



Newport Infant School Literacy Policy

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At Newport Infant School we recognise the importance of reading and the significance of raising standards in all aspects of English.

Rationale for the policy.

Literacy is a core subject of the curriculum and is central to the wider curriculum and fundamental to children's learning inside and outside of school. We believe children develop their use of language by looking at patterns, structures and origins, which in turn helps them to play a full role as individuals in society.

Purpose of the policy

The purpose of this policy is to offer guidance to staff, parents and governors on the role of Literacy within our school curriculum offer. This policy also ensures that English is given a high priority within our school and that it is taught regularly in every class using the guidance from the New Primary National Curriculum (2014) or the requirements of the Early Years Foundation Stage.

Statutory Requirements

In the Early Years Foundation Stage (Reception) children are given opportunities to:

- speak and listen and represent ideas in their activities.
- use communication, language and literacy in every part of the curriculum.
- become immersed in an environment rich in print and possibilities for communications
- take part in daily phonics lessons.

At Key Stage One children build on their learning from the Foundation Stage.

- They are taught to read unfamiliar words by applying the phonics strategies they have learned.
- Learn to speak more confidently and listen to what others have to say.
- Begin to write independently when exploring language through their own experiences or the imaginary world.
- Develop their handwriting skills by focussing on letter formation and building on to joining their letters to write in a continuous cursive style.

Literacy across the curriculum

We recognise that Literacy skills should be regularly applied in every subject area and that, where appropriate, literacy teaching should be linked with other areas of the curriculum. The teaching of Literacy, through access to quality texts, is an important part of the SMSC offer. This is evidenced through the medium and short term planning including links with other subjects.

In order for this to be successful pupils are encouraged to:

- Use spoken and written language confidently and for a range of purposes.
- Enjoy the process of reading and writing.
- Reflect on the structure of language and discuss its effects across the genre.

Aims

In-line with the National Curriculum objectives the areas of: Spoken Language, Reading, Writing and Spelling, and Grammar and Punctuation are equally represented within the effective teaching of English across the school.

Spoken Language

Our aim is to help children to:

- value the language they bring with them via their families, community or culture.
- Express themselves in an effective and appropriate manner to a wide range of audiences and for a range of purposes.
- Confidently and as accurate as possible use correct standard English.
- Use spoken language to support and extend their learning across the curriculum.
- Listen to others attentively beginning to understand other people's viewpoints.
- Express clearly their own ideas to others in a manner that allows for an exchange of opinions.

In order for children to be successful, opportunities for drama and discussion are carefully planned and integrated within the cross curricular offer. The opportunity to participate within the offer of 'Circle Time', assemblies, sharing assemblies to parents, Christmas productions and End of Year Plays demonstrates the importance of this element of English across our curriculum and these opportunities are wholeheartedly embraced.

Assessment

Teachers assess children's ability to speak and listen effectively using the Early Learning Goals in EYFS and the 'Speaking and Listening Progress' grids (Appendix 1). These are moderated at the end of year alongside a member of the Senior Leadership Team.

Reading

Our aim is that all children should:

- Be independent readers.
- Be able to read fluently with understanding and confidence.
- Be able to read in ways that support and extends learning across the curriculum.
- See reading as enjoyable and rewarding.
- Be able to access a wide range of texts

We have chosen to teach reading throughout the whole of our school, from EYFS through to the end of Key Stage 1, using the synthetic phonics programme 'Read Write Inc.' We believe this is a great way to read as it exposes children to the 44+ phonemes within the English language systematically (working through Set 1, 2 and 3 sounds progressively - Appendix 2) using the same approach and strategies. Children enjoy the structure of these phonic sessions and continue to apply their knowledge of phonics through the specific 'Read Write Inc.' books that accompany this scheme which they read in school and at home. We also subscribe to the interactive 'Read Write Inc.' library so children are all given access to an interactive version of the same book they are reading at school in order to practise and consolidate their learning of the phonemes taught in school. In order to gain a fluency of these sounds children also use the sound mats to apply their knowledge of these graphemes within their writing (Appendix 3).

Throughout the year we plan opportunities to encourage and celebrate reading in different ways. This includes:

- Attractive and well stocked classroom book corners
- Visits to our local 'Newport library' run by the Local Authority
- Weekly visits to our own school library to borrow books
- World Book Week to celebrate reading of different genres/authors
- Author visits from local Authors to inspire children
- Half termly 'Author Focus' areas in each class to explore specific authors that children enjoy

- 'Books We Love' to promote the learning of the 'inside out books' (popular books that children know off by heart) - we believe these aid fluency of reading
- Parent workshops for parents to see first hand how teachers support children with reading
- Parent meetings where Senior Leaders explain the importance of reading, the scheme/strategies used as well as how reading is taught in our school (with videos)
- Reading a range of genres: stories, plays, non fiction, poems and traditional tales through the high quality texts linked to our topics
- Daily 'Story Time' opportunities - where teaching staff read to children
- Daily reading of nursery rhymes/poems to expose children to a huge range of vocabulary and styles
- Competitions like 'Winter/Spring Reading Challenges' and 'Get Caught Reading' challenges where children participate to win prizes
- Sharing of stories within assembly to explore the value of the half term
- Children take home story sacks (bags containing a range of books, artefacts and activities around a theme) each term to explore play through literature
- Reading Buddies (where children share books with other children across school)

To help children gain a pleasure for reading we run a 'Rocket into Reading' Scheme, which offers certificates and a final book of their choice as rewards for children reading outside of school. Children record books they have read in a passport in order to pass through planets and eventually reaching the Sun where they will receive a free book of their own choice. As well as this children are encouraged to choose a sharing book at least once a week these would be story books in EYFS that they can share at home and closely levelled books within KS1 to allow children to not only read books at home with parents but also join in too. Alongside access to the interactive 'Read Write Inc.' phonic book, children also take home an appropriately levelled phonic book, that is chosen by their teacher, to also practise their knowledge of the phonemes learned at home too and build fluency.

After the children become fluent with the phonemes they have learned, they read a range of books. These include: Oxford Reading Scheme books, Dandelion books, Project X, Chuckles books, Bug Club books to name but a few.

We encourage parents to support their child's reading at home. In order to demonstrate the importance of this, we hold an annual 'Parent's Reading Meeting' at the beginning of each academic year along with parent workshops to support parents with reading with their child at home. The meetings focus on the key messages and strategies that will support parents in reading with their child. Alongside this meeting parents are given a handout of useful materials they can use at home (Appendix 4). When children have read at home, parents are required to complete a home-school reading record (Appendix 5). We expect children to read at home at least three times a week.

Daily reading offer

Phonics

Phonics is taught daily using the 'Read, Write Inc. Phonics' programme for all children from Early Years Foundation Stage to the end of Key Stage One.

In Read Write Inc. Phonics children learn to:

- Decode quickly and effortlessly
- Blend together pure sounds to read words
- Read common exception words on sight (Red Words) (Appendix 6)
- Read with fluency and expression

- Spell easily using the graphemes/strategies learned.

Children work in groups across the school and are assessed 3 weekly to ensure all children are challenged according to their ability and learning is targeted to meet their individual need. Teachers use the 'Phonic Progression' grid to support the planning of assessment of children's learning and as a tool to know outcomes/expectations at the end of each term (Appendix 7) Phonic sessions take place daily across the whole school from EYFS to the end of Key Stage 1.

Reading

Children at Newport Infants have regular opportunities to engage in independent and shared reading via the language rich environment in EYFS with access to a huge variety of books as well as the high quality texts children hear during their topic.

Children apply the phonic/ reading skills taught daily during sentence of the day in EYFS as well as during 1:1 and 'Guided Reading' daily sessions. In Key Stage One children are either guided or given independent opportunities across the week (Appendix 8) to help them practise decoding and blending words in order to read to consolidate learning and gain a better fluency. During the guided/independent sessions they are also taught how to retrieve, interpret or comprehend books through a range of activities. These sessions also allow for children to pre-read texts prior to being questioned about them as we believe this helps to increase understanding and fluency.

Guided Reading

At Newport Infants we believe it is our role to immerse our children in reading. As a result every child is taught reading skills/strategies either 1:1 or in a small group every week led by a Class Teacher or an Additional Adult. This session is carefully planned by the Class Teacher and aimed at the level that the group of children are working at. The Planning sheet (Appendix 9) informs the adult of the reading focus along with the level of the book and some key questions. These key questions are used to introduce the book and assess the child's understanding of the key Reading Focus. During this session children are given opportunities to read independently or in pairs in order to develop fluency, inference and retrieval of information. The planning sheet also allows for at a glance assessment. After each Guided Reading session a comment is shared with parents/carers at home, within the child's weekly Reading Record, to inform them of progress/next steps. Parents are invited to comment about their child's reading within the reading record in order for teachers to offer support. There is also an opportunity for children to comment about the books they have read in order to inform future planning.

Assessment of Reading

Reading is assessed through ongoing teacher assessment during EYFS and Key Stage One whether this be from within the 1:1 reading sessions or Guided Reading sessions. Teachers also use the 'Reading Progress' grids (Appendix 10) every 3 weeks to assess the progress of the children's reading and to move children's learning/understanding on. At the end of Key Stage One children undertake the summative Key Stage One Statutory Assessments to support teacher assessments.

In all year groups attainment in reading is moderated alongside members of the Senior Leadership Team to ensure outcomes are all in line with national expectations.

Further assessment/moderation takes place through regular monitoring where children are listened to read by members of the Senior Leadership Team.

Writing

Our aim is that all children should:

- Be independent confident writers
- Be creative and imaginative
- Have an interest in words and their meaning and a growing vocabulary
- Understand and be able to write for different purposes
- Use punctuation appropriate to Key Stage One
- Plan and edit their own writing
- Spell unknown words using their phonetic skills
- Spell most common exception words
- Write letters using the correct letter formation and orientation.
- Write using a pre-cursive/continuous cursive style.

At Newport Infant School we understand the importance of providing children with meaningful contexts for writing. As a result all writing across our school is topic based and linked to high quality texts. This allows for children to be given opportunities to write for real purposes and audiences.

Writing skills are taught in daily literacy lessons and developed and applied through written activities across the curriculum. Within lessons, teachers use a range of modelled, shared, guided writing and independent opportunities in order to demonstrate and involve pupils in quality writing.

Modelled writing

This takes form in a 'Wagoll' (What A Good One Looks Like) where teachers share the expectation of the writing required through a pre-prepared text. When children read the Wagoll they are given opportunities to explore the key writing skills involved and explore vocabulary choices.

Shared Writing

Often teachers will build a 'Wagoll' with the assistance of the children sharing their ideas by applying the key writing skills they have been taught. We believe this is a good way for children to reflect on their learning and build it to the required expectation in order to assist them when applying this strategy independently.

Guided Writing

At Newport Infants we believe every child should be given targeted intervention, with an adult, with their writing at least once during the school week. As a result the Class Teacher, or an additional adult, works closely with small groups of children on a daily basis focussing on their next steps. This guided session is delivered during the main part of the Literacy lesson and lasts approximately 20 mins. During this session the class teacher will scaffold children's learning to ensure they are writing to the expectations required of them. In order to show impact of this session a pink tick is used (tickled pink) to acknowledge positive aspects within the child's writing and green symbols or words are used to demonstrate next steps (Green for Growth). The main focus of the green pen is to target the fundamental writing skills that children are not using independently, for example, capital letters/full stops, finger spaces and spelling. Often adults guiding children will ask children to rewrite incorrectly spelt common exception words to consolidate the spelling of particular words.

Marking of writing

As well as the impact marking used during a guided writing session, other independent children's work is ticked using a pink pen to acknowledge positive writing skills and green to identify areas of development within the objectives on the learning labels. Where fundamental errors have occurred 'CTG' (Close the Gap) is offered at

the end of the piece of writing of independent writing for children to review and edit their work. See marking policy.

Assessment

Self/Peer Assessment

At the end of each writing session, depending on the level of independence, children in Key Stage One regularly self/peer assess using the stepping stones (success criteria). This is where they tick or draw a smiley face to show whether they/their partner believe(s) they have achieved this skill. We believe this is a good way for children to be reflective learners and to realise their own next steps.

Independent Writing

At Newport Infant School we believe children should be offered opportunities to apply writing skills independently. In EYFS children are given many opportunities during the day to practise and demonstrate their writing skills, this could be using media like chalks, chunky pens, sand to name but a few. In Key Stage One children are given regular opportunities to write independently through suitably planned sessions. We believe independent opportunities allow children to apply sentence and word level skills that they have been learning to produce an extended piece of writing, we often call them 'Chance to Shine'. Teachers use this piece of work to provide children with next steps in their learning journey. In Key Stage One, as children's independence increases, marking ladders (Appendix 11) are used to support assessment and to further inform next steps.

Teacher Assessment

Teachers within EYFS assess according to the Early Learning Goals this occurs through observation and the marking of independent work. In Key Stage One the success criteria for learning are highlighted pink or green according to the child's achievements. Pink identifies criteria that has been achieved and green represents criteria that is yet to be achieved or criteria that was not achieved independently. Children are regularly referred to this teacher assessment the following day to inform them of their next steps. Stepping stones are carefully selected to allow for children to achieve their learning objectives (Appendix 12) and a visual image is usually provided on the learning label for children to understand the stepping stones.

As well as on going teacher assessment, teachers also use the 'Writing Progression' grids to assess children's learning and next steps (Appendix 13)

Moderation

Writing is moderated within year groups on a half termly basis against the curriculum objectives. Alongside this books across each year group, including Early Years Foundation Stage are scrutinised by Senior Leadership Team on a half termly basis. Progress/attainment of two different pieces of work are considered, one from the beginning of half term and one from the end. Progress and attainment are carefully considered and recorded.

A portfolio of moderated writing is made available by the Literacy Coordinator in order to support assessment and moderation..

Attainment is then tracked on a tracking grid where the Head Teacher and Senior Leadership team then triangulate data and consider areas of strength and identify priorities for improvement.

Handwriting

The Literacy curriculum states that pupils need to understand from an early age that much of their writing will be read by other people and therefore needs to be accurate, legible and set out in an appropriate way. We believe it is imperative that children see handwriting modelled in the same way we expect children to write. As a result Newport Infant School has a cursive rich environment. The cursive font is embedded via displays on boards and environment across the whole of the school, learning labels, smartboard pages and even labels on books. As a result, we believe children see this as a norm and learn to mirror this style of writing more readily.

Throughout Newport Infant School we use the 'Teach Handwriting' scheme. This is progressive so that children develop their gross and fine motor skills alongside practising their letter formation on paper. Correct letter formation is encouraged daily through written phonics and is taught at least two times a week for fifteen minutes. To promote motor control and eye/hand coordination children in Early Years Foundation Stage participate in activities such as: ball games, tearing/cutting/folding, threading, cutting, construction, jigsaw, toys and games, finger rhymes, pattern work, moulding, finger painting/tracing, lacing and buttoning. Pupils learn the proper pencil grip and begin to write pre-cursive letters on lined paper in Reception.

In Key Stage One children have individual lined workbooks to practice and record their letter formation however, they often use the line guides offered in the 'Teach Handwriting' scheme to consolidate orientation and relative sizes. Handwriting sessions include consolidation of correct seating position, hand and arm exercises, teacher modelling, children practising air writing and whiteboards.

Alongside handwriting sessions, those children who require additional support with their fine or gross motor skills are supported through interventions such as 'Cool Kids', fine motor interventions, 'Teodorescu' targeted support around special awareness as well as other strategies as advised via the Occupational Therapists.

Children are also given opportunities to practice their handwriting during the day during the gross motor activities offered within the Early Years Foundation Stage and first thing in the morning when children enter their classroom. We believe this not only settles children quickly but helps to consolidate letter formation further. When children show improvements in their handwriting they are awarded a 'Handwriting Hero!' certificate. This award usually goes out to children who have shown improvement in handwriting across all their work and not just in the handwriting sessions.

Spelling

Spelling is taught in accordance, with the Literacy Curriculum with an emphasis on the teaching of phonics e.g. Read, Write Inc. strategies, conventions and rules. Children in Year Two continue with the Read Write Inc. Spelling programme of study to alternative graphemes/pronunciation are taught and suffix rules are all covered and understood. The spelling of common exception words are taught within both the phonics and the handwriting offer. Classrooms all have the 'Tricky Words' displayed according to the year group and children have access to tricky words mats, within each year group, to use and apply the spelling of these words.

Grammar and Punctuation

Our aim is that children should:

Develop their understanding of grammar and punctuation through use of:

- Finger spaces
- Capital letters for start of sentence, proper nouns & I
- Full stops
- Expanded noun phrases
- Correct use of tenses
- Conjunctions to extend ideas
- Subordination to explain ideas
- Commas to separate ideas and show pauses.
- Bullet points to demarcate a list
- Commas to separate a list
- Apostrophes for contraction
- Recognise vocabulary and structures that are appropriate for speech in writing.
- Use and understand the grammatical terminology.

Pedagogy

A clear, shared understanding of:

- What makes good teaching as shared at annual staff meeting (high expectations, good staff subject knowledge, differentiation, effective interventions to address under achievement)
- Effective teaching strategies and appropriate use of ICT
- Underpinned by Early Years Foundation Stage and National Curriculum

Teaching and Learning

At Newport Infants we believe that literate primary pupils should:

- read and write with confidence, fluency and understanding.
- be able to orchestrate a full range of reading cues (phonetic, graphic, syntactic, contextual) to monitor their reading and correct their own mistakes.
- understand the sound and spelling system and use this to read and spell accurately.
- have fluent and legible handwriting.
- have an interest in words and their meanings and a growing vocabulary.
- know, understand and be able to write in a range of genres in fiction and poetry and understand and be familiar with some of the ways in which narratives are structured through basic literacy ideas of setting, character and plot.
- understand, use and be able to write a range of non-fiction texts.
- plan, draft, revise and edit their own writing using a purple pen.
- have a suitable technical vocabulary through which to understand and discuss their reading and writing.
- be interested in books, read with enjoyment and evaluate and justify their preferences.
- through reading and writing, develop their powers of imagination, inventiveness and critical awareness.

Teaching

The teaching of English will take the form of a daily English lesson that will be in line with the age, stage of development and ability of the children being taught.

The objectives in the framework will give the literacy teaching focus and direction which aims for good levels of motivation and active engagement for all pupils. To achieve this, teachers use a variety of teaching strategies through whole class, shared and guided sessions that also address a range of learning styles (VAK). These include:

- **Direction** – to ensure pupils know what they should be doing, to be aware of the stepping stones and to develop key strategies in reading and writing.
- **Modelling** – discussing the features of written texts through shared reading books and extracts.
- **Scaffolding** – providing writing frames for shared composition.
- **Explanation** – to clarify and discuss.
- **Questioning** – including higher order questioning to probe pupil's understanding and to extend their ideas,
- **Speaking and Listening** – discussing, arguing, listening and responding.
- **Demonstration** – e.g. to teach letter formation, join letters, read punctuation, use a dictionary.
- **Listening to and responding** – e.g. to stimulate and extend pupils' contributions, to discuss/evaluate their presentations.

Early Years

Children get full access to all requirements for their year group through work in whole class and guided activities. Foundation guidance provides a steer for ensuring that the youngest children engage in appropriate activities. They include well planned purposeful activities which provide a rich context for learning. We consider that enjoyment and experimentation are key features of a successful learning and plan a balance of adult-led, adult-directed and child-led activities. We plan for a designated time for language and Literacy with opportunities for whole class, guided, group and individual work.

At Newport Infant School we value greatly the contribution that speaking and listening makes to English and indeed the wider curriculum. Speaking and listening activities, therefore, form a large part of our early years' Communication and Literacy teaching with many activities being planned for separately and in addition to the English session.

We use Read, Write Inc. throughout Foundation and Key Stage One to deliver phonics and to support writing.

Equal opportunities, inclusion and SEN

As a school we are committed to the premise that every child, irrespective of race, gender or ability is entitled to a broad and balanced curriculum and that the curriculum we teach should reflect the diversity of the society in which we live.

Activities are suitably differentiated and challenging to allow all pupils (including less able, more able and gifted children, EAL) of all ages and abilities full access to the Literacy curriculum.

Roles and Responsibilities

Role of the subject leader:

To ensure:

- That the policy is implemented consistently across the school.
- To support colleagues in the development of detailed planning that takes account of the units of work and objectives outlined in the primary framework.
- To identify areas for further staff development and to ensure that staff have access to opportunities to address these.
- To support colleagues with record keeping and assessment in Literacy.

- To monitor progress and evaluate assessment to advise the senior leadership team on action needed to address specific issues.
- To monitor the delivery of the primary framework within school.
- To monitor medium and short term planning.
- To keep up to date with developments in the subject area and disseminate information to colleagues as appropriate.
- To take responsibility for the purchase and organisation of Literacy resources.

Role of the teacher:

To ensure:

- That the teaching of English secures the best learning for all children and provides opportunity and challenge.
- That an emphasis is placed on carefully planned, purposeful and well directed teaching and learning and learning takes into account any assessments.
- Marking is completed in line with the school marking policy to move learning forward.
- That the learning environment is stimulating, supports learning and celebrates children's achievement through the use of working walls.

Role of the Governing Body

To ensure that they are kept fully informed by the head teacher and senior leadership team regarding the current state and future development of English. All governors are linked to learning teams and undertake monitoring activities which are related to the learning team action plan. (Learning walks, talking to children, looking at children's work)

Planning

The school scheme of work and medium term planning is based on the Early Years Foundation Stage objectives and objectives and units from the National Curriculum framework and on the assessment of specific language needs of the pupils.

Essential elements for effective short term planning should include:

- Age appropriate objectives (including spoken language)
- Teaching related to prior learning.
- Differentiation.
- High order questioning.
- Teaching strategies:
- Success Criteria
- Shared reading/writing, Guided reading/writing, Independent tasks.
- Assessment opportunities
- Resources
- Deployment of additional adults
- Use of cross curricular links.

Differentiation

Differentiation can be achieved through:

- Modification of resources
- Modified success criteria
- Questioning
- Extension and open ended tasks
- Level of support: scaffolding and prompts, TA/ other adult/ peer support.
- Target setting
- Expectation
- By outcome







Appendix 1

EYFS / Key Stage 1 Speaking and Listening Progression Grid			
	EYFS	KS1	
		Year 1	Year 2
SPEAKING	<p>Enjoy listening to and using spoken and written language and readily turn to use it in play and learning.</p> <p>Use <u>talk</u> to organise sequence and clarify thinking, ideas, feelings and events.</p> <p>Use language to imagine and recreate roles and experiences.</p> <p>Speak clearly and audibly with confidence and control and show awareness of the listener.</p> <p>Extend their vocabulary exploring the meanings and sounds of new words.</p>	<p>To be able to speak about matters of immediate interest.</p> <p>To convey simple meanings to a range of listeners, speaking audibly, and to begin to extend their ideas or accounts by providing some detail.</p> <p>To ask relevant questions.</p> <p>Retell stories, ordering events and using story language.</p> <p>Interpret a text by reading aloud with variety pace and emphasis.</p> <p>Experiment with and build new stores of words to communicate with in different contexts.</p>	<p>Speak with clarity and use appropriate intonation when reading and reciting texts.</p> <p>To begin to be aware that in some situations a more formal vocabulary and tone of voice are used.</p> <p>To begin to use standard English and understand when it is used.</p> <p>To begin to show confidence in speaking and listening, particularly where the topics interest them.</p> <p>To speak clearly when developing and explaining their ideas and use a growing vocabulary.</p> <p>Tell real and imagined stories, using the conventions of familiar story language.</p>
LISTENING	<p>Listen with enjoyment and respond to stories, songs and other music, <u>rhymes</u> and poems.</p> <p>Make up their own stories, <u>rhymes</u> and poems.</p> <p>Sustain attentive listening, responding to what they have heard by relevant comments, <u>questions</u> and actions.</p> <p>Extend vocabulary, exploring the meanings and sounds of new words.</p>	<p>To maintain attention and participate.</p> <p>To listen to others and usually respond appropriately.</p> <p>Listen with sustained concentration, building new words in context.</p> <p>Listen to and follow instructions accurately.</p>	<p>To listen carefully to others in class and respond with increasing appropriateness to what others say.</p> <p>Follow instructions and ask relevant questions.</p> <p>Listen to input from an adult, remember some specific points and identify what they have learned.</p>






























Speed Sounds Set 2

ay  may I play?	ee  what can you see?	igh  fly high	ow  blow the snow	oo  poo at the zoo
oo  look at a book	ar  start the car	or  shut the door	air  that's not fair	ir  whirl and twirl

Speed Sounds Set 3

ea  cup of tea	oi  spoil the boy	ou  shout it out	oy  toy for a boy	
ā-e  make a cake	i-e  nice smile	ō-e  phone home	ū-e  huge brute	aw  yawn at dawn
are  care and share	ur  nurse with a purse	er  a better letter	ow  brown cow	ai  snail in the rain
oa  goat in a boat	ew  chew the stew	ire  fire, fire!	ear  hear with your ear	ure  sure it's pure

Speed Sounds Set 1

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

Consonant sounds – stretchy

f	l	m	n	r	s	v	z	sh	th	ng
										nk

Consonant sounds – bouncy

b	c	d	g	h	j	p	qu	t	w	x	y	ch
k												

Vowel sounds – bouncy

a	e	i	o	u	ay	ee	igh	ow
---	---	---	---	---	----	----	-----	----

Vowel sounds – stretchy

Vowel sounds – stretchy

oo	oo	ar	or	air	ir	ou	oy
----	----	----	----	-----	----	----	----

Complex Speed Sounds Chart

Consonant sounds

f	l	m	n	r	s	v	z	sh	th	ng
ff	ll	m	nn	rr	ss	ve	zz	ti		nk
ph	le	m	kn	wr	se		s	ci		
		mb			c		se			
					ce					

b	c	d	g	h	j	p	qu	t	w	x	y	ch
bb	k	dd	gg		g	pp		tt	wh			tch
	ck				ge							
	ch				dge							

Vowel sounds

a	e	i	o	u	ay	ee	igh	ow
	ea				a-e	y	i-e	o-e
					ai	ea	ie	oa
						e	i	o
						y		

oo	oo	ar	or	air	ir	ou	oy	ire	ear	ure
u-e			oor	are	ur	ow	oi			
ue			ore		er					
ew			aw							
			au							



Newport Infant School

SUPPORTING READING AT HOME IN KS1

The Importance of Reading

- Every parent has an important role to play in helping their child to read
- Research shows that this makes a huge impact on your child's progress, especially if you start when your child is young
- Being a good reader will help your child to access many areas of the curriculum eg. maths problems
- To be good at writing, you need to be a good reader

Encouraging Reading

- Read yourself - newspapers, magazines or books
- Value books and keep them safe
- Show enthusiasm for books and reading
- Talk about your favourite books
- Visit the library
- Make time for reading together - not just at bed time
- End each day with bed time reading
- Help your child to understand and enjoy reading
- Be patient and unhurried - show that you're happy to spend the time together

Top Tips

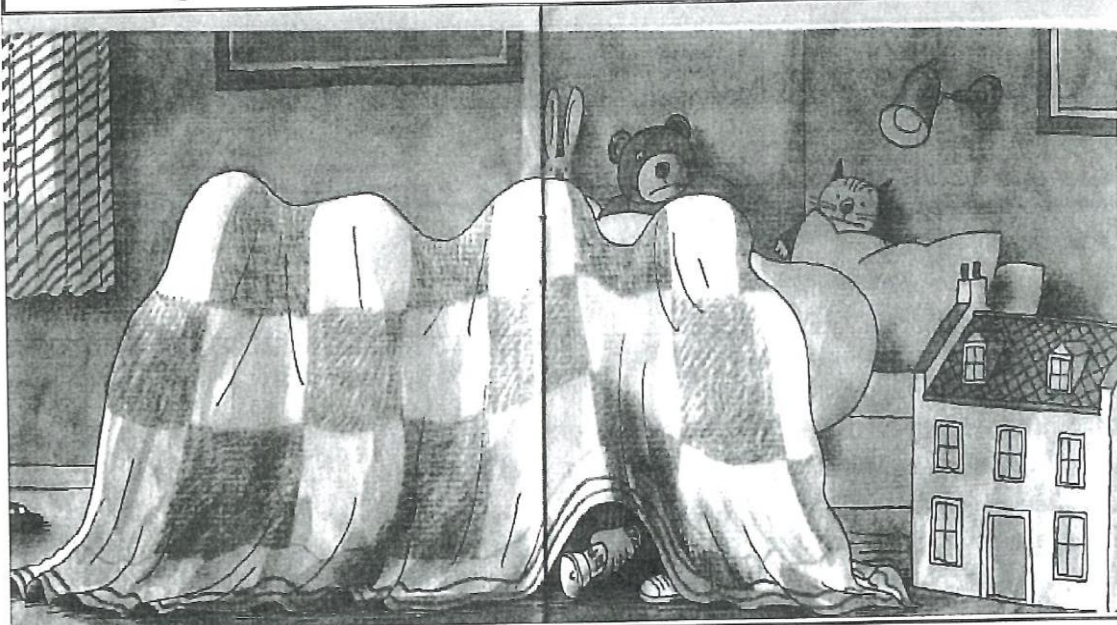
- | | |
|--|-------------------------------|
| *Be positive | *Turn off the TV |
| *Give them time | *Point with a finger |
| *Use a reading ruler | *Don't make them try too hard |
| *Let them read their favourites | *Ask questions |
| *Listen actively | *Give lots of praise |
| *Don't read for too long - be aware of your child's mood | |
| *Remind your child that it's OK to make mistakes | |
| *HAVE FUN! | |



Reading Is Fun!

Talking About the Pictures

- Try to get your child to tell you what they can see
- Ask them if the picture helps them to work out what is going to happen next
- Get them to name the characters and objects they can see
- Encourage them to say the words that are in the text (and what they mean)



Asking Questions

WHO? WHAT? WHERE? WHEN? WHY? HOW?

- Who do you think is under the covers?
- Tell me what you can see.
- How many toys are on the bed?
- What can you see at the bottom of the picture?
- What do you think he is doing?
- Have you ever hidden in your bed?
- Is there only one person under the bed?
- Why do you think they are hiding?
- What do you think they are going to do next?

Useful Games and Websites

- I Spy (using the pictures) *www.jollylearning.co.uk
- Magnetic letters (to spell words) *www.bbc.co.uk/cbeebies
- Hangman (about the book) *www.worldstories.org.uk
- Tapes / CDs / E Books *<http://worldbookday.com/big-book-off/>
- Songs and rhymes *www.phonicsplay.co.uk

PAUSE...PROMPT...PRAISE...

When your child is reading aloud and makes a mistake....

PAUSE

- Give them 5 seconds to correct themselves, or to make an attempt to read the word.

PROMPT

- If the word is not read correctly, you could give one or more prompts.
- Give the word to them.
- Remind them of a picture clue.
- Review what went on before.
- Encourage them to look ahead.
- Explore the thinking behind their guess.
- Encourage them to look at the shape/the ending/the middle of the word.
- Break the word into syllables.

PRAISE

- Praise correct reading of a difficult word.
- Praise an attempt at getting the word correct even if it's not successful.
- Be specific when praising.
- Comment on the use of context.
- Praise for carrying on.
- Praise for using phonic clues.
- Find opportunities to discuss difficult words or parts of words so that your child can practise and learn.

How Not To Say No...

- When your child is reading aloud, don't interrupt them to correct a mistake unless it affects the understanding of the story.
- If you think your child may not have understood a particular word, refer to it when you have finished the book/chapter so that you don't break the flow.
- Set yourself the challenge of not saying 'No' to your child. Instead of no, you could say....

What about

Have another look

Almost

Are you sure?

Good try

Not quite

Very nearly

So close

Try again

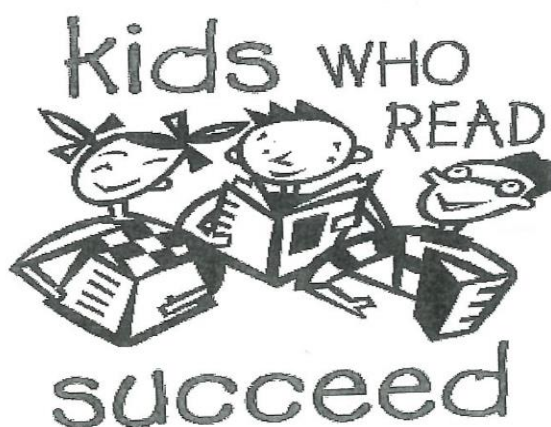
You're getting close

Ten Reasons Why You Should Read With Your Child

- **Creates a bond**
Spending time reading to your children will bring you closer together.
- **Expands vocabulary**
The more children read, the more words they learn. This will continue to help them with their writing as they move through the school and even when they get to high school.
- **Improves attention span**
Reading helps children concentrate for longer.
- **Increases self-esteem**
Stories with happy endings make children feel better.
- **Increases academic success**
Every child is taught the same way at school - it's the extra learning at home that can give them an edge.
- **Teaches social values**
Children can learn from the way that characters in stories treat one another.
- **Helps build empathy**
Story books help children imagine what it must be like to be someone else.
- **Encourages curiosity**
Every time they turn the page, there's something new to see or imagine.
- **Encourages independence**
Once children learn to read, they can start reading books all by themselves.
- **Your child will become a reader for life**
They may forget how to ride a bike, but they'll never forget how to read!

Getting Started

- Let your child select the book.
- Discuss the cover, and the author/illustrator.
- Look through the book together and talk about the pictures.
- Discuss how you are going to read the book. Who will read first? Are you going to take it in turns?
- How does your child want to be helped if they get stuck?



Newport Infant School



QUESTIONS TO SUPPORT READING AT HOME

Who is in the story?
Can you pretend to act like this character?
What do you like/dislike about this character?
What did [a character] say? Why?
How did [a character] scare/upset/help [another character]?
How do you think [a character] feels here in the story?
Why did [a character] do/say or think this?
What would you say or do to help [a character]?
Can you describe where the story is set?
What does this [word/sentence or phrase] tell you about the setting/theme?
What happens in the story?
Can you retell the story?
How do you think the story will end?
What might happen next?
What might happen next if we [change or add something]?
Has this ever happened to you?
What would you do if.....?
What does this story remind you of?
What happened at the beginning, middle or end or story?
How does this part of the story make you feel?
What would you do, if this was you?
What does this story teach you about real life?
What is your favourite part of the story?

Reading Record		
Day	Text	Adult signature
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Saturday		
Sunday		
<u>Teacher Comment:</u> 		
<u>Parent Comment:</u> 		
<u>Child's Comment:</u> 		

TRICKY WORDS Reception

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TRICKY WORDS Year 1

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should

there

two

want

were

where

when

why

your

TRICKY WORDS Year 2

any beautiful because busy child children climb

clothes could even every everyone eye father

great hour kind know many most Mr

Mrs old only other people pretty school

should talk their walk water who would

Progression in Phonics – September 2021



Year	Autumn Term	Spring Term	Summer Term																																												
Reception	<p>Set 1 sounds</p> <table><tr><td>m</td><td>a</td><td>s</td><td>d</td></tr><tr><td>t</td><td>i</td><td>n</td><td>g</td></tr><tr><td>o</td><td>c</td><td>k</td><td>u</td></tr><tr><td>b</td><td>f</td><td>e</td><td>l</td></tr><tr><td>h</td><td>sh</td><td>r</td><td>j</td></tr><tr><td>v</td><td>y</td><td>w</td><td>th</td></tr><tr><td>z</td><td>ch</td><td>q</td><td>x</td></tr><tr><td>ng</td><td>nk</td><td></td><td></td></tr></table>	m	a	s	d	t	i	n	g	o	c	k	u	b	f	e	l	h	sh	r	j	v	y	w	th	z	ch	q	x	ng	nk			<p>Set 2 sounds</p> <table><tr><td>ay</td><td>ee</td><td>igh</td></tr><tr><td>ow</td><td>oo</td><td>oo</td></tr><tr><td>ar</td><td>or</td><td>air</td></tr><tr><td>ir</td><td>ou</td><td>oy</td></tr></table>	ay	ee	igh	ow	oo	oo	ar	or	air	ir	ou	oy	Application of Set 2 using CCVC CVC CCVC words
m	a	s	d																																												
t	i	n	g																																												
o	c	k	u																																												
b	f	e	l																																												
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ay	ee	igh																																													
ow	oo	oo																																													
ar	or	air																																													
ir	ou	oy																																													
Year 1	<p>Set 3 sounds</p> <table><tr><td>ea</td><td>oi</td><td>a_e</td></tr><tr><td>i_e</td><td>o_e</td><td>u_e</td></tr><tr><td>aw</td><td>are</td><td>ur</td></tr><tr><td>er</td><td>ow</td><td>ai</td></tr><tr><td>oa</td><td>ew</td><td>ire</td></tr><tr><td>ear</td><td>ure</td><td>tion</td></tr><tr><td>cious</td><td>tious</td><td></td></tr></table>	ea	oi	a_e	i_e	o_e	u_e	aw	are	ur	er	ow	ai	oa	ew	ire	ear	ure	tion	cious	tious		<p>Set 3 - compound words, consonant clusters</p>	Focus on fluency - Set 3																							
ea	oi	a_e																																													
i_e	o_e	u_e																																													
aw	are	ur																																													
er	ow	ai																																													
oa	ew	ire																																													
ear	ure	tion																																													
cious	tious																																														

Moving onto

Spelling:

Year 2	<p>Ge/dge ending, j/g before vowel, s spelt c before vowel, br/gh/wr at beginning, le/el/al/il ending, igh spelt y & plurals where root words are changed.</p>	<p>Applying suffixes to words ending with y, dropping e for range of suffixes and doubling consonant to words of one syllable and spelling of polysyllabic words</p>	<p>ar sound before l/ll, u spelt o, plural spelt eu, o spelt a after w, ar spelt er after w, suffix ment/ness/full/less, contractions, possessive apostrophe and homophones</p>
--------	--	--	---

Reading Timetable w/c

Group	Mon	Tues	Weds	Thurs	Fri
1 Jay Otto	Pre-Read - No Milk Today (PM) Whole class GR - Remembrance (L/A)	Teacher Guided Ms Bibi - 	Favourite word sheet	Phonic investigation (ay/ai)	Remembrance picture - Label with descriptive phrases
2 Jayden, Patience Theo W & Kye	Pre-Read - Spike says (PM) Whole class GR - Remembrance (L/A)	TA Guided - Mrs Challinor 	Favourite word sheet	Phonic investigation (igh/ie/ie)	Remembrance picture - Label with descriptive phrases
3 Keeley, Sienna & Aiden	Whole Class Guided Read (Remembrance comprehension)	Pre-read - The treasure Chest	Teacher Guided - Ms Bibi 	Favourite character sheet	Spelling sheet - /i/ written as el Match pictures use in sentence
4 Baileigh, Joseph & Eva		Pre-read - Submarine Adventure	TA -Mrs Maule 	Favourite character sheet	Spelling sheet - /i/ written as el Match pictures use in sentence
5 James, Hannah, Ebony, Theo S & Kaihan		Spelling sheet - /i/ written as 'el' Match pictures use in sentence	Pre-Read - Victorian Adventure	Teacher Guided Ms Bibi- 	Spelling sheet - /i/ written as el Match pictures use in sentence
6 Ellie, Lucas, Emily W, Chelsea & Rose		Spelling sheet - /i/ written as 'el' Choose appropriate word to complete sentence then make own	Pre read: Storm Castle	 T.A. Guided - Ms Brown	Favourite part in story sheet
7 Dylan, Alfie, Maisy, Emilee & Laurence		Favourite part in story sheet from previous book	Spelling sheet - /i/ written as el Choose appropriate word to complete sentence then make own	Pre read: Beastly Basil Finish book 	T.A. Guided - Ms Brown
8 Joshua				Pre-Read: PSID Balber Finish book 	Teacher Guided Ms Bibi

Appendix 2















Reading Focus for this session:									
Group:									
Topic:									
Colour Band:									
Date:									
Phase:									
Individual child comments									
R/F achieved									
Questions for response to text									
Book Introduction									
Decoding strategy									
Response to text									
Next steps									
Reading focus/ Learning Objectives:-									
30-50mths / 40-60mths / EL6									
40-60 Months									
EL6									

Reading Focus for this session:	RF1 I can decode and read for meaning <i>Decoding</i>	RF2 I understand the books that I read <i>Comprehension</i>	RF3 I can find answers and use clues to find out more <i>Information</i> <i>Reading Detective</i>	RF4 I can talk about books and tell you what I think about them <i>Responding to books</i>	RF5 I know about the different types of books <i>Wonderful World of Books</i>	Group: Text: Colour Band: Date:	Individual child comments	R/F achieved
Reading focus								
Next steps	Book introduction							
	Decoding/reading strategies							
	Independent reading/paired reading							
	Response to text							

EYFS / Key Stage 1 Reading Progression Grid										
Mechanics RF1	Holds the book the correct way round	Turns the pages one at a time	Knows that text carries meaning	Starts at the left and moves right then down to the next line	Follows the text with their finger	Follows print with their eyes				
Decoding RF2	Knows letter sound & for set 1	Can segment and blend sounds for set 1	Recognises familiar words from Reception red word list	Knows letter sound & for set 2	Can segment and blend sounds for set 2	Knows letter sound & for set 3	Understands role of <u>question</u> marks	Understands role of <u>exclamation</u> marks	Understands role of <u>punctuation</u> marks	
Reading Skills RF3	Can join in with refrains and rhymes	Can read simple sentences	Can segment and blend sounds for set 1	Recognises familiar words from Reception red word list	Can segment and blend sounds for set 2	Knows letter sound & for set 3	Understands role of <u>question</u> marks	Understands role of <u>exclamation</u> marks	Understands role of <u>punctuation</u> marks	
Comprehension RF4	Knows that text has meaning	Knows that illustrations carry meaning	Can explain the main story setting, events and <u>principles</u> characters	Can answer simple questions - storylines and characters	Can explain what has happened so far	Can explain the story in the correct sequence	Can predict what may happen in a story and give a plausible prediction on the basis of what has been read	Can find evidence in the text	Can make simple inferences	Expresses an opinion about events and characters
Non-Fiction RF5	Knows that information can be retrieved from books, internet/ computers and a range of sources	Knows the features of a <u>non-fiction</u> text <ul style="list-style-type: none">• Contents page• Index• Glossary	Can retrieve information from <u>non-fiction</u> texts	Can use features of <u>non-fiction</u> to navigate around book	Can explain the story in the correct sequence	Can predict what may happen in a story and give a plausible prediction on the basis of what has been read	Can find evidence in the text	Can make simple inferences	Expresses an opinion about events and characters	
Enjoyment RF6	Reads a range of books	Can say what they like about a book	Can talk about books they have read	Makes connections to other books they have read	Can choose books they enjoy and are interested in based on the blurb/other knowledge	Chooses a range of books including poetry	Can talk about favourite/known authors and their books			

Year 1 Marking Ladder



Teacher
Assessment

	Capital letters (start of sentence)		
	Full stops used correctly		
	Capital letters for proper nouns		
	Some use of ? !		
	Conjunction (and, because, but)		
	Wow words (adjectives)		
	Sequencing words / puts writing in a suitable order		
	Writes every word in the sentence		
	Finger spaces		
	Sounds out using phonics		
	Some tricky words spelt correctly		
	Most tricky words spelt correctly		
	Most lower case letters formed correctly		
	Evidence of cursive style used		

Next steps:

Year 2 Marking Ladder






Teacher
Assessment

	Capital letters and Full stops	
	Sounds out using at least 2/3 sounds	
	Some tricky words spelt correctly	
	Letter formation	
	Finger spaces	
	Question Marks	
	Expanded noun phrases	
	Coordination (and, but, or)	
	Subordination (when, because, that, if)	
	Many tricky words spelt correctly	
	Root/growth trees used correctly	
	Different punctuation	
	Commas in a list	
	Contractions	
	Cursive style	
	Most tricky words spelt correctly	
	Suffixes used correctly	
	Exclamation Mark	
	Different sentence types	
	Different sentence openings	
	Repetitive onomatopoeia	
	Salt down mark	

Next Steps:

25.1.22 I can retell the story of The 3 Little Pigs

CT / TA / I

- Retell the main events
- Posh talking 
- Capital letters and full stops  
- Conjunction and 
- Finger spaces 



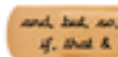









Subject: Literacy Story Write

Date: 25/26.5.22

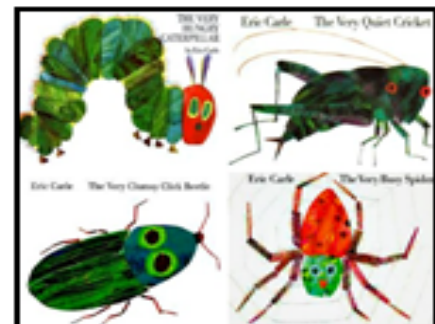
CT/TA/OA/I/MAP

Learning Objective: I can write for different purposes.
I can use conjunctions to expand my ideas.

Stepping Stones:

- Sequencing words 
- Conjunctions 
- Double wow words   
- Capital letters and full stops  
- Letter formation  
- Red words 
- Listen for sounds
- Posh talk

Tricky Words



Appendix 13

Key Stage 1 Writing Progression Grid									
Punctuation	Finger spaces between words								
	Full stop at the end of a sentence	Question mark at the end of a question sentence	Commas between two adjectives	Exclamation mark for emphasis	Commas in a list	Exclamation mark for different sentence types			
	Capital letter at the start	Capital letter for names and I	Capital letter for days of the week	Capital letter for places					
Spelling	Set 2 phonemes used to write words	Set 3 phonemes used to write words	Use letter names to pick out some different spellings of the same sound	Spell words using previously taught phonemes	Spell tricky words by choosing the best graphemes	Spell homophones/near homophones	Write from memory simple sentences, read out, including CEW and punctuation		
	Spell some Year 1 CEW correctly	Spell many Year 1 CEW correctly	Spell most Year 1 CEW correctly	Spell some Y2 CEW correctly	Spell many Y2 CEW correctly	Spell most Y2 CEW correctly			
	Use suffix -ing	Use suffix -ed	Use prefix -un	Use suffix -s/-es for regular plurals	Use suffix -er/-est	Use suffix -s/-es for irregular plurals	Add suffixes to spell most words correctly -ment -ness, -ful -less, -ly		
Handwriting	Spell CVC words	Spell CCVC/CVCC words correctly	Spell a range of simple words correctly	Spell compound words correctly					
	Hold a pencil correctly	Sit correctly	Spacing between words	Words on a line	Use spacing between words that reflect the size of the letters				

	Form lower case letters in the correct direction, starting and ending in the right place	Form numbers correctly	Form capitals correctly	Use some diagonal and horizontal strokes to join letters in most writing				
Composition	Post talk - say out loud what I want to write	Write down ideas and key words	Write a simple sentence which is grammatically correct	Write sentences with conjunctions	Write sentences with adjectives	Write sentences with a range of openers	Write different types of sentences using all features	
	Put short sentences in order to create short narratives and <u>non-fiction</u> texts	Write about real events simply and clearly	Write simple poetry independently	Write for different purposes	Use features of different text types			
	Reread writing to check it makes sense	Simple changes to punctuation	Simple changes to grammar	Simple changes to word choice	<u>Proof read</u> and make corrections to writing	<u>Proof read</u> and make additions or amendments to writing		
Vocab and grammar	Use "and" for coordination	Use "because" for subordination	Use "but" and "or" for coordination	Use "so" for subordination	Use "when" and "if" for subordination	Talk about the grammatical features of writing		
	Identifies adjectives	Uses adjectives	Uses double adjectives	Uses double adjectives punctuated by a comma	Uses triple adjectives punctuated by comma/and	Use expanded noun phrases appropriately		
	Use present tense correctly	Use regular past tense correctly	Use irregular past tense correctly	Use future tense correctly				