Broom Barns Primary School
English Policy

July 2025

Contents

Organisation of the English Curriculum

At Broom Barns Primary School we believe that English is fundamental to the overall development of the child and their access to the curriculum in all its aspects. We recognise that the acquisition of English, both spoken and written, will empower our pupils and provide the foundation for all future learning. We promote a culture of reading, not simply as a life skill, but to also develop in pupils a love of books and literature that will not only support their learning across the curriculum, but also enrich their lives. Statutory requirements for the teaching and learning of English are laid out in the National Curriculum in England: English Programmes of Study – Key Stages 1 and 2 and in the Communication and Language and Literacy sections of the Statutory Framework for the Early Years Foundation Stage. Our curriculum is drawn from these documents. We believe that our children will learn best when given the opportunity to apply their skills across the entire curriculum in rich and varied ways. We acknowledge and celebrate the diverse cultural and linguistic backgrounds from which our children are drawn and value and respect children's expertise in their first language. Throughout their time in our school all children will be supported and encouraged to achieve their best. We therefore recognise that children with Special Educational Needs and Disabilities (SEND) and those with English as an Additional Language (EAL) should be given additional support if required so that they may achieve their full learning potential.

English is a core subject within the National Curriculum and forms an integral part of the whole curriculum for EYFS, Key Stage 1 and Key Stage 2. The teaching of English is guided by the [Early Years Statutory Framework (2021)](#) (EYFS) in Reception and Nursery and the [National Curriculum](#): English Programmes of Study document which sets out the key objectives for Year 1 through to Year 6. English is taught within daily focus lessons and developed further across the whole curriculum. At Broom Barns Primary School we aim to nurture and develop a life-long enjoyment of all aspects of English with all of the children in our care, irrespective of their background and attainment.

Spoken Language

Rationale
We recognise the importance of spoken language in pupils' development across the whole curriculum. Spoken language underpins the development of communication, reading and writing. Children are encouraged to develop effective communication skills in readiness for later life. In our school, children are given regular opportunities to develop their speaking and listening skills in varied ways across the curriculum. We also provide regular whole school activities such as taking part in class assemblies, end of term plays etc. The school has an on-site Speech and language Therapist for five sessions each term to support this area.

Aims
As a school we will:
• ensure that all children to become willing, clear speakers and active, thoughtful listeners

• provide a diverse range of opportunities to enable children to develop appropriate speaking skills for a variety of situations – both formal and informal
• ensure children's contributions are valued by their peers and adults
• enhance their thinking and learning skills
• ensure children read out loud on regular occasions in a variety of settings (e.g – assemblies, in class).

How we teach spoken language at Broom Barns
Spoken language and communication are fundamental to learning across the curriculum. From the first days in school, speaking and listening play a large part in a child's progress in all curriculum areas and teachers plan to develop these skills in a wide variety of ways.

Early Years Foundation Stage
Children are assessed using a wide variety of assessment materials on entry to identify their next steps in their learning, any barriers to learning in communication and language and provide a baseline to monitor progress. Assessment materials include but are not limited to iCan Progression Tools, Development Matters Statements, Birth to Five Matters and Wellcomm. All children complete the Wellcomm assessment on entry and the Reception Baseline Assessment. Wellcomm activities continue to be used weekly as adult led activities in Nursery.

Speech, language and communication development is taught through a variety of adult led and child initiated learning experiences and has a high profile in our early years classrooms. We recognise that adult interactions are vital to children developing effective communication skills and adults model language back to children during all teaching moments. All observations include evidence of communication and language and teachers use this as formative assessment to ensure that children make rapid progress.

Each early years classroom has two role play areas: one home corner and one topic/story related role play. These are developed and adapted in line with teacher assessment and children's interests. Teachers use stories and rhymes to model language and narrative and encourage children to apply these in their play, providing opportunities for role play and story times during child initiated learning.

Teachers use assessment to identify children who need additional support to attain age related speech and language skills. If children are not making progress or are below age related expectations, they may receive the following interventions:
- Wellcomm
- Early Talk Boost
- Nuffield Early Language Intervention (Nursery)
- Nuffield Early Language Intervention (Reception)
- Talking Time
- Attention Autism
- Word Aware

If children require individual bespoke targets, they are referred to an independent speech and language therapist who visits each half term to assess children's speech and language needs and identifies targets for them to work towards. A communication

assistant provides speech and language support for pupils and advice for teachers 1 day each week.

Key Stage 1 and 2
Teachers utilise every opportunity to develop children's speaking and listening skills across the curriculum. All classes use sentence stems and display and refer to topic/subject related vocabulary during lessons. All teachers teach a "Word of the Week" which is identified as a tier 2 word (see appendix 1). Pupils are encouraged to find out what words mean throughout reading and not accept that they do not understand the meanings of words.

Teachers use a range of strategies and assessment tools to identify pupils who need support with communication and language skills. Assessment materials include but are not limited to ICan Progression Tools, Wellcomm Primary and ELKLAN.

Pupils in Year 1 who do not reach age related expectations by the end of the EYFS are closely monitored by the Senco and class teacher. The teacher targets the teaching of communication skills within quality first teaching to these pupils. If children are not making progress or are below age related expectations, they may receive the following interventions:
- Wellcomm (Primary)
- ELKLAN
- TalkBoost
- Word Aware

If children require individual bespoke targets, they are referred to an independent speech and language therapist who visits each half term to assess children's speech and language needs and identifies targets for them to work towards. A communication assistant provides speech and language support for pupils and advice for teachers 4 afternoons a week.

Phonics

Rational
Phonological awareness and understanding is vital in order for children to become competent readers and writers. Our approach to phonics is designed to be used as part of an early learning environment that is rich in talk and story, where children experience the joy of books and language whilst rapidly acquiring the skills to become fluent, independent readers and writers.

Aims
At Broom Barns we aim to teach children to decode by:
- identifying each sound within a word and blending them together to read fluently
- encoding by segmenting each sound to write words accurately.

How we teach phonics at Broom Barns
We use a systematic synthetic phonics programme called Essential Letters and Sounds (ELS) throughout the school. ELS whole-class, daily phonics teaching begins from the first days of Reception. Through the rigorous ELS teaching programme, children build an immediate understanding of the relationship between the sounds they can hear and say (phonemes) and the written sounds (graphemes). Every ELS lesson has been designed

to ensure that the minimum cognitive load is placed on the learner. The structure of the lessons allows children to predict what is coming next, what they need to do, and how to achieve success. The whole school understands how ELS works, and adheres to the ELS system, using the same terminology (see appendix 2) and sequence of letter sounds (see appendix 3).

ELS is based on simplicity and consistency, and the programme is delivered through whole-class lessons. Throughout ELS, we use the same teaching sequence – show, copy, repeat – until each child is independent. The teaching sequence is the same in all stages of the lesson, from whole-class teaching to one-to-one intervention. Children are given the opportunity to hear and say each sound, first in isolation, and then within words and sentences. When introducing a new grapheme–phoneme correspondence (GPC), teachers use a mnemonic or rhyme with an accompanying picture to ensure that children understand. Children then hear this sound in the context of a word, and a picture and/or definition is given to support their understanding. Practice and repetition are key.

How we support all learners
A whole-class approach ensures that all children benefit from the full curriculum. Children who encounter difficulties are supported by the teacher throughout the lesson, and where further support is required, ELS has three interventions to ensure that any learning gaps are quickly filled.

ELS is designed on the principle that children should 'keep up' rather than 'catch up'. Since interventions are delivered within the lesson by the teacher, any child who is struggling with the new knowledge can be immediately targeted with appropriate support, usually during the Apply activity. We know that children – especially those with educational difficulties – learn better in a mixed-ability environment where their learning is scaffolded not only by the teacher and support staff but also by their peers. In this most fundamental area of learning – learning how to read – this support is even more vital, not only to their success but also to the outcomes of the programme as a whole. Over-learning, alongside a range of Apply activities, helps children who acquire phonic knowledge more slowly to succeed. Children's phonemic awareness supports them when learning how to read, and our rigorous and robust teaching methods ensure that all children build phonemic awareness. If children require further support to achieve the outcomes of the lesson and keep up with the pace of the programme, ELS has three interventions that are to be delivered on a one-to-one basis: oral blending, GPC recognition and blending for reading. These are intended to be short and concise and last no longer than five minutes. They can be delivered in isolation, or different interventions can be used together to support children each day. This helps ensure that children do not spend excessive time outside of the classroom or in group intervention sessions where they are removed from the rest of the curriculum.

Pupils in Key Stage 2 who have not yet passed the phonics check or who are still requiring decodable texts are carefully monitored by the class teacher. Key Stage 2 teachers continue to use the diagnostic assessment and ELS interventions to support pupils to develop their phonics skills.

Reading

Rational

Reading for pleasure is the most important facet of teaching children to read. Reading is a skill and, as a school, we believe that reading for pleasure is one of the most life-affirming elements of the human condition. Success in reading is the key to independent learning and has a direct effect on progress in the wider curriculum.

Aims

- To create a reading culture that promotes a life-long love and enjoyment of books
- To read with confidence, fluency and understanding
- To use a full range of reading cues (phonic, graphic, syntactic and contextual) to monitor their reading and correct their mistakes
- To help children become critical readers to give them greater understanding of the wider world.

How we teach reading at Broom Barns

Early Years Foundation Stage

Teachers use the Broom Barns Curriculum Overview to plan a sequenced reading curriculum that is flexible and takes account of pupils needs and interests. It is planned on a half termly basis using key texts as a focus for much of the children's learning. To give pupils the best opportunities for effective development in reading, practitioners give particular attention to:

- Core books – pupils immerse themselves in a core book, learn to read it, recite it and apply it in their play.
- Children are given an opportunity to share a wide range of rhymes, music and songs both during adult led and child initiated learning. Nursery rhymes and songs are sung daily in Nursery and Reception.
- Both early years classrooms have two role play areas – one home corner and one interest/book led. This enables children to develop effective narrative in their play. Both role play areas feature key texts.
- Daily story times use real texts (not texts on the screen) and inspire a love of reading.
- Every pupil is encouraged to take home a weekly library book.
- Stay and play sessions focus on reading for pleasure.
- Pupils in Reception take home independent reading books that are closely linked to their learning in phonics.
- There is a reading area in each early years classroom that has forward facing books, display, small world opportunities and cosy areas.
- Both fiction and non-fiction texts feature throughout the environment.
- Adults skilfully bring reading into the pupils play, providing opportunities to learn from non-fiction texts and introduce known narratives, expertly developing pupils vocabulary.
- In Reception pupils take part in a daily phonics lesson (see phonics).

Key Stage 1 and 2

Teachers use the Broom Barns Curriculum Overview and HFL Essential Writing Plan to plan a sequenced reading curriculum which focusses on reading fluency, comprehension and reading for pleasure. A "Take One Book" approach is used where a book is used as a theme throughout the teaching sequence from reading to writing. It is an opportunity

to read, explore and write in a variety of genres using one text as a stimulus. All teachers in Key Stage 1 and 2 use the following approaches to ensure a high quality approach to the teaching of reading:

- All classes have a text read daily to them. This is a text which is read for pleasure by the teaching staff.
- All classes have an inspiring book corner linked to class and pupil interests.
- All teachers use VIPERS to focus on the key areas that pupils need to understand in order to improve their comprehension of texts.
- Texts feature heavily throughout the classrooms, ensuring that cross curricular texts are used to widen vocabulary and knowledge in a variety of contexts.
- All pupils take home an independent reading book carefully matched to their phonics and comprehension skills.
- All pupils take home a library book of their own choice.
- The library books are regularly updated and pupils are encouraged to recommend new books.
- All pupils take part in a variety of daily reading opportunities in class from independent, guided, shared and modelled reading.
- As with spoken language, pupils are expected to find out the meaning of unknown words in texts.
- There is a strong focus on 1:1 reading – all pupils who do not read regularly at home are heard read by an adult in school.
- There are clear expectations of pupil's reading homework. All pupils are expected to read at least 5 times each week or for an equivalent amount of time each week as they get older.

Independent Reading Books
All pupils take home at least 1 independent reading book. This book is intended to practise skills that the pupil has already learned in school.
Nursery
Pupils take home a book from the Nursery book library to share with their families. They are encouraged to change this at least weekly.
Reception and Year 1
Pupils take home a decodable reading book that is closely matched to their phonic ability. Teachers use regular diagnostic assessments attached to the phonics scheme to ensure that pupils can accurately decode the text.
Year 2-6
Once pupils have mastered the phonetic code within the phonics scheme, they can begin to take home book banded reading books. These books still match their decoding abilities and enable pupils to further develop their comprehension skills.
Key Stage 2
As pupils develop fluency and comprehension as readers, they are encouraged to read a wider variety of genres from the library. These books are separated into two sections to enable our most able readers to challenge their reading skills.

How we support all learners
Teachers use a variety of formative and summative assessment methods to assess pupil's progress in reading. Teachers use the following tools to support them in their assessment judgements:

- National Curriculum expectations
- HFL expectations in reading
- PM Benchmark

- YARC reading assessments

Regular (at least termly) pupil progress meetings support teachers in accurately identifying pupils that require intervention in order to close the gap in their reading skills and age related expectations. Class teachers have the flexibility to move pupils in and out of interventions throughout the year. This enables pupils who are making rapid progress and those who require additional support to quickly receive the support that they need. Interventions include but are not limited to:
- After school booster sessions
- 1:1 and small group additional guided reading sessions
- Guided comprehension
- HFL reading fluency project

Writing

Rationale
We strive to develop a love for the English language in both it's spoken and written forms and recognise the links between spoken language, reading and writing. We aim to provide an environment for written work which is stimulating and is characterised by high expectations of success so that the fullest potential of each individual child may be realised. We recognise the importance of writing as a pre-requisite for educational and social progress as it's ability to empower pupils to communicate both academically and creatively.

Aims
- For writing to be seen as purposeful and enjoyable.
- For each pupil to achieve a high level of writing.
- For each pupil to be prepared for the expectations of the Key Stage 3 curriculum.
- For writing to be developed across a range of meaningful contexts and genres.

How we teach writing at Broom Barns
Early Years Foundation Stage
Teachers use the Broom Barns Curriculum Overview to plan a sequenced writing curriculum that is flexible and takes account of pupils needs and interests. It is planned on a half termly basis using key texts as a focus for much of the children's learning. To give pupils the best opportunities for effective development in writing, practitioners give particular attention to:
- Daily Busy Fingers sessions to develop fine motor skills. Each of these sessions include at least four activities which target different fine motor skills. For example, pincer grip, dexterity, whole hand strength, co-ordination and pencil control.
- Writing is modelled daily throughout the session by all adults.
- There is a strong emphasis on scribing pupil voice for both communication and display.
- Role play and small world enable pupils to act out narratives in preparation for writing.
- In Nursery, there is a strong emphasis on pupils recognising and writing words which are important to them. For example, their names and letters of the names of people in their families.
- Regular adult led writing sessions scaffold writing for pupils in Reception.

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- A variety of purposeful writing is displayed throughout the environment.
- There are daily opportunities for Reception pupils to see modelled writing and to apply their writing skills in phonics.

Key Stage 1 and 2

Teachers use the Broom Barns Curriculum Overview and HFL Essential Writing to plan a sequenced curriculum that ensures that pupils develop their writing skills across a wide range of genres. There is a clear teaching sequence for writing (see appendix 4) which links the process from reading into writing. Teachers at Broom Barns deploy a range of strategies to develop pupil's skills in writing:

- Teachers plan for shared, modelled, guided and independent writing. Teachers regularly model writing to pupils, demonstrating the metacognition required to compose competently.
- All pupils complete an extended writing task at least every two weeks.
- Through skilled planning, teachers create a toolkit for pupil's extended writing through relevant targeted writing opportunities, exposure to appropriate texts and linking comprehension and other curricular areas.
- All writing takes account of timetabled phonics and spelling sessions and teachers have high expectations of pupil's application of these skills in their writing.
- Teachers choose one piece of writing to add to the pupil's Creative Writing book each term. This is a record of the pupil's progress from Nursery to Year 6. Pupils have opportunities in each year group to view their Creative Writing Books and celebrate the progress that they have made. In Year 6, pupils create a writing portfolio in preparation for SATs.
- The teaching of grammar is incorporated into the teaching sequence for writing to provide pupils with real models of grammar through the reading of key texts and opportunities to practice grammar in meaningful contexts. Occasionally, teachers will teach a discrete grammar lesson to develop particular skills. However, these skills will always be linked to expectations in pupil's writing.

How we support all learners

Teachers use both summative and formative assessment to regularly measure pupil's attainment and progress in writing. Teachers use the HFL writing assessments alongside National Curriculum expectations to support their judgements. These are moderated both internally and externally. Pupils at risk of not attaining age related expectations are discussed at pupil progress meetings and targeted through high quality first teaching and interventions such as:

- After school writing booster sessions
- Group guided writing sessions
- Phonics interventions (see phonics)
- Differentiated writing tasks

Spelling

Rationale

Spelling is important in order to maintain rigour and accuracy within pupil's writing and satisfy the demands of the National Curriculum. At Broom Barns, we recognise that in order to become fluent writers, pupils must also become fluent spellers.

Aims

- To equip pupils with the skills and knowledge to become successful writers.

- To enable pupils to write with confidence and creativity, while developing the skills to self-edit, correct and improve.

How we teach spelling at Broom Barns

In the Early Years, spelling is taught through Essential Letters and Sounds (see phonics). In Key Stage 1 and 2, Spelling Shed is used to teach spelling using discrete spelling lessons. Teachers deploy the following approaches across the school to effectively teach spelling:

- Spelling Shed is used to target the teaching of spelling to the appropriate year group and pupil needs.
- Pupils are expected to regularly practice spellings either on Spelling Shed or via pen and paper methods at home.
- Dictation is used to ensure that all spellings are learnt in context.
- Pupils regularly explore new words, including relevant spelling patterns and etymologies.
- Teachers have high expectations of the application of pupil's writing, ensuring that there is adequate application of relevant spellings.
- Teachers have a good understanding of the metacognition and ensure that spellings are applied regularly to pupil's reading and writing. There is a recognition that the learning of spellings is not just for a test.

How we support all learners

At Broom Barns, we recognise that spelling can be challenging for some pupils. The following diagnostic assessments are used to assess pupil's skills and spelling knowledge:

- ELS diagnostic phonics assessment
- Spelling Shed diagnostic assessments
- Specific Learning Difficulties Support Base Diagnostic Literacy Assessment.

Pupils who are identified as below age related expectations are discussed at pupil progress meetings and plans are put in place to support them in developing their spelling skills. The following strategies and interventions are used across the school to support pupils in their writing and spelling:

- Precision Teaching
- Literacy Assessment File
- Writing slopes
- Acetates
- Spelling Dictionaries
- Ipads
- Laptops

Handwriting

Rationale

The process of handwriting promotes clear thought and natural structure. It is a functional tool that allows pupils to put thoughts on paper effortlessly and fast.

Aims

- For pupil's handwriting to develop into a fluent, legible and individual style.
- To ensure appropriate progression and development in handwriting.

How we teach handwriting at Broom Barns

We recognise that handwriting is a complex skill that involves linguistic, cognitive, perceptual and motor components, all of which have to be co-ordinated into an integrated pattern. We recognise that the formations of the symbols within our writing system must be taught in a systematic way using ideal movement patterns and directional conventions. Handwriting at Broom Barns is both integrated throughout the teaching of writing and through discrete handwriting sessions. Handwriting is taught through the following methods:

- At least weekly discrete handwriting sessions for pupils who have not yet developed a fluent handwriting style.
- Teachers use the National Handwriting Association "Good Practice for Handwriting" as a guide to the teaching of handwriting.
- Daily Busy Fingers sessions are planned strategically in the Early Years to develop fine motor control. These ensure that pupils have the opportunity to develop the different muscles and skills required for writing. For example, pincer grip, whole hand muscle strength, pencil control, pencil grip, core muscle strength, upper arm strength, dexterity and co-ordination.
- Weekly Write Dance sessions are used in Reception to develop core muscle strength and co-ordination.
- Daily phonics sessions include ditties visual representations to help remember the shape of the letters.
- Daily phonics lessons include opportunities to model and apply handwriting.
- Teachers use Twinkl handwriting (appendix 5) to systematically teach the formation of letters by teaching them in letter groups – the Ladder family, the Curly Caterpillar family, The One Armed Robot family and the Zig-Zag monster family.
- Pupils begin to learn consecutive cursive script when their letter formation is accurate and of a consistent size in Year 2.
- The teaching of handwriting teaches lower case and capital letters as well las number digits.
- Teachers use the "nip, flip and grip" approach to teaching pencil grip.
- There is a strong emphasis on correct posture for handwriting across the curriculum, including the use of slanting paper.
- Teachers take every opportunity to model handwriting and teacher's own handwriting always follows the school handwriting scheme (see appendix 5).

How we support all learners

At all stages, teachers are responsive to individual needs and adapt lessons to match assessment. Teachers use the Twinkl handwriting assessment as a diagnostic tool to assess gaps in learning in handwriting. Where pupils require additional support, teachers deploy a range of strategies:

- Individual and group handwriting sessions
- Targeted Busy Fingers sessions
- Guided handwriting sessions.

Appendix 1

Tiered Vocabulary

	Explanation	Examples	Recommendation for teaching
Tier 1	**Everyday** words encountered in everyday conversation	dog go happy drink phone play sad	These words do not necessarily need to be explicitly taught, especially in Key Stage 2. *Note: Children with learning difficulties or an English as a Second Language background may still benefit from explicit teaching of some Tier 1 words.*
Tier 2	Words that are needed in an academic context, and provide access to more complex topics and discussions outside of the everyday. Words that are useful across **multiple topic and subject areas**.	relative vary formulate specificity accumulate calibrate itemise falsely description hypothesis misfortune dignified faltered distinctly resolve	**Teachers should explicitly teach these words,** to ensure they can develop their pupil's understanding and expression of complex ideas. **These words are useful for multiple purposes**, and their use and understanding reflect and mature understanding of academic language. Pupils should learn to use Tier 2 words in multiple contexts and for multiple purposes.
Tier 3	Words that are **relevant for specific subjects or content-areas**. Words that have distinct meanings and purposes, relevant to a specialised topic or discourse.	lava carburettor legislature circumference aorta polyglot sonata isosceles	**Pupils should learn these for the particular content-areas**, but should not be preferenced over more useful Tier 2 words. Pupils should learn to use Tier 3 words in the context of the specific subject matter where they are useful.

Appendix 2

Glossary

Blend (vb)	To draw individual sounds together to pronounce a word: for example, s-n-a-p, blended together, reads 'snap'.
Blending hands	Clap your hands (silently) as you blend the sounds together to say the whole word.
Consonant	A speech sound in which the breath channel is at least partly obstructed and which can be combined with a vowel to form a syllable (i.e. the letters b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z).
Decoding	Extracting meaning from symbols. In the case of reading, the symbols are letters, which are decoded into words.
Decodable text	A text which is entirely decodable based on the sounds and graphemes that have been taught. A child will not encounter a 'tricky' or HRS word that they have not yet been taught, nor will they be asked to 'guess' what sound a grapheme represents. ELS includes linked decodable readers, to ensure that every child is able to decode independently and re-read the books until they achieve fluency. Children begin using decodable readers from the first days of teaching.
Digraph	Two letters making one sound: for example, <ch>, <th>, <sh>, <ng>.
Drum roll	Technique used when introducing a new grapheme/spelling. This should be a two- to three-second drum roll on the children's laps. It allows the teacher to quickly see that all children are engaged and participating.
Encoding	Writing involves encoding: communicating meaning by creating symbols (letters to make words) on a page.
Grapheme	A letter or a group of letters representing one phoneme: for example, <sh>, <ch>, <igh>, <ough> ('though').
Grapheme–phoneme correspondence (GPC)	The relationship between sounds and the letters which represent those sounds; also known as 'letter–sound correspondence'.

Harder to read and spell (HRS) words	Words that children will find harder to read and spell as they will not have been taught the relevant GPCs.
Me, then you	To ensure that children can apply their understanding independently, we must always give them the information required. First, we show how to do/say something. Then they copy us, before repeating this by themselves. We repeat these steps, reducing our modelling as children's fluency and independence increases.
Phoneme	The smallest single identifiable sound: for example, the letters 'sh' represent just one phoneme (/sh/) but 'sp' represents two (/s/ and /p/).
Phonemic awareness	An ability to identify and make the sounds (phonemes) within words.
Phonics	A method of teaching beginners to read and pronounce words by learning to associate letters or letter groups with the sounds they represent.
Phonological awareness	An awareness of the sound structure of spoken words: for example, rhyme, syllables, onset and rime, as well as phonemic awareness.
Pseudo words	Words that do not make sense but are made up of decodable sounds.
Reading Teacher	Any member of staff who delivers phonics teaching to children. This can be whole-class teaching, support during the Apply section of the lesson, delivering interventions or hearing children read.
Robot arms	When sound-talking a word (orally segmenting it into the phonemes within the word), Reading Teachers and children use robot arms to physically make the link between the separating of the sounds. This assists children in hearing the separate sounds within the word and ensures that they do not form 'consonant clusters' or 'onset and rime', which are not part of the ELS programme. The word is said in 'robot talk' and then blending hands are used to blend the word.
Segment (vb)	To split up a word into its individual phonemes in order to spell it: for example, the word 'cat' has three phonemes /c/ /a/ /t/. Children are asked to count the individual sounds in the word to help them to spell it.

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Schwa	Schwas are the unstressed vowel sounds within a word. These often sound like a short /u/: for example, ladd<u>er</u>, eleph<u>a</u>nt, <u>a</u>gain, auth<u>or</u>. Pronunciation of these words can vary, and so for some speakers a vowel may have a schwa sound, and for others the vowel may be pronounced as spelled, in which case the words are not harder to read or spell.
Sound-talk	Oral sounding out of a word: for example, c–a–t.
Split digraph	Two vowels that make one sound but are split by one or more consonants: for example, <a–e> as in 'make' or <i–e> as in 'inside'. There are six split digraphs in the English language: <a–e>, <e–e>, <i–e>, <o–e>, <u–e>, <y–e> (as in 'type').
Stretch ⇒	Elongate the sounds in a word to allow you to hear each sound clearly: for example, 'caaarrr'.
Trigraph	Three letters making one sound: for example, <igh>.
Vowel	Speech sounds in which the breath channel is not blocked and does not cause friction when making vocal sounds (i.e. the letters a, e, i, o, u).
Vowel digraph	Two vowels that together make one sound: for example, <ai>, <ee>, <oa>.

Abbreviations

The following abbreviations are used to describe the order of letters in words:

VC	Vowel–consonant: for example, the word 'am'.
CVC	Consonant–vowel–consonant: for example, the word 'Sam'. (Consonants and vowels in these abbreviations can be digraphs and trigraphs too, for example the words 'ring' or 'feet'.)
CCVC	Consonant–consonant–vowel–consonant: for example, the word 'slam'. (Consonants and vowels in these abbreviations can be digraphs and trigraphs too, for example the word 'bring' or 'fleet'.)

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Appendix 3

Essential Letters and Sounds Progression

ELS Term-by-term Progression

Reception/Primary 1 Autumn 1: Phase 2					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
/s/ <s> /a/ <a> /t/ <t> /p/ <p>	/i/ <i> /n/ <n> /m/ <m> /d/ <d>	/g/ <g> /o/ <o> /c/ <c> <k>	/k/ <ck> /e/ <e> /u/ <u> /r/ <r>	/s/ <ss> Assess and review week R:1	/h/ <h> /b/ <b> /f/ <f> <ff> /l/ <l> <ll>
	I, the, no	put, of, is	to, go, into	pull	as, his

Reception/Primary 1 Autumn 2: Phase 3					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
/j/ <j> /v/ <v> /w/ <w> /ks/ <x>	/y/ <y> /z/ <z> <zz> /kw/ <qu> /ch/ <ch>	/sh/ <sh> /th/ <th> (voiced and unvoiced) /ng/ <ng> /nk/ <nk>	/ai/ <ai> /ee/ <ee> /igh/ <igh> /oa/ <oa>	–es (where there is no change to the root word) Assess and review week R:2	Review week R:3
he, she, buses	we, me, be	push	was, her		my, you

Reception/Primary 1 Spring 1: Phase 3-4*					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Review week R:4 /oo/ <oo> (book)	/ar/ <ar> /ur/ <ur> /oo/ <oo> (food) /or/ <or>	/ow/ <ow> /oi/ <oi> /ear/ <ear> /air/ <air>	/ure/ <ure> /er/ <er> /oa/ <ow>	Assess and review week R:5	Review week R:6
	they, all, are		ball, tall	when, what	

Phase 3 of ELS covers more than just the Phase 3 graphemes – we introduce some challenge from Phase 4 (in the form of adjacent consonants) alongside the Phase 3 teaching to extend children's sounding out and blending skills.

Reception/Primary 1 Spring 2: Phase 3-4					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Review week R:7	Review week R:8	Review week R:9	Review week R:10	Assess and review week R:11	Review week R:12
said, so, have	were, out, like	some, come, there	little, one, do	children, love	

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Reception/Primary 1 Summer 1: Phase 4					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Phase 4:1 CVCC –ed /ed/	Phase 4:2 CCVC –ed /t/	Phase 4:3 CCVCC –ed /d/	Phase 4:4 CCCVC	Assess and review week R:13	Phase 4:5 CCCVCC –er –est

Reception/Primary 1 Summer 2: Phase 5 introduction					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
/ai/ <ay> /ow/ <ou> /igh/ <ie> /ee/ <ea> –le	/oi/ <oy> /ur/ <ir> /(y)oo/ <ue> /or/ <aw>	/w/ <wh> /f/ <ph> /(y)oo/ <ew> /oa/ <oe>	/or/ <au> /ee/ <ey> /ai/ <a–e> /ee/ <e–e>	Assess and review week R:14	/igh/ <i–e> /oa/ <o–e> /(y)oo/ <u–e> /s/ <c>
oh, their	people, Mr, Mrs	your, ask, should	would, could, asked	house, mouse, water	want, very

Year 1/Primary 2 Autumn 1: Phase 5					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Assess and review week Y1:1	Review week Y1:2	Revise: /ai/ <ay> /ow/ <ou> /igh/ <ie> /ee/ <ea>	Revise: /oi/ <oy> /ur/ <ir> /(y)oo/ <ue> /or/ <aw>	Assess and review week Y1:3	Revise: /w/ <wh> /f/ <ph> /(y)oo/ <ew> /oa/ <oe>

Year 1/Primary 2 Autumn 2: Phase 5					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Revise: /or/ <au> /ee/ <ey> /ai/ <a–e> /ee/ <e–e>	Revise: /igh/ <i–e> /oa/ <o–e> /(y)oo/ <u–e> /s/ <c>	/ee/ <y> /or/ <al> (walk) Review week Y1:4	Review week Y1:5	Assess and review week Y1:6	Review week Y1:7
please, once	any, many, again	who, whole	where, two		

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Year 1/Primary 2 Spring 1: Phase 5

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Review week Y1:8	/ai/ <a> (acorn) /ai/ <ey> (they) /ai/ <ea> (great) /ai/ <eigh> (weight) /ar/ <a> (father) /ee/ <e> (he) /igh/ <i> (find) /igh/ <y> (by)	/oa/ <o> (go) /o/ <a> (was) /oo/ <u> (push) /y/+/oo/ <u> (music) /c/ <ch> (school) /sh/ <ch> (chef) /e/ <ea> (head)	/ur/ <or> (world) /ur/ <ear> (learn) /oo/ <ou> (soup) /oa/ <oul> (shoulder) /ee/ <ie> (brief) /v/ <ve> (have) /i/ <y> (gym)	Assess and review week Y1:9	/air/ <are> (care) /air/ <ere> (there) /air/ <ear> (pear) /ch/ <tch> (catch)
		here, sugar, friend	because		

Year 1/Primary 2 Spring 2: Phase 5

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
/u/ <o> (brother) Review week Y1:10	/j/ <g> (gem) /j/ <ge> (fringe) /j/ <dge> (bridge) /s/ <st> (listen)	/s/ <ce> (fence) /s/ <se> (house) /n/ <gn> (sign) /n/ <kn> (knee) /r/ <wr> (wrap) /m/ <mb> (lamb)	/z/ <se> (cheese) /z/ <ze> (freeze) /ear/ <eer> (cheer) /ear/ <ere> (here) /sh/ <ti> (patient) /sh/ <ti> –tion (station)	Assess and review week Y1:11	/ar/ <al> (half) /or/ <augh> (caught) /sh/ <ss> (session) /zh/ <si> (vision) /sh/ <ti> –tious (scrumptious) /sh/ <ci> (delicious) –ous, –ion, –ian

Year 1/Primary 2 Summer 1, Summer 2 : all phases

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Review all previously taught GPCs for reading and spelling, and teach further rarely-used GPCs (see Appendix ii).					

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Appendix 4

The Teaching Sequence for Writing

The Teaching Sequence for Writing

	Teaching sequence	Teachers:	Pupils:				
Read	• Real audience and purpose with a clear outcome. • Broad, rich and engaging reading curriculum. • Planned drama, speaking and listening opportunities.	Establish clear purpose and audience. Choose quality challenging texts. Model reading strategies, i.e. searchlights, inference and deduction, writer's use of language. (Assessment focuses). Make links between shared, guided and independent work. Start to unpick the writer's craft. Begin to gather ideas for writing	Enjoy reading a range of quality texts. Ask questions. Link to own experience. Visualise. Evaluate. Identify audience and purpose. Talk about how they are thinking and learning. Role play, improvise.	Assessment for Learning	Dynamic and supportive writing environment	Talk	Empowering boys to become successful writers
Analyse	• Define features and characteristics of text/genre. • Agree and understand the success criteria.	Are secure in knowledge and understanding structure and features of text. Prioritise which of text children learn – sentence, text, word. Provide interactive, investigate activities to meet learning intentions e.g. construct, classify. of language type. features need to	Identify key features of text type/genre and agree success criteria. Practise using different features e.g. paired work constructing and varying sentences through speaking and listening activities.				
Plan	• Use the success criteria. • Planned drama, speaking and listening opportunities.	Provide stimulus for gathering ideas e.g. visual literacy, integrated technologies, drama activities.	Talk about ideas and begin to map them out on a plan e.g. writing skeleton, or story map. Refer to checklist of success criteria.				
Write	• Demonstration, teacher scribing and supported composition. • Self and peer assessment. • Use knowledge of reading to help compose and make informed choices in writing. • Structured, visual and dynamic Literacy environment.	Are secure in understanding and use of three shared writing techniques. Model the use of success criteria developed from analysis to inform and evaluate writing. Integrate word/sentence level with text level to exemplify their application. Provide stimuli and resources to support and enhance the writing process. Provide an element of choice.	Are fully aware of the purpose and audience and write accordingly. Develop a piece of writing over a number of sessions. Refer to success criteria, review their writing and edit in response. Respond to feedback.				
Review	• Clear feedback linked to success criteria. • Understand next steps in developing writing. • Reflect on outcome against audience and purpose.	Are effective in linking feedback to the success criteria. Are confident in identifying areas of success and those for development that will impact on raising the standard of writing, they can explain and set clear 'next steps'. Provide further opportunities to write in that particular genre setting up the audience and purpose.	Can reflect on their successes and areas for development. Can identify factors contributing to success and those causing barriers in their work. Are clear in their next steps in learning and engaged in addressing them. Are enthused by the challenge of using their knowledge to produce written work for a particular audience and purpose.				

Appendix 5

Handwriting

Aa Bb Cc Dd

Ee Ff Gg Hh Ii

Jj Kk Ll Mm

Nn Oo Pp Qq

Rr Ss Tt Uu Vv

Ww Xx Yy Zz

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