



Star Primary School

English Policy

**2021-2025**



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## Intention



Our mission is to equip children for their future by building strong foundations in Literacy and Language through a broad and balanced cross curricular approach.

Developing a love of reading for pleasure as well as for information is at the heart of what we do at Star. By the end of their time at school, all pupils are able to read fluently with confidence across all subjects.

Pupils will learn through a creatively planned whole school curriculum, building on their imagination and creativity while being empowered through pupil voice. We aim to nurture imagination, while promoting communication and social skills through a focus on drama and oracy. This leads to fluent transcription and effective composition.

## Implementation



Effective provision starts in the Early Years, tackling pupils' low starting points in Literacy and Language, through the systematic teaching of reading through Read Write Inc Phonics, opportunities for imaginative learning through role play, encouraging narratives and the modelling of key vocabulary. A systematic approach to the teaching of reading continues with phonics across KS1 and Big Reading across the rest of the school. From Year 1 to Year 6 children follow the Star Writing programme which takes a child-led, cross-curricular approach. With a focus on oracy, performance and purpose for writing, children develop their writing voice through the explicit exploration of the creative writing processes. Children are introduced to a plethora of high quality model topic texts which link closely to the National Curriculum outcomes. Vocabulary, spelling, grammar and handwriting are taught explicitly as well as being embedded throughout the curriculum.

Impact



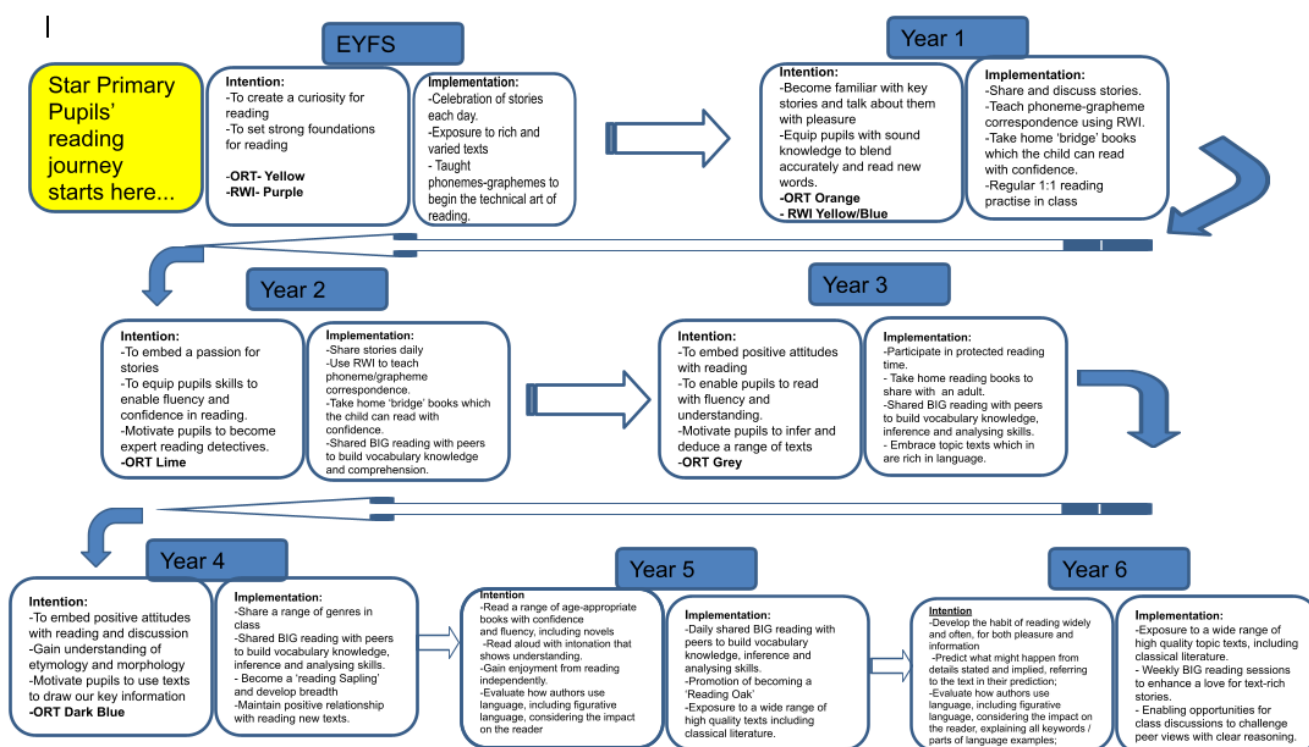
By the time children leave Star Primary, they will be confident communicators, passionate readers and enthusiastic writers. All pupils make excellent progress against attainment expectations in English and continue to exceed national and local attainment data at the end of KS1 and KS2.



## 1. Introduction

Star Primary School has a clear, consistent, whole school approach to reading. Competence in reading is the key to independent learning and is given the highest priority at Star Primary School, enabling the children to become enthusiastic, independent and reflective readers. Success in reading has a direct effect upon progress in all other areas of the curriculum and is crucial in developing children's self-confidence and motivation.

[Reading Journey.docx](#)



## 1.1 The Reading Journey- Stage by stage



<b>Intention:</b> <ul style="list-style-type: none"><li>-To create a curiosity for reading</li><li>-To set strong foundations for reading</li><li><b>-Oxford Reading Tree- Yellow</b></li><li><b>-RWI- Purple</b></li></ul>	<b>Implementation:</b> <ul style="list-style-type: none"><li>-Celebration of stories each day.</li><li>-Exposure to rich and varied texts</li><li>-Taught phonemes-graphemes to begin the technical art of reading.</li></ul>
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<b>Intention:</b> <ul style="list-style-type: none"><li>-Become familiar with key stories and talk about them with pleasure</li><li>-Equip pupils with sound knowledge to blend accurately and read new words.</li><li><b>-ORT Orange</b></li><li><b>- RWI Yellow/Blue</b></li></ul>	<b>Implementation:</b> <ul style="list-style-type: none"><li>-Share and discuss stories.</li><li>-Teach phoneme-grapheme correspondence using RWI.</li><li>-Take home 'bridge' books which the child can read with confidence.</li><li>-Regular 1:1 reading practice in class.</li></ul>
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<p><b>Intention:</b></p> <ul style="list-style-type: none"><li>-To embed a passion for stories</li><li>-To equip pupils with skills to enable fluency and confidence in reading.</li><li>-Motivate pupils to become expert reading detectives.</li></ul> <p><b>-ORT Lime</b></p>	<p><b>Implementation:</b></p> <ul style="list-style-type: none"><li>-Share stories daily</li><li>-Use RWI to teach phoneme/grapheme correspondence.</li><li>-Take home 'bridge' books which the child can read with confidence.</li><li>-Shared whole-class reading with peers to build vocabulary knowledge and comprehension.</li></ul>
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<p><b>Intention:</b></p> <ul style="list-style-type: none"><li>-To embed positive attitudes with reading.</li><li>-To enable pupils to read with fluency and understanding.</li><li>-Motivate pupils to infer and deduce a range of texts</li></ul> <p><b>-ORT Grey</b></p>	<p><b>Implementation:</b></p> <ul style="list-style-type: none"><li>-Participate in protected reading time.</li><li>- Take home reading books to share with an adult.</li><li>-Shared, whole class reading with peers to build vocabulary knowledge, inference and analysing skills.</li><li>- Embrace topic texts which are rich in language.</li></ul>
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**Intention:**

- To embed positive attitudes with reading and discussion
- Gain understanding of etymology and morphology
- Motivate pupils to use texts to draw our key information

**-ORT Dark Blue**

**Implementation:**

- Share a range of genres in class
- Shared BIG reading with peers to build vocabulary knowledge, inference and analysing skills.
- Become a 'Reading Sapling' and develop breadth.
- Maintain a positive relationship with reading new texts.

**Intention**

- Read a range of age-appropriate books with confidence and fluency, including novels.
- Read aloud with intonation that shows understanding.
- Gain enjoyment from reading independently.
- Evaluate how authors use language, including figurative language, considering the impact on the reader.

**Implementation:**

- Daily shared BIG reading with peers to build vocabulary knowledge, inference and analysing skills.
- Promotion of becoming a 'Reading Oak'.
- Exposure to a wide range of high quality texts including classical literature.

**Intention:**

-Develop the habit of reading widely and often, for both pleasure and information.

-Predict what might happen from details stated and implied, referring to the text in their prediction.

-Evaluate how authors use language, including figurative language, considering the impact on the reader, explaining all keywords / parts of language examples.

**Implementation:**

-Exposure to a wide range of high quality topic texts, including classical literature.

- Whole class reading sessions to enhance a love for text-rich stories.

- Enabling opportunities for class discussions to challenge peer views with clear reasoning.

**Impact**

- **Pupils will be equipped for life-long reading with transferable skills.**
- **Show a sustained thirst for reading and read for pleasure and information.**
- **Be knowledgeable with a range of authors and competent in recommending books.**



## ● Reading Schemes and Resources

Phonics	Whole Class Reading <i>Teaching reading</i>	Home-School Reading	Topic Reading	Virtual Reading
<p>Read Write Inc by Ruth Miskin</p> <p>-RWI Reading books in daily lessons</p> <p>-RWI Assessments</p>	<p>Big Reading <i>(by Ros Wilson and Sarah Threlkeld-Brown)</i></p> <p>Whole Class Reading structure</p> <p>Whole class reading texts which link with the topic.</p>	<p>Oxford Reading Tree texts</p> <p>PHONICS RWI <i>Book Bag Books</i></p> <p>Class Libraries.</p> <p>Reading Trees</p> <p>Seedling: KS1</p> <p>Sapling: LKS2</p> <p>Oak: UKS2</p>	<p>We choose rich texts to link to our whole school theme and topic.</p> <p><i>We use the Centre of Literacy for Primary Education to support our choice of texts.</i></p>	<p>Bug club</p> <p>(Linked with Oxford Reading Tree )</p> <p>eLibrary Via</p> <p>Oxford Owl Website</p>

### 1.1 Home School Reading Programme

To ensure that children are consistently practising and to encourage parental involvement, Star Primary has an established a home-school reading programme. Children bring the book(s) to and from school in their book bag. At school, the teacher and teaching assistant will hear each child read individually and record the developmental comments in the reading journal.

## What's in their book bag?

# Home-School Reading: Nursery



### **Nursery:**

Pupils are encouraged to look at books as soon as they join us in the nursery.

# Home-School Reading: Reception



## Reception:

Pupils will take home at least two books at a time and these are changed when required.

- All pupils take home a reading journal for the parents to comment in.
- Book bag book- This is a book decodable by the pupil based on their phoneme-grapheme correspondence.
  - Oxford Reading tree book which is compatible with their book band.

# Home-School Reading: KS1

**Home-School  
Reading record**  
For parents to record

**Oxford Reading Tree  
book** linked to their  
reading band and exposes  
them to more high  
frequency words

## Seedlings:

Reading Seedlings will  
also be able to choose a  
book from the Seedlings  
bookcase.



**Bridge book:** A book  
that is decodable by the  
child and links directly to  
their phonics knowledge



## KS1:

Pupils will take home at least two books at a time and these are changed when required.

- All pupils take home a reading journal for the parents to comment in.
- Book Bag Book- This is a book decodable by the pupil based on their phoneme-grapheme correspondence.
- Oxford Reading tree book which is compatible with their book band.

*Seedlings-* Some pupils will also take home a book from their Reading Tree.



## Home-School Reading: LKS2

**Home-School Reading record**  
For parents to record

**Oxford Reading Tree book** linked to their reading band and exposes them to more high frequency words



**Bridge book:** For pupils who are still working on decoding and blending skills, a book that is decodable by the child and links directly to their phonics knowledge

### Saplings

Reading Saplings will also be able to choose a book from the saplings bookcase..



## Home-School Reading: UKS2

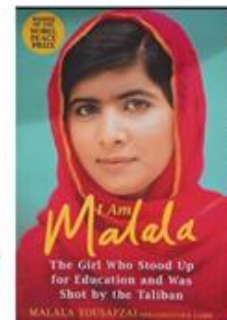
**Home-School Reading record**  
For parents to record

**Oxford Reading Tree book** linked to their reading band.



### OAKS

Reading Oaks will also be able to choose a book from the oaks bookcase



## KS2:

Pupils will take home one- two books at a time and these are changed when required.

- All pupils take home a reading journal for the parents to comment in.
- For those who need it, some pupils will take home a 'RWI book bag book'.
- Oxford Reading tree book which is compatible with their book band.

*Saplings/Oak:* Some pupils will also take home a book from their Reading Tree.

## School Reading:

The class teacher will hear a child read at least once a week. The class TA will also listen to the pupils read. Teachers will also listen to pupils' reading during RWI lessons and whole class reading sessions. Teachers track each pupil's progress through the Oxford Reading Tree scheme using this tracker.

Progression through RWI	Reception			Year 1					Year 2	
	Ditty	Green	Purple	Pink	Orange	Yellow	Blue	Grey	Grey (Term 1)	

	Reception			Year 1			Year 2				Year 3		Year 4	Year 5		
Progression through Oxford Reading Tree	Pink	Red	Yellow	Blue	Green	Orange	Turquoise	Purple	Gold	White	Light Green	Brown	Grey	Dark Blue	Red	FREE
Correlation with RWI books	Ditties	Green	Purple	Pink/ Orange	Yellow	Yellow/ Blue	Blue	Blue	Grey							
Child A					4.9.20 20		4.11.20 20									
Child B									4.9.20 20	4.11.20 20	15.12. 2020					

## Progress through the Home School Reading Programme

When the class teacher feels the child is reading 90-95% of their book accurately and fluently, they will consider moving the child on to the next book band.

## One to One reading structure

All teaching staff and volunteers should follow this structure when reading with a child during a one to one reading session:

- ☐ Quick flash card warm up using high frequency words and/or words the reader continuously reads incorrectly
- ☐ Share comments in reading record from parents/carers. Ask a few quick questions about what happened in the story, what they enjoyed.
- ☐ Choose a new book from a prepared class selection
- ☐ Read the title of the book and make predictions about the story / content. Discuss the clues in the images and title
- ☐ Younger children should be instructed to use their right index finger to point at each word as they read; if necessary you can do this for them.
- ☐ When an unknown or difficult word is shown, help the child using different decoding strategies. Ask them to identify the sounds in the text. How many sounds are there? Can they blend these sounds together? Are there any picture clues?
- ☐ If the word is a high frequency word. Write it down and give it to the child to take home and use the following session as part of a quick warm up.
- ☐ As you are reading, ask two or three comprehension questions about the text. Use the teacher notes for guidance.
- ☐ Share with the child at the end of the session what you write in their record book.

**The comment should be a developmental point which is effective in helping the pupil progress each time they read. Pupils should be aware of their next steps in order to gain ownership of their own learning.**

## Parent expectations:

We encourage children to read at home every day and regularly change their books to ensure that they have new material to practise with. The class teacher and teaching assistant monitor frequency of home reading and it should be recorded on the reward chart or reading journey.

## Recording Home Reading:

A star chart is recorded for each pupil in EYFS, KS1 and Year 3. Each time a pupil reads at home, they are awarded a star. At the end of a half term, the stars are totalled and pupils receive rewards.

In Years 4-6 Each pupil will have a visual book list of their reading journey. This will be displayed in their classes.

## Examples:



A '1M Reading Stars' chart with a red star icon. The chart has columns for Week 1 to Week 7 and rows for pupils: Ali, Olamiposi, Lyana, Gabriel, Isabelle, James, Naomi, Shantel, Rafael, and Christian. Each cell contains a star icon.



End of term certificates	
20+ stars	Gold Certificate
15+ stars	Certificate

End of term certificates	
5 books read	Gold Certificate
3 books read	Certificate



## 1.2 Guided Reading

Children at Star Primary from Year 1 to Year 6 take part in a daily Guided Reading session, which focuses upon teaching children the 4 key skills to reading success. The goal of each Guided Reading session is underpinned by Target Tracker assessment.

A summary of skills include:

**READ-** Decoding and blending skills

**Exploring-** Looking at different features in a text.

**Analysing-** Identifying different text types and the purpose behind vocabulary used.



**Deducing-** Inference and deduction.

### Guided Reading Aims:

- Teaching the key skills of reading through **talk, collaboration** and **fun**
- Providing **consistency** and rigour in teaching of reading across all Key Stages
- Giving pupils ownership of learning to read
- **‘The Pleasure Principle of Reading’**
- Method of addressing the four key skills of reading combined with direct curriculum links.

### Organisation of Guided Reading:

From 8-8.30am (4 times a week) the whole school will be completing a Guided Reading session. Senior leaders will use this time to teach a session/and or listen to readers.

30 minutes Guided Reading Session		
10 mins		20mins
		

***-Whole Class  
reading approach.***

***-Opportunity to  
teach reading skills.***

***-Independent Reading time to develop fluency and  
reading for pleasure.***

***-Opportunity for teachers to read and assess 1:1 pupils***

## Guided Reading Lesson structure

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>8am-8.10am Teaching</b>  <i>-Whole Class reading approach.</i>  <i>-Opportunity to teach reading skill</i>	Speed sound session and RWI reading session	Shared Reading. Phonics/Sight Words/Red Words/New vocabulary.	-Tasks linked to TT -Reading Skills  -Echo reading/shared reading  -Oracy/discussion focus  -Class Thinking Frames where appropriate.	-Tasks linked to TT -Reading Skills  -Echo reading/shared reading  -Oracy/discussion focus  -Class Thinking Frames where appropriate.	-Tasks linked to TT -Reading Skills  -Echo reading/shared reading  -Oracy/discussion focus  -Class Thinking Frames where appropriate.	-Tasks linked to TT -Reading Skills  -Echo reading/shared reading  -Oracy/discussion focus  -Class Thinking Frames where appropriate.	-Tasks linked to TT -Reading Skills  -Echo reading/shared reading  -Oracy/discussion focus  -Class Thinking Frames where appropriate.
<b>8.10am-8.30am Independent Reading</b>  <i>-Independent Reading time to develop fluency and reading for pleasure.</i>  <i>-Opportunity for teachers to read and assess every pupil</i>	<b>Teachers Role:</b>  <b>Autumn:</b> Phonics boosting/assessment  <b>Spring:</b> Identify key readers to listen to read during partner reading	<b>Teachers Role:</b> Identify key readers to listen to read.  Set a target in their reading journal.  Assess against Target tracker/NC	<b>Teachers Role:</b> Identify key readers to listen to read.  Set a target in their reading journal.  Assess against Target tracker/NC	<b>Teachers Role:</b> Identify key readers to listen to read.  Set a target in their reading journal.  Assess against Target tracker/NC	<b>Teachers Role:</b> Identify key readers to listen to read.  Set a target in their reading journal.  Assess against Target tracker/NC	<b>Teachers Role:</b> Identify key readers to listen to read.  Set a target in their reading journal.  Assess against Target tracker/NC	<b>Teachers Role:</b> Identify key readers to listen to read.  Set a target in their reading journal.  Assess against Target tracker/NC
	<b>Pupils Role:</b> <i>Partner reading.</i>	<b>Pupil's Role:</b> Reading home-school reading book.  Choosing a book from the class library.	<b>Pupil's Role:</b> Reading guided reading book.  Choosing a book from the class library.  (Answering comprehension questions on Google slides-Spring-Summer)	<b>Pupil's Role:</b> Reading guided reading book.  Choosing a book from the class library.  Answering comprehension questions on Google slides	<b>Pupil's Role:</b> Reading guided reading book.  Choosing a book from the class library.  Answering comprehension questions on Google slides	<b>Pupil's Role:</b> Reading guided reading book.  Choosing a book from the class library.  Answering comprehension questions on Google slides	<b>Pupil's Role:</b> Reading guided reading book.  Choosing a book from the class library.  Answering comprehension questions on Google slides

## Planning structure- (example)

<u>Sessions/D ays</u>	<u>TT objectives</u>	<u>Teaching Teaching strategies</u>	<i><b>Additional TT objectives for 1:1 readers if not the same as main target.</b></i>
<u>Session 1</u> <i>Hook and First encounters.</i> <b>Language focus</b>	<i>Develop pleasure in reading, motivation to read, vocabulary and understanding the meaning of words.</i>	Immersive Hook, develop background knowledge, reading aloud, echo reading, tier 2 language, repeated reading, vocabulary investigation, thinking aloud, picture detectives, making predictions, quick grammar games, skilled questioning, discuss about pupils feelings about the book so far, close eyes and imagine, launch with a real experience linked to a theme in the text, lightin, music sound effects, move a spotlight over the text to the key words.	Read most words with fluency, decoding unfamiliar words.
<u>Session 2</u> <i>Explore</i> <b>Character (real/fictional) Settings Plot</b>	<i>Use what they have read/or heard to understand the story by drawing on background information.</i>	Discussion, comparison, vocabulary investigation, re reading passages, teacher modelling the reading, annotate with post-its 'read with a pen' , true or false, pick out key/favourite phrases in the text,	Read most words with fluency, decoding unfamiliar words.
<u>Session 3</u> <i>Delve Deeper</i> <b>Comprehensi on Focus: Retrieve/expl ore (oral)</b>	<i>Participate in discussions about books that are read to them, or that they read themselves. Taking turns and listening to what others say.</i>	Thinking out loud, looking for clues, making text-text links, Bloom's taxonomy, diamond nines, allocate small chunks of texts to pairs and then feed back, annotating parts of the text, discuss immediate thoughts and feelings, match images to moments, storyboards to explore plot, questioning each other in role,	Read most words with fluency, decoding unfamiliar words.
<u>Session 4</u> <i>Delve Deeper</i> <b>Comprehensi on Focus: Analyse/Dedu ce (written)</b>	<i>They understand what is being read by making inferences on what is being said and done.</i>	Thinking out loud, looking for clues, making text-text links, word detectives, looking for hidden meanings, challenges, connection games, Bloom's taxonomy questions, Book Review, preparing presentations, debates, quotes to provoke, quizzes, hot-seating in character.	Read most words with fluency, decoding unfamiliar words.

## Progress in Guided Reading

There is a robust –teach-assess-review-teach cycle that occurs during Guided Reading. Each time the teacher works with a pupil they will be able to identify the next steps in order for the pupil to develop. This can be recorded in the home-school reading journal and recorded using Target Tracker. Assessment will also take place during whole class teaching and then areas for improvement will be addressed by revising, revisiting or progressing on reading skills. The progress of reading will also be monitored by comparing and discussing the reading skills taught, their book band on the progress tracker and their responses during whole class reading sessions.

### **1.3 Reading assessment**

We aim to provide high levels of motivation and active participation for our children at all ages. Target Tracker and RWI phonics assessments are tools used by teachers and senior leaders to assess reading.

## Overview of reading assessment:

We use several methods to assess reading across the school.

Reading Assessment				
Read Write Inc	Target Tracker	Oxford Reading Tree banding	Rising Stars	Summative Assessment
<p>Grouping assessment, Assessment 1, 2 &amp; 3 used to check phoneme grapheme correspondence.</p> <p>This happens each half term and is always followed with a conversation with the reading leader.</p>	<p>Teachers use target tracker weekly to monitor progress in reading. Statements are highlighted as shallow learning, deep learning, profound learning.</p>	<p>Staff track the pupils progress through the Oxford Tree Reading scheme.</p>	<p>Formative comprehension tests are used throughout the year to monitor progress in reading and understanding</p> <p>..</p>	<p>Development matters</p> <p>Phonics Screening Check</p> <p>KS1 SATS</p> <p>KS2 SATS</p>

**Teachers are responsible for assessing the progress of all pupils in their class.**

#### **1.4 Reading Tree**

At Star primary it is important that we continue to strive for the highest success in reading and raising the attainment and standards for all our pupils. For our most competent pupils it is also paramount that they should be continuously challenged and stretched to make outstanding progress

The 'reading tree' is an addition to the home-school reading books which sets out the next step and expectation into reading. It encompasses a wide range of higher levelled reading books, including a range of genres. It is designed to develop a wide breadth of reading, enhance fluency and ensure a competence of inference skills.

Pupil's must be nominated for the 'reading tree' by their class teacher against a set criteria. Pupil's must have shown a commitment to daily reading, a secure knowledge of comprehension and a high degree of fluency and expression. Following this, a member of the English team will meet with the nominees and have a reading conversation with them to decipher whether they are ready to choose from the reading tree.

Once successful, these pupils are awarded a badge and can choose their home-school reading books from an exciting selection of challenging books. These pupil's act as role models for the rest of the school and are inspiration for the other pupil's to achieve a high standard of reading success.

## **1.6. Working In Partnership with Parents**

The teaching of reading is greatly helped if there is strong communication and support between home and school. Reading information meetings are held for parents who have children in all key stages. Phonics workshops are also offered to EYFS and KS1 parents. During these meetings an explanation of the school reading structure and advice on how to support the teaching of reading is available. Parents can work with their children during the workshop and be supported by the class teachers. To further encourage parental support the school invites all parents to read with their children from 8.50 – 9.05 every morning in the EYFS. (Please note these has been adjusted under current restrictions)

## **1.7. SEN and equal opportunities**

The SENCO meets regularly with the class teachers to monitor the progress in reading. Those children, who are identified as a result of tests or during normal classroom activities, will be assessed to determine the appropriate provision for their needs. Our policy is monitored and reviewed to ensure that all pupils have equality of access to a range of reading opportunities, texts and experiences and that all pupils achieve to the best of their potential regardless of gender, race or culture.



## **2. Phonics in EYFS and KS1**

### **2.1 Overview**

All phonics in EYFS and KS1 is taught following the RWI phonics Scheme. All RWI teachers have received the RWI training and meet at regular intervals in the year to share good practice. In Reception through to Year 2 phonics lessons are taught every day and combined with the RWI writing programme. Pupils are taught in groups for their stage. There are formal progress assessments which take place at the end of each half term. Year groups meet with the phonics lead and year group leader after each assessment to discuss progress and group changes. At Star Primary it is paramount that children are consistently developing and improving their reading skills.

For children to comprehend written text and compose written work children must first learn to decode and break up sounds inside spoken words. Children at Star will secure automatic decoding skills and progress from 'learning to read' to 'reading to learn' for purpose and pleasure. The ultimate goal of learning to read is to develop comprehension, self-esteem and confidence in learning.

To achieve this, staff will follow the 'RWI' phonics programme and will demonstrate clear teaching strategies following a concise lesson structure. The lesson plans are taken from the RWI phonics handbook which is available to all phonics teachers. Lessons are regularly and accurately adapted to suit the learners at Star.

### **Key Teaching Principles:**

- Phonics is taught as an integral part of reading with children taught grapheme-phonemes in a clearly defined sequence.
- To blend (synthesise) sounds (phonemes) in order to read and write.
- To orally segment words into phonemes and scribe the graphemes for spelling.
- That blending and segmenting are reversible processes.

### **2.2 Aims:**

- To deliver high level phonic teaching.
- To establish consistent practice, progression and continuity in the teaching and learning of phonics throughout the school.
- To differentiate phonics across each year group, where all children are continuously being challenged within their ability group and *succeeding*.
- To provide children with secure strategies for reading, writing and spelling.
- To accurately assess and closely monitor phonics progress within each class and ability group in order to develop a 'keep up' not 'catch up' ethos.
- To identify areas of strength and areas for improvement and implement appropriate interventions.

## 2.3 Organisation of Phonics at Star Primary

At Star, all teachers who teach phonics have had external training through the Read Write Inc training programme. Phonics teachers meet regularly in year groups to discuss teaching strategies, efficient approaches and assessment of the children. This provides a large support network for all the teachers who teach phonics through the RWI programme.

### 1.1 Year Group Phonics Structure Overview

#### Foundation Stage

When children enter Foundation Stage there is a wealth of continuous provision to support the development of children as readers. Children have the opportunity to enjoy books, rhymes, songs and play with letter shapes within a literacy rich environment. Nursery parents are invited to 'sing along' sessions where they can learn songs and rhymes which can give them the confidence to support their children in phonics at home. Reception parents are invited to a phonics workshop so they can gain an insight and knowledge into the phonemes taught and can further support their child at home. Parent guides for Nursery and Reception are provided at the workshops as a support for teaching phonics at home (see appendix).

#### Nursery:

- Sound discrimination/mark making
- Continuous phonic provision with the focus on rhythm, rhyme and speaking and listening skills.
- Includes singing lots of nursery rhymes, playing listening games and using musical instruments to discriminate sounds.
- Children begin to learn Set 1 sounds in the summer term..

During the summer term, pupils who are ready to begin grapheme-phoneme recognition begin to learn the SET 1 sounds from the RWI programme.

## Reception:

- Daily RWI phonics lesson incorporating phonics, reading and writing.
- Termly phonics assessment to inform teaching level and progression.
- Children are encouraged to continuously use and apply their phonic knowledge across other areas in the curriculum.
- Children are taught in groups following a phonics assessment.

In the autumn term all pupils in Reception are initially assessed. Following this, pupils are placed into smaller phonics groups and begin to learn the speed sounds suitable for their stage. Pupils then begin to learn to orally blend, blend two or more graphemes from the green words and then eventually move on to applying their new knowledge using 'Ditty' books. These are the bridge from learning to say the sounds to learning to *read* in a story context. Pupils will learn to recognise, read and write the sound using **the correct letter formation**. This is a crucial step in the teaching of writing as it builds a foundation of secure writing habits.

## Key expectations at the end of Reception

- Blend and read CVC words which use the Set 1 and Set 2 graphemes
- Apply phonics when reading CCVC and CVCC words
- Read and spell some 'red' words fluently
- Write each letter correctly using correct letter formation
- Say the sounds of taught graphemes
- Apply phonic knowledge and skill as the prime approach to reading and spelling unfamiliar words.
- Be working within the RWI green and purple story books

## **KS1**

The teaching of phonics is multi-sensory, encompassing simultaneous visual, auditory and kinaesthetic activities to enliven core learning. Phonics is taught daily, both explicitly and incorporated within literacy lessons. They are briskly paced sessions which are then applied to both reading, BIG Reading and writing in a meaningful context throughout the whole of the curriculum.

### **Year 1:**

- Daily RWI phonics lesson incorporating phonics, reading and writing.
- Children are provided extra opportunity to apply their phonics during BIG Reading.
- Termly phonics assessment to inform teaching standards and progression.
- Children are encouraged to continuously use and apply their phonic knowledge across other areas in the curriculum.
- Green words and red words displayed which links to book.
- Children are set into smaller groups to maximise teaching and learning.
- Children are taught at the appropriate stage in order to raise standards and to close the gap in ability.

In the autumn term all pupils continue from where they finished in Reception. Any group adjustments are made following the autumn 1 assessment. Children learn literacy in differentiated phonics groups for the first half term which provides a secure transition into year 1 from reception.

### **Key Expectations at the end of Year 1**

- Blend and read words containing adjacent consonants
- Segment and spell words containing adjacent consonants
- Read and spell the 'red' words taught fluently
- Write each letter correctly using correct letter formation
- Say the sounds of taught graphemes
- Write common graphemes
- Apply phonic knowledge and skill as the prime approach to reading and spelling unfamiliar words.
- Read automatically and spell all the words in the list of 100 high frequency words
- Pupils continue to progress through the RWI scheme. All pupils should be working at the 'blue' stage or above by the end of the summer.

## **Year 2:**

- Children are set into 4 smaller literacy groups to maximise learning potential
- Daily RWI SPELLING is taught in whole class sessions.
- RWI groups have daily phonic sessions every day.
- Termly phonics assessment.
- Children are encouraged to continuously use and apply their phonic knowledge across other areas in the curriculum.

In the autumn term all pupils continue from where they finished in year 1. Any group adjustments are made following the autumn 1 assessment. Children learn Literacy in differentiated phonics groups for the first half term. This provides a secure transition into year 2 from year 1 which continues to instil literacy confidence. One group may initially begin the year learning from the Star Writing curriculum, having completed all of the RWI sets of reading books or where assessment indicates they are ready.

### **Key expectations at the end of Year 2**

- Children should be able to read the first 100 high frequency words and the next 200 common words. This should be mostly by sight and through decoding with confidence.
- Children's spelling should be accurate in line with the National Curriculum expectations.
- All children should have passed the phonics screening check
- Children should be fluent in reading and increasingly accurate at spelling.
- Children should now be aware of the use of the past tense, investigating and learning how to add suffixes, spelling 'compound' words and finding and learning the unusual parts in words.



## **KS2**



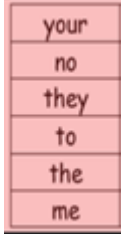
It is predicted and hoped that all pupils complete the phonics scheme and pass the Phonics Screening Check by the end of KS1.

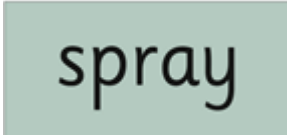

For pupils who have not yet met this expectation, extra phonics support is provided in year 3. The RWI programme is still taught to those pupils who require extra support in order for them to become successful readers and writers.


## 2. Resources

All phonics teachers have a phonics box or pack which contains all of the resources required to teach a READ WRITE INC lesson. Resources are continuously reviewed and updated where necessary in order to enhance teaching.



**Teaching and Learning Resources:**

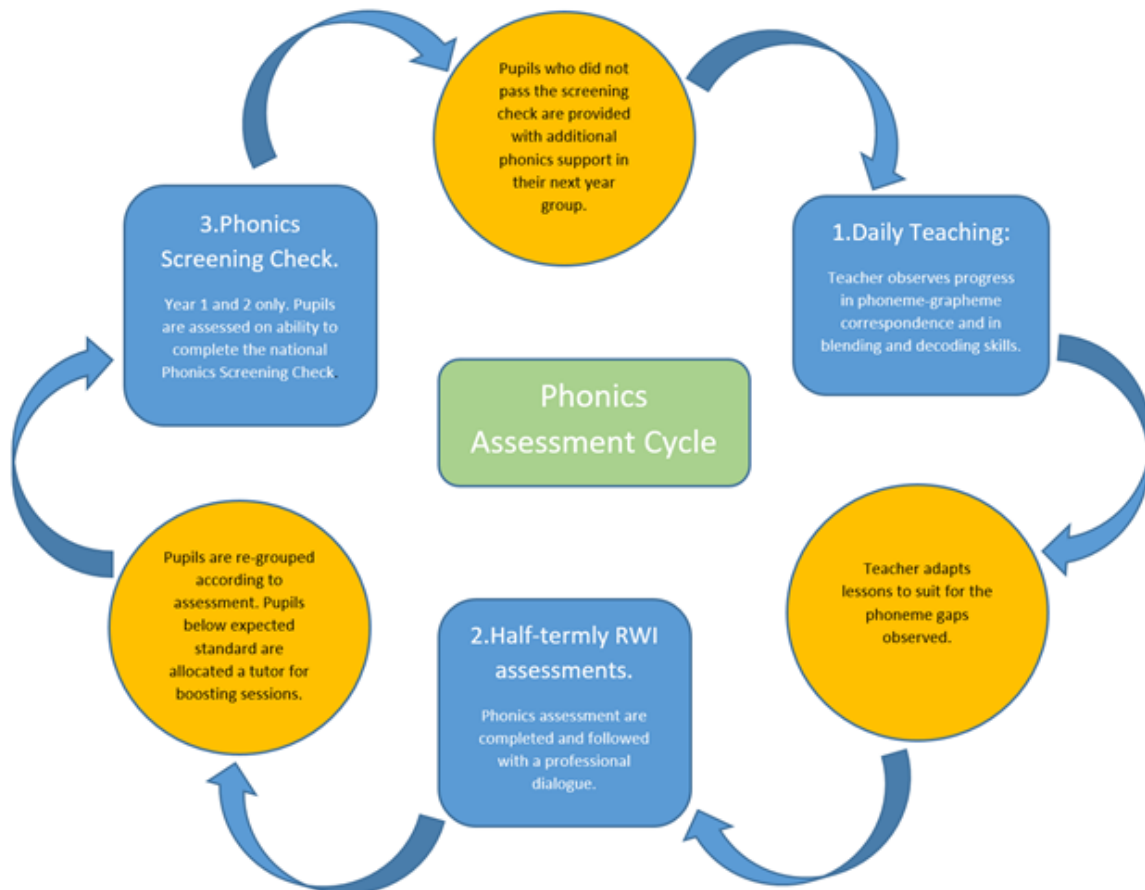
- Set 1, set 2 and set 3 speed sound flash cards
- FRED the frog
- Simple speed sound poster
- Complex speed sound poster
- Set of green words
- Set of red words
- Access to the RWI online subscription to support lessons and resourcing
- Pocket chart
- Picture cards (Reception and nursery only).

### 2.1 Reading books

Reading books.	Ditty's 1-10	Green 1-12	Purple 1-12	Pink 1-12	Orange 1-12	Yellow 1-12	Blue 1-12	Grey 1-12
								
<u>Approximate</u>	3 per week	1-2 per week	1-2 per week	1-2 per week	1-2 per week	1 per week	1 per week	1 per week

<b>Book Bag Books</b> (Link with reading book read in class)								
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## 2.2 Phonics Assessment



## 2.3 Half- Termly Assessment Proformas Sample

There are three main assessment proformas that teachers need to use: Assessment 1, Assessment 2 and Assessment 3. These assessments are interchangeable.

**Sample of Assessment 1:**

**Sample of individual record:**

**Read Write Inc. Phonics** Assessment 1

Green Group

flat pink help thick

plut dimp criff slom

Purple Group

with off thin will  
his them that have

Pink Group

ay ee igh ow oo oo

**Read Write Inc. Phonics** Assessment 1

**Assessment 1 individual record**

Pupil \_\_\_\_\_ Date \_\_\_\_\_

Set 1 Sounds Group A	m a i d t i n p g o c k u b l e
Set 2 Sounds Group B	l h r j v w x z
Set 3 Sounds Group C	d o g c h o t f e n p o t t e
Bitty Group	in am red bin get
Red Group	ch ng nk qu sh th chip shop sunk that fas oop gulk rab
Green Group	flat pink help thick plut dimp criff slom
Purple Group	with off thin will his them that have
Pink Group	ay ee igh ow oo oo tray creep sight blow skuy spoon small fleep luts black long this them went that stop
Orange Group	ar se air ir ou oy start horse star house boy hang out fire stay rest smell soft play feel stay which about
Yellow Group	dog pigt clow thob hoy nar ploun get thing right night sleep boy quick little think know smart

## 2.4. Phonics Screening Check

Year 1 children will take the Phonics Screening Check. Children who did not pass the phonics check in year 1 will have to re-take the check at the end of year 2. This assessment will confirm whether individual pupils have learnt phonic decoding to an appropriate standard. The check includes 20 words using graphemes from set 1, set 2 and set 3 phoneme-grapheme correspondence. At the end of the test there are 3 polysyllabic words which the pupils are expected to segment and blend. The check also includes 20 pseudo or non-words. Children are expected to decode these words by applying their phonological knowledge of segmenting and blending.

**Practice sheet: Real words**

in

at


beg

sum

**Practice sheet: Pseudo words**

ot 

vap 

osk 

ect 

Example:

**N.B.** A pass mark is provided once the testing window has passed.



# Writing Policy and Guidance 2021-



## Introduction

Star Primary School has a clear, consistent, **whole school approach** to writing. Competence in writing is the key to independent learning and communication. As such it is given high priority at Star Primary School, enabling the children to communicate fluently, independently and flexibly through writing. Success in writing has a direct effect upon progress in all other areas of the curriculum and is crucial in developing children's self-confidence and motivation.

### 1 AIMS

The school aims to:

Provide the children with the skills and strategies necessary to develop into competent and **fluent** writers.

To constantly support the cyclical relationship of reading and oracy to writing so that the children understand the importance of the links between all three areas.

To encourage a passion for communicating through the written word.

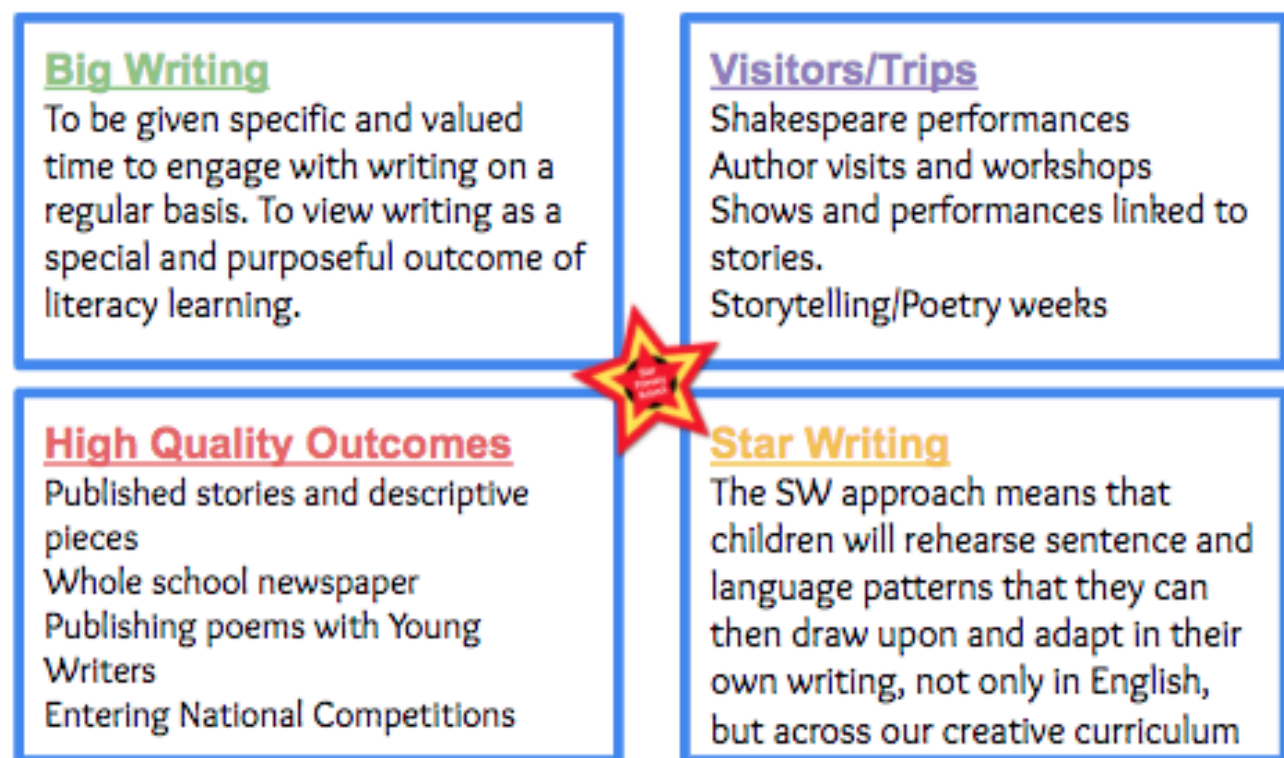
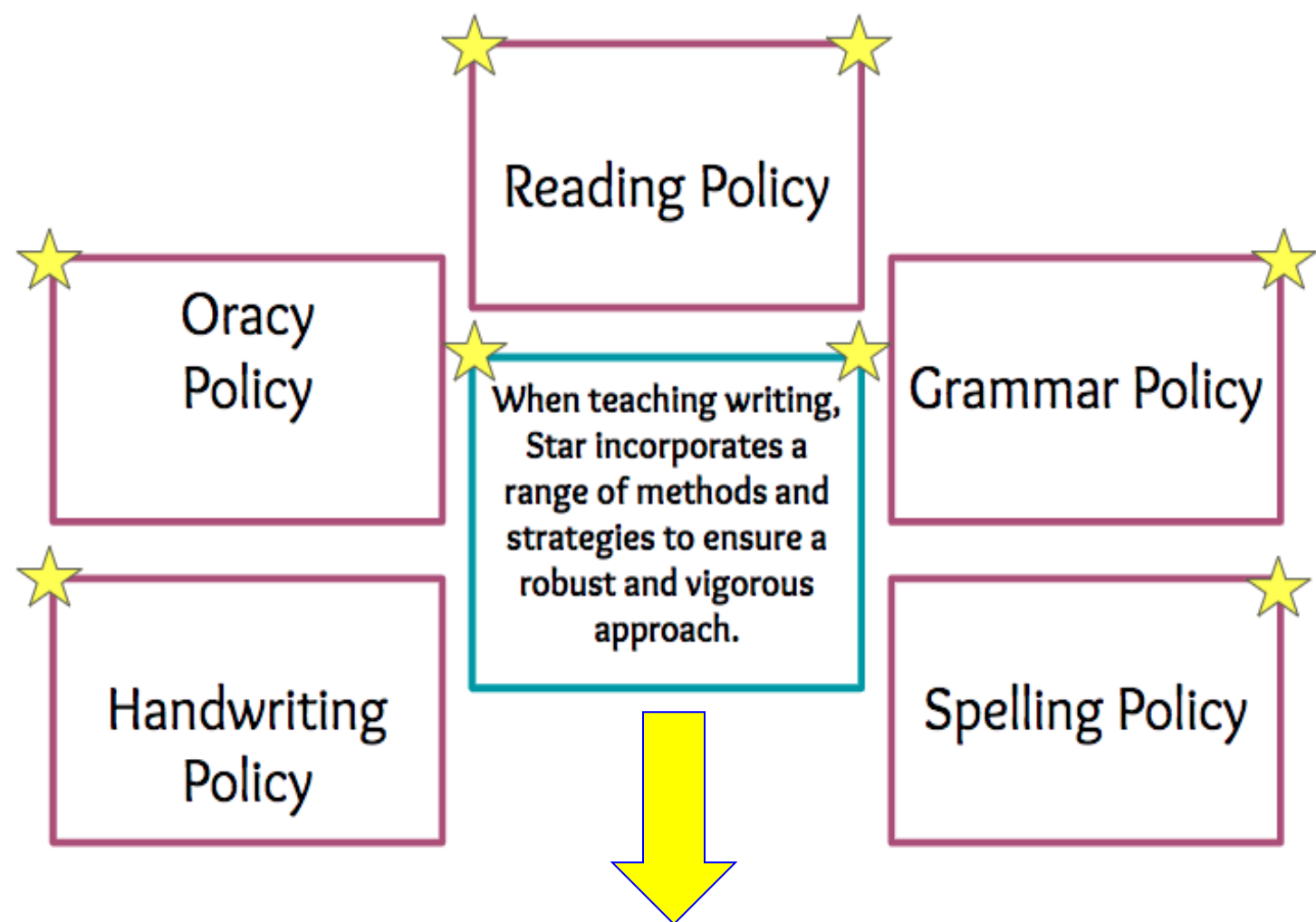
Develop technical writing strategies including **grammar**, **spelling** and **handwriting**.

Be taught the full range of writing skills including:

- Writing independently with flair for a range of different purposes
- To critically edit their own work and the work of their peers
- To deal resiliently with criticism from peers and adults, and to appreciate and seek evaluation and challenge in their learning
- To fully master writing in such a way as to promote their confidence, and to write well in all subjects

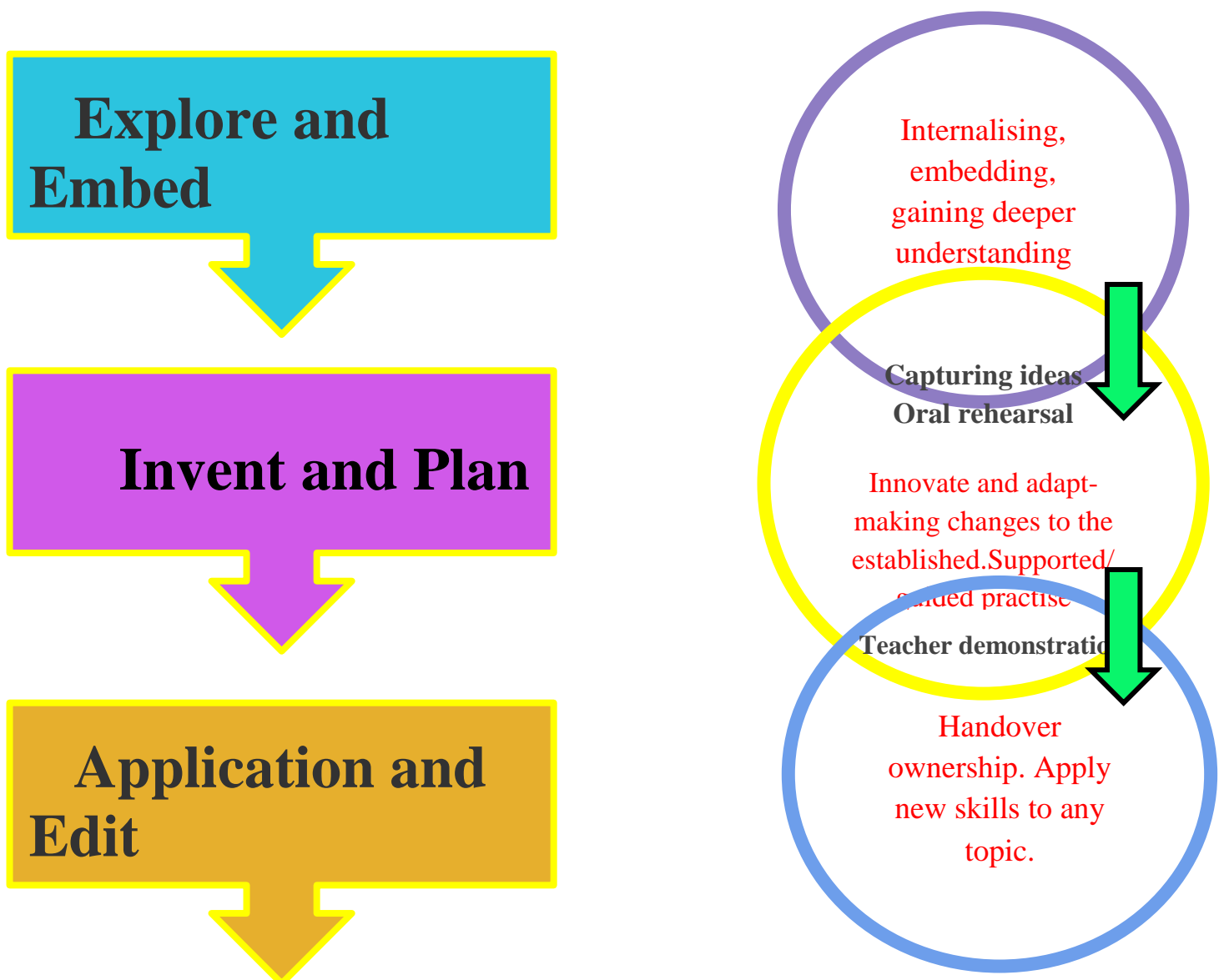
Develop a critical appreciation of the work of authors, poets and illustrators in order to emulate these skills *in their own writing*.

### 2 TEACHING STRATEGIES



## Star Writing

At Star Primary School we teach writing using our Star Writing curriculum, inspired by Talk 4 Writing developed by Pie Corbett. It is based on the key principles of how children learn and enables them to imitate the key language they need orally before reading and analysing it. Through using drama/ oracy activities and oral rehearsal, children internalise the text structures and language patterns before putting pen to paper. Star Writing has 3 stages: **Explore and Embed; Innovate and Plan; Application and Edit**, with the aim of the whole process being to create independent, enthusiastic authors.



# Explore and Embed

## Week One

Star Writing starts with enjoying and sharing texts from a variety of genres. Stage one the explore and embed aspect is about internalising the characters, atmosphere, setting and events in order to deepen understanding of the story/text type.

This phase is where children should focus on the text type, structure features, language patterns and how a specific text-type is composed.

A Cold Write Task will be introduced in this stage of the cycle, based on an example of the text type that will be taught. Find out what the children can do.

Ask the children to retell a well-known story or make up a new story. Record transcripts and establish what story language and patterns to focus on. (p50-59 TFW)

Imaginative Anchor Task to motivate and engage the children. In the anchor task the teacher must consider a purpose and audience for writing.

Daily Starters game based, contextualise activities(vocabulary/words/sentences/spelling/grammar)

Exploration and Discussion (oral rehearsal: internalise language patterns/text maps: engage children with the text/drama: deepen understanding/discussion/roleplay: writing in role/performance/artwork: drawing, painting/presentation)

Shared Reading - discuss shades of meaning, develop understanding, infer and deduce. (comprehension skills) Investigate other writers through sharing models of similar texts.

Read as a Writer by identifying underlying patterns in the text (overall organisation/structure as well as identifying how the writer creates different effects). 'Box up' the text in order to identify the structure and use this as a planner to extract the writing strategies and techniques used. This can then be used in the planning and writing stage to magpie ideas.

## **Week 1: New planning template - Example:**



### **Explore and Embed**



#### **Explore and Investigate**

- Exemplar text (carefully written or selected) should be introduced.
- Text mapping - use the exemplar shown to class
- Embed topic rich language, phrases, grammar
- Character graph – draw a feelings graph.Label with quotes.
- Cloze activity , supply class with a piece if text with omitted words or phrases

#### **Read as a writer to ensure comprehension**

- Analyse text (colour coding) to highlight genre specific features
- Box up the text to Identify ingredients
- Co construct your toolkit

#### **Oral rehearsal/Perform**

- Conscience Alley/ Decision Alley
- Actions for conjunctions
- Tableaux/Freeze frames/Thought tracking
- Marking the Moment
- Role on the wall
- Hot seating
- Guided journeys
- Living newspaper
- Story/text Sequencing
- Performancing and internalising sections of the text. Role play and repetition
- Tuning into the text - any activity/game that follows the structure and language patterns of the topic.

## **Invent and**

# **Plan**

## **Week Two**

In this stage the original text is adapted by the children. This could start with a simple change of character or telling the story from a different view point. Here is where pupils make slight changes to the already established. Children then write out their new, innovative text type in manageable sections.

Pupils can create a new plan using thinking maps/'boxed up' text/planner. This involves teaching the children to explore and plan a version of the model text using interactive shared composition (co-constructing). Ask the children to share their ideas and plans by talking through their new version before writing it (story telling orally).

Continue to magpie elements from the original text while encouraging children to move away from the model. A 'save it box' can be created for noting down words or phrases suggested that can be used. This stage involves teaching the children to embellish, alter, reorder, change key ideas, or perhaps write a prequel/sequel in the style of the model. Independent writing follows this immediately. Work with groups to guide their composition (guided writing).

# **Application and Edit**

## **Week Three**

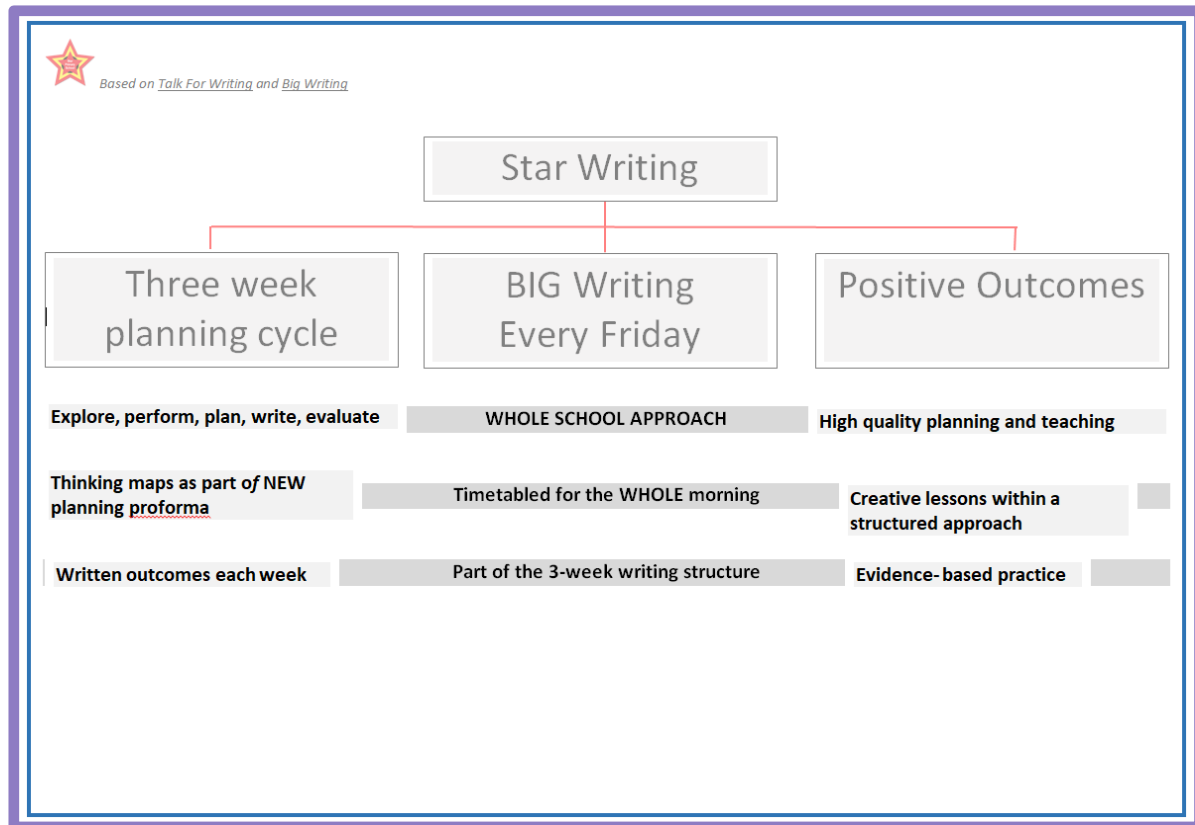
In the final stage of the Star Writing process, children use their in-depth understanding and the skills they have learnt over the last 3 weeks to write an independent piece.

Planning is completed using the boxing up grid completed during the invent and plan stage enabling writing to be completed over a series of lessons. Shared writing is completed during each of the lessons and is informed by previous learning and writing completed by the children to enable misconceptions to be addressed quickly. Children have frequent opportunities to revisit their writing and edit at the point of writing

There is the freedom to draw upon their own ideas and experiences, or they can 'hug closely' to the shared text should they need to.

Teacher Feedback should be a 'starter' at the beginning of every lesson this week. Take an example and model editing it under the visualizer. Children then edit their own writing independently or with a partner (peer assessment). Teachers should also work on editing with a focus group. Use one colour to highlight what works well and another colour for what needs to be improved. Children then use 'polishing pens' (essentially a different colour) to edit their writing so the action taken as a result of the immediate feedback is a clear improvement. Teacher to pick up on misconceptions and errors.

The 'Hot Task' is the independent write. The 'Hot Write' is completed at the end of each unit of writing. The same prompt as the 'Cold Write' is given. This provides a valuable assessment opportunity and shows the progress the children have made over the course of week's 1 & 2.



## Planning Templates Examples:

# Week 1: New planning template - Example:

## Explore and Embed

Monday	Tuesday	Wednesday	Thursday	Friday
<b>Cold Write</b>  Anchor/hook activity  AFL-What I know, Want to know - using a Thinking frame	Tuning into the text-  Present exemplar Discuss, retell using actions.  Oral performance activity  Embed topic rich language, grammar, spellings activity. Chn to internalise the words.  Text Mapping- using flip chart paper - retelling text	Tuning into the text-  Embed topic rich language, grammar, spellings  Oral performance activity  Read as a reader  Read as a writer- Analyse text, highlight features  Generate toolkit	Tuning into the text-  Define Frame- What can pupils spot in this text  Reading as a writer task- Box up the text  Oral performance activity	BIG WRITE Extended writing- (different genre to cold write and hot write)



# Week 2: New planning template (Example)

## Invent and Plan (*Innovation*)


Monday	Tuesday	Wednesday	Thursday	Friday
<p><i>Grammar/Vocabulary starter- linked to the genre of writing</i></p> <p>Box Up The Text in pairs</p> <p>Create a vocabulary/synonym poster for pupils to use in class(thinking frame)</p> <p>Use a categorizing frame to organise paragraphs.</p>	<p><i>Grammar/Vocabulary starter- linked to the genre of writing</i></p> <p>Innovate for the beginning of the text- Use a define frame or flow frame.</p> <p>Share write section one and two after boxing up the text.</p> <p>Pupils to draft this section.</p>	<p><i>Grammar/Vocabulary starter- linked to the genre of writing</i></p> <p><i>Key ingredients for writing a....</i></p> <p>Innovate for the main body of the text- Use a define frame or flow frame.</p> <p>Share write section one and two after boxing up the text.</p> <p>Pupils to draft this section.</p>	<p><i>Grammar/Vocabulary starter- linked to the genre of writing</i></p> <p>Pupils create their own plan for their writing next week.</p> <p><u>Categorise</u> frame: Plan each paragraph.</p>	BIG Writing

### Key ideas:

- Unpick vocabulary/grammar features- Creating posters
- Box Up the text (and use as a planning tool)
- Substituting characters and settings
- Introducing flashbacks
- Writing from a different characters perspective
- Shared planning and writing
- Model how to talk about the ingredients; all views valid
- Increasingly model how to move away from the model

# Week 3: New planning template (example)

## Application and Edit (application)

Monday	Tuesday	Wednesday	Thursday	Friday 
<p>Grammar/vocabulary starter - linked to genre of writing</p> <p>Children to <b>choose</b> their own topic to write about using the same text type (individual, pairs or groups)</p> <p><b>Categorising frame</b> - ideas (refer tool kit)</p> <p><b>Model planning using a boxed up grid</b> (class version) - children to create their own</p> <p><b>Shared write</b> - highlight specific aspects the children have found difficult from marking (class version)</p>	<p>Grammar/vocabulary starter - linked to genre of writing</p> <p>Oral rehearsal</p> <p><b>Independent writing:</b> Same text type, different content (specific aspect that children have found difficult)</p>	<p>Grammar/vocabulary starter - linked to genre of writing</p> <p><b>Edit the shared write</b> from Monday as a class (class version)</p> <p><b>Independent editing:</b> Edit own work (refer to tool kit)</p>	<p>Grammar/vocabulary starter - linked to genre of writing</p> <p><b>Plan for Big Write:</b> Oral rehearsal techniques</p> <p>Use categorising frame to plan each paragraph (refer to toolkit)</p>	<p><b>Hot write</b></p> <p>BIG write: Extended writing (same text type as the cold write)</p>

### 3 Big Writing

Children at Star Primary from Reception to Year 6 take part in a weekly Big Writing session. Big Writing is an approach to teaching writing and raising writing standards that focuses on: The importance of TALK and oral rehearsal. Accurate basic skills – spelling, punctuation, grammar and handwriting. Regular and meaningful assessment and target setting.

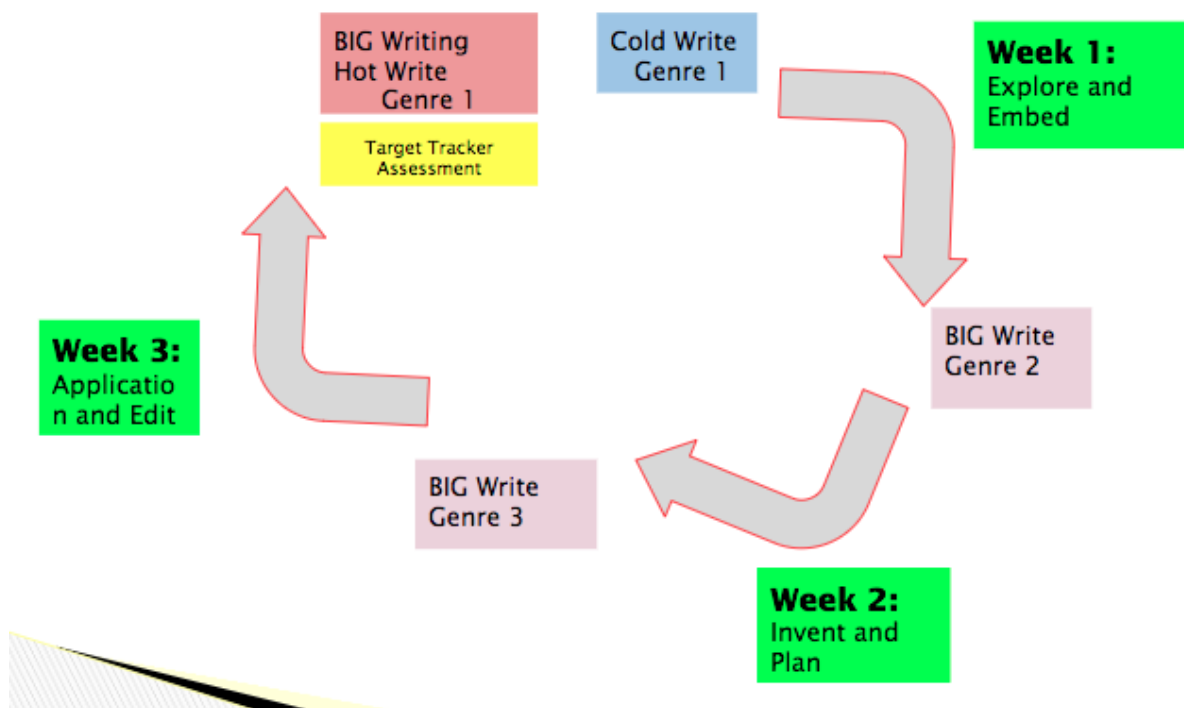
#### Big Writing Aims:

- Teaching the key skills of writing of **talk, preparation** and **editing**
- Provide a special place (Big Writing book) where work can be held to a high standard

### Big Writing Sessions:

- KS1 and KS2 pupils work towards planning and building sentence level, grammar and oracy work for writing during the week
- Teacher models good practice including handwriting and presentation.
- Children are provided with support materials such as dictionaries.
- Children are given independent time to write.
- Pupils then work to edit their work, with a focus on the Target Tracker statements.

## The Three-Week Cycle



### 4 Writing in EYFS

At Star Primary it is paramount that children are consistently developing and improving their reading skills, **which is essential for the early development of writing**. Evidence has shown that the writing skills developed in the **early years** of schooling have implications for a child's confidence and well-being. Therefore, it is of critical importance that the phonics scheme is *taught, assessed and reviewed* to an outstanding level.

All literacy in EYFS and KS1 is taught following the RWI phonics Scheme. All RWI teachers have received the RWI training and should meet regularly to share good practise. In Reception through to Year 2 Phonics lessons are taught every day and combined with the RWI writing programme. Pupils are set in ability groups and

assessed continuously for progress. There are formal progress assessments which take place at the end of each half term. Year groups must meet with the phonics manager after each assessment to discuss progress and group changes.

Child initiated play encourages children to apply their phonics knowledge to meaningful written outcomes, e.g. writing a recipe in the cooking area, labelling their design in the woodwork area, writing a letter to Santa at Christmas, etc. Children are encouraged to explore how writing is a part of daily life and encouraged to show curiosity towards writing, rather than a prescribed written task with an adult. This approach also opens doors for all children, (no prescribed differentiated task and adults are there to support/challenge each child to ensure each child can succeed.)

Initiated play and Phonics, Adults have been trained to understand the writing statements and teachers have allowed for more uninterrupted play. This means that when children are writing in child initiated play, adults are skilled in giving immediate feedback e.g. modelling correct letter formation, using their Phonics pinnies to identify the correct sound or supporting them with being able to identify all the sounds in a word.

## **5 Assessment**

### **Formative Assessment**

As well as following the marking policy by diagnostically marking children's work to provide regular next steps and targets in writing, formal targets are used in Big Writing. Both children and staff are able to formatively assess their Big Writing on a constant basis through the use of the writing targets. These targets are based directly on the Target Tracker Statements for writing and are intended to be accessed by the child when writing, and the teacher when planning and marking. This creates a joined up approach, where children and teachers are aware of next steps and able to constantly aspire to better their writing.

Composition
Draft and write by selecting appropriate grammar and vocabulary, including that within (English Appendix 2)
Composition
Draft and write narratives, describing settings, characters and atmosphere and integrating dialogue to convey character
Composition
Draft and write by précising longer passages
Composition
Draft and write by using devices to build cohesion within and across sentences and paragraphs e.g. then, after that, this, firstly
Composition
Draft and write by linking ideas across paragraphs using adverbials of time e.g. later, place e.g. nearby and number e.g. secondly or tense choices e.g. he had seen her before

Understand verb prefixes e.g. dis-, de-, mis-, over- and re-
Vocabulary, Grammar and Punctuation
Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun
Vocabulary, Grammar and Punctuation
Indicate degrees of possibility using adverbs e.g. perhaps, surely or modal verbs e.g. might, should, will, must
Vocabulary, Grammar and Punctuation
Use devices to build cohesion within a paragraph e.g. then, after that, this, firstly
Vocabulary, Grammar and Punctuation
Link ideas across paragraphs using adverbials of time e.g. later, place e.g. nearby and number e.g. secondly or tense choices e.g. he had seen her before

## SEN

At our school we teach English to all children, whatever their ability and individual needs. English forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our English teaching we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning english as an additional language.

For more information related to the Inclusion of SEN Pupils, please see the SEN Policy.

### 6 Oracy Policy

Oracy is the ability to express yourself clearly and communicate with others effectively through spoken language. It's about having the vocabulary to say what you

want to say, and the ability to structure your thoughts so that they make sense to others.

A key part of oracy is for children to think carefully about the language they're using, and tailor it to their subject, purpose and audience. For example, a Year 6 pupil should understand that they need to use simpler words and sentence structures when explaining the rules of a game to a Reception child than they would if they were with their peers.

Oracy involves embracing different speaking skills, such as:

**Discussion:** exchanging ideas with others

**Instruction:** telling someone what to do, or explaining facts

**Dialogue:** having a conversation with someone, listening and showing an interest in what they say

Oracy isn't, however, just about being a good talker – or talking lots. It also includes listening to others, and responding appropriately.

Oracy is a fundamental part of the English learning at Star Primary School, and is taught (both explicitly and implicitly) from Nursery to Year 6. Oracy is constantly reinforced through role play, speaking frames, storytelling, presentations, drama, and high expectations from all staff in all settings around the school.

## SEN

Speech and Language therapy, as well as friendship groups and colourful semantics, is used to support the development of oracy in those with special educational needs.

## Assessment

Children are expected to meet yearly objectives in oracy, and are assessed regularly by teaching staff as a part of our classroom practice. These objectives are:

Please find the link below, it will take you to the above document.

[https://docs.google.com/document/d/1qElcqF-dwz25Wj9nvSxxxMAA4VIUWPHOCBBz\\_5JL\\_w0/edit](https://docs.google.com/document/d/1qElcqF-dwz25Wj9nvSxxxMAA4VIUWPHOCBBz_5JL_w0/edit)

Curriculum Progression - Core Content							
Focus	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Spoken Language	<ul style="list-style-type: none"> <li>-Talk about how a story starts.</li> <li>-Talk in front of their peers about something that has happened to them.</li> <li>-Use past and future when describing events that have happened or are to happen.</li> <li>-Talk on one topic without deviation.</li> <li>-Use talk to co-operate and contribute when playing with others.</li> <li>-Listen carefully to what is being said and repeat if asked.</li> <li>-Know not to interrupt when someone is saying something.</li> </ul>	<ul style="list-style-type: none"> <li>-Speak clearly and loudly enough to communicate meaningfully.</li> <li>-Ask questions about matters of interest.</li> <li>-Express feelings and ideas when talking about matters of interest.</li> <li>-Start to develop ideas by adding detail to their speech.</li> <li>-Start to understand how to take turns when speaking.</li> <li>-Start to listen to others and respond appropriately.</li> <li>-Join in with imaginative play taking on role of different familiar characters.</li> <li>-Speak in complete sentences after modelling.</li> <li>-Retell a familiar story in sentences, using narrative language.</li> <li>-Recount an event or experience in sentences.</li> <li>-Begin to understand how to change language when speaking to different listeners e.g. peers and adults.</li> </ul>	<ul style="list-style-type: none"> <li>Talk about topics that are of interest to them or which they enjoy.</li> <li>-Ask questions to gain information and clarify meaning.</li> <li>-Begin to develop and explain their ideas.</li> <li>-Express themselves using complete sentences when required.</li> <li>-Make more specific vocabulary choices e.g. technical language.</li> <li>-Usually listen carefully and respond appropriately.</li> <li>-Take turns when talking in pairs or small groups.</li> <li>-Begin to be aware that formal and informal situations require a different role and language.</li> <li>-Offer appropriate comments in paired or small group discussion.</li> <li>-Retell a familiar story using narrative language and linking words/phrases.</li> <li>-Recount an event or experience in sentences using specifically chosen vocabulary.</li> <li>-Perform a simple poem from memory.</li> <li>-Hold the attention of listeners by adapting the way they talk.</li> </ul>	<ul style="list-style-type: none"> <li>Talk and listen confidently in different situations.</li> <li>-Show they have listened carefully by asking relevant questions.</li> <li>-Develop and explain their ideas giving reasons.</li> <li>-Sequence and communicate ideas in an organised and logical way in complete sentences as required.</li> <li>-Vary the amount of detail – dependent on purpose and audience.</li> <li>-Participate fully in paired and group discussion.</li> <li>-Vary the use and choice of vocabulary – dependent on the purpose and audience.</li> <li>-Start to show awareness of how and when Standard English is used.</li> <li>-Retell a story using narrative language, adding relevant detail.</li> <li>-Perform poems from memory, adapting expression and tone as appropriate.</li> <li>-Show they have listened carefully through making relevant comments.</li> <li>-Formally present ideas or information to an audience.</li> </ul>	<ul style="list-style-type: none"> <li>Talk and listen confidently in a wide range of contexts.</li> <li>-Ask questions to clarify or develop understanding.</li> <li>-Give an answer and justify evidence.</li> <li>-Sequence, develop and communicate ideas in an organised and logical way in complete sentences as required.</li> <li>-Show understanding of the main points and significant details in a discussion.</li> <li>-Show they have listened carefully through making relevant comments.</li> <li>-Increasingly able to adapt what they say to meet the needs of the audience/listener.</li> <li>-Vary the use and choice of vocabulary dependent on the purpose and audience.</li> <li>-Show understanding of how and why language choices vary in different contexts.</li> <li>-Use some features of standard English.</li> <li>-Present writing to an audience using appropriate intonation and</li> </ul>	<ul style="list-style-type: none"> <li>Talk and listen confidently in a wide range of contexts including some that are formal.</li> <li>-Engage the interest of the listener by varying their expression and vocabulary.</li> <li>-Adapt spoken language to the audience, purpose and context.</li> <li>-Explain the effect of using different language for different purposes.</li> <li>-Develop ideas and opinions with relevant detail.</li> <li>-Express ideas and options justifying a point of view.</li> <li>-Show understanding of the main points, significant details and implied meanings in a discussion.</li> <li>-Listen carefully in discussions, make contributions and ask questions that are responsive to others' ideas and views.</li> <li>-Begin to use Standard English in formal situations.</li> <li>-Begin to use hypothetical language to consider more than one possible language or solution.</li> <li>-Perform their own compositions using appropriate intonation and</li> </ul>	<ul style="list-style-type: none"> <li>Listen carefully and adapt talk to the demands of different contexts, purposes and audiences with increasing confidence.</li> <li>-Ask questions to develop ideas and make contributions that take account of others' views.</li> <li>-Use evidence to support ideas and opinions.</li> <li>-Explain ideas and opinions – elaborating to make meaning explicit.</li> <li>-Take an active part in discussions, taking different roles.</li> <li>-Use hypothetical speculative language to express possibilities.</li> <li>-Use Standard English fluently in formal situations.</li> <li>-Debate an issue maintaining a focused point of view.</li> <li>-Use formal language of persuasion to structure a logical argument.</li> <li>-Perform their own compositions, using appropriate intonation, volume and expression so that literal and implied meaning is made clear.</li> <li>-Perform poems or plays from memory making deliberate choices about how</li> </ul>

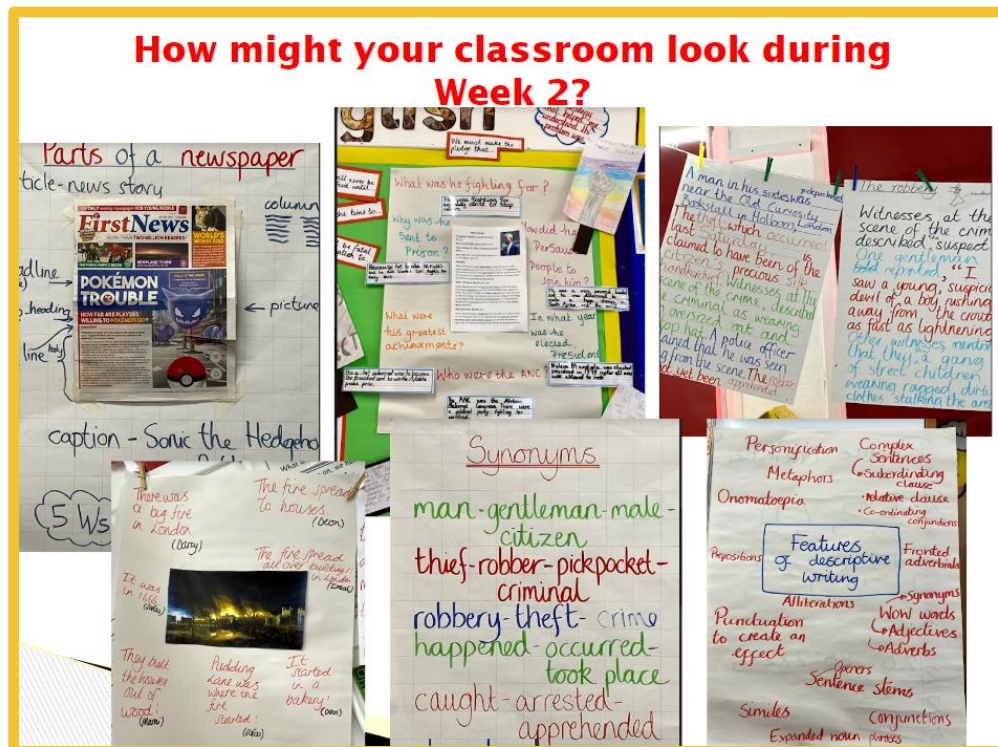
			<ul style="list-style-type: none"> <li>-Begin to understand how to speak for different purposes and audiences.</li> </ul>	<ul style="list-style-type: none"> <li>-Recognise that meaning can be expressed in different ways dependent on the context.</li> <li>-Begin to adapt use of language to meet the needs of the audience/listener.</li> </ul>	<ul style="list-style-type: none"> <li>control the tone and volume so that the meaning is clear.</li> <li>-Perform poems or plays from memory conveying ideas about characters and situation by adapting expression and tone.</li> <li>-Understand when the context requires the use of standard English.</li> </ul>	<ul style="list-style-type: none"> <li>volume so that meaning is clear.</li> <li>-Perform poems or plays from memory making careful choices how they convey ideas about characters and situations by adapting expression and tone.</li> <li>-Understand and begin to select the appropriate register according to the context.</li> </ul>	<ul style="list-style-type: none"> <li>they convey ideas about characters, context and atmosphere.</li> <li>-Pay close attention to, and consider the view and opinions of, others in discussions.</li> <li>-Make contributions to discussions, evaluating others' ideas and responding to them.</li> <li>-Understand and select the appropriate register according to the context.</li> </ul>
--	--	--	---	---	--	---	--



## 7 Working Walls

The purpose of the working wall is to support children's independent writing. It evolves as a unit of work unfolds, and is not intended to be a tidy display of finished work, but a snapshot into the children's writing journey. The wall should exemplify the writing process from the 'reading as a writer' stage to the 'nearly finished' stage.

The expectation is that every classroom at Star Primary School embraces and encourages working walls. Please see examples below:







# Handwriting Policy

## **2021**



## The importance of handwriting in the curriculum

Handwriting is concerned with individual expression and the conveying of meaning through fluent composition. Handwriting should become an automatic process, which frees pupils to focus on the content of their writing. In order for this to occur, handwriting is taught in ways that enhance fluency, legibility, purposefulness and the opportunity for creative expression. **Please note: All adults must model the correct formation (Nelson joined) at all times, when marking, teaching and for display.**

### Aims

- To know the importance of **clear and neat presentation** in order to communicate meaning effectively
- To **write legibly** in both joined and printed styles with **increasing fluency** and **speed** by;
  - Having a correct pencil grip
  - Knowing that all letters start from the top, except d and e which start in the middle
  - Forming all letters correctly
  - Knowing the size and orientation of letters



### Progression of handwriting (Reception-Year 6)

<b><u>Reception</u></b>	Uses a pencil and holds it effectively to form recognisable letters, most of which are formed correctly
<b><u>Year 1</u></b>	Form most lowercase letters correctly  Form lowercase letters in the correct direction, starting and finishing at the top  Form capital letters and digits 0-9  Understand which letters belong to which handwriting families
<b><u>Year 2</u></b>	Form lowercase letters of the correct size relative to one another in most of his/her writing Use the diagonal and horizontal strokes needed to join letters  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 reflect the size of the letters

<b><u>Year 3</u></b>	Increase the legibility, consistency and quality of his/her writing .e.g. By ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch
<b><u>Year 4</u></b>	Increase the legibility, consistency and quality of his/her writing .e.g. By ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch
<b><u>Year 5</u></b>	Write increasingly legibly
<b><u>Year 6</u></b>	Write legibly, fluently and with increasing speed by choosing the writing implement that is best suited for a task

### **Teaching time**

In Reception handwriting takes place in daily RWI lessons.

In KS1 handwriting takes place daily for 15 minutes.

In KS2 a **minimum** of 3 x 15 minute handwriting lessons each week, as well as time to practice.

Children who find handwriting difficult should be targeted for daily intervention.



Nelson  
Handwriting

### **Model used**

Star Primary School uses the Nelson Thornes Handwriting Scheme which can be found on the Nelson Handwriting app and website (Oxford Owl) with the following letter formation.

**Lower case letters:**

abcdefghijklmnopqrstuvwxyz

**Capitals:**

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

**Numbers:**

1 2 3 4 5 6 7 8 9 0

**The Four Joins:**

1. to letters without ascenders
2. to letters with ascenders
3. horizontal joins
4. horizontal joins to letters with ascenders

**The break letters** (letters that aren't joined **from**) are:

b g j p q x y z s

Children must be taught individual letters first so that they see them as individual units BEFORE learning to join.

**Teaching Handwriting throughout the School (Years 1-6)**

Teachers are supported in their direct teaching of handwriting by the Nelson Handwriting app and website (Oxford Owl). The teacher should follow the simple format of model, explain and practise. The app gives every year group approximately 20 weeks of

handwriting planning.

*Please see Appendix 1 for more detail*

**Teachers must model Nelson handwriting at all times in their teaching.** Children will practise handwriting in their school handwriting book.

**Techniques for teaching letter formation:**

- Model good handwriting all the time
- Demonstrate
- Talk through the process
- Encourage children to verbalise the process
- Children form letters in the air
- Finger trace over tactile letters
- Write over highlighter pen (or dotted letters)
- Draw round templates
- Write in sand with finger or stick
- Write with chalk on chalkboard
- Wax resist letters
- Form letters with pegs on pegboard
- Form letters with beads in plasticine
- Finger trace the outline of letters on your partner's back



**Year Group Expectations**

**Reception**

In Reception, children are encouraged to take part in activities that develop their gross and fine motor skills in child initiated play. Individual letter formation is taught, modelled and practised formally in daily RWI lessons.

**Year 1**

Children should start the year using the Nelson Handwriting Work Books 5 & 6. *When they are ready*, they should move on to using the A4 handwriting lined exercise books to practise using the Nelson Red Developing Skills pupil's book. By the end of the academic year, children should be beginning to join.

**Year 2**

The children should continue to use the A4 handwriting lined exercise book to practise joining their writing.

**Years 3-6**

Pupils in KS2 should continue to practise regularly using the developing skills pupils' book for their year group. Pupils' work should be recorded in a4 lined exercise books.

## Getting ready to write

### *Seating and posture*

- Chair and table should be at a comfortable height
- The table should support the forearm so that it rests lightly on the surface and is parallel to the floor
- Encourage children to sit up straight and not slouch
- The height of the chair should be such that the thighs are horizontal and feet flat on the floor
- Tables should be free of clutter
- Rooms should be well lit
- Left handed pupils should sit on the left of their partners

### *Pencil grip*

- Children should write with a pencil (or pen when they have received their pen license) with a round nib.
- Pencils should be reasonably sharp.
- A tripod grip is the most efficient way of holding a pencil.

### *For left handers*

- Hold lightly between thumb and forefinger resting on the first knuckle of the middle finger
- Hold about 3cm from the tip
- The hand should be kept below the writing line
- The paper should be tilted slight

Pupils in KS2 should continue to practise regularly using the developing skills pupils' book for their year group. Pupils work should be recorded in A4 lined exercise books.

### *For right handers*

- Hold lightly between the thumb and forefinger about 3cm away from the point
- The paper should be placed to the right tilted slightly to the left
- Use the left hand to steady the paper

## Assessment

The Senior Leadership and English team should monitor children's writing and presentation in books regularly (at least termly). The following should be considered:

- Is the writing generally legible?
- Are the letters correctly shaped and proportioned?

- Are the joins made correctly?
- Are the spaces between the letters, words and lines appropriate?
- Is the size of the writing appropriate?
- Is the writing properly aligned?
- Are the writing standards achieved by the majority of pupils in line with the Level Descriptors in the National Curriculum and Target Tracker?

### **Individual assessment**

Children should be observed as they write during handwriting lessons – the teacher must circulate, monitor and intervene. Teachers also need to monitor and mark whole pieces of writing. The following should be considered:

- Is the posture correct?
- Does the child hold the pencil correctly?
- Does the child use the correct movement when forming and or joining letters?
- Are any letters reversed or inverted?
- Does the child write fluently and rhythmically?
- Is the writing easily legible?
- Is the pupil's handwriting development in line with the Level Descriptors in the National Curriculum.

### **Monitoring**

#### **The application of handwriting skills:**

The handwriting skills developed in this policy must be applied to all pieces of writing the children do.

Teachers ensure the application of handwriting skills by:

- Reminding children of standards of writing and presentation at the beginning of lessons across the curriculum
- Sometimes having handwriting as a lesson objective across the curriculum
- Comparing handwriting in handwriting books with writing in other books across the curriculum
- Ensuring children improve the presentation of final draft written work if it falls below school expectations
- English coordinator(s) and/or SLT to monitor handwriting and presentation in books from across the curriculum regularly and provide feedback to teachers



- Teachers model good handwriting skills during shared and guided writing. They follow the handwriting policy when writing comments in children's books
- Children in KS2 are rewarded by the head teacher with a handwriting pen, a certificate and a handwriting license if handwriting is consistently good across a range of books.

## Resources

### **APPENDIX 1 Order of teaching letter formation**

All information recorded below can be found on the Nelson Handwriting app and/or the Oxford Owl website

#### **Reception (RWI)**

Set 1: m a s d t p i n g o c k u b f e l h s h r j v y w t h z c h q u x n g n k

#### **KS1**

Set 1: c a g o d q s e f

Set 2: m n p r b h k

Set 3: u y l i t

Set 4: v w x z

*Please note: See Nelson Handwriting app.*

Year 1	
Autumn Term	Recap on Letter Formation
<b>Week 1</b>	<b>c a g o</b>
<b>Week 2</b>	<b>d q s e</b>
<b>Week 3</b>	<b>f m n p</b>
<b>Week 4</b>	<b>r b h k</b>

<b>Week 5</b>	<b>u y l i t</b>
<b>Week 6</b>	<b>Review letters (identify letters children need improve forming)</b>
Half Term	
Week 1	ASSESSMENT (lower case letters)
Week 2	v w x z
Week 3	un um
Week 4	ig id
Week 5	ed eg
Week 6	an ar
Spring Term	
Week 1	ing ung
Week 2	ch sh
Week 3	th tl
Week 4	ll ill
Week 5	slu slu
Half Term	

Week 1	ck    ack
Week 2	st    sti
Week 3	k
Week 4	ink    unk
Week 5	od    og
Week 6	re    ve
Summer Term	
Week 1	oon    oom
Week 2	wl    vl
Week 3	F of ff
Week 4	Fl flo
Week 5	P g q
Week 6	u   j   z
Half Term	
Week 1	A B C D E
Week 2	F G H I J

Week 3	K L M N O
Week 4	P Q R S T U
Week 5	V W X Y Z
Week 6	REVISION OF JOINS (using assessment)

Year 2	
Autumn Term	Recap on Letter Formation
Week 1	c a g
Week 2	o d q
Week 3	s e f
Week 4	m n p
Week 5	r b h k
Week 6	u y l i t
Half Term	Revision + words

Week 1	ASSESSMENT (lower case letters)
Week 2	in ine
Week 3	ut ute
Week 4	ve vi
Week 5	ok oh
Week 6	sh as es
Spring Term	Revision + words
Week 1	ri ru ry
Week 2	oa od as
Week 3	ee ea ed
Week 4	ow ov ox
Week 5	ky hy ly
Half Term	Revision + words
Week 1	ha ta fa
Week 2	od oo og
Week 3	er ir ur

Week 4	ai al ay
Week 5	oy ou oi
Week 6	re oe fe
Summer Term	Revision + words
Week 1	fu wu vu
Week 2	ot ol ok
Week 3	ai al ow ol
Week 4	ASSESSMENT OF JOINS
Week 5	Practice Capital Letter A B C D E F
Week 6	G H I J K L M N
Half Term	
Week 1	O P Q R S T U
Week 2	V W X Y Z
Week 3	REVISION OF JOINS (using assessment)
Week 4	
Week 5	
Week 6	

*n*

Year 3	
Autumn Term	Recap on Letter Formation
Week 1	c a g o d q
Week 2	s e f m n p
Week 3	r b h k u y l i t
Week 4	ASSESSMENT (use resources & assessment book)
Week 5	flashback

Week 6	ning, ping, ting
Half Term	
Week 1	Joining from the letter o: oc, od & oo
Week 2	Joining to the letter l: fla, flo, fle
Week 3	Joining from the letter w: who, wha, whe
Week 4	Joining from the letter i: ie, in, il
Week 5	Diagonal joins to letter y: ly, ky, ny
Week 6	ASSESSMENT (use resources & assessment book)
Spring Term	
Week 1	Joining from the letter a: ap, ar, and
Week 2	Joining to the letter k: ick, uck, ack
Week 3	Practising writing with a slope
Week 4	Joining to the letter e: he, we, re
Week 5	Joining from the letter f: fte, fir, fin
Half Term	
Week 1	Silent letters: wra, wri, kni
Week 2	Double letters: ii, ll, tt, rr
Week 3	Spacing letters



Week 4	Ascenders in proportion
Week 5	Joining from the letter a: ac, ag, af
Week 6	ASSESSMENT (use resources & assessment book)
Summer Term	
Week 1	Practice Capital Letter A B C D E F G H I J K L M N
Week 2	Practise Capital Letter O P Q R S T U V W X Y Z
Week 3	Decorated capital letters
Week 4	Practising punctuation
Week 5	Check up p46-48
Week 6	Assessment (use Resources & Assessment book)
Half Term	
Week 1	Revsion of joins using assessment. Revisit objectives from above.
Week 2	
Week 3	
Week 4	
Week 5	
Week 6	Assessment (Use Resources & Assessment Book)

*See Nelson Handwriting Teacher's Book p78 for learning outcomes and further information*

Year 4	
Autumn Term	
Week 1	ASSESSMENT (use resources & assessment book)
Week 2	Flashback
Week 3	Consistency in size
Week 4	Diagonal joining line
Week 5	Equal space between letters
Week 6	Joining to the letter y

Half Term	
Week 1	Using a horizontal joining line
Week 2	Size and height of letters
Week 3	Joining from the letter i
Week 4	Joining to and from the letter v
Week 5	Consistency in letter
Week 6	ASSESSMENT (use resources & assessment book)
Spring Term	
Week 1	speedwriting
Week 2	Crossing double tt
Week 3	Joining to and from the letter e
Week 4	Joining to and from the letter w
Week 5	Joining from a to w
Half Term	
Week 1	speedwriting

Week 2	printing
Week 3	Drafting and editing
Week 4	speedwriting
Week 5	Joining to the letter t
Week 6	ASSESSMENT (use resources & assessment book)
Summer Term	
Week 1	Printing
Week 2	check-up
Week 3	Assessment (use Resources & Assessment book)
Week 4	Revision of joins using assessment  Revisit objectives from above.
Week 5	
Week 6	
Half Term	
Week 1	Revision of joins using assessment  Revisit objectives from above.
Week 2	
Week 3	

Week 4	
Week 5	
Week 6	Assessment (Use Resources & Assessment Book)

Year 5	
Autumn Term	
Week 1	ASSESSMENT (use resources & assessment book)
Week 2	Flashback
Week 3	Consistency in size and height
Week 4	punctuation
Week 5	Break letters
Week 6	Joining form the letter m
Half Term	
Week 1	Letter t ascender
Week 2	Spacing words

Week 3	fluency
Week 4	play script
Week 5	printing
Week 6	ASSESSMENT (use resources & assessment book)
Spring Term	
Week 1	Forming and joining from the letter f
Week 2	presentation
Week 3	Shape poems
Week 4	printing
Week 5	speedwriting
Half Term	
Week 1	Capital letters
Week 2	letters
Week 3	paragraphs
Week 4	presentation
Week 5	Revising difficult joins

Week 6	ASSESSMENT (use resources & assessment book)
Summer Term	
Week 1	Handwriting styles
Week 2	check-up
Week 3	Assessment (use Resources & Assessment book)
Week 4	Revision of joins using assessment Revisit objectives from above.
Week 5	
Week 6	
Half Term	
Week 1	Revision of joins using assessment Revisit objectives from above.
Week 2	
Week 3	
Week 4	
Week 5	
Week 6	Assessment (Use Resources & Assessment Book)

# Year 6

Autumn Term

Week 1

ASSESSMENT (use resources & assessment book)

Week 2

Flashback

Week 3

Sloped writing

Week 4

Height and size of letters

Week 5

spacing

Week 6

speedwriting

Half Term

Week 1

Drafting and editing

Week 2

Capital letters

Week 3

fluency

Week 4

paragraphs

Week 5

Letters in proportion

Week 6

ASSESSMENT (use resources & assessment book)

Spring Term

Week 1

presentation



Week 2	Writing instructions
Week 3	Writing instructions
Week 4	Presenting project
Week 5	fluency
Half Term	
Week 1	Double letters
Week 2	speedwriting
Week 3	Letters in proportion
Week 4	presentation
Week 5	printing
Week 6	ASSESSMENT (use resources & assessment book)
Summer Term	
Week 1	Handwriting styles
Week 2	check-up
Week 3	Assessment (use Resources & Assessment book)

Week 4	Revision of joins using assessment
Week 5	
Week 6	Revisit objectives from above.
Half Term	
Week 1	Revision of joins using assessment  Revisit objectives from above.
Week 2	
Week 3	
Week 4	
Week 5	
Week 6	Assessment (Use Resources & Assessment Book)



# Spelling Policy

## **2021**

## Star Primary's Spelling Policy 2021

Spelling is taught from Reception to Year 6. Star primary has adopted the Read Write Inc. Spelling programme to ensure a robust, fast-paced and systematic approach to teaching spellings.

### Resources:

All teachers have a spelling folder which includes:

#### Spelling policy

- Teaching overview and spelling coverage
- Class record sheet
- Master spelling lists specific to their year group

Teaching and learning resources:

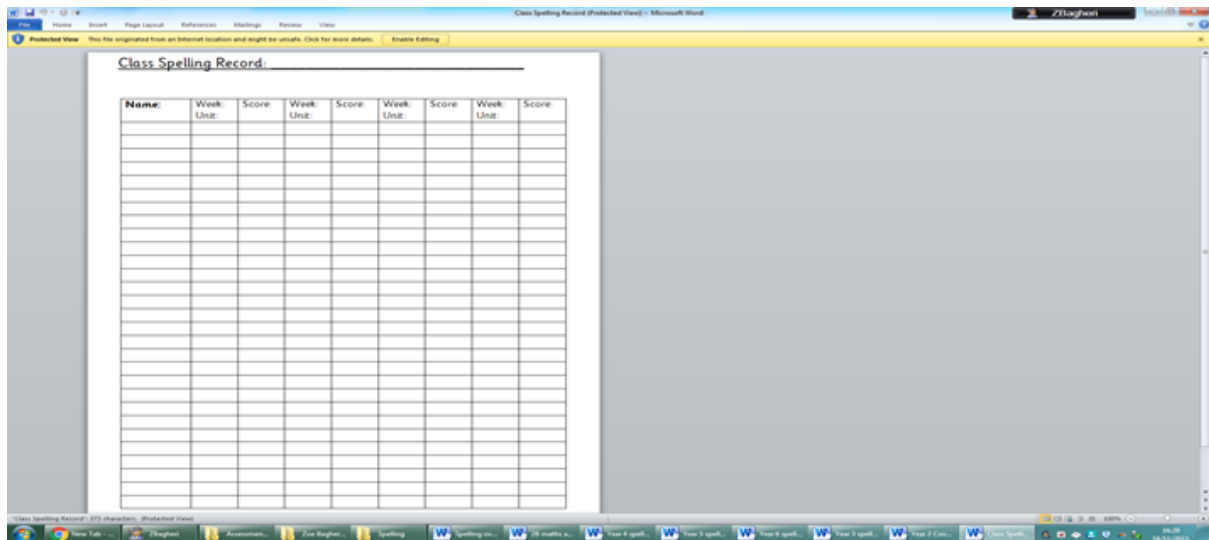
- Year group specific workbooks
- Online videos (Via *Oxford Owl*)
- Sets of words for each spelling unit
- Printable online spelling lists (Found on MLE)

## Teaching and Learning:

Spelling is taught as a whole class in mixed ability groups. A small group of children may be identified as needing extra support. These pupils may need *extra practise* of key words. This decision will be made through teacher judgment and these pupils will work in a small group with the teaching assistant, alongside the main teaching. Please note, these children will be tested on key words they are learning during the whole class spelling test.

The role of the teacher is to teach, monitor and assess pupil's spelling skills and monitor their progress closely. The role of the teaching assistant is to assist in the delivery of spellings during the test, record results in the spelling file and support children during the daily spelling lessons.

Example of a recording sheet:



The teaching of spelling should happen daily in short 10-15 minute sessions. Work should be completed in the RWI spelling work books (Year 1-6) and new spelling rules taught and revised. The year group spelling overview identifies which spelling rule is being taught in each unit.

Pupils are also taught the National Curriculum spellings every alternate week in order to fulfil and meet the spelling expectations for each year group.

### Spelling Tests:



## SPELLING HOMEWORK

Book 2A: Unit 7

Look, cover, write

My Spellings	<u>Practise 1</u>	<u>Practise 2</u>	<u>Practise 3</u>
shy			
fly			
reply			
terrifu			

Pupils are tested on their lists each week and it is expected that they complete these to a high standard. A day and time for the class spelling test should be agreed within the year group and then continued consistently. Spelling tests are sent home with homework and children can complete these on the sheet provided. Pupils complete their tests in spelling books in class.

The spelling tests will contain at least 10 words from each unit. The unit is taught and then spelling tests are sent home for further practise. The pupils should be encouraged to use the LOOK- COVER- WRITE- CHECK method when learning each word at home. Pupils will be able to apply their knowledge of the spelling rules learnt in class.

Children who do not achieve the expected score on the test (at least 8/10) will need to have extra practise and support from the teaching assistant to reach the level required. A new unit should be taught each week (Year 2) or every alternate week (Year 3 – Year 6).

### Reporting to parents:

There is an ongoing dialogue with parents regarding their children's progress in spellings. The class teacher or classroom assistant will always speak to the parents of pupils who are not making the required progress.

Spelling scores are recorded on a 'spelling sticker' and this is stuck into the reading record.

## Spelling in Each Year Group

### Reception

- From Spring 1, 5 red words are sent home each week for children to learn to *read*. These red words link to the RWI phonics programme pupils complete as part of supporting their reading development.
- Children are tested on reading the words when they read with an adult 1:1 weekly.
- Once children can read the 5 red words, they are then sent home for them to practise spelling.
- Children will then be tested on spelling 5 red words each week when reading with an adult 1:1.

## Year 1

- Every alternate week 5 red words are sent home for the children to practise.
- Every alternate week 5 phonics words are sent home for the children to practise and learn. These spellings will focus on a specific digraph i.e. **nk**  
**think sink**
- Children are tested each week.

## Year 2

Before embarking on the RWI spelling programme, children must firstly complete the pre-programme activities. During this time they will re-visit consonant sounds, vowel sounds and alternative spellings. I.e. *ie* **chief, pie**

The spelling programme in year 2 is the largest in the programme. There are 29 units to be completed across the whole year. Within this, spellings from the National Curriculum are taught.

- A unit is taught each week.
- Pupils are tested on 10 spellings each week and spellings are sent home as part of homework.
- The first weeks of the Autumn term are spent revising and practising the red words.

## KS2

In years 3-6 a unit is taught across 2 weeks alongside the teaching of spellings from the National Curriculum.

Every other week, children will complete a spelling test based on the unit spellings. The following week the pupils are tested on 10 National Curriculum words.

### KS2 Spelling Unit Breakdown:

- Year 3- 14 units to complete
- Year 4 – 14 units to complete
- Year 5- 12 units to complete
- Year 6- 12 *revision* units to complete

*Example of a spelling breakdown for year 3:*

Unit No.	Content	Teacher Task	Notes/Children who need extra practice
Year 3 Unit 1	Adding the 's' and 'es'		
NC Key word list 1	Required revision		
Year 3 Unit 2	Adding 'in'		
NC Key word list 2	Required revision		
Year 3 Unit 3	Adding 'on'		
NC Key word list 3	Required revision		
Year 3 Unit 4	Adding 'ly'		
NC Key word list 4	Required revision		
Year 3 Unit 5	Adding 'ous'		
NC Key word list 5	Required revision		
Year 3 Unit 6	Adding 'ion'		
NC Key word list 6	Required revision		
Year 3 Unit 7	Words with 'igh' (i)		
NC Key word list 7	Required revision		
Year 3 Unit 8	Words with 'igh' (o)		
NC Key word list 8	Required revision		
Year 3 Unit 9	Adding 'er'		
NC Key word list 9	Required revision		
Year 3 Unit 10	Adding 'ed'		
NC Key word list 10	Required revision		
Year 3 Unit 11	Adding 'er'		
NC Key word list 11	Required revision		
Year 3 Unit 12	Adding 'er'		
NC Key word list 12	Required revision		
Year 3 Unit 13	Adding 'er'		
NC Key word list 13	Required revision		
Year 3 Unit 14	Adding 'er'		
NC Key word list 14	Required revision		
Year 3 Unit 15	Adding 'er'		
NC Key word list 15	Required revision		
Year 3 Unit 16	Adding 'er'		
NC Key word list 16	Required revision		
Year 3 Unit 17	Adding 'er'		
NC Key word list 17	Required revision		
Year 3 Unit 18	Adding 'er'		
NC Key word list 18	Required revision		
Year 3 Unit 19	Adding 'er'		
NC Key word list 19	Required revision		
Year 3 Unit 20	Adding 'er'		
NC Key word list 20	Required revision		

Next step: Teachers should review lists based on assessment and results.

All teachers must follow the unit breakdown to ensure they are meeting the National Curriculum expectations.



*By order of the Governing Body of Star Primary School*

*(Signed)*\_\_\_\_\_ *Dated*

\_\_\_\_\_  
*(Head Teacher)*

*(Signed)*

A handwritten signature in cursive script, appearing to read 'S. Ahmed'.

*Dated* \_\_\_\_\_

*(Co-Chair of Governors)*

*Policy Date: Autumn 2021*

*Review Date: Autumn 2025*