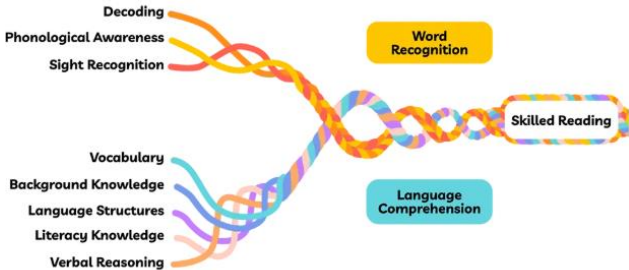




English Overview - Phonics and English at Essendon

Subject area	Provision/ Teaching and Learning/Assessment	Actions
Phonics	We teach from the Little Wandle Letters and Sounds Revised scheme- systematic structured approach to teaching phonics and reading. Teaching and learning • In the nursery, children follow the Little Wandle Letters and Sounds Revised 'Foundations for Phonics' guidance. The focus is on daily oral blending and language development through high-quality stories and rhymes. • In reception and year 1- children follow the progression within Little Wandle Letters and Sounds Revised programme. Phonics is taught daily and there is a review session every Friday. By the end of reception, children will have been taught up to the end of phase 4. By the end of year 1, children will have been taught up to the end of phase 5 • Reception lessons start at 15 minutes, with daily additional oral blending – increasing quickly to 30 minutes. • Y1 lessons are 30 minutes long. • In year 2, Autumn term, children are assessed on their previous phase 5 learning and are taught a phase 5 review unit (5 weeks) to recap previous learning and plug any gaps in their phonics knowledge in the autumn term. In Autumn 2, Year 2 children them	• Monitor teaching and learning of phonics across EYFS and Yr1- use of mantras, correct resources, etc. • Monitor teaching of 'Keep up' sessions- ensure these sessions are happening daily, use of mantras and correct resources, etc. • Monitor half termly assessments, making sure specific children with gaps in their phonetical skills and knowledge are receiving appropriate, targeted keep up sessions. • Replenish any little Wandle resources needed

	move onto 'Bridge to Spelling' teaching links between phonics and formal year 2 spelling rules. <u>Assessment</u> • In reception, year 1 and year 2 at the end of each week there is a review session which recaps the learning. There are also whole review weeks (pre-planned and bespoke review weeks to address gaps identified by the class teacher's ongoing formative assessment). • Half termly assessments. Helps identify specific gaps in knowledge (GPCs) and skills (oral blending/ decoding/ blending to read words) and support rapid progress. • Children who are identified with gaps in their phonics in reception year 1 and are likely to fall behind, are immediately identified and daily 'keep up' sessions are put in place to ensure gaps are closed quickly and children can move on with their learning. • In reception and year 1, the children are assessed at the end of every half term using an adapted Little Wandle Letters and Sounds Revised online assessment tracker. • Year 2 autumn 1 phase 5 assessment to highlight any gaps in phonics knowledge and keep up session provided for children who will be resitting the PSC.	
Reading	<u>Reception and KS1 reading</u> Reception + KS2 follow the Little Wandle Reading Practise sessions x3 session per week. Newly introducing LW Reading Fluency for Year 2* <u>Structure of reading sessions:</u> 1. Decoding- Children apply their phonetical knowledge and growing fluency as they read the book for the first time.	• Order Year 2 Reading Fluency books ready for Autumn URGENT • Roll out A-Z reading scheme for years 3-6. Book for CPD training for myself and all staff. • Order any colour band books for home readers.

	2. Prosody- this session teaches the children to read with prosody, so they develop reading with appropriate meaning, stress and intonation. It provides an opportunity to explore character's feelings, what words mean and how punctuation adds to meaning. • Comprehension- Children should be automatically applying their decoding skills to read with greater accuracy and fluency. Practise answering questions about what they have read to show their understanding of what they are reading. <u>KS2</u> KS2- Will be introducing the Reading A-Z scheme for KS1, trialled it at the end of Summer term in Yr 5+6.  <u>Home readers</u> • Nursery take home 'wordless' books home as their home reader-decodable book in Summer 2 but only if the child has fully mastered oral blending and is securely matching sounds to letters. • Reception & Year 1 read books matched to their phonics ability following book overview on the Little Wandle scheme They also take a 'challenge book' which is a colour band book. • KS2- colour band books are taken home. • All children take home a reading for pleasure book.	• Look at opportunities to promote 'Reading for Pleasure' across the school. • Look at implementing a whole school reading incentive to promote children's love of reading. • Introduce reading list- free readers from years 5+6
Writing	We use the Essentials Writing scheme to teach writing from Reception- Year 6 .	• Moderation- whole school- book looks. • Share (remind) teachers of the 'Teacher assessment Frameworks' document to

	Clear structure for teaching and progression of skills. Working walls are being used and developed. <i>Last year</i> – ‘Everyone is seeing an improvement in writing. The English advisor was pleased with the writing in the books when she visited.’	support teachers when assessing children’s writing. Look at ‘milestones’ breaking down assessment objectives so they are termly not just end of year to further support teachers when assessing children’s writing.
Spelling	- From Year 1 – 6 all children have a list of words each half term to learn. The words are taken from the National Curriculum to ensure all spelling patterns and tricky words are covered. - They embed the same words for the whole half term. - EYFS and KS1 also learn spellings, patterns and rules following Little Wandle spelling units. - Spelling lessons are also given in KS2, to embed spelling rules.	- Review current teaching and learning of spelling across the school to ensure consistency and good progression of spelling knowledge. - Ensure weekly spelling tests so children are having the opportunity to apply new spelling rules they are being taught. - Review Essentials Writing scheme- are statutory spellings taught within the scheme?
Handwriting	We are using a free scheme from the teachhandwriting website. https://www.teachhandwriting.co.uk/continuous-cursive-beginners-letter-choices.html - We looked at the different styles, lead ins and loops and want to follow these choices - Route B, Choice C - EYFS are using the Little Wandle Handwriting scheme for Reception. They have rhymes and pictures to help remind children of the orientation of letters. - In KS1, the Little Wandle rhymes are also used. Following Little Wandle Handwriting scheme for Year 1 and Year 2. Year- pre-cursive only. Year 2- cursive joined writing. - Year 3 – continue with precursive and by the summer term start joining. - Years 4, 5 & 6 joining - Teachers can also use this website to prepare letters, joins or words and it will continue to model. https://handwritingrepeater.app/	- Review handwriting for Year 3- should be joining handwriting. - Review current scheme- ensure consistency and progression throughout KS2.

--	--	--