



“At the federation of Beckwithshaw, Kettleling Felliscliffe and Ripley Primary schools we aim to provide an environment of mutual respect and love where all children flourish and who grow together, guided by love.”

English Non-Negotiables EYFS

The purpose of this document is to provide staff and pupils with clear and consistent expectations regarding English and phonics teaching and learning. This is to ensure that children make progress and that consistency is achieved across the federation.

Curriculum and Lesson

EYFS

| 08:30-08:45 | 08:45-09:00 | 09:00-10:00 | 10:00-10:15 | 10:15-10:30 | 10:30-11:45 | 11:45-12:00 | 12-1pm | 1-3pm | 3-3:15pm | 3:15-3:30 | 3:30pm-4:30pm |
|---------------------------|-----------------------|--|-------------|--|--|------------------------------|--------|---|--|----------------------------------|------------------------|
| Gate Duty/ Smart Start | Collective Worship | Phonics 09:15-10:00 Spelling, handwriting, dictation, sentence writing. | BREAK | Maths Input/ consolidation Snack | Literacy Maths Provision Literacy x 2 days Maths x 2 days Literacy/ Maths split Wednesday Reading practice groups | Class story, poems, songs | LUNCH | Wider curriculum Provision Small group Work 1:1 phonics Reading practice groups | Core Priorities Mastering Number/ Spelling Phonics Celebration Assembly | School Day Ends/ Gate Duty | Elective Curriculum |

- English/Literacy should be taught to EYFS children 3 times a week.
- This should be evidenced on Seesaw in an English/Literacy Curriculum Folder.
- Once per week, children should record their learning in their English book. This is to gain an insight into their learning and see progress over time.
- EYFS planning should follow a similar learning pattern to KS1 & 2 – this is two weeks of fiction, 2 weeks of non-fiction and 2 weeks of poetry.

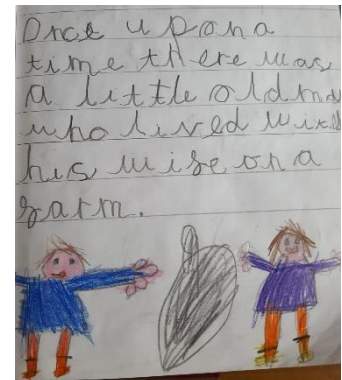
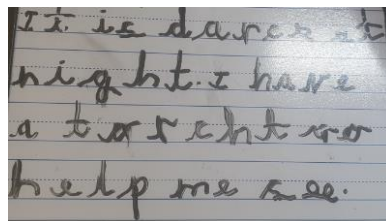
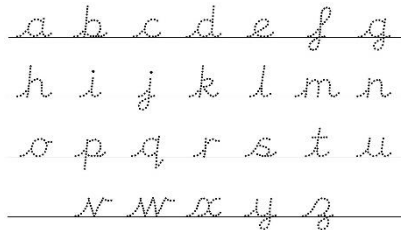
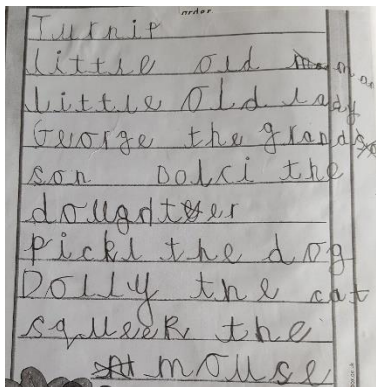
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|--------------------|------------------------|-----------------------------|-----------------------------|
| <u>Fiction</u> | Prediction | Labelling / good vocabulary | Labelling / good vocabulary |
| | Model sentence writing | Sentence writing | Sentence writing |
| <u>Non-Fiction</u> | Prediction | Labelling / good vocabulary | Labelling / good vocabulary |
| | Model sentence writing | Sentence writing | Sentence writing |
| <u>Poetry</u> | Prediction | Labelling / good vocabulary | Labelling / good vocabulary |
| | Model sentence writing | Sentence writing | Sentence writing |

- Class teachers can choose which out of the three sessions each week is evidenced in book. The rest should be evidenced on SeeSaw / through provision.
- Class teachers should follow the English text progression and supplement areas in the classroom with relevant reading materials.
- For mixed key stage classes - Class Teacher should have clear oversight of ALL children’s learning even if not in their teaching group for that session/week.

Evidencing learning

Books

- Children use phonics books to record spellings and sentences. Teachers encourage good posture, sharp pencil.
- Teacher to write date written and mark three dots.
- Mark individual sounds using the purple pen. A tick and fix approach – i.e. if a child has written ‘chwe’, children should mark the ‘ch’ and correct the ‘ew’ using purple pen.
- Letters should be formed correctly using precursive style handwriting. Children should practise this as a next step, and this should be corrected each time it is seen to be incorrect.



SeeSaw

Using photographs with voice captions or video evidence:

- Was the learning independent or supported?
- How did the learning come about? What was the activity?
- Have you extended the learning? How have you supported the learning?
- Can you record the child telling you what they have done? Adults can probe with good questioning during this.

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| What marks have you made? Can you tell me about your marks? |
| Why did you make these marks? Are these marks big or small? |
| How else can you make these marks? What other tools could you use? |
| Are there any letters or shapes in your marks? How can you change your marks? |
| What do these marks mean? What can you add? |
| Can you create a pattern with your marks? Can you create a new type of mark? |

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| Can you show me the front cover? Are you at the beginning, middle or end of the story? |
| Can you ask a question about your friend's story? Can you tell your friend about the story? |
| Where is the story set? What are the characters like? |
| Who is your favourite character and why? What is your favourite part of the story and why? |
| What do you think will happen in the end? Why did the character make that choice? |
| Can you think of a new ending to the story? Can you create a new character for this story? |

Little Wandle Phonics

- We teach phonics for 30 minutes a day. In Reception, we build from 10-minute lessons, with additional daily oral blending games, to the full-length lesson as quickly as possible. Each Friday, we review the week's teaching to help children become fluent readers.
- Children make a strong start in Reception: teaching begins in Week 2 of the Autumn term.
- We follow the Little Wandle Letters and Sounds Revised expectations of progress:

Hannah Lear – English Lead

- Children in Reception are taught to read and spell words using Phase 2 and 3 GPCs, and words with adjacent consonants (Phase 4) with fluency and accuracy.
- Children in Year 1 review Phases 3 and 4 and are taught to read and spell words using Phase 5 GPCs with fluency and accuracy.

Keep/Catch Up intervention

- Any child in reception or Y1 who needs additional practice has daily Keep-up support, taught by a fully trained adult. Keep-up lessons match the structure of class teaching, and use the same procedures, resources and mantras, but in smaller steps with more repetition, so that every child secures their learning.
- We timetable daily 'Rapid Catch Up' phonics lessons for any child in **Year 2 and above** who is not fully fluent at reading (scaled score of less than 100) or has not passed the Phonics screening check. These children urgently need to catch up, so the gap between themselves and their peers does not widen. We use the Rapid Catch-up assessments to identify the gaps in their phonic knowledge and teach to these using the Rapid Catch-up resources – at pace.

Reading

- We teach children to read through reading practice sessions three times a week. These are taught by a fully trained adult to small groups of approximately six children, use books matched to the children's secure phonic knowledge using the Little Wandle Letters and Sounds Revised assessments and book matching and are monitored by the class teacher, who rotates and works with each group on a regular basis.
- Each reading practice session has a clear focus, so that the demands of the session do not overload the children's working memory. The reading practice sessions have been designed to focus on three key reading skills:
 - decoding
 - prosody: teaching children to read with understanding and expression
 - comprehension: teaching children to understand the text.
- **NOTE:** Children should complete at least 3 reading sessions a week – decoding, prosody and comprehension. If children are below ARE this should be covered over 4/5 days. **YR - Lowest 20% to read 5 times a week 1. Decoding 2. Decoding in head 3. Sight word reading 4. Prosody 5. Comprehension**
- In Reception these sessions start in Week 4. Children who are not yet decoding have daily additional blending practice in small groups, so that they quickly learn to blend and can begin to read books.
- In Years 2 and 3, we continue to teach reading in this way for any children who still need to practise reading with decodable books.
- The decodable book is shared with parents for the children to read confidently at home. A reading for pleasure library book is also taken home to share.

Displays

Displays should have the following clearly visible:

- The current text
- English vocabulary from the text and visuals
- Current learning (photocopies of children's work)

Please refer to your display during the teaching input and use it as another tool to develop independence when the children are working and in their provision.

Little Wandle phonics and Grow the Code should be visible for children.

Provision

In each EYFS classroom, there should be a dedicated English continuous provision area both inside and outside. As a base the provision areas should have:

- Materials for mark making
- Alphabet strips
- Tricky / CEW words
- Model writing frames
- Whiteboards and pens
- Boxes with different pens / pencils /crayons
- Reading area
- Letter formation dry wipe sheets



Language & Literacy

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| <ul style="list-style-type: none"> <input type="checkbox"/> Mark Making Area Shelving, table & chairs or stools <input type="checkbox"/> Books & Puppets Book unit, shelving & a low play table <input type="checkbox"/> Small World Area Fantasy Shelving, dedicated floor space & low play table <input type="checkbox"/> Small World Area Real Life Shelving, dedicated floor space | <ul style="list-style-type: none"> <input type="checkbox"/> Writing & Drawing Tools Pencils, felt tips & crayons. Tools such as scissors, glue, staplers. Selection of different size/style of paper, notes, envelopes <input type="checkbox"/> Books Core set of classic stories, popular themes, maths ideas, traditional tales & non-fiction <input type="checkbox"/> Puppets Farm/wild animals & traditional tales characters <input type="checkbox"/> Small World Resources Real life & fantasy characters with natural materials, small blocks & props |
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Personal, Social & Emotional Development

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|---|---|
| <ul style="list-style-type: none"> <input type="checkbox"/> Domestic Role Play Role play units for a kitchen area & accessories for laundry & looking after babies <input type="checkbox"/> Real Life Role Play Mirrored role play unit & space to play <input type="checkbox"/> Fantasy Role Play Role play unit & space to play | <ul style="list-style-type: none"> <input type="checkbox"/> Domestic Role Play Resources Laundry equipment, kitchen utensils, cutlery/crockery, baby feeding, bathing/sleeping <input type="checkbox"/> Real Life Role Play Resources Pets, shopping & people in the community <input type="checkbox"/> Fantasy Role Play Resources Dressing-up as wizards, magicians, Red-riding Hood, princesses etc. |
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Provision Enhancements



Enhanced provision consists of the extra materials and resources that teachers provide for their children that make continuous provision more challenging. It gives the chance to consolidate the learning made in continuous provision areas.

- Versatility and adaptability for practitioners/teachers to cater certain tasks according to interest.
- The ability to differentiate tasks based on the abilities of a certain child.
- Greater opportunity to introduce new ideas to students without them having to be formally taught.
- A fantastic way for children to take risks and experiment independently with no fear of negative feedback.
- A great way for children to re-visit some of their learning skills.

Assessment

Assessment for learning is used:

- o daily within class to identify children needing Keep-up support
- o weekly in the Review lesson to assess gaps, address these immediately and secure fluency of GPCs, words and spellings.
- o Children's books will be live marked by the teacher in green pen. If corrections are to be made, children will complete this in purple pen.
- o Reassess all children with any gap every three weeks regardless of heat map.
- o Reassess any BLW children weekly for sound gaps.

Summative assessment for Reception and Year 1 is used:

- o every six weeks to assess progress, to identify gaps in learning that need to be addressed, to identify any children needing additional support and to plan the Keep-up support that they need.
- o by SLT and scrutinised through the Little Wandle Letters and Sounds Revised assessment tracker, to narrow attainment gaps between different groups of children and so that any additional support for teachers can be put into place.

Fluency assessments measure children's accuracy and reading speed in short one-minute assessments. They are used:

- o in Year 1, when children are reading the Phase 5 set 3, 4 and 5 books
- o with children following the Rapid Catch-up programme in Years 2 to 6, when they are reading the Phase 5 set 3, 4 and 5 books

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o to assess when children are ready to exit their programme. For Year 1 children, this is when they read the final fluency assessment at 60–70+ words per minute. Older children can exit the Rapid Catch-up programme when they read the final fluency assessment at 90+ words per minute. At these levels, children should have sufficient fluency to tackle any book at age-related expectations. After exiting their programme, children do not need to read any more fully decodable books.

A placement assessment is used:

o with any child new to the school in Reception and Year 1 to quickly identify any gaps in their phonic knowledge and plan and provide appropriate extra teaching.

The Rapid Catch-up assessment is used:

o with any child new to the school in Year 2 and above to quickly identify any gaps in their phonic knowledge and plan and provide appropriate extra teaching.

Ongoing assessment for Rapid Catch-up in Years 2 to 6

Children in Year 2 to 6 are assessed through:

o the Rapid Catch-up initial assessment to quickly identify any gaps in their phonic knowledge and plan appropriate teaching

o the Rapid Catch-up summative assessments to assess progress and inform teaching

o the Rapid Catch-up fluency assessments when children are reading the Phase 5 set 3, 4 and 5 books for age 7+.

The fluency assessments measure children's accuracy and reading speed in short one-minute assessments. They also assess when children are ready to exit the Rapid Catch-up programme, which is when they read the final fluency assessment at 90+ words per minute.

Statutory assessment

Children in Year 1 sit the Phonics screening check. Any child not passing the check re-sits it in Year 2.