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## Teaching of English practice principles at Newfield

**“More than any other subject, English – and especially reading – gives pupils access to the rest of the curriculum and is fundamental to their educational success... But English is so much more than the gateway to success in other curriculum subjects. Through studying literature, pupils’ eyes are opened to the human experience; they explore meaning and ambiguity as well as the beauty and power of language. English also has a strong creative and expressive dimension.”**

Ofsted, 2022

This policy describes practice in the teaching of English at Newfield school for semi-formal and formal learners in the areas of reading, writing, phonics, spelling, grammar and punctuation, up to the age of 16. Practices relating to speaking and listening are covered in our Communication policy.

The teaching of English at Newfield School is defined by current national guidance on best practice, in-service training, staff discussion and professional judgement. Our approach to teaching of English is multi-faceted, incorporating high-quality literature, sensory and engaging learning experiences, and practical and meaningful activities which consider real life contexts. Our priority is to create readers and writers with the skills and knowledge they need to be successful in life.

We want all children to leave Newfield School with a life-long love of books because reading will improve their vocabulary, inspire them creatively and improve their ability to write.

### **Planning and the curriculum**

Lesson planning is modelled on the work of the 2014 National curriculum and organisations such as the National Literacy Trust. At Newfield we believe that:

**“All pupils should have access to a broad and balanced curriculum. Careful planning of lessons to address potential areas of difficulty and to remove barriers to pupil achievement...”**

Schools: guide to the 0 to 25 SEND code of practice, 2014

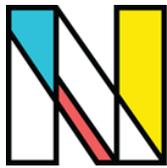
Due to the varying and often complex needs of learners at Newfield School, pupils follow the English skills frameworks throughout their education with us to ensure sequential and progressive building of knowledge and skills at all ages and phases of their education, rather than setting out expected outcomes by age. These schemes are in Reading and Writing. These skills and objectives are taught in context of thematic approaches to ensure learning is engaging, purposeful and age appropriate, avoiding repetition for learners who are taking longer to work through the schemes.

Themes are selected to provide interest and variation to our learners, ensuring they are age appropriate and differentiated by the key stages across school. We seek to promote flexibility of thought by introducing new topics, concepts and vocabulary regularly. We are always mindful of meeting the needs of our learners.

Learning in English is linked to the termly class topic and, therefore, the wider curriculum. Editorial skills needed for writing (handwriting, spelling, punctuation and grammar) are taught as part of the whole school Twinkl Phonics programme which is detailed below, these are then embedded through real contexts. Teachers plan creative and relevant links to their class topics as a stimulus for writing.

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There is a balance between fiction, non-fiction, poetry and play texts, with an emphasis on whole texts rather than extracts and worksheets.

## **Reading**

**“Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know.”**

The National Curriculum in England, 2013.

### Intent

At Newfield school, reading is a priority and a key driver for the curriculum themes within our school. It is our intent that all pupils develop the skills needed to be effective readers, along with an enjoyment of literature, enabling children to become lifelong readers, in line with their individual needs. We aim for pupils to experience a range of texts, themes, genres and vocabulary to support language and communication skills at their own level, giving them the confidence to communicate effectively both now and in the future.

We encourage all pupils to read widely, and be exposed to texts beyond their own reading level including fiction, non-fiction and poetry. We are committed to providing high quality, vocabulary rich and engaging reading material, ensuring these are age appropriate and varied as pupils progress through their time with us and journey from primary and into secondary.

### Implementation

#### **Phonics**

At Newfield we use the DfE approved Twinkl Phonics programme to plan and deliver daily phonics lessons, ensuring a cohesive, whole school approach to phonics. This is delivered to pupils from explorers (EYFS and Key Stage 1) through to Key Stage 3. The Twinkl Phonics Programme offers a coherently planned sequence of lessons that supports the effective teaching of phonics across school.

- Level 1 Twinkl Phonics provides themed teaching packs to deliver each of the DfE’s Phase 1 phonics aspects. Throughout Level 1, learners develop the knowledge, skills and understanding to discriminate between and use auditory, environmental and instrumental sounds. Level 1 is taught first and then embedded throughout the teaching of phonics Levels 2-6.
- In Levels 2-4 learners are introduced to phonemes/sounds and graphemes/letters systematically. They also learn to develop and apply blending and segmenting skills for reading and writing.
- Learners ready to progress will access Levels 5 and 6. The coherently planned sequence of lessons within Level 5 allows opportunities for children to apply their phonics knowledge and skills as the prime approach to reading and spelling. It focuses on phonetically decodable two-syllable and three-syllable words and the alternative ways of pronouncing and representing the long vowel phonemes. Furthermore, children will develop their ability to attempt to read and spell

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increasingly complex words. By Level 6, children explore spelling patterns and grammar while also developing a breadth of knowledge, skills and understanding in the recognition and spelling of common exception words.

The Twinkl Phonics Progression Map sets clear expectations for pupil's progress within the Twinkl Phonics Programme. Due to the nature of learners at Newfield School, age related expectations have not been set, allowing pupils to develop their phonics knowledge in line with their individual needs and at their own pace.

### **Pre-formal and pathfinder learners**

We have high expectations for all of our learners and aspire to support all children on their reading journey, at whatever level they are at. Children who are on a pre-formal pathway use Routes for Learning as a framework to develop the attention and listening skills which are a pre-requisite to level 1 Phonics learning. Care has been taken to ensure an overlap in skills for pupils who are ready to move from Routes for learning and are ready to develop their skills further through level 1 Twinkl phonics. This is evidenced in the 'pathfinder' entry band for the reading and writing skills frameworks.

### **Reading after phonics**

The school's reading and writing frameworks are written to ensure a scaffolded building of skills and knowledge throughout a learner's time at Newfield. If pupils become ready to move 'beyond phonics' they will continue to follow the frameworks to support ongoing skill development as pupils continue to apply, develop and generalise reading and writing skills gained throughout their earlier phonics learning. An outline of the Twinkl phonics structure can be found as an appendix in our English policy.

### **Specialist Reading Strategies**

Many of our learners have communication needs including Autism which can present barriers to learning when accessing phonics lessons. As such, alongside a synthetic systematic phonics programme, pupils are supported to develop reading through regular shared reading, non-verbal interactive reading opportunities, discussing stories using assisted communication, reading and writing with communication aids, and practicing literacy across the curriculum to embed skills. Alongside fluency, comprehension skills are also a main area of focus within reading- looking at skills such as handling and accessing books appropriately, finding the beginning and end of a book, re-telling stories and prediction. We believe that high-quality literature is key to motivating children to read and instilling in children a love of literature. Children are read to regularly in school through library and in class sessions, along with time every day where classes 'drop everything and read'.

### Impact

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Our aim is for our learners to develop skills in reading and writing in line with their own needs, supporting them to develop a love of reading and will the skills to prepare them for their later life after their time at Newfield.

The impact of reading and writing is measured through:

Twinkl Phonics tracking documents are completed by teachers, allowing headteachers, senior leaders, teachers and practitioners to track pupil's progress. It provides opportunities for data analysis and encourages discussions around pupil progress, group progress, future learning and misconceptions, enabling schools to respond and adapt teaching within the programme to provide additional support and challenge to pupils.

Pupils who are ready and able to access the year 1 phonics screening check will be supported to access this

We track reading and writing attainment in line with our internal assessment and systems including on Evidence for Learning and bSquared

Older learners who are able to access other assessments such as function skills exams will be supported to do so

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## What does reading look like at Newfield School?

\* Highlighted text shows differences in teaching from previous key stage- indicating how teaching progresses across school

### The teaching of reading for Explorers (EYFS and KS1)

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- Pupils who are ready and able to access the year 1 phonics screening check will be supported to access this
- We track reading and writing attainment in line with our explorers framework

### The teaching of reading in KS2

- Regular Twinkl phonics sessions - Taught in phonics groups in line with individual pupil progress. Pupils needing additional support to be identified and interventions put in place by the class team with the support of the English lead.
- Sharing high quality stories and rhymes
- The children take a reading book home to share with the family and enjoy with adult support.
- Reading corner in class
- Teachers and EHCAs to continue to monitor children's reading progress through a combination of individual and group reading.
- Regular trips to the school library
- Working towards the National Curriculum through the school's reading framework
- Use of Rhino Readers texts from school library to apply and practice phonics learning (decodable books to compliment the Twinkl phonics scheme, matched to the phonics level that pupils are working at).
- Reading skills and knowledge to be accessed in context of age appropriate themes and texts as identified on the theme map.
- Opportunities to develop reading through play

### The teaching of reading in KS3

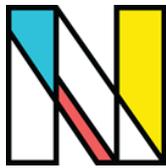
- Regular Twinkl phonics sessions - Taught in phonics groups in line with individual pupil progress. Pupils needing additional support to be identified and interventions put in place by the class team with the support of the English lead.
- The children take a reading book home to share with the family and enjoy with adult support
- Teachers and EHCAs to continue to monitor children's reading progress through a combination of individual and group reading.
- Opportunities for independent reading to encourage children to develop reading stamina and reading for pleasure.
- Regular trips to the school and community library, where appropriate.
- Working towards the National Curriculum through the school's reading framework
- Use of HiLo Catch Up texts from school library to apply and practice phonics learning (fully decodable books aimed at older learners but matched to the Twinkl Phonics programme)
- Reading skills and knowledge to be accessed in context of age appropriate themes and texts as identified on the theme map

### The teaching of reading in KS4

- Functional reading focus, phonics strategies continue to be referred to when reading and writing. Pupils needing additional support to be identified and interventions put in place by the class team with the support of the English lead.
- The children take a reading book home to share with the family and enjoy with adult support
- Teachers and EHCAs to continue to monitor children's reading progress through a combination of individual and group reading.
- Opportunities for independent reading to encourage children to develop reading stamina and reading for pleasure.
- Regular trips to the school and community library

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- Access to a range of high quality, age appropriate and differentiated texts available from the school library
- Reading skills and knowledge to be accessed in context of age appropriate themes and texts as identified on the theme map.

### **Developing a love of reading**

To ensure learners leave us with a life-long love of books, reading for pleasure is prioritised across the school and books are central in our libraries, classrooms and teaching.

- Storytelling forms a key part in our teaching- classes will bring stories to life through sensory activities in props to ensure books are meaningful and engaging for our learners
- We have dedicated reading/ book corner in each classroom where diverse books are readily available (in the form of continuous provision in explorer classes)
- We have two school libraries which contain a range of high-quality texts based on recommended texts from *Books for Topics*. Our libraries are organised to have a primary and secondary section to ensure books pupils are accessing are age appropriate and engaging
- We always celebrate World Book Day
- Books are sent home with children and updated regularly, along with access to eBook access, to promote reading both at school and home
- 'Drop it and read' is done in every class each day- making time every day for every class to be read to, sharing high quality texts and a promoting a love of reading

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## Writing

To develop pupils as writers at Newfield School our priorities are both writing composition, and also writing transcription in line with individual pupil needs.

Writing, like reading follows the thematic approaches that is embedded in our curriculum, ensuring engaging and purposeful stimuli. When composing writing, pupils use colourful semantics to support the understanding of key words and symbols, following the format of identifying and responding to **who + doing + what + where**. Skills for composition including vocabulary, spelling, punctuation and grammar are introduced as pupils progress through the curriculum.

Writing transcription for many of our learners focuses on early mark making and pencil control, progressing to letter formation and handwriting for some as they are ready. As part of this pupils are supported to develop their fine and gross motor skills, and also access purposeful mark making opportunities to support engagement in early writing.

### **What does writing look like at Newfield School?**

<b>The teaching of writing in explorer classes (EYFS &amp; KS1)</b>
<ul style="list-style-type: none"><li>• Working towards Early Learning Goals for EYFS and the National Curriculum for KS1 through explorers curriculum</li><li>• A range of media to be used to support engagement including sensory mark making materials and ICT as appropriate</li><li>• Use of colourful semantics to scaffold writing</li><li>• Writing skills and knowledge to be accessed in context of age appropriate themes and texts as identified on the explorers curriculum (see separate document).</li><li>• Opportunities to make marks and write through play in continuous provision</li><li>• 'Wiggle me into a squiggle' approach to mark making</li></ul>
<b>The teaching of writing in KS2</b>
<ul style="list-style-type: none"><li>• Working towards the National Curriculum through writing framework</li><li>• Genres are chosen to build on prior learning</li><li>• A purpose for each piece of writing is decided from the outset.</li><li>• A range of media to be used to support engagement including sensory mark making materials and ICT as appropriate</li><li>• Use of colourful semantics to scaffold and extend writing</li><li>• Meaningful experiences to support writing through opening WOW events and school trips</li><li>• Writing skills and knowledge to be accessed in context of age appropriate themes and texts as identified on the theme map (see separate document).</li><li>• Opportunities to develop writing through play</li><li>• 'squiggle whilst you wiggle' and 'Squiggle me into a writer' for pupils who are ready to progress with their writing</li><li>• Handwriting to be taught following the Twinkl phonics approach for pupils who are ready to progress with their writing</li></ul>
<b>The teaching of writing in KS3</b>
<ul style="list-style-type: none"><li>• Working towards the National Curriculum through writing scheme of work</li><li>• Genres are chosen to build on prior learning</li></ul>

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- A purpose for each piece of writing is decided from the outset.
- We build stamina for writing by providing opportunities to write regularly, and for longer periods of time- extending this as pupils progress through school
- A range of media to be used to support engagement including sensory mark making materials and ICT as appropriate
- Use of colourful semantics to scaffold and extend writing
- Meaningful experiences to support writing through opening WOW events and school trips
- Writing skills and knowledge to be accessed in context of age appropriate themes and texts as identified on the theme map (see separate document).
- Handwriting and correct letter formation continues to be embedded and applied as appropriate, using the Twinkl phonics approach

### The teaching of writing in KS4

- Working towards the National Curriculum through writing scheme of work
- Genres are chosen to build on prior learning
- A purpose for each piece of writing is decided from the outset- a functional writing focus working towards the post-16 curriculum
- We build stamina for writing by providing opportunities to write regularly, and for longer periods of time- extending this as pupils progress through school
- A range of media to be used to support engagement including sensory mark making materials and more functional uses of ICT as appropriate
- Use of colourful semantics to scaffold and extend writing
- Meaningful experiences to support writing through opening WOW events and school trips
- Writing skills and knowledge to be accessed in context of age appropriate themes and texts as identified on the theme map (see separate document).
- Handwriting and correct letter formation continues to be embedded and applied as appropriate, using the Twinkl phonics approach

### Spelling, punctuation and grammar

Spelling and Grammar are introduced and developed through systematic, synthetic phonics in line with the Twinkl phonics programme, promoting segmenting of sounds for writing (see appendix 1). Punctuation is introduced and taught to pupils who are ready, following the sequences and guidance set out within the National Curriculum through the school's writing scheme of work.

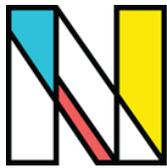
### **What does spelling, punctuation and grammar look like at Newfield School?**

#### Across the school

- Pupils are introduced to the concept that words are segmented into sounds through daily phonics. Pupils needing additional support to be identified and interventions put in place.
- Spelling and grammar is introduced as part of the structured and progressive Twinkl Phonics programme
- Pupils are supported to develop their understanding of concepts such as spaces between words, joining words and joining clauses, and beginning to punctuate sentences as they work through their individual writing scheme of work

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## Handwriting

Handwriting begins as early mark making opportunities, making controlled and intentional marks which in time develop into controlled lines, shapes and letters. At Newfield we recognise the importance of developing both gross motor (large) movements and fine motor (smaller usually fingers) to support early handwriting and mark making. We adopt the “Squiggle Whilst you Wiggle” programme (Spread the Happiness) to support pupils at the earlier stages of writing, working from ‘wiggle me into a squiggle’ in explorer classes, progressing to ‘squiggle whilst you wiggle’ and ‘squiggle me into a writer’ as pupils develop in skills and confidence. For pupils who are ready and able to access a more formal handwriting approach we follow the Twinkl Phonics programme used in other areas of the English curriculum. Both the ‘Squiggle Whilst you Wiggle’ and Twinkl phonics approaches are written into our writing scheme of work, modelled on the National Curriculum.

In addition to this across school:

- Pupils are supported, where possible to sit correctly at a table, holding the pencil comfortably and correctly
- A range of media to be used to support engagement including sensory mark making materials and ICT

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## Assessment

We believe in the importance of immediate, personalised feedback. Being next to the child and having conversations *in the moment* about their work has far more impact and is more meaningful for our learners than written feedback that some may struggle to access. Adults create learning environments where this dialogue and feedback is possible, with consideration and accommodation for individual need, in line with the school's communication policy (see separate document), using individual communication aids and supports as needed.

Reading		
Formative Assessment	Primary Summative Assessment	
On-going: <ul style="list-style-type: none"> <li>• Teacher and EHCA observation</li> <li>• Photos</li> <li>• Reading records</li> <li>• Discussion and questioning *</li> <li>• Self and peer-assessments *</li> <li>• Written feedback *</li> <li>• Reading skills framework</li> </ul>	<ul style="list-style-type: none"> <li>• B-squared</li> <li>• Twinkl Phonics Assessments</li> <li>• Phonics screening test *</li> <li>• Explorers framework</li> </ul>	
	Secondary Summative Assessment	
	<ul style="list-style-type: none"> <li>• B-squared</li> <li>• Twinkl Phonics Assessments</li> <li>• Functional English assessment *</li> <li>• Phonics screening tests*</li> </ul>	

Writing		
Formative Assessment	Primary Summative Assessment	
<ul style="list-style-type: none"> <li>• Teacher and EHCA observation</li> <li>• Photos</li> <li>• Written work produced by pupils e.g. in English books</li> <li>• Self and peer-assessments *</li> <li>• Written feedback *</li> <li>• Writing skills framework</li> </ul>	<ul style="list-style-type: none"> <li>• B-squared</li> <li>• Twinkl Phonics Assessments</li> <li>• Explorers framework</li> </ul>	
	Secondary Summative Assessment	
	<ul style="list-style-type: none"> <li>• B-squared</li> <li>• Twinkl Phonics Assessments</li> <li>• Functional English assessments *</li> </ul>	

\* where relevant and appropriate

### Reference list and further reading

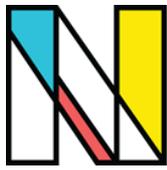
Department for Education, 2022: The Reading Framework: Teaching the foundations of literacy. [The reading framework: teaching the foundations of literacy - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/349053/The_reading_framework_teaching_the_foundations_of_literacy_-_GOV.UK.pdf)

Department for Education, 2014: Schools: guide to the 0 to 25 SEND code of practice. [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/349053/Schools Guide to the 0 to 25 SEND Code of Practice.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/349053/Schools_Guide_to_the_0_to_25_SEND_Code_of_Practice.pdf)

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# Newfield

Inspire | Support | Achieve | Together

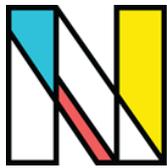
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Shonnette Bason Wood- Spread the Happiness, 2021: 'Squiggle Whilst you Wiggle'.

<https://www.spreadthehappiness.co.uk/>

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### English and communication across the curriculum

The development of student's reading, writing and communication is the responsibility of the whole school community. Staff at Newfield are committed to developing Literacy skills of all pupils, in the belief that it will support their learning, independence, and raise standards across the curriculum. This is done through:

- Communication passports in place and accessible for all learners, ensuring all staff know how to support individual communication needs effectively
- A total communication approach across school
- A focus on key words and vocabulary in every class, drawing focus to the key vocabulary across the curriculum, differentiated to reflect the needs and understanding of individual learners e.g. symbols, written word, photos, objects of reference
- Annual world book day to celebrate and promote a love of reading and reading for pleasure
- Access to high quality texts and literature across the curriculum as a stimulus for learning, often delivered through a sensory story approach to capture pupil interest and enjoyment
- Providing pupils with opportunity to practice and apply the reading, writing and communication skills they learn across the curriculum in line with their individual targets
- Ensuring stories and reading are accessible to every pupil through a high-quality library, sensory stories and audio books
- Ensuring dictionaries and thesauruses are available to pupils in our library
- Promoting pupil voice
- Weekly library lessons

*“Teachers should develop pupils’ spoken language, reading, writing and vocabulary as integral aspects of the teaching of every subject. English is both a subject in its own right and the medium for teaching; for pupils, understanding the language provides access to the whole curriculum. Fluency in the English language is an essential foundation for success in all subjects.”*

National curriculum, 2013

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Appendix 1- **Phonics progression map**
**Level 1**
**By the end of Level 1, children will:**

- have experienced a wealth of listening activities including songs, stories and rhymes;
- be able to distinguish between speech sounds and many will be able to blend and segment words orally.

Some children will also be able to recognise spoken words that rhyme and will be able to provide a string of rhyming words, but inability to do this does not prevent moving on to Level 2 as these speaking and listening activities continue.

Aspect 1 Environmental Sounds	Aspect 2 Instrumental Sounds	Aspect 3 Body Percussion	Aspect 4 Rhythm and Rhyme	Aspect 5 Alliteration	Aspect 6 Voice Sounds	Aspect 7 Oral Blending and Segmenting
<ul style="list-style-type: none"> <li>• Notice sounds around them.</li> <li>• Recognise that different objects make different sounds.</li> <li>• Start to identify and name sounds.</li> <li>• Talk about environmental sounds, describing and comparing them.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore instrumental sounds.</li> <li>• Build awareness of how to use instruments to make sounds.</li> <li>• Start to identify the sounds of familiar instruments, naming them.</li> <li>• Build awareness of how you act upon an instrument affects the sound it makes.</li> <li>• Talk about instrumental sounds, describing and comparing them.</li> <li>• Use instruments to recreate a sound from a given instruction, e.g. Tap the drum loudly, shake the tambourine quietly.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore the sounds their bodies can make.</li> <li>• Join in and copy actions of familiar songs.</li> <li>• Join in and copy body percussion patterns and sequences.</li> <li>• Build awareness of how they can change body percussion sounds.</li> <li>• Create their own sequences of body percussions.</li> <li>• Join in with longer sequences of body percussion.</li> <li>• Describe body percussion.</li> <li>• Follow instructions to recreate body percussion sounds, e.g. Stamp feet loudly. Clap hands softly.</li> </ul>	<ul style="list-style-type: none"> <li>• Join in with songs and rhymes.</li> <li>• Recognise familiar rhythms and rhymes.</li> <li>• Recognise that words rhyme.</li> <li>• Copy and keep a simple beat.</li> <li>• Join in and copy breaking words into syllables with a beat.</li> <li>• Play with rhyme. Make up their own rhyming words.</li> <li>• Complete sentences with their own rhymes orally.</li> <li>• Break words down into syllables with a beat.</li> <li>• Create their own beat.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore initial sounds of words.</li> <li>• Select objects with a given initial sound from a choice of two.</li> <li>• Identify initial sounds of words.</li> <li>• Match to objects with the same initial sound.</li> <li>• Play with alliteration.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore different mouth movements and sounds.</li> <li>• Copy different voice sounds and mouth movements.</li> <li>• Recognise different voice sounds.</li> <li>• Make a variety of different voice sounds, including animal sounds.</li> <li>• Say speech sounds clearly.</li> <li>• Talk about voice sounds.</li> <li>• Describe and compare voice sounds.</li> <li>• Create their own ideas for voices of characters/imitating voices.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the initial sounds of words.</li> <li>• Build awareness that words can be broken up into sounds.</li> <li>• Choose the correct object when hearing the word broken into single sounds.</li> <li>• Blend and say a simple CVC and VC word after hearing it broken down into its individual sounds.</li> <li>• Segment CVC and VC words into their individual sounds.</li> <li>• Start to blend the sounds of longer words.</li> <li>• Identify how many sounds are in a CVCVC word.</li> </ul>

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## Level 2

**By the end of Level 2, children should be able to:**

- give the phoneme when shown any Level 2 grapheme;
- find any Level two grapheme, from a display, when given the phoneme;
- orally blend and segment CVC words;
- blend and segment in order to read and spell (using magnetic letters) VC words, such as if, am, on, up and nonsense words, such as ip, ug and ock;
- read the five tricky words - the, to, I, no, go.

Week						
	1	2	3	4	5	6
<b>Sounds</b>	s, a, t, p	i, n, m, d	g, o, c, k	ck, e, u, r	h, b, f, ff, l, ll, ss	all Level 2 GPCs
<b>Tricky Word</b>				to, the	no, go, I	

## Level 3

**By the end of Level 3, children should be able to:**

- give the phoneme when shown all or most Level 2 and Level 3 graphemes;
- find all or most Level 2 and Level 3 graphemes, from a display, when given the phoneme;
- blend and read CVC words (single-syllable words consisting of Level two and Level three graphemes);
- segment and make a phonetically plausible attempt at spelling CVC words (single-syllable words consisting of Level 2 and Level 3 graphemes);
- read the tricky words - he, she, we, me, be, was, my, you, her, they, all, are;
- spell the tricky words - the, to, I, no, go;
- write each letter correctly when following a model

Week												
	1	2	3	4	5	6	7	8	9	10	11	12
<b>Sounds</b>	j, v, w, x	y, z, zz, qu, ch	sh, th, th, ng	ai, ee, igh, oa	oo, oo, ar, or	ur, ow, oi, ear	air, ure, er	all Level 3 GPCs	all Level 3 GPCs	trigraphs and consonant digraphs	recap j, v, w, x and vowel digraphs	all Level 3 GPCs
<b>Tricky Words Reading</b>	all Level 2 tricky words	he, she	we, me, be	was	my	you	they	here	all, are	was, my (recap)	we, they (recap)	all Level 3 tricky words
<b>Tricky Words Spelling</b>		the, to		no, go, I								the, to, no, go, I

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## Level 4

**By the end of Level 4, children should be able to:**

- give the phoneme when shown any Level 2 and Level 3 grapheme;
- find any Level 2 and Level 3 grapheme, from a display, when given the phoneme;
- be able to blend and read words containing adjacent consonants;
- be able to segment and spell words containing adjacent consonants;
- be able to read the tricky words - some, one, said, come, do, so, were, when, have, there, out, like, little, what;
- be able to spell the tricky words - he, she, we, me, be, was, my, you, her, they, all, are;
- write each letter, usually correctly.

Week				
	1	2	3	4
<b>Sounds</b>	CVCC words	CCVC words	Adjacent consonants	Polysyllabic words
<b>Tricky Words Reading</b>	said, so	have, like, come, some	were, there, little, one	do, when, out, what
<b>Tricky Words Spelling</b>	he, be, we, she, me	was, you	they, are, all	my, here

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## Level 5

**By the end of Level 5, children should be able to:**

- give the phoneme when shown any grapheme that has been taught;
- for any given phoneme, write the common graphemes;
- apply phonics knowledge and skills as the prime approach to reading and spelling unfamiliar words that are not completely decodable;
- read and spell phonically decodable two-syllable and three-syllable words;
- read automatically all the words in the list of 100 high-frequency words;
- accurately spell most of the words in the list of 100 high-frequency words;
- form each letter correctly;
- Use alternative ways of pronouncing and representing the long vowel phonemes.

Week										
	1	2	3	4	5	6	7	8	9	10
<b>Sounds</b>	'ay' saying /ai/	'oy' saying /oi/	'ie' saying /igh/	'ea' saying /ee/	'a_e' saying /ai/	'i_e' 'o_e'	'u_e' 'e_e'	'ou' saying /ow/	long vowel sounds	'ch' saying /c/'ch' saying /sh/
<b>Regular Spellings</b>	day may say play clay tray spray crayon	toy boy joy enjoy destroy annoy employ royal	pie lie tie die cried tried spied fried	sea bead read seat heap treat least	snake game cake ate make name came	bike time pine prize bone home note alone	use cube fume tube these theme even complete	our about cloud scout sprout proud sound ground	apricot kind wild lion human gold hotel both	school Christmas chemist chord echo chef parachute chute
<b>Common Exception Words Reading</b>	could should	would want	oh their	Mr Mrs	love your	people looked	called asked	water where	who why	thought through
<b>Common Exception Words Spelling</b>	said so	have like	come some	were there	little one	do when	what could	should would	want their	Mr Mrs

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	11	12	13	14	15	16	17	18	19	20
<b>Sounds</b>	'ir' saying /er/	'ue' saying /yoo/ and /oo/	'ew' saying /yoo/ and /oo/	'y' saying /ee/	'aw' and 'au' saying /or/	'ow' and 'oe' saying /oa/	'wh' saying /w/	'c' saying /s/'g' saying /j/	'ph' saying /f/	'ea' saying /e/
<b>Regular Spellings</b>	stir girl bird shirt dirt third first thirteen	due venue fuel argue clue glue true blue	few new dew stew blew chew grew drew	very family body happy sunny furry crunchy hairy	saw paw draw yawn August launch laundry astronaut	low slow window own toe hoe doe goes	white whisper whiskers whine whale which while wheel	gem magicgiant ginger cell city face slice	phone dolphin elephant alphabet photo microphone graph orphan	head bread ready deaf healthy weather instead breakfast
<b>Common Exception Words Reading</b>	work house	many laughed	because different	any eye	friend also	once please	live coming	Monday Tuesday	Wednesday brother	more before
<b>Common Exception Words Spelling</b>	love your	peoplelooked	asked called	water where	who why	thought through	work house	many laughed	because different	any eye

	21	22	23	24	25	26	27	28	29	30
<b>Sounds</b>	'ie' saying /ee/	suffix -ed	suffix -s and -es	suffix -er and -est	'tch' saying /ch/	adding - ing and - er to verbs	'are' and 'ear' saying /air/	've' saying /v/	'ore' saying /or/	prefix un-
<b>Regular Spellings</b>	chief brief field shield priest shriek thief relief	jumped looked gasped yelled hunted started shouted wished	skirts raincoats hoodies bracelets glasses buses boxes wishes	louder fresher quicker colder loudest freshest quickest coldest	catch match fetch witch stitch ditch crutch kitchen	playing helping teaching singing player helper teacher singer	stare care share dare tear wear bear pear	horse mouse bronze freeze give serve dance voice	more core sore score shore adore before explore	unwell unkind unlock unfair untie undo unpack unsafe
<b>Common Exception Words Reading</b>	January February	April July	scissors castle	beautiful treasure	door floor	bought favourite	autumn gone	know colour	other does	talktwo
<b>Common Exception Words Spelling</b>	friend also	please once	live coming	Monday Tuesday	Wednesday brother	more before	January February	April July	scissors castle	beautiful treasure

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## Level 6

**By the end of Level 6, children should be able to:**

- read accurately most words of two or more syllables;
- read most words containing common suffixes;
- read most common exception words;
- read most words accurately, in age appropriate books, without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words;
- sound out most unfamiliar words accurately, without undue hesitation;
- segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others;
- spell most common exception words correctly.

Week										
	1	2	3	4	5	6	7	8	9	10
<b>SpellingPattern</b>	'y' saying /igh/	'dge' and 'ge' saying /j/	adding -esto words ending in y	'gn' saying /n/	'kn' saying /n/	adding -ed, -ing to words ending in y	'wr' saying /r/	'le' saying /l/	adding -er, -est to words ending in y	'el' saying /l/
<b>Regular Spellings</b>	by try dry sky fly sly spy reply	edge hedge badge bridge change large orange challenge	flies cries spies replies babies teddies carries hurries	gnome sign gnaw gnat design gnarl gnash	knight knee knot knife knock know knapsack knowledge	copied copying worried worrying annoying annoyed studying studied	wrong wren wrist wrap write wrote wring wreck	bubble middle table apple little puddle giggle cuddle	happier happiest easier easiest funnier funniest luckier luckiest	camel travel chisel squirrel tunnel funnel towel tinsel
<b>Common Exception Words Spelling</b>	door floor	prince princess	autumn school	know baby	mother another	talk two	world work	poor great	break steak	busy clothes
<b>Grammar</b>	capital letters and full stops	proper nouns (names)	plural nouns	alphabetical order (1) - first/second letter	alphabetical order (2) - second/subsequent letters	verbs	adverbs	common nouns (revision)	adjectives and expanded noun phrases	commas in lists

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	11	12	13	14	15	16	17	18	19	20
<b>Spelling Pattern</b>	'al' and 'il' saying /l/	adding -ed, -er to words ending with e	'eer' saying /ear/	ture	adding -est, -y to words ending with e	'mb' saying /m/	'al' saying /or/	adding -ing, -ed to CVC, CCVC	'o' saying /u/	'ey' saying /ee/
<b>Regular Spellings</b>	festival total pupil April medal local pencil nostril	hiked hiker timed timer braved braver baked baker	steer career volunteer cheer sheer peer deer meerkat	future picture sculpture nature vulture adventure creature capture	nicest bravest finest largest shiny sparkly noisy slimy	lamb limb comb numb climb thumb crumb bomb	all call hall small walk talk chalk almost	patting humming dropping shopping jogged fitted clapped stopped	brother son above wonder worry glove cover month	key monkey donkey honey money chimney valley turkey
<b>Common Exception Words Spelling</b>	busy clothes	whole listen	build earth	delicious fruit	learn search	famous shoe	pretty neighbour	England tongue	group country	heart dangerous
<b>Grammar</b>	capital letters for place names	regular past tense	regular present tense	question marks and commands	exclamations and statements	using a dictionary (1) - finding definitions	coordinating conjunctions	irregular past tense	exciting words (1) - altwords for said	exclamation marks (to show emotion/shouting)
	21	22	23	24	25	26	27	28	29	30
<b>Spelling Pattern</b>	adding -er, -est, -y to CVC and CVCC words	contractions	'war' saying /wor/ 'wor' saying /wur/	suffixes -ment, -ness	's' saying /zh/	'wa' saying /wo/ and 'qua'saying /quo/	tion	suffixes -ful, -less, -ly	homophones/ near homophones	prefix dis-
<b>Regular Spellings</b>	longer wetter warmer hottest coldest windy funny sunny	can't we'd I've couldn't you'll should've didn't could've	war ward warm towards world worst work worth	enjoyment payment excitement movement fairness kindness tidiness happiness	usual casual treasure pleasure measure Asia visual closure	want watch wash swap quality squash squabble quantity	action motion description station section adoption portion fiction	graceful wonderful powerful breathless careless badly happily luckily	hear here there their bear bare quiet quite	dislike disappear disagree disappoint disconnect dishonest disqualify disobey
<b>Common Exception Words Spelling</b>	special enough	aunt father	prove improve	hour move	sure sugar	half quarter	straighttouch	caught daughter	journeyarea	heard early
<b>Grammar</b>	improving sentences (1) - adjectives and nouns	contractions	subordinating conjunctions	improving sentences (2) - verbs and adverbs	exciting words (2) - sing a thesaurus	possessive apostrophe	improving sentences (2) - when,if, because	speech marks	commas in speech	using a dictionary (2) - checking spellings

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