

A FAMILY, A FOUNDATION, A FUTURE

## Whitminster Endowed C of E Primary School

### English Policy

Agreed by Governors: Autumn 2 2023  
Review Date: Autumn term 2 2025

## INTRODUCTION AND AIMS

At Whitminster we are committed to providing our children with the highest standards of Literacy.

When we have achieved these skills we want to take our children further by developing in them a passion for language; in speech, being able to express themselves confidently on a range of issues with a wide and varied vocabulary. In reading; by providing a range of written texts, from the classics to modern literature, factual works and poetry. In writing; to be able to express themselves using the written word to enhance all aspects of their learning.

All English is taught according to the National Curriculum Programme of study for Key Stage 1 and 2. The prime area of Communication and Language and the specific area of Literacy, reading and writing is taught in The Early Years Foundation Stage Curriculum and assessed through the Early Learning Goals. We also teach English through our foundation subjects.

## WHAT WHITMINSTER SCHOOL AIMS FOR CHILDREN TO ACHIEVE THROUGH THE ENGLISH CURRICULUM

### Foundation Stage

Children should be meeting expected levels in Communication and Language and Literacy and some children may be exceeding these levels.

### Key Stage 1

At Key Stage 1 all children to achieve the expected standard for Reading and Writing

### Key Stage 2

At Key Stage 2 all children to achieve the expected standard for Reading, Writing and SPG

## HOW DO WE MAKE THIS HAPPEN?

The school uses the development matters, the programmes of study and the Rising Stars progression framework to support planning and on-going assessment of reading and writing. By following these, pupils will be able to combine their skills at word, sentence and text level to ensure they read and write fluently.

## Curriculum Organisation

Every class provides a daily period dedicated to English teaching for all pupils. Writing genres and outcomes are planned across a series of weeks and where appropriate support the whole school topic.

## Reading

Reading is a skill essential for life and at Whitminster we want every child to leave school as a competent reader with a love of books. It underpins our entire curriculum and unlocks doors to language, imagination and knowledge.

The programmes of study for reading at key stages 1 and 2 consist of two dimensions:

- word recognition
- Language comprehension (both listening and reading).

It is essential that teaching focuses on developing pupils' competence in both dimensions; different kinds of teaching are needed for each.

Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics should be emphasised in the early teaching of reading to beginners (i.e. unskilled readers) when they start school.

Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure-house of wonder and joy for curious young minds.

It is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education.  
*National Curriculum Programme of Study 2014*

## Reading Books

It is vital that we make sure every child is provided with a range of high quality reading materials to read both in school and at home.

For Reception and Year One we have a large range of fully decodable books from different schemes and recommendations in line with letters and sounds phonics, this includes Oxford Reading Tree and Big Cat Collins Jelly and Bean, Rigby Star and Bug Club. This means that children will be provided with a book that is consistent with their assessed developing phonic knowledge.

As children in year two become fluent and reading becomes automatic they can move on to longer texts that rely less on decoding. Our reading levels progress up to brown level. (Appendix 1) Following this we provide Recommended Texts for our KS2 readers. Books are selected following of range of teacher assessments.

## Teaching of Reading

The teaching of reading is implemented in several ways at Whitminster, particularly in the infants where we have a heavy focus on early reading and a rigorous phonics programme which we will detail later in this policy

At Whitminster we use guided reading as a main teaching focus. These sessions are taught through whole class, year group and small grouped sessions depending on the focus. We use a range of quality texts to support these sessions.

Comprehension is usually taught using whole class or year groups sessions. Word recognition is usually taught through small grouped sessions. (Including fluency and prosody)

We use Reading Vipers (taken from the Literacy Shed) as a way of exploring the different areas found in the National Curriculum, allowing children to break down questions into key skills and understand how they are required to approach a text. We have adapted vipers to VIPERS+ to allow for the skills that are not covered, for example background knowledge, language structure, literary knowledge and performance poetry. This whole school approach means that from EYFS up to we can build on the continuity of those key skills and the language we use. (Appendix 3) In the EYFS and year one, there are also play based sessions linked to reading these include, story retelling through talk for writing, puppets and story sacks. Acting out stories and using small world to invent stories

### Reading for Pleasure

At Whitminster we want children to develop a love of reading and a positive habit for life.

Each class has a book corner which in itself is a mini library stocked with carefully selected and displayed books. These books are rotated regularly and supplemented with books linked to topic, or books read by the teacher.

Across the school we have made sure that we make time for at least 3 quiet reading sessions a week. During these sessions children are encouraged to read books from both our book corners or our school library. We also schedule DEAR moments (drop everything and read) throughout our week.

It is vital that children see adults enjoying reading out loud; if we show that we love reading it is likely that children will respond in the same way. Each class will have class texts that are read during a 'story time' or read aloud session each day. In the infants this is a daily story time where books are chosen for a multitude of reasons. At the heart of this is the enjoyment of hearing an adult read an engaging story. In the KS2 both classes will have a class book which will be read aloud regularly.

Other reading is supplementary and is more to practice the mechanics of reading and to develop strategies for reading. These could be whole class or at an individual level and these happen daily.

Regular weekly volunteer sessions to support individual readers who may not be listened to at home.

### **Parents and reading**

At home - We encourage parents to read to their children and to make time daily to listen to them read. Every child has a reading diary, which provides liaison between

home and school as regards a child's reading. Reading expectations are discussed during the annual class information evenings held in term 1.

## **Writing**

The programmes of study for writing at key stages 1 and 2 are constructed similarly to those for reading:

- transcription (spelling and handwriting)
- composition (articulating ideas and structuring them in speech and writing).

It is essential that teaching develops pupils' competence in these two dimensions. In addition, pupils should be taught how to plan, revise and evaluate their writing. These aspects of writing have been incorporated into the programmes of study for composition.

Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words. Effective composition involves forming, articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Writing also depends on fluent, legible and, eventually, speedy handwriting.

*National Curriculum Programme of Study 2014*

Throughout the school children are introduced and experience the many varied ways we express ourselves and use writing through poetry, narratives, explanations, descriptions, comparisons, summaries and evaluation. They are encouraged to write in a widening variety of ways for different purposes. The children have an English book to record their writing. The children have a Science book and only one 'topic' book to record all their writing across the different subjects; this also encourages writing for different purposes.

All classes have clear expectations for children's writing through the use of age appropriate 'non-negotiables'. The talk for writing approach is used by the school: modelling a shared text together, through a demonstration text, or creating our own. From here, the children innovate the class writing, either with support or with shared writing before producing an independent piece of their own, based on the model and practice pieces. Following this, children spend time editing – primarily for errors in punctuation and spelling - before revising for vocabulary changes using purple to show these changes. This shows them how important it is to review their work. In this stage, handwriting is also reviewed and sometimes the children will re-write to produce a 'best piece'.

**Shared writing** provides many opportunities for pupils to learn, apply and reinforce skills in the context of a larger group, or paired work.

**Modelled writing** the class teacher shows the children through their own writing how to apply their skills.

**Guided writing** sessions are used to meet specific objectives (including punctuation and grammar) to focus on specific aspects of the writing process.

## **Spelling, punctuation and grammar (SPAG)**

Taught discreetly on a daily basis and through talk for writing.

## PHONICS

### **Reception.**

Daily phonic teaching is delivered through the Twinkl Phonics programme, working through phase 2,3 and 4. Common exception words are woven into the phonics and other lessons. Constant daily assessment is made throughout all areas of learning. Assessment is also used termly and results are used to help move children through the phases.

### **Key Stage 1**

#### Year One

Daily phonic teaching working through phase 4 and 5 (Twinkl Phonics programme). Common exception words are woven into the daily phonics sessions. There is a 5-minute spelling practise each morning.

Homework is linked to the sessions taught that week.

Constant daily teacher judgement is made throughout all areas of learning.

Assessment is also used termly and results are used to help move children through the phases. Year One pupils take a phonics test in June.

All our early reading books are fully decodable and in line with letters and sounds phases.

#### Phonics Screening Check:

The checks consist of 40 words and non-words that a child will be asked to read one-on-one with a teacher. Non-words (or nonsense words, or pseudo words) are a collection of letters that will follow phonics rules that have been taught, but don't mean anything – a child will need to read these with the correct sounds to show that they understand the phonics rules behind them.

The 40 words and non-words are divided into two sections – one with simple word structures of three or four letters, and one with more complex word structures of five or six letters. Each of the non-words is presented with a picture of a monster / alien, as if the word were their name (and so the child doesn't think the word is a mistake because it doesn't make sense!).

#### Year Two

Daily spelling sessions teaching rules for spelling (including embedding of phase 5 digraphs) and grammar, through the Twinkl Phonics and spelling programme.

Common exception words (from the Yr 2-word list) are woven into the daily spelling sessions. There is a 5-minute spelling practise each morning. Homework is linked to the sessions taught that week.

### Key Stage 2

#### **Lower Key Stage 2 (Years 3/4)**

Spellings – daily sessions using national curriculum lists, age-appropriate spelling rules and common exceptional words. Lessons are planned and differentiated using weekly assessments; this is taught through the twinkl phonics and spelling programme.

SPAG is taught discreetly during the unit of work and then used and applied to all their writing. This then becomes a non-negotiable to be used independently in further writing tasks

## **Upper Key Stage (Years 5/6)**

Spellings –using national curriculum lists, age-appropriate spelling rules and common exceptional words; this is taught through the twinkl phonics and spelling programme. Speed spelling tasks are undertaken every day, using the spelling rules, as well as tailored high frequency words that are often misspelled.

Grammar – curricular targets taught through writing. Differentiated grammatical targets where appropriate from national curriculum year statements (e.g. modal verbs in both Yr 5 and 6 but passive voice Y6 only)

SPAG paper practice to support end of key stage assessments

## **Speaking and Listening**

The national curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. Teachers should therefore ensure the continual development of pupils' confidence and competence in spoken language and listening skills. Pupils should develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write. They must be assisted in making their thinking clear to themselves as well as to others and teachers should ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions. Pupils should also be taught to understand and use the conventions for discussion and debate.

All pupils should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role. They should have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances.

*National Curriculum Programme of Study 2014*

We ensure children are provided with real experiences where possible to stimulate their language skills, through debate, partner response work, hot seating, drama and role play.

## **Handwriting**

The school uses a cursive handwriting scheme. This is a progressive scheme and encourages pupils to join from a young age. There is a greater emphasis on handwriting sessions and learning to write in Reception and Years 1 and 2. Children are expected once a join is established to integrate this into all their writing. As pupils become more proficient with their handwriting a pen is awarded by the end of Year 4. In upper KS2 there is an expectation that a final edited piece demonstrates neat cursive writing.

In the Summer term, children will write a short 'best' piece of writing that will be given to their next teacher to be referred to at the beginning of the new school year.

## **Assessment (see also Assessment policy)**

### **READING**

Assessment is made at regular intervals using the Bench Marking kit.

The children are given an independent reading comprehension in October, February and May.

## WRITING

All classes have clear age related expectations for children's writing.

Writing is regularly assessed and monitored at the end of each unit. A cold writing task (coloured green) is undertaken at the start of the unit as an assessment task linked to the focus genre for teaching and to inform the teacher of the skills needed for the unit – at the end of the unit a hot task (coloured blue) shows the independent phase of the TFW and highlights, to the children and the teacher, the progress made. Children edit their work using a purple pen, 'the purple polisher' Children reflect on their work by using a pink pen to write about what they have learnt in that lesson (KS2 - how this can be applied to further work and in other areas of the curriculum).

## SPAG

The children are given an independent SPAG test in October, February and May.

All these results are tracked alongside regular teacher assessment using the school's tracking programme, Classroom Monitor.

## SEN

A wide range of pupils have special educational needs, many of whom also have disabilities. Lessons should be planned to ensure that there are no barriers to every pupil achieving. In many cases, such planning will mean that these pupils will be able to study the full national curriculum. The [special educational needs and disability code of practice](#) includes advice on approaches to identification of need which can support this. A minority of pupils will need access to specialist equipment and different approaches. The SEN and disability code of practice is clear about what should be done to meet their needs.

*National Curriculum 2014*

We provide a variety of support to teach English:

### **Pre and Post interventions following misconceptions identified in the morning lessons.**

#### **Key Stage 1**

- Precision teaching ELS, BRP
- My Plan specific targets
- Dancing Bears

#### **Key Stage 2**

- Apples and Pears
- My Plan specific targets
- Toe by Toe
- Precision Teaching

We also work closely with outside agencies, Educational Psychologists, Speech and language therapists and communication and Language advisory teachers to support any additional needs.

We use a range of IT to support learning and will provide any additional equipment that will support learning of reading and writing. E.g coloured acetates for reading, pencil grips for writing, writing slopes and laptops or i-Pads

### **Resources**

The school library is situated alongside the hall and each class has a regular visit. All classes have a range of books to support daily reading and materials to support the wider curriculum.

Access to i-pads and laptops.

### **Staff Development**

Professional development of staff is linked to the school's self-evaluation systems and performance management.

### **Equal Opportunities and English (see also Equality Scheme)**

All children, regardless of gender, race, circumstance or ability have an equal entitlement to access the English curriculum at an appropriate level. We aim to ensure that English resources are sensitive to the needs of our children. When assessing children their specific individual needs should be taken into account.

### **Guidelines of Health and Safety (see also Health and Safety Policy)**

Common sense is the key factor in ensuring safe conditions when children are working. At the same time, there is a need to teach pupils inherent dangers in some activities and the safe procedures, which minimise risk.

### **English across the Curriculum**

As a staff we believe that English teaching is linked to work in other areas of the curriculum. Children are expected to apply the new skills they have acquired in English to other aspects of their work and we plan our English work around the curriculum where appropriate. One book is used to record all the pupil's English work and one general topic book to ensure that there are high standards of literacy used across all curriculum areas.

### **English and Computing**

Pupils should be given opportunities to apply and develop their computing capability through the use of ICT tools to support their learning in English.

Examples of occasions when the use of computing could be used to enhance children's learning in English are identified in the Early Years Foundation Stage and National Curriculum programmes of study.

### **Use of additional Adult Support (including Teaching Assistants)**

Adult support where available should be used to support children in a variety of ways. Where additional adults are used it is important that they understand the overall aims and objectives for the lesson, so that they are able to reinforce what the teacher has said. The TA is then able to add their assessment of the children's learning and this is feedback to the teacher for inform next steps and to provide targeted post teaching support following the lesson.

### **Visits and Other Activities**

Visits can make a valuable contribution to learning in English. All are planned in line with the school's own guidelines for educational visits and the Gloucestershire LA Policy.

## Children with EAL

Where children have English as an additional language, provision should be made for them so that they can progress at the same rate as their peers. Whole class sessions can provide good adult models of spoken English and opportunities for careful listening, oral exchange and supported, shared repetition. Instructions may need to be repeated for EAL pupils and keywords emphasized. Picture clues on worksheets and the use of simpler wording may be appropriate.

## APPENDICES

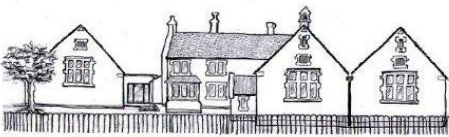
Appendix 1 – Reading progression

Appendix 2 - Vipers Question Stems KS1 and KS2

Appendix 3 - Weekly Writing Plan

Appendix 4 – Phonics progression tracker

## Appendix 1 – Reading Progression










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### Reading Progression




Colour	Corresponding Phonics Phase	Year Group Expectation	Age
Lilac	1	R	4 - 5
Pink	2	R	
Red 1	3 (initial sounds and set 1 digraphs)	R	
Red 2	3 (all digraphs)	R	
Yellow	4	R/1	
Blue	4	1	5 - 6
Green	5	1	
Orange	5	1	
Turquoise	5/6	1/2	

Purple		2	6 - 7
Black/ Gold		2	
White		2	
Lime		2	
Brown		3	7 - 8
Recommended Texts Y3/4		3/ 4	
Recommended Texts Y5		4/5	8 - 9
Recommended Texts Y6		5/6	9 - 11

	KS1 Vipers Question Stems
 <p>Vocabulary</p>	<p>Draw upon knowledge of vocabulary in order to understand the text.</p> <p>e.g</p> <ul style="list-style-type: none"> <li>• What does the word ..... mean in this sentence?</li> <li>• Find and copy a word which means .....</li> <li>• What does this word or phrase tell you about .....</li> <li>• Which word in this section do you think is the most important? Why?</li> <li>• Which of the words best describes the character/setting/mood etc?</li> <li>• Can you think of any other words the author could have used to describe this?</li> <li>• Why do you think ..... is repeated in this section?</li> </ul>
 <p>Inference</p>	<p>Make inferences from the text.</p> <p>e.g</p> <ul style="list-style-type: none"> <li>• Why was..... feeling.....?</li> <li>• Why did ..... happen?</li> <li>• Why did ..... say .....</li> <li>• Can you explain why.....?</li> <li>• What do you think the author intended when they said.....?</li> <li>• How does ..... make you feel?</li> </ul>
 <p>Prediction</p>	<p>Predict what you think will happen based on the information that you have been given.</p> <p>e.g</p> <ul style="list-style-type: none"> <li>• Look at the book cover/blurb – what do you think this book will be about?</li> <li>• What do you think will happen next? What makes you think this?</li> <li>• How does the choice of character or setting affect what will happen next?</li> <li>• What is happening? What do you think happened before? What do you think will happen after?</li> <li>• What do you think the last paragraph suggests will happen next?</li> </ul>

 <p>Explanation</p>	<p>Explain your preferences, thoughts and opinions about the text.</p> <p>e.g</p> <ul style="list-style-type: none"> <li>• Who is your favourite character? Why?</li> <li>• Why do you think all the main characters are girls in this book?</li> <li>• Would you like to live in this setting? Why/why not?</li> <li>• Is there anything you would change about this story?</li> <li>• Do you like this text? What do you like about it?</li> </ul>
 <p>Retrieve</p>	<p>Identify and explain the key features of fiction and non-fiction texts such as: characters, events, titles and information.</p> <p>e.g</p> <ul style="list-style-type: none"> <li>• What kind of text is this?</li> <li>• Who did.....?</li> <li>• Where did.....?</li> <li>• When did.....?</li> <li>• What happened when.....?</li> <li>• Why did ..... happen?</li> <li>• How did .....?</li> <li>• How many.....?</li> <li>• What happened to.....?</li> </ul>
 <p>Sequence</p>	<p>e.g</p> <ul style="list-style-type: none"> <li>• Can you number these events 1-5 in the order that they happened?</li> <li>• What happened after .....</li> <li>• What was the first thing that happened in the story?</li> <li>• Can you summarise in a sentence the opening/middle/end of the story?</li> <li>• In what order do these chapter headings come in the story?</li> </ul>
 <p>Plus</p>	<ul style="list-style-type: none"> <li>• Background Knowledge</li> <li>• Language Structure e.g sentence structure, syntax etc</li> <li>• Literacy Knowledge e.g genre, text types etc</li> </ul>

KS2 Viper Question Stems	
 <p>Vocabulary</p>	<p>Find and explain the meaning of words in context</p> <p>e.g</p> <ul style="list-style-type: none"> <li>• What do the words ..... and ..... suggest about the character, setting and mood?</li> <li>• Which word tells you that....?</li> <li>• Which keyword tells you about the character/setting/mood?</li> <li>• Find one word in the text which means.....</li> <li>• Find and highlight the word that is closest in meaning to.....</li> <li>• Find a word or phrase which shows/suggests that.....</li> </ul>
 <p>Inference</p>	<p>Make and justify inferences using evidence from the text.</p> <p>e.g</p> <ul style="list-style-type: none"> <li>• Find and copy a group of words which show that...</li> <li>• How do these words make the reader feel? How does this paragraph suggest this? How do the descriptions of ..... show that they are .....</li> <li>• How can you tell that.....?</li> <li>• What impression of ..... do you get from these paragraphs?</li> <li>• What voice might these characters use?</li> <li>• What was .... thinking when.....</li> <li>• Who is telling the story?</li> </ul>
 <p>Prediction</p>	<p>Predict what might happen from the details given and implied.</p> <p>e.g</p> <ul style="list-style-type: none"> <li>• From the cover what do you think this text is going to be about?</li> <li>• What is happening now? What happened before this? What will happen after?</li> <li>• What does this paragraph suggest will happen next? What makes you think this?</li> <li>• Do you think the choice of setting will influence how the plot develops?</li> <li>• Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text.</li> </ul>
 <p>Explanation</p>	<p>Explain how content is related and contributes to the meaning as a whole. Explain how meaning is enhanced through choice of language. Explain the themes and patterns that develop across the text. Explain how information contributes to the overall experience.</p> <p>e.g</p> <ul style="list-style-type: none"> <li>• Why is the text arranged in this way?</li> <li>• What structures has the author used?</li> <li>• What is the purpose of this text feature?</li> <li>• Is the use of ..... effective?</li> <li>• The mood of the character changes throughout the text. Find and copy the phrases which show this.</li> </ul>

	<ul style="list-style-type: none"> <li>• What is the author's point of view?</li> </ul>
 <p><b>Retrieve</b></p>	<p>Retrieve and record information and identify key details from fiction and non-fiction.</p> <p>e.g</p> <ul style="list-style-type: none"> <li>• How would you describe this story/text? What genre is it? How do you know?</li> <li>• How did...?</li> <li>• How often...?</li> <li>• Who had...? Who is...? Who did...?</li> <li>• What happened to...?</li> <li>• What does.... do?</li> <li>• How ..... is .....?</li> <li>• What can you learn from ..... from this section?</li> <li>• Give one example of.....</li> <li>• The story is told from whose perspective?</li> </ul>
 <p><b>Summarise</b></p>	<p>Summarise the main ideas from more than one paragraph</p> <p>e.g</p> <ul style="list-style-type: none"> <li>• Can you number these events 1-5 in the order that they happened?</li> <li>• What happened after .....?</li> <li>• What was the first thing that happened in the story?</li> <li>• Can you summarise in a sentence the opening/middle/end of the story?</li> <li>• In what order do these chapter headings come in the story?</li> </ul>
 <p><b>Plus</b></p>	<p>Background Knowledge</p> <p>Language Structure e.g sentence structure, syntax etc</p> <p>Literacy Knowledge e.g genre, text types etc</p>

Appendix 2 – KS1 and KS2 Viper+ Questions Stems

Appendix 4: Weekly Literacy Planning

END OF UNIT OUTCOME:						
SPAG:				SMSC opportunities:		
		<b>Learning Objective</b> <i>What do you want pupils to learn and how?</i>	<b>INPUT</b> <i>What will the content be? What will you ask to move their learning on? What will you do to model the learning?</i>	<b>ACTIVITY</b> <i>How will you know if they have learnt it? What will they do to show you they have understood?</i>	<b>WLT ASSESSMENT (PLANNED)</b> <i>How will you find out if they have learnt it? What feedback will you give?</i>	<b>EVALUATION (completed after lesson)</b> <i>Were learning intentions achieved? How will you build on what has been learnt?</i>
Monday	HA					
	A					
	LA					
Tuesda	HA					

	A					
	LA					
Thursday	HA					
	A					
	LA					
Friday	HA					
	A					
	LA					
Vocabulary						

Resources that need preparation		
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Appendix 4 – Phonics Progression Tracker

**Letters and Sounds: Phonic progress tracking sheet – Key Stage 1**

Class:						
Teacher/Practitioner:						
Progression		Autumn		Spring		Summer
Phase 1 continuous through Phase 2 - 5 Show awareness of rhyme and alliteration. Distinguish	Spelling (Yr2) (Stage 2) Working on: embedding phase 5 digraphs, introducing ge, kn gn soft c suffixes – ed, -ing, -er, -est, ment, ness ly, ful, plurals, contacted spellings.					
	Spelling (Stage one – Phase 6) Working on: suffixes -ed -est –er -ing prefix -un, plurals, multisyllabic words, compound words.					
	Phase 5 (Yr 1) Working on: Reading phonically decodable two-syllable and three-syllable words. Working on: Using alternative ways of pronouncing and spelling the graphemes corresponding to the long vowel phonemes. Working on: Spelling complex words using phonically plausible attempts.					
	Phase 4 (Yr/Y1) Working on: Segmenting adjacent consonants in words and apply this in spelling. Working on: Blending adjacent consonants in words and applying this skill when reading unfamiliar texts.					
	Phase 3 (Yr) Working on: Reading and spelling a wide range of CVC words using all letters and less frequent consonant digraphs and some long vowel phonemes.  Graphemes: Set 11. ear, air, ure, er, Set 10. ar, or, ur, ow, oi, Set 9. ai, ee, igh, oa, oo					
	Working on: Reading and spelling CVC words using a wider range of letters, short vowels, some consonant digraphs and double letters. Consonant digraphs Set 8 ch, sh, th, ng					
Working on: Reading and spelling CVC words using letters and short vowels.  Letter progression Set 7: y, z, zz, qu Set 6: j, v, w, x						

	<p><b>Phase 2</b>  <i>Working on: Using common consonants and vowels Blending for reading and segmenting for spelling simple CVC words.</i></p> <p><i>Working on: Knowing that words are constructed from phonemes and that phonemes are represented by graphemes.</i>  <b>Letter progression:</b>  <b>Set 5: h, b, f, ff, l, ll, ss</b>  <b>Set 4: ck, e, u, r</b>  <b>Set 3: g, o, c, k</b>  <b>Set 2: l, n, m, d</b>  <b>Set 1: s, a, t, p</b></p>						
	<p><b>Phase 1 (7 Aspects)</b>  <i>Working on: Showing awareness of rhyme and alliteration, distinguishing between different sounds in the environment and phonemes, exploring and experimenting with sounds and words and discriminating speech sounds in words. Beginning to orally blend and segment phonemes.</i></p>						



