong answers. Should be displayed in powerpoint.
- Sharing a book cover/ simple story/ section of a text

Tip Box

- This does not need to be costly or involve a whole day off timetable!

Reading and Sentence Level Work (Planning)

- The reading should give children experience of what you want them to write – if they don't see it often, they can't write it – build practice into 8.45 slot/afternoon/end of day exit task orally etc
- Use fluency to read together, re-read, read in different voices, chorally etc.
- Introduce/identify and discuss key vocabulary – display it and refer to it daily. Vocab books – add to log.
- Identify/discuss/model/share/write sentence types - change an effect/a word/a phrase/a location to give lots of opportunity to embed the SPAG element in practice
- Discuss punctuation - show it in the reading, discuss effects, model/share/write own examples

Gathering Content and Sentence Level Work (Planning and Drafting)

Use dramatic techniques to embed the story/information/imagine what's possible:

- Role on the wall
- Hot-seating
- Freeze-framing
- Emotion graphs
- Act it out as you read

Tip Box

- Look at the SPAG requirements for your year group and choose something you'd find in that text type eg adverbials in a biography

Continue to practise sentence work and punctuation – maybe short writes such as diaries, descriptions/fact paragraphs etc. It can be short & snappy; doesn't need to be a whole lesson and can lead to immediate written outcomes.

Planning, Drafting and Editing

- Discuss planning – you may provide this early on and children write from a WAGOLL
- Metacognition – teachers and TLAs should explain WHY they have made decisions/ shares mistakes/ purposes etc.
- Plan with a partner
- Plan independently then share with peers, allowing *magpieing*
- Shared write as a class
- Pair write
- Independent draft
- Feedback and edit (helicoptering ideally)
- Could be done in groups with an adult (read, discuss, uplevel/correct)

Presentation/Display (Publishing)

- WAGOLLS to be displayed – maybe best ‘opening’, ‘ending’ etc to see a range
- All contributions could be gathered in an anthology (class book) and added to the book corner
- Shared through peer reads/cross-year group/assembly performance/end of day story

Tip Box

Writing must have a value – otherwise motivation is lost but this must also be manageable!

Further information linked to teaching and learning can be located in the Teaching & Learning Handbook

Teaching spelling

Early Years & Year 1



Early Years and Year 1, should explore spelling through phonics, supporting children to read and spell according to their phonic abilities. Differentiated phonics homework should always include tricky words and spelling patterns applicable to the sounds and words explored during phonics lessons each week. Once children have successfully completed the Little Wandle phonics scheme, they will move onto our spelling scheme.

Year 2 and KS2

Evidence shows that teaching of spelling is best done little and often rather than in larger, less frequent ‘chunks’ of time. For this reason, we teach spelling through a scheme called ‘No Nonsense Spelling’. Year 2 to Year 6 receive 5 lessons over a two-week period. These lessons are short, sharp and follow a familiar pattern. Children are explicitly taught a spelling pattern or key word list and then given time to explore, investigate and practise the pattern. To support their learning, 5 example words are sent home weekly to be practised. These will then be assessed in school. Parents are also encouraged to use the same teaching strategies to support spelling learning.

Spelling teaching is progressive across the years with room to revisit patterns identified as not being embedded securely.

Example Half-termly Overview Year 5-6

Block 4 – spring second half term

Week 1	Lesson 1 Revise Spelling learning from the previous half term	Lesson 2 Learn Strategies for learning words: words from statutory and personal spelling lists	Lesson 3 Learn Strategies for learning words: words from statutory and personal spelling lists
Week 2	Lesson 4 Assess Words from statutory and personal spelling lists	Lesson 5 Teach Homophones (dessert/ desert, stationery/ stationary, complement/ compliment, principle/ principal, prophet/profit)	
Week 3	Lesson 6 Revise Homophones covered in KS2	Lesson 7 Assess Homophones covered in KS2: dictation	Lesson 8 Revise Proofreading
Week 4	Lesson 9 Learn Strategies for learning words: words from statutory and personal spelling lists	Lesson 10 Assess Words from statutory and personal spelling lists	
Week 5	Lesson 11 Revise Generating words from prefixes and roots	Lesson 12 Practise/Apply Generating words from prefixes and roots	
Week 6	Lesson 13 Learn Strategies for learning words: words from statutory and personal spelling lists	Lesson 14 Assess Words from statutory spelling lists	

School follow the ‘non-negotiable’ strategy that all patterns taught should be correctly applied within daily writing.

Children with identified SEND may be provided with adapted/ suitable work in addition or in place of this, according to their needs. Spelling activities within Reading Eggs provide a good alternative.

In addition to spelling, children will be explicitly taught Tier Two words throughout their Mytham time. These are mapped out from Reception to Year 6. Two words will be chosen each week to be discussed, modelled and applied through discussion or written work as appropriate. These words will be displayed in class as ‘Words of the Week’. They should then remain on display or as flashcards in a wallet to refer back to.

All classrooms will have a display for Spelling, showing the strategies to learn, the 5 focus words for that week and the ‘Words of the Week’.

Writing Expectations

Children’s work books should showcase the high expectations set here at Mytham. Presentation expectations play an important part of this. Below are the expectations for presentation:

Presentation in books

- Long date on left – underlined with a sharp **pencil** and ruler.
- Miss a line.
- Title (learning intention) - underlined with a sharp **pencil** and ruler.
- Miss a line.
- Start work keeping all writing to the left.
- Numbers/bullet points **go in the margin.**
- **After marking**, rule off and continue – even if it is on the same page.
- Neatest, joined handwriting at all times, except in your rough book.
- Mistakes to be rubbed out or crossed through with a neat line.

- Spellings to be checked using a dictionary.
- These standards **apply to all work** except in your rough book and maths book.

In KS1, pupils should be supported to achieve these standards wherever possible. In KS2, these become non-negotiables for all pupils. Adult support/ printing of aspects of this is acceptable where pupils are unable to complete these expectations alone in a timely manner.

It is essential that teachers and TLAs enforce these expectations from the very start of the academic year in all lessons. Children will need to be trained to understand these expectations and teachers should take time to address this. Pupils may be in a position to support one another with this too. Teachers may wish to add reminders to displays and PowerPoints if standards are not yet 'second nature' to pupils.

Handwriting

At Mytham, we are committed to supporting the development of handwriting, with the end goal of our children having a comfortable, fluent style and being able to make appropriate choices of when to join and which writing instrument to use dependent on the task.

Our handwriting approach meets statutory expectations.

Nursery Sparkle	• Children focus on developing gross and fine motor skills through a range of activities such as sensory play, paint, outdoor play and creative work.
Nursery Starlight	• Children begin to use writing and mark-making implements with increasing control, and this is evident in early drawing and mark-making. Teaching and learning supports and promotes mark-making through stories and wider play within provision. Children start to talk about what their mark-making and may form some recognisable letters. • Fine and gross motor activities continue to be offered to all children throughout the day during indoor and outdoor play. • Children begin to explore patterns in preparation for accurate letter formation 1) Straight lines 2) Upward loops 3) Downward loops 4) Circles 5) Zig-zags 6) Eights 7) Spirals 
Reception	• Children are taught to correctly form all letters of the alphabet using the Little Wandle approach and mnemonics. Children practice this during discreet phonics sessions and handwriting sessions. A dynamic tripod pencil grip is encouraged, so that children are comfortable to write simple words and sentences by the time they leave Reception class. • Fine and gross motor activities continue to be offered to all children throughout the day during provision.

	1) Straight lines 2) Upward loops 3) Downward loops 4) Circles 5) Zig-zags 6) Eights 7) Spirals 
Year One	Some children leaving reception may still require intervention to support their fine and gross motor development. • Long ladder letter family- l,i,t,u,j,y lowercase and uppercase • One armed robot letter family- r,b,n,h,m,k,p lowercase and uppercase • Curly caterpillar letter family- c,a,d,o,s,g,q,e,f lowercase and uppercase • Zigzag letter family- z,v,w,x lowercase and uppercase
Year Two	Some children leaving Year One may still require intervention to support their fine and gross motor development. Until fine and gross motor skills are developmentally appropriate and basic letter formation is correct, children will not be encouraged to join their letters. • Begin to join high frequency words such as 'came', 'could' • Break letters- j,g,x,y,z,b,f,p,q,r,s • Diagonal joins- a_e, ice, ide, ir, ur,er, ea, ear • Horizontal join- ow, ou, oy,oi,ole,obe,ook,ool, or, oor, url, irl, irt, ere, fu,fr • Dis, air, ws, sh, si, se,sp,rs, • Introducing qu, rr,ss,ff
KEY STAGE ONE END POINTS	• form lower-case letters of the correct size relative to one another • start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters • use spacing between words that reflects the size of the letters.
Lower KS2	Some children leaving Year Two may still require intervention to support their fine and gross motor development. • bi pu ll bl • adding y to a word • relative size of letters • consistency • spacing and control • speed and fluency practice • size and proportion

LOWER KEY STAGE TWO END POINTS	• use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].
Upper KS2	• writing at speed • revision of all areas • writing for purpose – labels/notes etc • All pupils should be expected to join (may require additional practice for pupils who find this challenging).
UPPER KEY STAGE TWO END POINTS	• write legibly, fluently and with increasing speed by: • choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters • choosing the writing implement that is best suited for a task.

Preparation for Handwriting

- Correct posture needs to be prioritised in readiness for writing
- At Mytham we use B.B.C.T.N.T (Bottom, Back, Chair, Tummy near Table)
- Children will be provided with a suitable writing implement which may include chunky pencils, pencil grips or pens.
- Children will be seated appropriately to support left and right handed writers – left-handed writers to ideally have no left-handed shoulder partner.

Teaching with Penpals at Mytham

- Penpals is used from Year 1 to Year 6 dependent on the needs of pupils.
- Penpals is used to support correct posture, warm-ups for fine and gross motor skills – video clips should be used with children.
- It can be used to support whole-class teaching or intervention work.
- Teachers should follow the scheme for letter progression.
- Penpals teacher notes should be used to support accurate delivery.
- All modelled writing should be by staff, not automated examples.
- All staff should use <https://edu-tools.github.io/> to model their writing and allow repeated viewing to support children and enable assessment for learning. Background 4 should be used to mirror children's writing books.

Our teaching of handwriting reflects guidance from the National Curriculum expectations and, if required, is adapted according to pupil needs. **(National Curriculum Expectations saved in English Resources.)**

Examples of Correct Letter Formation

Lower Case Letters

a b c d e f g h i j k l
m n o p q r s t u v w
x y z

Upper Case Letters

A B C D E F G H I J
K L M N O P Q R S
T U V W X Y Z

Digits

1 2 3 4 5
6 7 8 9 10

Handwriting Terminology

Family Names:

- Long-ladder letters
- One-armed robot letters
- Curly caterpillar letters
- Zigzag letters

Other terms:

ascenders – letters that rise above the height of others

descenders – letters which fall below the line

lower case letters

upper case letters/capital letters

Little Wandle Letter Formation Phrases

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 S s	 snake	Show your teeth and and let the s hiss out ssssss ssssss	Down the snake from head to tail.
 a a	 astronaut	Open your mouth wide and make the a sound at the back of your mouth a a a	Around the astronaut's helmet and down into space.
 t t	 tiger	Open your lips, put the tip of your tongue behind your teeth and press t t t	Down the tiger and across its neck.
 p p	 penguin	Bring your lips together, push them open and say p p p	Down the penguin's back, up and around its head.
 i i	 iguana	Pull your lips back and make the i sound at the back of your mouth i i i	Down the iguana and dot the leaf.
 n n	 rat	Open your lips a bit, put your tongue behind your teeth and make the nnnnnn sound nnnnnn	Down, up and over the rat.
 m m	 mouse	Put your lips together and make the mmmmm sound mmmmm	Down, up and over the mouse's ears.

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 d	 duck	Put your tongue to the top and front of your mouth and make a quick d sound d d d	Round the duck's body, up to its head and down to its feet.
 g	 goat	Give me a big smile that shows your teeth, press the middle of your tongue to the top and back of your mouth, push your tongue down and forward to make the g sound g g g	Round the goat's face and curl under its chin.
 o	 octopus	Make your mouth into round shape and say e e e	All around the octopus.
 c	 cat	Open your mouth into a little smile, make your tongue flat and move it up towards the top of your mouth to say c c c	Curl around the cat.
 k	 kite	Open your mouth into a little smile, make your tongue flat and move it up towards the top of your mouth to say k k k	Down the kite, up to the top corner and down to the bottom corner.
 ck	 sock	Open your mouth into a little smile, make your tongue flat and move it up towards the top of your mouth to say c c c	c Curl around the heel of the sock. k Down the sock, up and back down to the toe. Catchphrase: Rock that sock!
 e	 elephant	Open your mouth wide and say e e e	Around the elephant's eye and curl down its trunk.

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 u	 umbrella	Open your mouth wide and say u u u	Down and around the umbrella, and back to the ground.
 r	 rainbow	Show me your teeth to make a rrrrr sound rrrrr rrrrr	From the cloud to the ground and over the rainbow.
 h	 helicopter	Open your mouth and breathe out sharply h h h	Down, up and over the helicopter.
 b	 bear	Put your lips together and say b as you open them b b b	Down the bear's back, up and round its tummy.
 f	 flamingo	Open your lips a little; put your teeth on your bottom lip and push the air out to make the sound ffff	Down the flamingo to its foot and across its wings.
 l	 lollipop	Open your mouth a little; put your tongue up to the top of your mouth, behind your teeth, and press lllll lllll	Down the lollipop stick.

Staff handwriting

All staff MUST model the preferred handwriting style, exemplified via Penpals. This should be used in a developmentally appropriate way for the children e.g printing in EYFS and joined handwriting in KS1 & 2. This should be used during all marking and feedback in books, and any writing displayed in school. Although many staff may already join when writing, it is important that children see staff using the preferred joins we have selected via the Penpals scheme. This applies to all lessons at all times.

How and when is handwriting taught at Mytham?

Handwriting is explicitly taught in reception through to year 4.

In these year groups, handwriting is taught discreetly 5 times per week. It is recommended that this be at the start of the English lesson. (Average time taken should be 5-10 minutes.) Children will practice handwriting in the back of English books with just a short date to introduce it. Whiteboards should be avoided. This is to support pupils in applying handwriting more successfully when using pen and paper, and to support neater work.

Helicopter marking is sufficient. Verbal feedback and modelling is the most powerful way to move handwriting forward. Please note that teachers **MUST** be present for handwriting practice; this is to ensure standards are maintained and children perceive handwriting practice as important.

In upper KS2, handwriting is taught to specific children identified as still developing this skill. This includes letter formation and legibility. This will be delivered in small groups with the teaching & learning assistant in short, sharp bursts within the school day. Teachers in Y5-6 will use their professional judgement as to whether additional whole-class teaching is appropriate. This can be discussed with English subject leads.

Use of Pencils & Pens

Pencils are used for writing across EYFS, KS1 & lower KS2. Pens will be provided to children in Y5 & 6 based on the child's handwriting and ability to form letters correctly, at the correct size. They should be able to follow presentation standards consistently. Being provided with a pen is not linked to children's attainment; it is based purely on handwriting merit. This will ensure our approach is inclusive of our SEND children. Children in Y5 & 6 will continue to use a pencil if they do not demonstrate high standards in presentation. They will also revert to a pencil if the standard drops.

Children with a physical or handwriting need may require an alternative writing tool. Support for this can be sought from the school SENDCOs.

Printing in the Learning Environment

Please note that printed resources **do not** need to be in a specific font or style. Children should be exposed to a wide variety of fonts and prints, to represent experiences in the wider world. All hand written resources must be using the preferred handwriting style. Ideally, for presentations and labels a dyslexia friendly font should be used such as Calibri, Arial or Comic Sans.

Classroom environments to support teaching & learning

Vocabulary

The teaching of new vocabulary needs to be addressed during English lessons and the wider curriculum to ensure the profile of using new/ subject specific vocabulary is raised across the school. Vocabulary needs to be referred to daily. Subject specific vocabulary should be displayed near to, or on the relevant topic display or working wall to support children to make those links in learning. Vocabulary should be added to powerpoints/word mats/vocabulary books and referred to during lessons. There should also be an incentive to use verbally or in written work.

Vocabulary should be updated regularly and reflect current learning. Big books, powerpoints and photos of past displays can be used to help children to recall previously taught vocabulary. It is important that vocabulary is revisited regularly throughout the year so this becomes embedded to support metacognition and links in learning.

In KS2 children have individual blue vocabulary books which should move through school with the child. These should be used throughout the school day as a learning aid. These books are valuable to record new words discovered during reading, subject specific vocabulary, and words children want to spell accurately. Teachers should encourage children to use these during lesson time to support application of vocab in their work.

In addition, children will be explicitly taught Tier Two words throughout their Mytham time. These are mapped out from Reception to Year 6. Two words will be chosen each week to be discussed, modelled and applied through

discussion or written work as appropriate. These words will be displayed in class as 'Words of the Week'. They should then be referred back to regularly and could be kept as flashcards for games/starters to embed this.

English Working Walls

English working walls should reflect the current learning and should contain:

Constantly displayed:

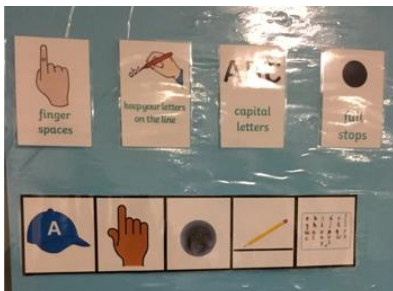
- Non-negotiables
- The marking key
- Key vocabulary
- Spelling key documents: weekly words/Tier Two Words of the Week and spelling strategies
- Purpose for writing – across KS2 (visual issued last 2022-23 and now becomes mandatory)



Displayed at varying points across the unit of work:

- Stimulus (photo of book/ title)
- Features of a given text type
- WAGOLLS/ Good examples of work
- Modelled writing
- Examples of sentence work
- Snap shot of the writing journey e.g re-drafting work
- SPAG and grammar relevant to text type and writing outcomes
- Previous working wall items may be useful to keep for future reference but should not be displayed continuously.

Examples of supporting and promoting reading & writing in early years (Physical Development & Literacy):



Writing non-negotiables are shared with pictures and images in early years to share clear expectations with our youngest children during literacy lessons and when writing across the curriculum.



Areas of continuous provision are enhanced with themed books, both fiction & non-fiction, linked to interests and areas being explored.



Levelled provision is evident across EYFS, exemplifying how challenge and skill/ knowledge development is supported and promoted through resource choices. Chunky crayons and paint brushes support our youngest nursery children with their gross and fine motor control, whilst fine pens and pencils challenge our reception class to produce meaningful and clear words and sentences.

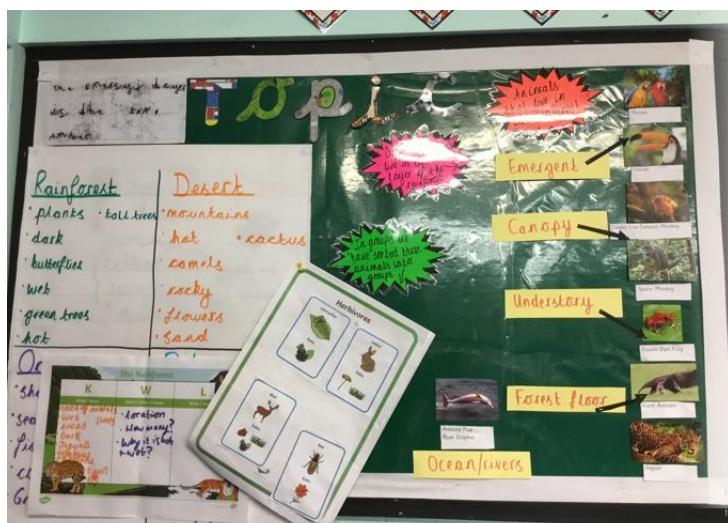
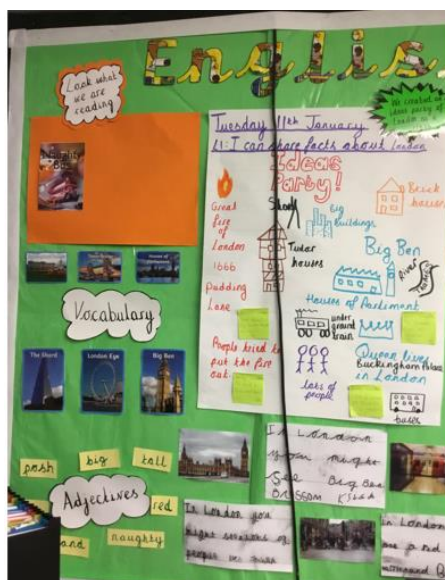


Children's early mark-making and emergent writing are celebrated within the learning environment, raising the profile of writing. Speech is captured and art work is inspired by our favourite stories and key texts.

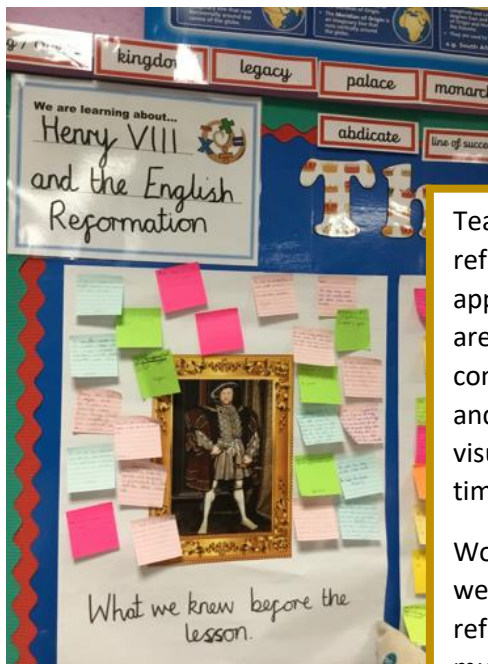
See the Early Years Policy for further information



Examples in KS1 & 2:



Working walls for English and Topic really set the tone for learning. They showcase good examples of work, modelled and shared writing, important vocabulary, visuals and celebrate each stage of the writing process. They are updated daily/ weekly and reflect current learning. These are ideal to refer to during teaching and learning to help to support and scaffold learning during lessons and to increase pupil independence.



Teacher's handwriting reflects whole school approach. The working walls are used to showcase work completed during lessons and key documents or visuals prepared ahead of time.

Work is neat, and presented well to make using and referring to the working wall much easier.

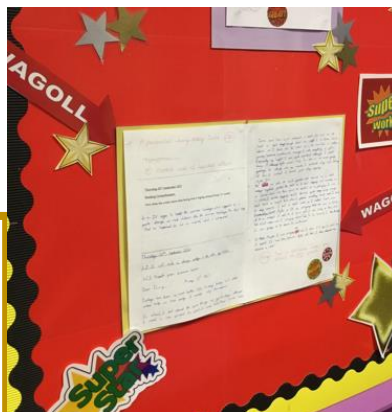
Here a small space in cleverly used to showcase good examples of handwriting. This set high and clear expectations for pupils.



Vocabulary is shared and demonstrates the ambitious language expectations here at Mytham. Continual reference to this during the week will support metacognition and encourage pupils to use it with increasing independence.



WAGOLLS provide a benchmark in expectations. Displays of excellent work should always be accompanied by a brief description as to WHY this work is wonderful. Has the child used grammatical features we have focused upon? Demonstrated awareness of the audience? Used ambitious vocabulary? Writing displayed should always have met the SCs to be considered a 'Wagoll'.



The Writing Display

Every child should have two pieces of written work per term in their writing portfolio. These should be accessible within the classroom and referred to or reviewed regularly to allow children to see their progress. These will be updated each half term, so that by the end of the year, each child has 6 pieces of work available to view in their portfolio. The most up to date piece of work will be placed over the top.

The purpose of the writing portfolio is to ensure all children are seen as writers, and all children see that high standards are important. The pieces selected can be chosen by the class teacher. The piece selected should aim to be the same piece for all pupils, unless a child is absent on a given day. This is not an 'assessment' piece. Writing should be completed on paper or be a photocopy of their book. It can be a cross-curricular piece of writing. The idea is to showcase writing for your class over a period of time, and celebrate everyone's work.

Writing should always be of a high standard and these expectations for writing quality and presentation should be explicitly shared with the children via class non-negotiables.

Assessment & English

Assessment of both reading and writing is an important part of the teaching & learning cycle to ensure that children make as much progress as possible from their varying starting points, and that children are quickly identified if they are falling behind or not on track with their progress or attainment. Below summarises the approaches we use across the school year to support this.

Mytham have a separate assessment and monitoring calendar which clearly outlines the summative assessment practice across the school. Formative assessments should be ongoing with the class teacher and teaching assistant/ special needs assistant during teaching and learning. 'Helicopter' marking and verbal discussions with pupils during lessons, followed by professional discussions around work books provide an additional layer to the assessment process, which is equally as valuable. Both summative and formative assessments feed into Pupil progress, and progress and attainment of children for reading and writing will be discussed in depth with senior leaders.

Marking, verbal feedback and 'helicoptering' during lessons.

Book-looks and professional discussions with Teaching Assistants and SNAs

Writing moderations to support accurate assessment and consistency (in school, cluster & LA)

Independent pieces of writing planned regularly to enable children to demonstrate skills and knowledge

Guided reading & reading clinics provide opportunities to check pupil's reading and comprehension skills.

SATS papers/ Rising STARS provide a benchmark statutory assessment measure

1:1 reading provides opportunities to check specific skills/ knowledge with pupils.

Pupil voice – this can be done informally to gain a deeper understanding of what our children really know and understand in relation to their learning.

Targeted questioning

Analysing internal data and tracking linked to pupil progress to support identification of target children.

The Assessment of Writing

Writing is assessed through teacher assessment rather than a 'test'. Teachers will use their judgement to assess a pupil's written work across a range of pieces produced during lessons in all curriculum areas. An assessment will be made termly. To support and structure this assessment, teachers will use checklists reflecting the yearly requirements for written work to meet the end of year expectations. A checklist will be completed for each child, once per term, on Insight (an online assessment and pupil-tracking system). Where a child is working significantly

below the age-related expectations, a checklist from a previous year may be more appropriate to identify progress and next steps.

After teacher assessment, moderation will take place in cohort groups to validate decisions and identify next steps for teaching and learning. In addition, whole-school moderation will identify whole-school patterns and provide an extra level of professional discussion and justification.

Working at	
☐ Write for a range of purposes and audiences choosing language which shows an awareness of the reader eg 1st person diary/direct address in persuasion, instructions	≡
☐ Creating atmosphere, describing setting and character, integrate dialogue to convey character and move the action	≡
Selecting vocabulary and grammatical structures	
☐ that reflect correct	

Example of the Insight checklist

Homework – See homework policy