English Subject Overview

Writing Intent

The children at Lawn Primary School will learn to be **confident** and **creative** writers through an engaging, knowledge-rich curriculum. Accurate use of grammar and clever use of language will be evident in writing that has a **clear, authentic purpose** and **audience**. Teachers will expertly model excellent writing and provide children with the skills to improve their own writing independently and effectively. Wider reading will build the children's knowledge and help to model how to write effectively.

Reading Intent

At Lawn Primary School, we intend that every child learns to read by the end of Key Stage 1. We aim to create **fluent** readers who monitor and **self-correct**, **understand** what they read, **make connections** between their reading material and read for **enjoyment and pleasure**. We are committed to helping children find enjoyment in reading and to appreciate how books can offer a window to other worlds, meet amazing characters and learn about the world they live in. Our books are carefully chosen with important and diverse themes that help to build on pupils' cultural capital and knowledge.. Our priority is that children leave school prepared for whatever future lies ahead of them.

English Subject Overview

Phonics Intent

At Lawn Primary School, we believe that all of our children can become fluent readers and writers. This is why we teach reading through Little Wandle Letters and Sounds Revised, a **systematic** and **synthetic** phonics programme. We start teaching phonics in FS2 and follow the Little Wandle Letters and Sounds Revised progression through to Year 1, which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school.

As a result, all our children are able to **tackle any unfamiliar** words as they read. At Lawn Primary School, we also model the application of the alphabetic code through phonics in shared reading and writing, both inside and outside of the phonics lesson and across the curriculum. We have a strong focus on **language development** for our children because we know that speaking and listening are crucial skills for reading and writing in all subjects

Spelling Intent

The aim of the spelling curriculum at Lawn Primary School is for children to develop effective spelling strategies that will enable each individual learner to access the curriculum. The aim is that these strategies will become **automatic** and **instinctive** for learners. In order to do this, we ensure that a staff have a consistent approach to the teaching of spelling lessons, which are explicitly and discretely taught daily throughout the school. By the end of Key Stage 2, spelling should have developed to the point that it becomes automatic and children should be able to recall a large number of words from memory.

English in EYFS Overview

Literacy is one of the Specific Areas of Learning in the EYFS Framework.

It is crucial for children to develop a life-long love of reading.

Reading consists of two dimensions: ***language comprehension*** and ***word reading***.

Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. ***Skilled word reading***, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words.

Writing involves ***transcription*** (spelling and handwriting) and ***composition*** (articulating ideas and structuring them in speech, before writing).

ELG: Comprehension Children at the expected level of development will:

Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
Anticipate – where appropriate – key events in stories.
Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

ELG: Word Reading Children at the expected level of development will:

Say a sound for each letter in the alphabet and at least 10 digraphs.
Read words consistent with ***their*** phonic knowledge by sound-blending.
Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

ELG: Writing Children at the expected level of development will:

Write recognisable letters, most of which are correctly formed.
Spell words by identifying sounds in them and representing the sounds with a letter or letters.
Write simple phrases and sentences that can be read by others.

In EYFS English is taught via daily whole class phonics sessions following the Little Wandle Scheme.

As well as these sessions there are small group adult led activities and continuous and enhanced provision in both the indoor and outdoor areas providing regular opportunities for children to practice their foundational knowledge and skills, explore the previous taught learning as well as other phonics, writing ad oral story telling skills.

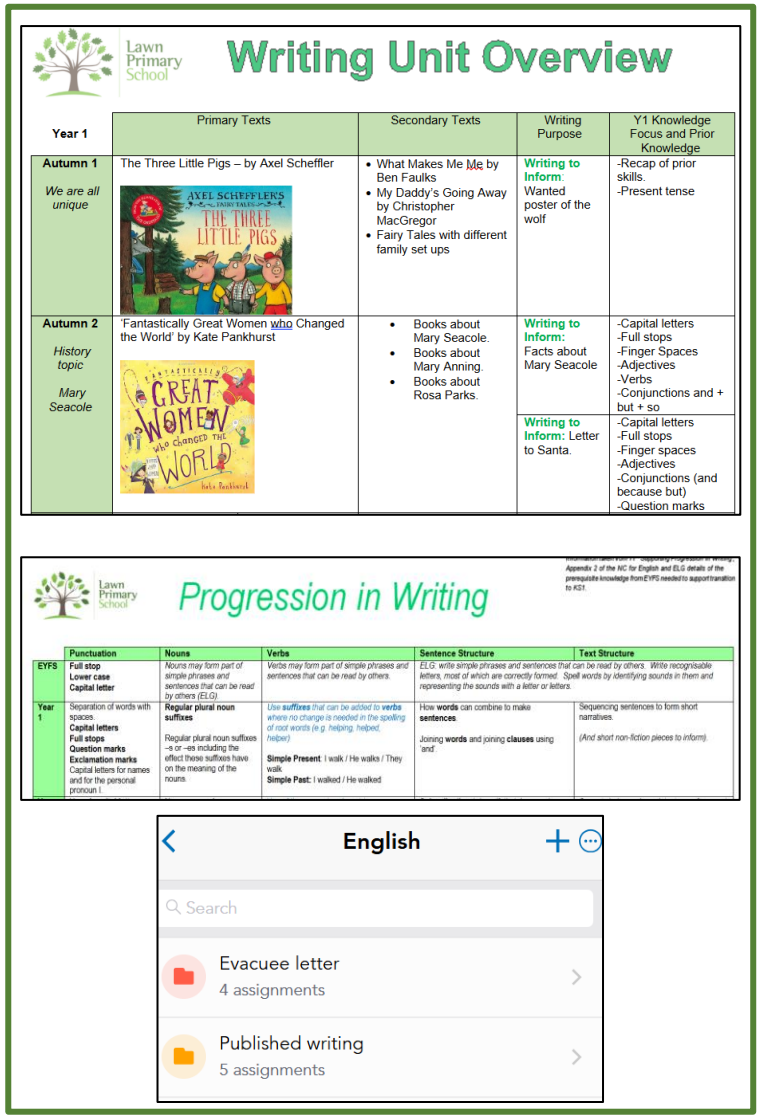
There are also 2/3 weekly separate English lessons where the focus is on oral composition, explicit vocabulary teaching and daily handwriting sessions for correct letter formation.

Autumn		Spring		Summer	
Marvellous Me	Let's Celebrate	Explorers		Castles	Minibeasts
A brief overview of what is taught (for full coverage see separate curriculum document) Name writing Letter recognition Rhymes and songs Dear Zoo retell and writing. Key text: 'Dear Zoo'	CVC word writing and word building Letter formation List writing for a party. Key text: 'Little Glow ' Many Christmas stories	I can see a … sentences. Phase 3 phonics Letter formation CVC word writing Widgit sentences Key Text: 'Say Hello to the Snowy Animals' 'Monkey Puzzle' 'We're Going on a Bear Hunt'	This is a …. Sentences Letter formation CVC and longer word writing. Retell part of a story using widget sentences. Key Text: 'Whatever Next' 'What a submarine Sees'	Sentences linked to 'Lullabyhullaballoo' story. Retell of Jack and the Beanstalk. Key Text: 'Lullabyhullaballoo' 'Jack and the Beanstalk'	Retell of the Very Hungry Capterpillar Recount of trip to the Adventure Farm. Key text: 'The Very Hungry Caterpillar' 'The Very Busy Spider'

Writing - Implementation

Planning

- Writing unit progression document can be accessed via teams in the following folder: English > Writing > Planning resources > Writing planning > FS2-Y6 overviews.
- Skills progression document can be accessed via teams in the following folder: English > Writing > Planning resources > Writing planning > Progression strands in writing.
- Writing lessons are designed to be taught daily for a minimum of 45 minutes.
- All writing lessons should begin with a three-tiered approach to retrieval, with each question building upon the one prior.
- Each writing unit should be roughly three weeks long and should include opportunities for the children to identify features in the specific genre of text, dabble with the skills they need to use in their writing, and opportunities to edit and revise their drafts before they publish.
- All published pieces of writing should be scanned into Showbie upon completion in a folder named 'Published Writing', for monitoring purposes.



Writing Implementation

Title Slide

English
Term and Week
Lesson number

Retrieval

Three-tiered approach to retrieval.
Easiest question = green
Harder = orange
Red = hardest

Boxed-up success criteria

Audience/purpose
Ingredients
Vocabulary

S plan

Showing journey of writing for children

Teacher modelling

Following modelling of ME, WE, YOU and removing support gradually to build independence.

Transcription activity (Dabble phase/skills sessions only)

Dictated sentences based upon taught skill. Echo reading as a class. Focus on transcription skills.

Independent Activity

Review / Assess Questions?

Writing - Implementation

Subject Specific

Retrieval tasks should be accessed by ALL children individually and based on an aspect of 'Prior Learning' from the whole school English overview and/or based upon cohort specific gaps. Think: 'What should children already know in order to access this learning?'. All retrieval tasks to be 3-tiered in Y3-6 (Example A), whereas one or two questions is adequate for Y1 and Y2.

Transcription activities only need to be done during the Dabble Phase and in skills lessons. Short activity at the end of the teaching input for children to apply what they have been taught and use their dictated sentence as a model for their independent work. (Example B). Sentences must be tailored to individual child need based upon stage of child.

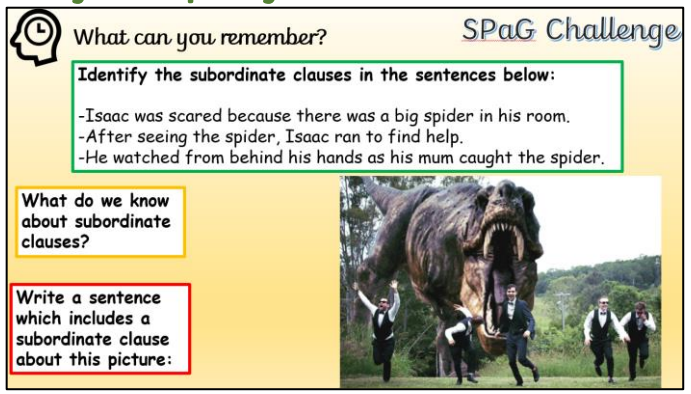
Before publishing, children work in pairs/groups to edit and revise their writing using CUPS editing checklist specific to year group. (Example C)

Enrichment

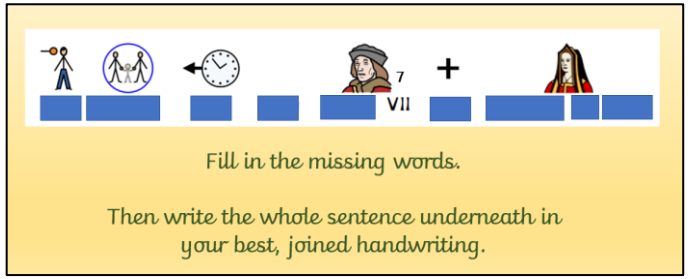
Enrichment experiences are to be organised at the discretion of the teacher and are not compulsory. If the teacher thinks that a trip or visitor would be a good hook for a writing topic, this can be organised.

Subject Specific

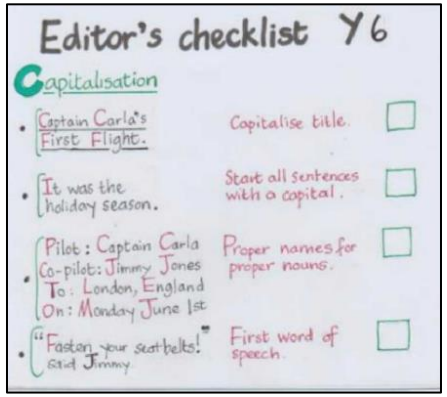
Example A



Example B



Example C



Writing - Implementation

Inclusion

Written information on slides should be age appropriate and succinct with icons and duel coding used where possible. Text should be kept to a minimum.

Digital adaptations (dictation; voice notes through Showbie; use of A.I to differentiate texts if required audio and video recordings).

Pupils from vulnerable groups might receive pre-teaching sessions of key vocabulary and/or key concepts.

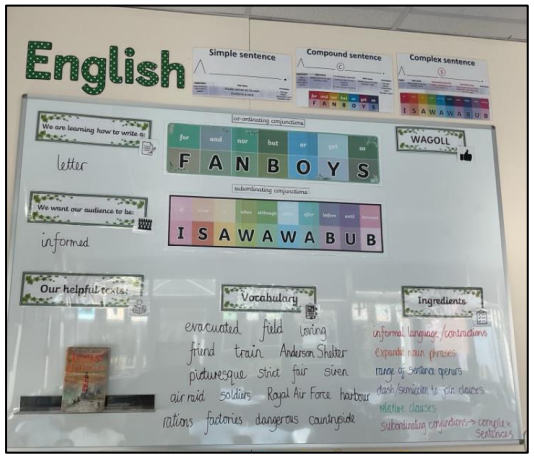
Differentiated tasks / outcomes may be required in some cases, and is recommended when completing transcription activities.

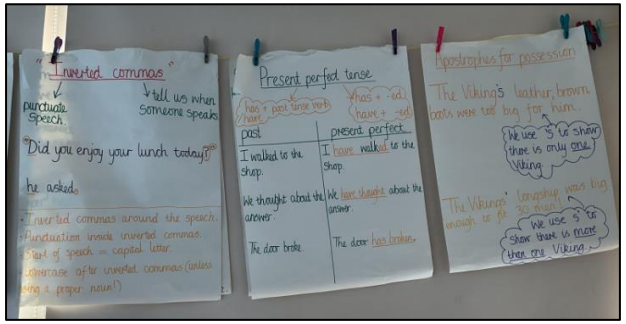
Environment

Every classroom must have an English working wall with the following content being compulsory: current text type, purpose/audience, conjunctions, key vocabulary, WAGOLL example and ingredients.

Teachers will use flipcharts and washing lines to model their thinking and have this on display as a scaffold. Scaffolds will be available in caddies to support children in English lessons (examples of word types, key spellings etc.)

Environment







Writing - Impact

Evidencing on Showbie

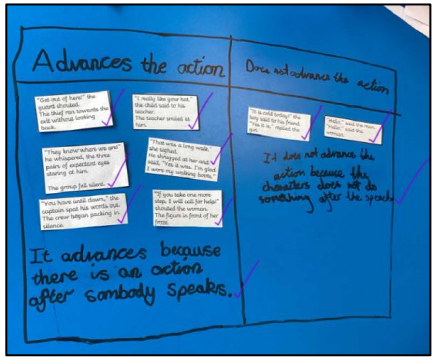
Most written outcomes will be completed in English books, particularly during the dabble, drafting and editing phases.

Some activities will be completed and evidenced on Showbie, particularly during the hook and saturation phases of the writing unit, and also 'WE' and 'YOU' activities during the dabble phases where children will still be practising their skills before applying this into sentences/paragraphs in their English books.

All published pieces of writing to be **scanned** into Showbie into a folder titled 'Published Writing' in your English folder.

Evidencing on Showbie





Digital

-Padlet links shared on Showbie for easy access for children and curriculum monitoring.
-Keynotes / screenshots etc of digital outcomes should demonstrate high expectations of presentation and evidence, where appropriate, of marking and feedback, however the majority of marking will be done in English books during the dabble phase.
-Children to use iPad pens when writing on iPad and screenshots of line guides to be used where appropriate.
-Non-written outcomes, e.g. role-play, should be video files (not photos) to give context.

Writing - Impact

Marking and Feedback

-All written pieces of work during the dabble phase should be marked using the TED and CUPS – CUPS to be written in the margin of the mistake to encourage children to independently address this (age and stage dependent). TED to be used at the end of a piece of work to signify to children how to edit their work to make it better.

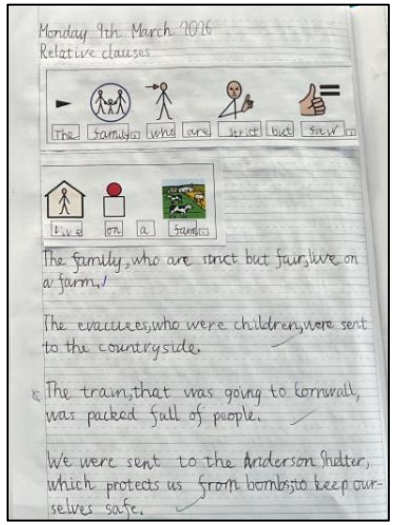
-Draft final pieces are <u>not</u> to be marked. If children need support to amend, this needs to be done via writing conferences with an adult and/or peer editing.

Monitoring

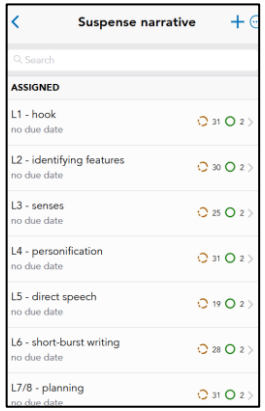
- Monitoring of planning, outcomes and assessment conducted at least once per term each academic year using school format. All lessons need to be clearly labelled and uploaded to both Showbie and Teams.
- Triangulation of evidence will include: pupil voice, analysis of pupil outcomes on Showbie, in books and published pieces, pop ins, learning walk, meet the teacher (formal/informal), lesson study, team teach, sharing good practice (through observation).
- Things to celebrate, things to be aware of, things to be concerned about, will be reported to SLT to discuss next steps.

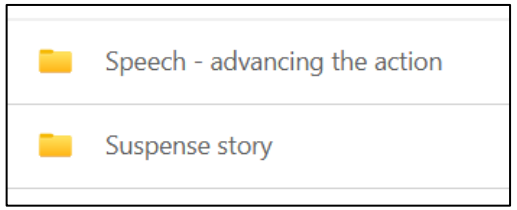
Marking and Feedback





Monitoring





Examples of lessons uploaded to Showbie and Teams.

Writing - Impact

Summative Assessment

-Summative assessment will be completed by the class teacher at the end of each term and this will be done using the Transform writing standards (Year 1 – 5) and the DfE Teacher Assessment Framework (Y6). These can be found on Teams: English > Writing > Trust Writing Documentation > Expanded Trust Writing Standards.

-A child's published work portfolio should be assessed as a whole and given an overall judgement (WBS, WTS, EXS, GDS). Children must have met <u>all</u> of the statements in the previous criteria before being assessed for the next one.

-Where a child is working below their age-group, the expanded writing standards for their stage should be used, alongside reporting their progress on BSquared.

-Summative assessment data should be added to Insight under 'Writing on Track' and the term of the assessment.

-Use Air Education website to support writing assessment. Scan published pieces into Air and use as a **tool to support** your judgments, not a definitive judgment.

Year 1	
Working Towards the Expected Standard:	**The pupil can, after discussion with the teacher:**
I can sit at the table, holding a pencil comfortably and using the correct pencil grip.	
I can say a sentence.	
I can say a sentence which includes joining 2 clauses together with the conjunction 'and'.	
I can write a sentence dictated by my teacher using scaffolds	
I can begin to write a single sentence demarcated with capital letters and full stops including a subject and a verb.	
I can segment many spoken words into phonemes and represent these by graphemes.	
I can spell some common exception words in line with school's phonics scheme.	
I can begin to form lower-case letters in the correct direction, starting and finishing in the right place.	
I can spot when I have missed finger spaces.	

Working at the expected standard

The pupil can:

- write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)
- in narratives, describe settings, characters and atmosphere
- integrate dialogue in narratives to convey character and advance the action
- select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)
- use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
- use verb tenses consistently and correctly throughout their writing
- use the range of punctuation taught at key stage 2 mostly correctly^ (e.g. inverted commas and other punctuation to indicate direct speech)
- spell correctly most words from the year 5 / year 6 spelling list,* and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
- maintain legibility in joined handwriting when writing at speed.[2]

Reading - Implementation

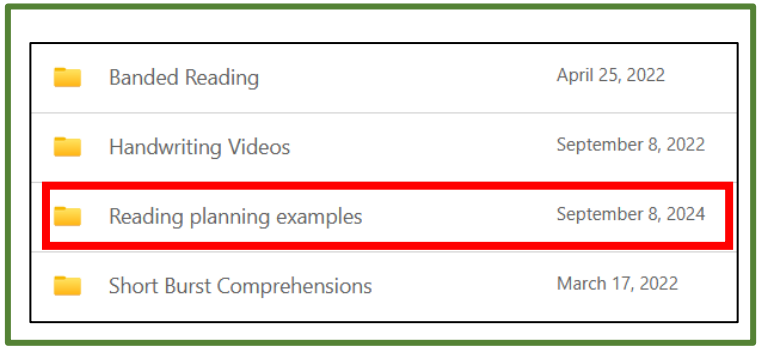
Planning

Planning Reading examples can be accessed via Teams in the following folder: English > Reading > Planning Resources. In FS2 and Year 1, reading planning is provided through the Little Wandle Letters and Sounds Revised scheme and matched to children's stage of learning. Opportunities to enhance cultural capital are planned into continuous and enhanced provision.

In Year 2 to Year 6, reading planning informs and is informed by writing and topic planning so that links between reading and writing are explicit and purposeful. Reading progression from Y2-Y6 is informed by the Transform Trust Reading Standards documents and Literacy Shed's VIPERS progression.

Whole Class Reading lessons should be at least 3x per week. Teachers should carefully select ambitious, diverse and high-quality texts including poetry, picture books, non-fiction, modern and classic novels, biographies, song lyrics and extracts from significant authors. Reading lessons should develop fluency, vocabulary acquisition, comprehension and reading for pleasure.

Occasionally, texts should not be linked with the curriculum and should be on a different topic to develop language across a wide-range of topics and genres.



Reading - Implementation

Title Slide

(Lesson, Day, Skill focus using Lawn standardised icons)

Vocabulary definitions

(Use images and dual coding to support understanding)

Today's text

Echo/choral/shared read activity

Activities to support understanding and comprehension of text.

(ME, WE, YOU)

Questions to embed learning

(Focus on a range of VIPERS skills)

Independent Activity

Texts to be printed out and chn encouraged to underline/highlight important information to support their understanding.

Questions to be done in English books in KS1, and on Showbie in KS2.

Reading - Implementation

Scheme

Little Wandle for EYFS and Y1.

Subject Specific

Whole Class Reading lessons should be a mixture of close reading, prosody and comprehension, following approaches modelled within the Little Wandle scheme. Teachers should use strategies such as echo reading, choral reading, paired reading and repeated reading to develop fluency and prosody.

VIPERS skills should be explicitly taught and referred to across the curriculum so children understand how reading skills support learning in all subjects. Children are encouraged to 'read as writers' so that they can 'write as readers'.

Teaching slides should:
-Clearly identify the VIPERS focus.
-Include the text being read on each slide.
-Include close-reading prompts.
-Support vocabulary development through definitions, visuals and discussion.
-Include opportunities for prediction, inference and retrieval.
-Provide clear modelling and scaffolding.

Enrichment

Reading for Pleasure opportunities should be woven throughout the curriculum. Weekly library visits should take place in KS1 and KS2 and children should be encouraged to regularly change and discuss their reading books.

Teachers should promote a love of reading through author studies, book recommendations, celebrations of reading, storytelling opportunities, reading assemblies, World Book Day and links to wider curriculum topics.

Diverse and high-quality texts should be used to broaden children's cultural capital and understanding of the world.

Reading - Implementation

Inclusion

Children with additional needs should receive targeted and bespoke support including digital adaptations where appropriate. Quality first teaching strategies should support all learners and ensure all children can access the text and lesson learning.

Pupils from vulnerable groups may receive:
-Pre-teaching of vocabulary and concepts.
-Additional adult support.
-Adapted questioning.
-Audio or digital support.
-Small-group intervention.

Children for whom phonics has not worked, or is not currently working, may take part in RIWI intervention sessions with trained staff. Formative and summative assessments should inform next steps for individuals and groups.The lowest 20% of readers should be identified following each assessment window and strategies to support progress should be implemented.

Environment

The reading environment should promote a strong Reading for Pleasure culture throughout the school. Every classroom should include: A clearly visible reading area; Carefully selected and well-presented books; Some forward-facing books; Picture books in every classroom; Topic books clearly displayed; Books organised appropriately for key stage; No overcrowding of books; Books displayed at varying heights.

In Year 2 and KS2 classrooms, the following should also be displayed: VIPERS displays; 'Books We Have Read' display; Primary text displayed on the English working wall.

Environment





Reading - Impact

Evidencing on Showbie

Reading lessons and outcomes should be uploaded to Showbie and clearly labelled for monitoring purposes.

Evidence may include: Annotated texts.; Vocabulary activities; VIPERS responses; Photographs of written work; Audio recordings; Videos of discussion or fluency work; Screenshots of digital activities.

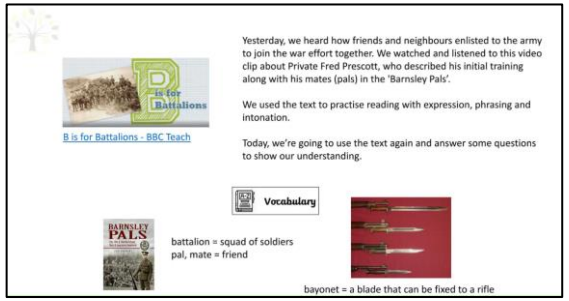
Reading evidence should demonstrate progression in fluency, comprehension and understanding of texts.

Digital

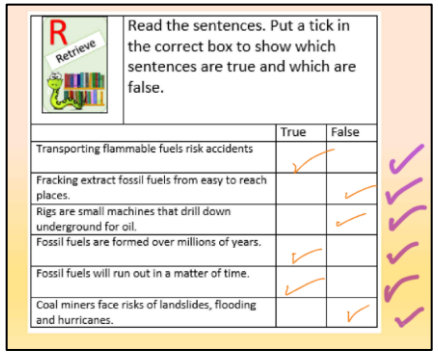
Digital resources should be used to enhance reading lessons and support accessibility. Teachers may use: Videos; Audio recordings; Online texts; Digital annotation tools; Showbie voice notes; Interactive retrieval activities.

Digital outcomes should demonstrate high expectations of presentation and engagement.

Evidencing on Showbie







Reading - Impact

Marking and Feedback

Feedback should be given during lessons through discussion, targeted questioning and explicit modelling of VIPERS skills. Fluency strategies such as echo, choral, paired and repeated reading should provide opportunities for immediate feedback and support from teachers and peers. There is no expectation to mark each child's piece of work.

Live marking should be used where appropriate so that misconceptions are addressed in the moment and children are supported to improve their understanding.

Monitoring

- Curriculum impact monitoring conducted twice per year using school format.
- Triangulation of evidence that could include: pupil voice, analysis of pupil outcomes on Showbie, pop ins, learning walk, meet the teacher (formal/informal), lesson study, team teach, sharing good practice (through observation).
- Things to celebrate, things to be aware of, things to be concerned about, will be reported to SLT to discuss next steps

Reading - Impact

Summative Assessment

In FS2 and Year 1, six-weekly Little Wandle assessments are used to inform next steps and assessment for learning takes place during every Reading Practice session.

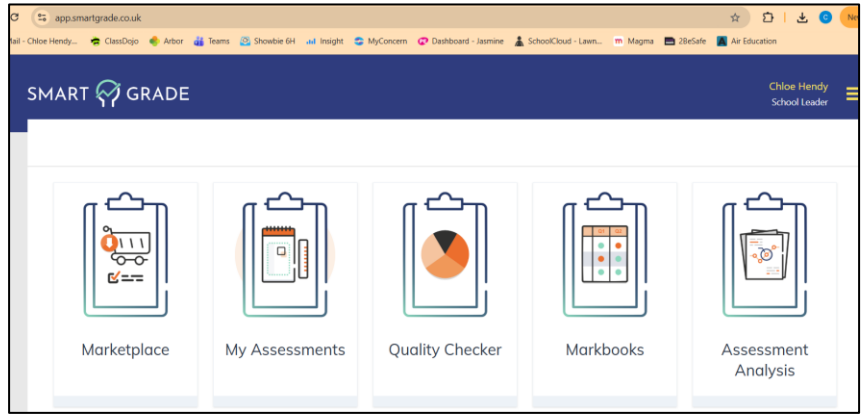
In Year 2 to Year 5, Headstart assessments are used termly to gather summative assessment data. Year 6 use previous SATs papers. Assessment for learning should occur in all lessons where reading takes place across the curriculum. Assessment papers are found on Smartgrade website under 'assessments'.

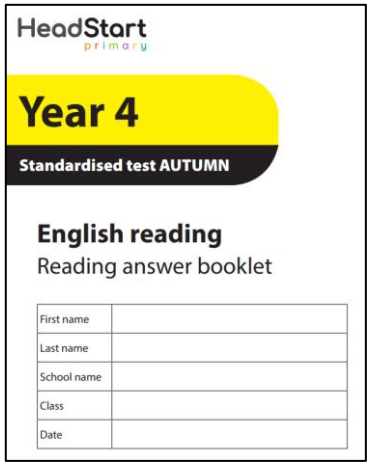
End of Key Stage SATs assessments in Year 6 provide nationally published data.

Assessment outcomes should be used to identify trends, strengths and areas for development for individual children, groups and cohorts. Assessment information should inform planning, intervention and targeted support.

Reading for Pleasure culture and engagement with books should also be considered when evaluating the impact of the reading curriculum. Summative outcomes should demonstrate strong attainment and progress over time.

Summative Assessment





Spelling - Implementation

Planning

Planning information for spelling can be accessed via Teams in the following folder: English > Spelling > Planning Resources.

In FS2 & Y1, spelling planning is provided through the Little Wandle Letters and Sounds Revised scheme and is informed by children's phonics progression. Opportunities to enhance cultural capital are planned into the continuous and enhanced provision.

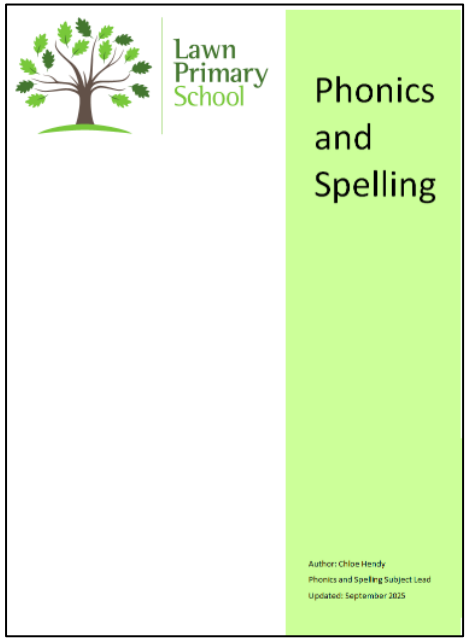
In Year 2 to Year 6, teachers follow the Lawn Spelling Progression Map, informed by the National Curriculum English Appendix 1. Weekly revisit and teaching sessions should be carefully planned to build upon prior learning and revisit key spelling concepts and terminology taught through phonics instruction.

Spelling lessons should be taught daily for a minimum of 20 minutes and should support children in developing automatic and instinctive spelling strategies. Lessons should include opportunities for explicit teaching, rehearsal, application and assessment.

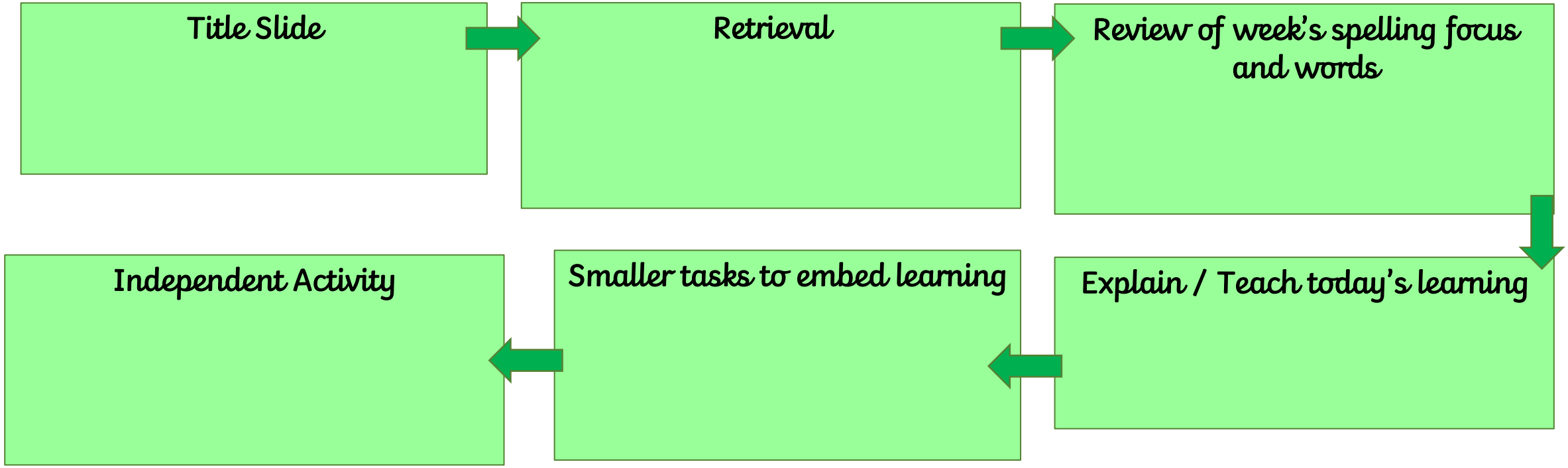
Example of weekly spelling lessons Y2-Y6*

	Revisit	Teach	Practise	Apply
Monday	er, ur, ir words	Adding -ed and -ing to verbs by just adding -ed and -ing	Matching icons to written words	Writing this week's focus words
Tuesday	er, ur, ir words	Adding -ed and -ing using alternative rules	Adding sound buttons to this week's focus words	Spelling game to practise writing this week's words
Wednesday	er, ur, ir words	Adding -ed and -ing using alternative rules	Letter formation of this week's words	Sentence dictation
Thursday	er, ur, ir words	Adding -ed and -ing using all necessary rules	Spelling scribble to practise this week's words	Spelling game to practise writing this week's words
Friday	er, ur, ir words	Spelling test of this week's focus words (maximum 10 words)		

***Spelling sessions will be daily and for a minimum of 20 minutes.**



Spelling - Implementation



Each lesson per day will have a different focus (transcription, dictated sentences, learning the rules, spelling test etc) so this may look slightly different each day.

Spelling - Implementation

Scheme

FS2/Y1: Little Wandle

Years 2-6: Lawn progression document

Subject Specific

Spelling sessions should be delivered using a range of teaching approaches including:

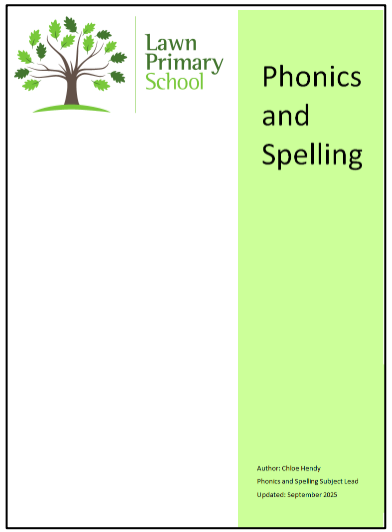
- Written activities.
- Oral rehearsal.
- Practical activities.
- Games.
- Sentence application tasks (dictated sentences).

Spelling teaching should consistently refer to prior phonics learning and use accurate terminology such as phoneme, grapheme and GPC.
Each week's spelling rule and spelling list should be sent home on dojo to support home learning and practice.
Dictionaries and thesauri should be available and children should be explicitly taught how to use them effectively. QR codes linked to online dictionaries and thesauri may be used to support independent learning using iPads.
Vocabulary-rich classrooms should support accurate spelling through displays, working walls and spelling posters linked to current writing units and curriculum themes.

Subject Specific

Weekly grid Reception Phase 3 **Spring 1 week 1**

Lesson focus	Revisit and review			Teach and practise				Practise and apply		
	GPCs	Words	Tricky words	New GPC and catchphrase	Oral blending	New words	Example definitions and sentences	Read the sentence	Spelling	Reading practice sessions with decodabl
ai **tail**	qu ch sh th ng nk	bang fish quick chat	the I	 ai tail in the rain	r-ai-n f-ai-l t-ai-l	**Teacher-led:** rain **Independent:** rain wait tail sail fail main	**tail** Some animals – like horses, dogs and cats – have tails. **sail** To travel on water in a boat. Also, the piece of cloth on a boat which catches the wind. **main** The most important or biggest – I like to have my main meal at lunchtime.	His fish has a quick tail.	rain wait + the	
ee sh**ee**p	ai qu ch sh th ng nk w	with pink wait rain	the I put*	 ee sheep in a jeep	s-ee f-ee-t sh-ee-p	**Teacher-led:** see **Independent:** see feet meet sheep deep feel	**sheep** An animal that eats grass and has a white, fluffy coat. Sheep give us wool to make scarves and gloves. **deep** Going a long way down – The water in the ocean is very, very deep! **feel** I feel very happy today as you're all doing such a great job.	It is a sheep with pink feet.	see feet + put	



Spelling - Implementation

Inclusion

Children with additional needs should receive targeted and bespoke support to access spelling lessons successfully.
Quality first teaching strategies should support all learners and may include:

Additional adult support; Pre-teaching of vocabulary; Oral rehearsal; Visual prompts; Digital adaptations; Scaffolded practice tasks.

Children for whom phonics has not worked, or is not currently working, may take part in RIWI intervention sessions with trained staff.

Formative and summative assessments should inform next steps for individuals and groups.

Environment

Classrooms should promote a spelling-rich environment which encourages children to independently apply and correct spellings.

Every classroom should include: Scaffolds linked to current learning either on washing lines/displays or on Showbie; Common Exception Word mats; Displays of commonly misspelled words and homophones; Vocabulary on display linked to curriculum topics; Accessible dictionaries and thesauri.

Children should be explicitly taught how to use classroom spelling resources independently.

Spelling - Impact

Evidencing on Showbie

Spelling evidence may be recorded through:

-Screenshots of digital tasks.

-Photographs of practical activities.

-Weekly spelling assessments.

-Videos or audio recordings.

-Spelling application tasks.

-Annotated sentence work.

Lessons and outcomes should be clearly labelled and uploaded where appropriate for monitoring purposes.

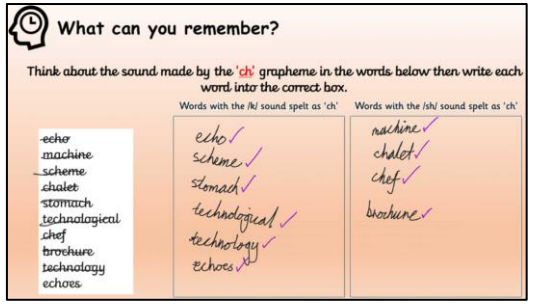
Digital

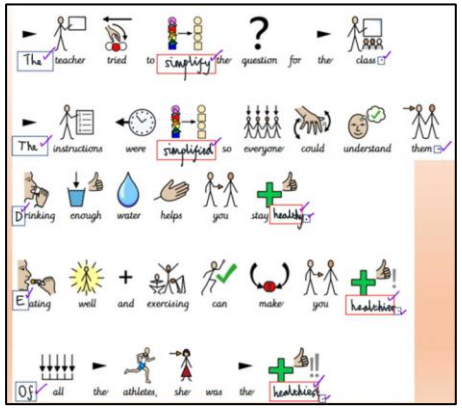
Digital learning should be used to enhance spelling teaching and learning.

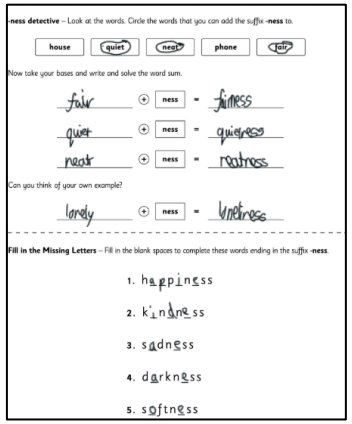
Teachers may use: Digital spelling games; Online dictionaries and thesauri; QR codes; Audio support; Interactive activities; Showbie voice notes.

Digital tools should support engagement, accessibility and independent learning.

Evidencing on Showbie







Spelling - Impact

Marking and Feedback

There is no requirement to mark spelling work throughout the week, only the spelling test on a Friday.

Feedback strategies may include:

-Positive praise and immediate verbal feedback.

-Reminders about known GPCs and spelling patterns.

-Self and peer assessment.

-Whole-class feedback.

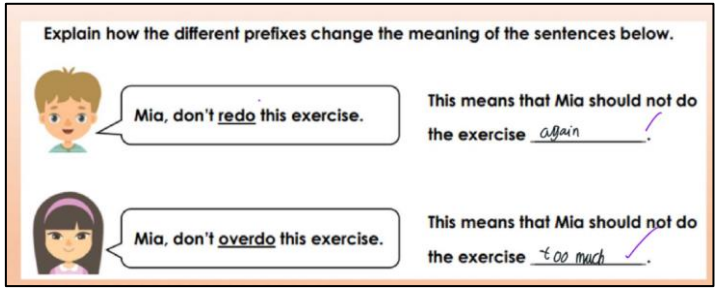
Weekly spelling tests should inform pupils and teachers about areas of strength and areas requiring further teaching.

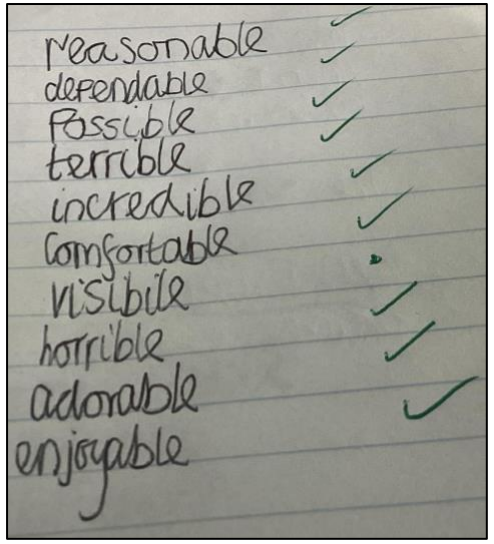
Writing assessments completed each term should also contribute to teachers' understanding of spelling application within independent writing.

Monitoring

- Curriculum impact monitoring conducted twice per year using school format.
- Triangulation of evidence that could include: pupil voice, analysis of pupil outcomes on Showbie, pop ins, learning walk, meet the teacher (formal/informal), lesson study, team teach, sharing good practice (through observation)
- Things to celebrate, things to be aware of, things to be concerned about, will be reported to SLT to discuss next steps

Marking and Feedback





Examples of peer/self and teacher marking.

Spelling - Impact

Summative Assessment

In FS2 and Y1, six-weekly Little Wandle assessments are used to inform next steps and assessment for learning takes place throughout lessons.

In Years 2 to Year 6, weekly spelling tests are completed based on current learning. Parents are informed of scores either via dojo (children uploading to their portfolio) or the spelling test evidence is sent home with the child. Accessed on Smartgrade website under 'marketplace'.

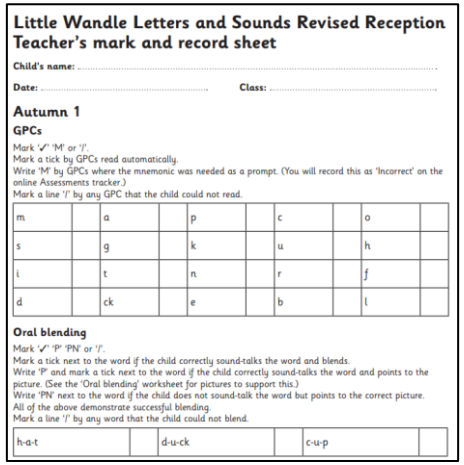
Termly spelling tests based on that term's learning contribute to an overall SPaG judgement and are recorded on Insight.

End of Key Stage SATs assessments in Year 6 provide nationally published data.

Assessment outcomes should be used to identify strengths, gaps and areas requiring revisiting within the curriculum.

Children should leave Lawn Primary School as confident spellers who are able to independently identify and correct spelling errors using effective strategies.

Summative Assessment



Little Wandle Letters and Sounds Revised Reception
Teacher's mark and record sheet

Child's name: .....

Date: ..... Class: .....

Autumn 1

GPCs

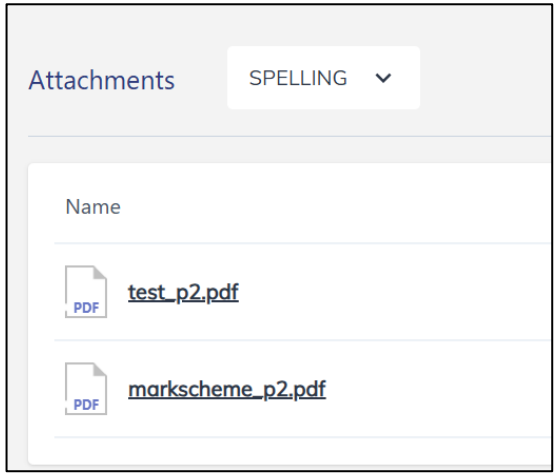
Mark '✓' 'M' or '/'.
Mark a tick by GPCs read automatically.
Write 'M' by GPCs where the mnemonic was needed as a prompt. (You will record this as 'Incorrect' on the online Assessments tracker.)
Mark a line '/' by any GPC that the child could not read.

m		a		p		c		o	
s		g		k		u		h	
i		t		n		r		f	
d		ck		e		b		l	

Oral blending

Mark '✓' 'P' 'PN' or '/'.
Mark a tick next to the word if the child correctly sound-talks the word and blends.
Write 'P' and mark a tick next to the word if the child correctly sound-talks the word and points to the picture. (See the 'Oral blending' worksheet for pictures to support this.)
Write 'PN' next to the word if the child does not sound-talk the word but points to the correct picture.
All of the above demonstrate successful blending.
Mark a line '/' by any word that the child could not blend.

h-a-t		d-u-ck		c-u-p	



Phonics - Implementation

Planning

Planning for phonics is provided through the Little Wandle Letters and Sounds Revised scheme and can be accessed through the Little Wandle website and Teams. In FS2 and Year 1, children follow the Little Wandle progression, ensuring systematic teaching of the alphabetic code and progression through the phases of phonics learning. For the first two weeks of Y2, children access the Little Wandle 'Bridge to Spelling' planning. Opportunities to enhance cultural capital are planned into both continuous and enhanced provision.

Little Wandle provides:
-Weekly planning grids.
-Half-termly overviews.
-Review lesson resources.
-Keep-up intervention materials.
-Reading Practice session templates.
-Prompt cards and training videos.

All phonics lessons should be delivered with fidelity to the Little Wandle programme and follow the agreed sequence and routines.

You will need a login for the Little Wandle website if you teach phonics. See Chloe in order to obtain login details.

Website:
https://www.littlewandle.org.uk/member-login/

Slides are not compulsory for phonics lessons however the resources on the Little Wandle website/physical resources must be used.

Phonics - Implementation

Scheme

Little Wandle.

Subject Specific

All teaching staff should follow the Little Wandle programme with fidelity and consistency.
Teaching should:

-Use agreed Little Wandle terminology.
-Model accurate pronunciation.
-Follow the lesson sequence precisely.
-Promote oral language development.
-Develop reading and spelling alongside phonics knowledge.
-Reinforce phonics learning across the wider curriculum.
Teaching staff should regularly access Little Wandle training materials and 'How To' videos to ensure consistency and high-quality delivery. Reading Practice sessions should focus on decoding, prosody and comprehension. Daily keep-up sessions should be provided where necessary to ensure no child falls behind.

Enrichment

Children should be provided with regular opportunities to apply phonics learning across reading, writing and continuous provision. Phonics should be embedded across the curriculum so that children can apply their growing knowledge of the alphabetic code in meaningful contexts. Reading Practice sessions, story time, shared reading and high-quality texts should support the development of reading for pleasure and language acquisition.

Phonics - Implementation

Inclusion

It is essential that phonics teaching is accessible to all learners regardless of background or need. Teachers should ensure their mouth is clearly visible when modelling sounds; position children with hearing or visual impairments appropriately; reduce teacher talk where necessary; use consistent routines to lower cognitive load; provide uncluttered teaching spaces; adapt resources when appropriate; use enlarged materials where required; provide additional equipment such as writing slopes or cushions; ensure support staff are fully trained and understand lesson expectations.

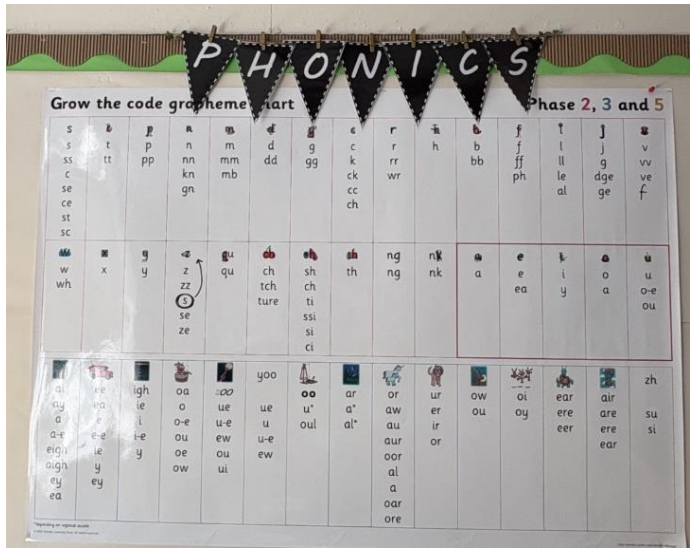
Children requiring additional support should receive daily Keep-up sessions and targeted intervention.
Children for whom phonics has not worked, or is not currently working, may access RIWI intervention delivered by trained staff.

Environment

The phonics environment should support consistent delivery of the Little Wandle programme.

Classrooms should include:
-Little Wandle resources displayed appropriately.
-Grapheme and phoneme prompts including 'Grow the Code' chart.
-Tricky word displays.
-Resources organised consistently across classes.
-Accessible reading materials matched to phonics progression.
-Reading Practice resources.
The teaching area should remain uncluttered and free from distractions to support focus and engagement.
Consistency in planning, resources, routines and terminology should be evident across all FS2 and Year 1 classrooms.

Environment



Phonics - Impact

Evidencing on Showbie

There is no requirement to evidence any phonics learning on Showbie.

Digital

Digital resources should be used to support and enhance phonics teaching.

Examples include:

Little Wandle training videos.

Reading Practice resources.

Audio modelling.

Interactive phonics activities.

Digital assessment records.

Digital tools should support accessibility, consistency and engagement.

Phonics - Impact

Marking and Feedback

Assessment for Learning should occur throughout every phonics lesson.

Teachers gather feedback by:

-Checking understanding with the whole class.

-Identifying children who are secure in the learning.

-Identifying children who require further practice.

-Creating lists for immediate Keep-up support.

Immediate verbal feedback should be used to address misconceptions and reinforce accurate pronunciation and application. The Little Wandle Keep-up Teacher's Guide should be used to identify precise next steps for children requiring additional support.

Monitoring

- Curriculum impact monitoring conducted twice per year using school format.
- Triangulation of evidence that could include: pupil voice, analysis of pupil outcomes on Showbie, pop ins, learning walk, meet the teacher (formal/informal), lesson study, team teach, sharing good practice (through observation)
- Things to celebrate, things to be aware of, things to be concerned about, will be reported to SLT to discuss next steps

Phonics - Impact

Summative Assessment

Little Wandle summative assessments are completed every six weeks to monitor pupil progress, identify children requiring Keep-up support and inform future teaching.

These assessments:

-Are conducted one-to-one by the class teacher or teaching assistant.

-Provide a clear indication of individual progress.

-Inform next teaching steps.

-Support identification of intervention needs.

Assessment for Learning should occur daily through observation, questioning and phonics application activities. Year 1 Phonics Screening Check provides nationally published data.

Assessment information should be used to identify strengths, gaps and priorities for support.

Children should leave Key Stage 1 as confident readers who can apply their phonics knowledge independently to decode unfamiliar words and read with increasing fluency.

Evidence from implementation demonstrates a strong impact on early reading outcomes, including consistently strong Phonics Screening Check results.

Summative Assessment

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

Little Wandle Letters and Sounds Revised Year 1 Teacher's mark and record sheet

Child's name: .....

Date: ..... **Class:** .....

Autumn 1

GPCs

Mark '✓' or '/'.
Mark a tick by GPCs read automatically.
Mark a line '/' by any GPC that the child could not read.

ai		igh		oa		ur		**oo**	
er		oo		or		ear		ow	
ee		ck		ar		air		oi	
ay		ou		ea		oy			

*Phase 5 GPCs in red are in the Phonics Screening Check.