

## English at Red Oaks

**Updated by: Ms Duffin English Lead Date Updated: July 2024**

This guidance document aims to summarise how we teach English at Red Oaks. It outlines the key points in the [English Statement and Guidance](#). The English Statement and Guidance should still be read annually and be implemented consistently by all members of staff to ensure consistent quality first teaching. This document contains hyperlinks to all original/master documents which can also be found in the [English](#) folder on the shared area. The English Team are available to answer questions and provide support as necessary.

### **Contents:**

#### Section 1: English

- 1.1 Planning
- 1.2 Writing
- 1.3 Grammar
- 1.4 Targets
- 1.5 Editing
- 1.6 Marking
- 1.7 Assessment
- 1.8 Spoken Language
- 1.9 Working Wall

#### Section 2: Guided Reading

- 2.1 Planning and lessons
- 2.2 Book expectations and marking
- 2.3 Assessment
- 2.4 Class readers and daily reading
- 2.5 Displays and book corners

#### Section 3: Phonics and Spelling

- 3.1 Phonics
- 3.2 Spelling

## Section 1: English Lessons

In EYFS, English coverage is based on child-initiated learning opportunities and opportunities in continuous provision which link to each of the early learning goals. Phonics and handwriting are taught daily.

Year 1 can adapt the below structure in Term 1 dependent on cohort needs but must discuss this with the English lead. From Term 2 (3 at the latest), Year 1 must follow the structure below.

At Red Oaks, we use the Talk4writing approach to teach narrative, Grammarsaurus to teach non-fiction and we also cover different text types through the “Take one...” approach – covering films, songs, poetry, podcasts, stop-frame, graphic novels and other media in order to engage children with fiction and non-fiction writing in a purposeful, engaging and meaningful way.

In Term 6 we cover a whole school text that contributes to the idea of Global Citizenship. In this term we also use this global text to inspire a short story competition.

### **1.1 Planning: (based on 2024-2025 term dates)**

Year ...	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Term 1	Talk for Writing			Non-fiction		Poetry	Non-fiction	
Term 2	"Take one book"			Assessment week	Non-fiction			
Term 3	Talk4Writing			Poetry	Non-fiction			
Term 4	'Take one film'			Assessment week	Non-fiction			
Term 5	Talk for writing			Non-fiction				
Term 6	"Take one media" e.g. song, film, podcast,			Poetry	Whole School Global Citizenship text			

The English long-term plan maps out the main text type covered in each unit block from Year 1 to Year 6. On the following pages, the English medium-term plans then look at each unit taught and outline the learning intentions or activity for each lesson.

..\Developing the new curriculum PDM Tues 2nd July\Medium Term Plans 24-25

For non-fiction writing and “Take one...” units, planning will follow a clear structure of the learning journey with a range of lessons and outcomes including: speaking and listening, drama, grammar lessons, target lessons, short burst writing lessons and editing lessons.

For Talk4writing units teachers must follow the 3 part structure (imitation, innovation and invention) with modelled, shared and guided writing opportunities in innovation week.

There should be at least 3 short burst writing opportunities a term that children can access without needing a discrete unit of teaching (e.g. diaries etc).

Daily planning must be fit for purpose and given to support staff the week before. Every English lesson must encompass a 5 minute handwriting session using bubble paper linked to the spelling and handwriting roadmap, an appropriate grammar starter using the grammar roadmaps and the main lesson using the TEEP structure where appropriate (eg the TEEP structure may run over a few lessons).

## **1.2 Writing:**

### **Talk4Writing**

Teachers (Yr2 and above) complete a ‘cold write’ task at the start of a Talk4Writing unit to identify starting points or gaps and help to ensure there is progression for each text type. Children write best when they have first ‘talked it’ and therefore we always start each unit with a model text and map, which the children internalise. Talk4Writing texts should be between 250-300 words. We add [BSL signs](#) to our model text to help the children remember the key words; these signs are consistent throughout the school.

### **Other narrative writing and non-fiction writing**

Children should be provided with engaging writing opportunities, which enable them to demonstrate their understanding of their year group’s grammar and text type toolkits. There should be opportunities for writing every week in English lessons as well as regular cross curricular opportunities. Teachers should be mindful that any cross-curricular writing still covers English skills. Text types covered in our curriculum include:

Modelled writing- showing the children how to do it with very little input from the children.

Shared writing (group or whole class) – piece of writing prepped before so you have structure and aim. Written on either the whiteboard or computer. Children contribute ideas- take an idea and explain why you have chosen it. Writing as a reader.

Guided writing- group work- usually with children who have had a common misconception/target that needs working on. Children will be writing but you are ‘holding their hand’ through the process, asking key questions and helping to support and teach the concept. Children may end up with identical writing or very similar writing. You do not ‘prep’ this writing but instead you guide the children through the structure or feature you

are teaching using their ideas. This does not need to be marked but instead a guided writing stamp should be put in the margin with a ratio and the key skill focussed on.

Independent writing. When children write independently, we as quality first teachers still need to support writing pace and content, encouraging children to separate writing into chunks of time/paragraphs etc and sharing good practice when using dictionaries, thesauruses and word banks. Editing lessons are important as assessed pieces can be edited by children to show their understanding of self-correction and up-levelling.

### **1.3 Grammar:**

Teachers will refer to the grammar roadmaps/ ladders that break each year group's objectives into manageable learning steps. A punctuation termly focus will be used for each term, here. Teachers need to ensure they cover all bold statements throughout the year.

Spelling, punctuation and grammar should be modelled at all times throughout the English curriculum and reflected in practice with a high level of expectation for your year group. It should be evident in books, on displays and in conversation with children when editing. Coverage will follow this structure: see here.

Every lesson (with the exception of your T4W hook lesson Day 1 of the unit) must begin with a quick grammar starter. The purpose of the starter is to revisit grammar knowledge that may be a gap or to keep it fresh in children's knowledge. It is best when a grammar starter is contextualised but this can come from prior learning, the class reader or something personal to them (inserting children's names etc).

Full grammar lessons are taught at least 3 times term (once every 2 weeks). These lessons will be based on specific areas of grammar that are required for the text type of the term. Teachers should use adaptive teaching to ensure all children are accessing the same grammar objective appropriate for their attainment. Grammar lessons are an ideal way to include active lessons such as using the orienteering course or a game. Where appropriate, this should be evidenced in a child's book.

### **1.4 Targets:**

All children will have an individual smart target that is written on the target sheet in the front of their English books. This should be achievable in 3-4 weeks. For a child to achieve a target, they must be taught how to do it. This can be done through target lessons, which should be taught 3 times a term (once every 2 weeks) or through a guided group session. It is expected that all children will participate in a guided group session with the teacher at least twice per small term. This is in addition to supported work by a teacher/TA.

## 1.5 Editing:

For children to be good editors, they need to be taught explicitly how to edit.

In foundation and Year 1, editing is something should only happen with lots of support from an adult either 1:1 or small group of previously higher attaining pupils, focusing on one area for development e.g. one nag word, writing on the line, letter formation or finger spaces.

### Year 2 - Year 6 editing expectation from the National Curriculum

#### Year 2

- make simple additions, revisions and corrections to their own writing by:
  - evaluating their writing with the teacher and other pupils
  - re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
  - proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]

#### Year 3/4

- evaluate and edit by:
  - assessing the effectiveness of their own and others' writing and suggesting improvements
  - proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- proof-read for spelling and punctuation errors

#### Year 5/6

- evaluate and edit by:
  - assessing the effectiveness of their own and others' writing
  - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
  - ensuring the consistent and correct use of tense throughout a piece of writing
  - ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
- proof-read for spelling and punctuation errors

## KS2

Editing should have a whole lesson during your independent writing week for that unit. Teach your class contextualised editing skills for your text type/genre and use examples of what editing with our blue pen, flaps and margin symbols should look like. Children will be taught to edit alongside the [KS1/KS2 editing checklist](#). Every class should have a help yourself display with items that will support the children throughout this process. Children will edit in pencil (black pen if they are a scribe) and only use blue pen to respond to a teacher's comments/ green pen.

### 1.6 Marking:

All work in English books will be marked by the teacher. Where appropriate, teachers may use marking on the move to give instant feedback. The 'What' and 'How' should be highlighted yippy yellow or growing green and the piece of work acknowledged at an appropriate level.

When marking an extended piece of writing, yellow highlighter will be used in the body of the child's writing and green in the margins for KS2 and in the body of the writing for KS1 (in line with our Marking and Feedback policy). [Marking codes](#) are used in the margin to show next steps. A green extension comment may be written at the bottom to get the child to go back and reflect where appropriate. For extended pieces please indicate Independent or Guided.

### 1.7 Assessment:

Writing assessment is completed in Terms 2, 4 and 6. However, writing is assessed continually throughout the year. [Year group writing assessment sheets](#) include a set of objectives (and KPIs) for WT, WA and GD. All children should be assessed on their year group's assessment sheet unless PKF. 6 pieces of writing are used to make a final judgement about a children's attainment in writing. Any assessed work must be independent. However, you are able to assess part of a piece of writing if only some of it was supported.

Children also complete a No More marking cold task once a year.

### 1.8 Spoken Language

#### [Important Oracy Documents and guidance](#)

At Red Oaks, we encourage children to become fluent, confident and competent speakers who are able to articulate their views and opinions in an appropriate way. Skills are developed so that children can listen with interest and understanding for sustained periods, therefore enabling them to participate effectively in group discussions, matching their style

and response to audience and purpose. Every class needs a oracy focus poster with child friendly language found [here](#). We facilitate oracy by providing planned opportunities for a range of speaking, listening and communication tasks such as;

- Daily oracy tasks (eg idioms, jokes, riddles)
- Talk4Writing (Spoken language and oracy is embedded into English planning)
- Public speaking and debate competitions
- Poetry recital
- Year group performances
- Assemblies
- School council
- KAGAN partners
- PSHE and P4C
- Book Talk sessions
- School council (helping hands) assemblies
- Pupil leadership groups
- **THE ORACY PROJECT (TERM 5) New for 24 onwards**

## **1.9 Working Wall**

All classes must have an [English Working Wall](#) displaying the PALS (purpose, audience, language, structure) acronym. This should be updated and referred to within a lesson as necessary.

## **Section 2: Guided Reading**

At Red Oaks, we have developed a reading culture where reading is celebrated, appreciated and respected. Reading is the bedrock of the curriculum and is paramount to a child's personal, social, and academic success, as well as their general wellbeing.

We use a whole class guided reading approach and the acronym DERIC (D- decode, E- explain, R- retrieval, I- interpret, C- choice) to teach the skills of being a competent, fluent reader. Reading comprises two key parts:

- Word reading/ decoding (phonics and whole word reading strategies) (D-)
- Comprehension (-ERIC)

In line with the Reading Framework 2023, we recognise that both these elements are essential to success and we support the acquisition of both sets of skills through various methods. We recognise that these areas are clearly linked to the other aspects of English learning: speaking and listening, writing, grammar and vocabulary.

Classes will visit the school libraries regularly for lessons, research, independent reading time, class reader time etc.

## **2.1: Planning and Guided Reading Lessons**

**EYFS-** Introduce big book talk using the reading spine alongside lots of other books. Begin to introduce the idea of retrieval from pictures, videos and stories. Books are to be used to reinforce the phonics graphemes and CE words the children have been taught.

**Year 1-** Big book talk up until T3 (January). From January onwards, DERIC style warm ups will be used to introduce decoding and retrieval questions alongside pictures, videos and stories. Begin to introduce very simple modelled DERIC questions from the [depth of skills document](#). There is no set expectation for work to be in books. However, children who are ready, will sit a 10-question reading paper in assessment weeks. It is therefore important to allow these children to have exposure to written retrieval questions such as tick one box and true or false.

**Year 2-** Daily guided reading to be taught for a minimum of 20 minutes. In Year 2, Guided Reading lessons will link to a book (approximately one book per week) and the lessons will follow this structure:

Monday: Read and discuss the book

Tuesday: Vocabulary

Wednesday & Thursday: DERIC teaching or carousel activity (small group working with an adult at least once per week)

Friday: Independent activity



In Year 2, the children need to be taught the explicit skills of DERIC and styles of questions linked to them using the [depth of skills document](#). Skills may be focused on for 2-3 weeks before moving on to the next. These skills will be linked to a book and will cover the range of questions that children will be exposed to in assessment. Children will work in their guided reading books at least twice a week. This will be marked, stamped and the DERIC skill highlighted in green or yellow.

## KS1 DERIC Skills linked to Reading domains.

<b>Decode</b>	<b>1a.</b> Drawing on knowledge to read words in text
<b>Retrieve Choice</b>	<b>1b.</b> Identify and explain key aspects of fiction and non-fiction texts, finding information in the text.
<b>Explain</b>	<b>1c.</b> Identify and explain the sequence of events in texts, discussing words in context.
<b>Interpret</b>	<b>1d.</b> Make inferences from the text
<b>Interpret</b>	<b>1e.</b> Predict what might happen on the basis of what has been read so far

## KS2

In KS2, whole class Guided Reading is taught daily for 30 minutes focusing on one DERIC skill from the [depth of skills document](#). KS2 spend 3 days on an adapted Ashley Booth reading curriculum and 2 days based on the class reader. Every other week, a day will be spent on independent comprehension (eg Testbase or Cracking Comprehension questions). Termly planning is completed on the same format clearly showing the skill focus.

Ashley Booth curriculum: <https://theteachingbooth.wordpress.com/2020/06/28/a-ks2-reading-curriculum/>

Monday	Tuesday	Wednesday	Thursday	Friday (2 weekly)
Ashley Booth- 3 day theme DERIC	Ashley Booth- 3 day theme DERIC	Ashley Booth- 3 day theme DERIC	Class reader & discussion or activity based on DERIC	Class reader & discussion or activity based on DERIC Or Testbase Qs/ cracking comprehension- timed

## KS2 DERIC Skills linked to Reading domains.

<b>Explain</b>	<b>2a.</b> Give/explain the meaning of words in context.
<b>Retrieve</b>	<b>2b.</b> Retrieve and record information / identify key details from fiction and non-fiction
<b>Explain</b>	<b>2c.</b> Summarise main ideas from more than one paragraph.
<b>Interpret</b>	<b>2d.</b> Make inferences from the text / explain and justify inferences with evidence from the text.
<b>Interpret</b>	<b>2e.</b> Predict what might happen from details stated and implied.
<b>Explain</b>	<b>2f.</b> Identify / explain how information / narrative content is related and contributes to meaning as a whole.
<b>Choice</b>	<b>2g.</b> Identify / explain how meaning is enhanced through choice of words and phrases.
<b>Explain</b>	<b>2h.</b> Make comparisons within the text.

### 2.2 Book expectations and marking

All children have Guided Reading books (yellow) and at least 2 pieces of work are expected in their book per week.

While children may self-mark or correct their own work in Guided Reading, teachers are expected to mark each piece of work with a stamp and comment if appropriate. They must also highlight the DERIC symbol in yellow or green.

### 2.3 Assessment

All children in Y2- Y5 have their reading attainment assessed three times a year in T2, 4 and 6. Y1 sit a reading paper when they are ready and Y6 sit a reading paper in T1-T5.

Children in YR-Y2 are assessed on their whole word reading which is recorded in a spreadsheet and passed up for transition- this is used to inform their [book band](#). Children in KS2 (and some in KS1) are assessed formally using [PM Benchmark](#). This will be conducted by an appropriate adult twice a year; this may be more for certain children when the teacher deems necessary.

Additionally, all children complete a NFER Reading age assessment in T6.

### 2.4 Class readers and daily reading

In line with the reading framework, all children will read their library book independently for at least 10 minutes day at least 4 times a week. During this time, adults may choose to also read their own book (modelling) or hear children read. When a child reads to an adult, the adult will record this on their Boom Reader profile with a [constructive comment](#) to help support their next step. Every class will have 'target readers' which will be heard 1:1 at least 3 times a week.

In addition to independent reading, class readers (from the [reading spine](#)) must be read for 20 minutes at least four times in all year groups. All books from the year group's reading spine must be read aloud to the class within a year.

The reading spine will be intermittently updated to include new books. If teachers wish to make an amendment, they should speak to the English Team to agree a change of book as this list is carefully devised to represent a range of different literature.

## **2.5 Display and Reading Corners**

All classes must display the DERIC symbols with the linked reading domains under each relevant DERIC symbol. This should be referred to so children make links with the DERIC skill and the question types associated with it.

Book corners should focus on access to quality books not quantity containing 30-50 books appropriate for that year group. They should be inviting areas that celebrate reading like a mini library with books grouped by themes or authors. Where possible multiples of books should be offered for children to select and read together. Books should be displayed in a way to make them look appealing to the children and not over-whelming. Non-fiction books should also be given high priority as well as poetry books. Within the book corner, the reading spine book box must also be displayed.

## **Section 3: Phonics and Spelling Word reading/phonics:**

At Red Oaks, we have developed our own bespoke [phonics and spelling road maps](#) to teach phonics and spelling.

### 3.1 Phonics

We follow our bespoke phonics roadmaps for progression and coverage using visual phonics and Supersonic Phonic Friends as a hook for the children. Phonics is taught daily in EYFS and KS1 building up to an hour of phonics teaching by the end of Reception.

All phonics guidance can be found on the [Phonics Non-negotiables](#) document (below) which provides all information regarding how we teach phonics at Red Oaks.



#### Phonics non-negotiables 2023



#### How do we teach phonics at Red Oaks?

We follow our bespoke [phonics roadmaps](#) for progression and coverage using visual phonics and Supersonic Phonic Friends as a hook for the children. Phonics is taught daily in EYFS and KS1 building up to an hour of phonics teaching by the end of Reception.

<https://www.supersonicphonicfriends.co.uk/dashboard/> Supersonic Phonic Friends

Login: [maxfielde@redoaks.org.uk](mailto:maxfielde@redoaks.org.uk) Password: Redoak5!

- FS1 Nursery- Firm Foundations in Phonics 1
- FS2 Reception- The Basics 2, The Basics 3 & The Basics 4
- Year 1- The Basics 4 & The Higher Levels 5
- Year 2- recap of the basics followed by Suze's Spelling Rules
- 

#### Planning & lessons

We use our own weekly planning format to short-term plan our phonics lessons using Supersonic Phonic Friends for visual consistency and hooks. All lessons and resources are in print as children learn to read in print and develop this link. Phonics lessons must be taught in calm environment with very high expectations to ensure lessons make the most of all learning time and there is not too much teacher talk. Pupils must have active lessons (TEEP) and chances to apply their knowledge. Flashcards are used at the start of every lesson to recap the daily learning and they reflect the phonics screen check with real and pseudo words linked to the sounds. Common exception words are mapped out and taught in line with the road maps and flash cards are used to practise these. All flashcards will be in print with no pictures. When modelling, teachers should use cursive handwriting from Y1 up. This is modelled on the Bubble Writing approach. [Bubble writing paper](#). Modelling should be done on a flipchart where children can see so teachers aren't covering the board with their body when writing. All children will demonstrate the same learning

with adaptive teaching to enable them to complete the task (e.g. word mats, cloze passages). While demonstrating their learning, ensure the words are hidden so children are applying their understanding rather than copying. All pupils will be sat at tables when writing in their books to practise correct posture. After the task, teachers should ensure pupils are given the opportunity to check their spelling and make corrections if necessary. All staff and children will use a range of correct terminology (e.g. sound/phoneme, letters/grapheme, digraph, trigraph, letter names etc) [Supersonic Phonic Friends\Planning template v.2.docx](#)

#### Steps in teaching:

- Listen with Len
- Segment with Seb and Blend with Ben
- See it with Sam
- Segment with Seb and build with Bill
- Read with Rex
- Write with Ron

#### Consistent Actions









When segmenting a word, we chop the air to represent the phonemes, moving outwards.





When blending sounds, we move our hands inwards, (without clapping) saying the whole word clearly.

We use my turn, our turn, your turn (teacher does not join in) for effective modelling and summative assessment.

When reading, children will point to the word as they read.

#### Characters and phrases (all of these are signed in BSL)

	<b>Listening Len</b>  Listen with Len so you don't need a pen What can we see in the phonics TV		<b>Writing Ron</b>  We hear the sounds in our words really well. We look at our mats to see and spell. If in doubt, sound it out Write with all our might
	<b>Segmenting Seb</b>  A super segment and brilliant blend help us to read the word at the end		<b>Non-sense Nan</b>  Absolute nonsense
	<b>Blending Ben</b>  A super segment and brilliant blend help us to read the word at the end		<b>Tricky Tess</b>
	<b>Building Bill</b>		<b>Switch it Mitch</b>  Switch it spell sounds

	<b>See it Sam</b>  My turn, our turn, your turn The spelling for the sound <i>It's two letters, it's one sound, it's a digraph</i> <i>It's three letters, it's one sound, it's a trigraph</i>		<b>Choose to use Suze</b>  Look at the pattern, let's be cool, let's find out the choose to use rule
	<b>Reading Rex</b>  A super segment and brilliant blend help us to read the word at the end If in doubt, sound it out Let's read with speed		
	<b>Cheeky sneaky Sid</b>		
<b>What have we learnt today?</b>			

### Sound buttons

All teaching resources and modelling must include sound buttons. Children are taught to include sound buttons when reading and writing and point to the individual graphemes when segmenting.

A single grapheme making its first phoneme: a (apple)

A digraph making its most common phoneme: ch (church)

A trigraph making its first phoneme: igh (light)

A split vowel digraph: i e (bike)

A grapheme making a long vowel: a (acorn) y (funny)

A digraph making a short vowel: ea /e/ (head)

When the grapheme is familiar but making an alternative phoneme - identify by using a different colour- using the codes above: g /j/ (gerbil)

If it is a new grapheme making a familiar sound, identify with a different colour but using the code above: se /s/ (house)

### Assessment

Children will be assessed regularly (at least every three weeks/ twice a small term) and the assessment spreadsheet will be updated and used to identify any gaps or focus children or sounds for interventions. The assessment spreadsheet (GPC and blending assessment) informs children's book bands. Assessment summaries show the

children who are emerging, developing, secure or mastery in each phase including segmenting and blending. Tricky words are recorded on a separate spreadsheet with EYFS-KS1 data.

### [Assessment folder](#)

#### **What does 'On-track' look like?**

**Reception:** To be 'on-track', a child in Reception should be secure in the below percentages for their GPC assessment and blending and segmenting data which is assessed every three weeks on the phonics tracking document.

- End of Term 2 **80% of The Basics 2** sounds to be secure. Blending and segmenting CVC words 50%
- End of Term 4 **80% of The Basics 3** sounds to be secure. Blending and segmenting CVC words 80%
- End of Term 6 **80% of The Basics 2 & 3** sounds to be secure. Blending and segmenting CVC, CVCC, CCVC and CCVCC words 70 % of the time.

**Year 1:** To be 'on-track', a child in Year 1 should be scoring the below scores on the phonics screening check:

- End of Term 2 16/40
- End of Term 3 21/40
- End of Term 4 25/40
- End of Term 5 33/40

#### **Booster groups (interventions)**

Regular assessment will show the children who need to be targeted for booster groups. This will allow teachers to refer to the phonics road map where booster groups are mapped out. Adults should use the booster group guidance and appropriate booster group (GPC recognition, oral blending, segmenting and blending, fluency) to support the child's gaps.

In addition, pre and post teaching allows AFL for any children who haven't grasped the GPC in that lesson. This should stop a large gap between children's attainment occurring and catch children before they need the interventions on the roadmap.

Parents should be informed if their child is in a booster group for phonics and support sent home.

#### **Classroom display and environment**

It is essential that children from FS1- Y2 have the same exposure to common language and visuals in phonics. We therefore all use visual phonics to teach every lesson. Supersonic Phonic Friends uses phrases and characters to support children with all aspects of the learning; using these consistently in every classroom leads to effective transition to enable progress. All classrooms from FS1- Y2 must have a phonics working wall, that is used every lesson, with the following:

- Plain light brown background and dark brown border
- Phonics 'TV' to display current grapheme
- Characters and sayings from (SPF)
- Previously learned graphemes and CE words displayed



- Phase 5 alternatives grouped together

### **Parent newsletters**

Weekly parent newsletter shared on Class Dojo and paper copy handed out weekly (EYFS & Y1)

### **Phonics workshops**

This will be held by Foundation Stage Team in September and an additional open workshop by the Phonics Lead in the Spring term.



## **3.2 Spelling**

### **Planning:**

The [spelling roadmap](#) is used as a medium-term plan and followed from Y2-Y6 (EYFS and Year 1 have statutory -tricky- words within their phonics roadmap). Spelling is taught daily from Y2-Y6 for approximately 15 mins as well as 5 minutes of handwriting practice. We follow The National Curriculum 2014 Appendix 1 for Spelling to ensure coverage. Teachers use Spellzone (Oxford Owl: <https://www.oxfordowl.co.uk/please-log-in>) to support this. Children are taught spelling patterns and rules, investigating them and finding the tricky parts of the words.

### **Spelling tests:**

Weekly spellings are sent home from Y1-Y6. Children have 3 CE words/statutory words and 5 spelling patterns sent home. When they are tested in school, 2 additional 'unseen/mystery' words are added that follow the same spelling pattern to check secure understanding of the rule. This information is then recorded on to a [spreadsheet](#) on the shared area. The final week of each term is a mystery week which assesses children on 20 unseen words following the spelling rules taught throughout the term.



**Assessment:**

In addition to the weekly spelling test, during assessment weeks (T2, 4, 6), children sit a spelling test that has 20 words. This combines with their Punctuation and Grammar paper to give an overall score for SPAG.

**Displays:**

Spelling should be given a display in the classroom. This should be used as an area to promote vocabulary (the wordarium) and provide spelling support such as the week's spelling rule or tricky patterns that may need to be recapped by the class.