



English Policy

“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 oracy and 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 individual schemes of work 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 also 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. We have taken the conscious decision not to plan themes more than one school year in advance. This is to allow us to respond to current events and learners’ preferences on an on-going basis. We also want our teaching team to be enthused and passionate about what they are delivering so to promote creativity and sharing ideas teacher’s work in ‘planning teams’ to develop a theme to engage and motivate the learners on a termly or half termly basis.

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

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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. There is a balance between fiction, non-fiction, poetry and play texts, with an emphasis on whole texts rather than extracts and worksheets. *Models and frameworks are found don the staff shared drive under staff>Teaching and Learning>English and Communication.*

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

Our priority is both the teaching of reading skills and the enjoyment of Literature, enabling children to become lifelong readers, in line with their individual needs. We know that for all our children to become readers and writers, phonics must be taught through a systematic and structured phonics programme.

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. 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 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 Programme intends to not only provide children with opportunities to develop the knowledge, skills and understanding essential for reading and writing, but also, to develop each child’s confidence, resilience and engagement in phonics lessons and a love for reading and writing.

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Implementation

The Twinkl Phonics Progression Map (see appendix 1) 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. Teachers complete Twinkl Phonics tracking documents, 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. The dynamic and engaging materials delivered in the daily planning packs within Levels 2-6 ensure a clearly defined structure to the teaching of phonics. The direct teacher-led lessons enable all learners to develop and apply new skills while also providing opportunities to further apply these skills within fun and engaging activities and through continuous provision. The teaching PowerPoints, stories, games, additional texts and toolkits are meticulously planned to allow children to apply and practise phonics skills. They also offer opportunities to challenge learners and provide support to teachers and parents. Teacher guides for each stage are provided to allow teachers and adults working with children to feel confident in their own subject knowledge, knowing they are fulfilling the national phonics criteria and enabling each child to achieve their potential

Impact

The impact of using the complete Twinkl Phonics Programme (including lesson packs, display photos, weekly planning and parents notes) as the basis of our phonics teaching, will be for children to develop their phonics skills and knowledge through a systematic, synthetic approach, while covering the statutory requirements outlined in the 2014 National Curriculum. The programme will prepare children who are ready and able to access the year 1 phonics screening check and can complement the DfE's Letters and Sounds document, for other learners it is used as a stand-alone programme. Following the programme gives Newfield School a consistent approach to phonics, which are clear to teaching staff and learners. Parental engagement can also be improved through the use of the parent guidance sheets.

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 ready to regularly in school through library and in class sessions.

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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 in EYFS

- Twinkl phonics- daily. Initially phase 1. The focus is initially on sounds in the environment
- Sharing high quality stories and rhymes
- Reading continuous provision in class
- Teachers and EHCAs to read with pupils regularly- at least once per week
- Regular trips to the school library
- Working towards the Early Learning Goals for English
- Use of Rhino Readers texts from school library to apply and practice phonics learning
- Reading skills and knowledge to be accessed in context of age appropriate themes and texts as identified on the theme map (see separate document).

The teaching of reading in KS1

- Twinkl phonics- daily. Taught in phonics groups **in line with pupil phonics trackers. Pupils needing additional support to be identified and interventions put in place.**
- Sharing high quality stories and rhymes
- Reading continuous provision in class
- Teachers and EHCAs to read with pupils regularly- at least once per week
- Regular trips to the school library
- **Working towards the National Curriculum through reading scheme of work**
- Use of Rhino Readers texts from school library to apply and practice phonics learning
- **Reading skills and knowledge to be accessed in context of age appropriate themes and texts as identified on the theme map (see separate document).**

The teaching of reading in KS2

- Twinkl phonics- daily. Taught in phonics groups in line with pupil phonics trackers. Pupils needing additional support to be identified and interventions put in place.
- 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 reading scheme of work
- Use of Rhino Readers texts from school library to apply and practice phonics learning
- **Reading skills and knowledge to be accessed in context of age appropriate themes and texts as identified on the theme map (see separate document).**
- **Opportunities to develop reading through play**

The teaching of reading in KS3

- Twinkl phonics- daily. Taught in phonics groups in line with pupil phonics trackers. Pupils needing additional support to be identified and interventions put in place.
- 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.**

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- Regular trips to the school and community library
- Working towards the National Curriculum through reading scheme of work
- Use of HiLo Catch Up texts from school library to apply and practice phonics learning
- Reading skills and knowledge to be accessed in context of age appropriate themes and texts as identified on the theme map (see separate document).

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.
- 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
- Use of HiLo Catch Up texts from school library to apply and practice phonics learning
- Reading skills and knowledge to be accessed in context of age appropriate themes and texts as identified on the theme map (see separate document).

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 EYFS & KS1)
- We have two school libraries which are currently being redesigned. They 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 have an annual school Book Fair and 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

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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?

The teaching of writing in EYFS
<ul style="list-style-type: none">• Working towards the National Curriculum through writing scheme of work• A purpose for each piece of writing is decided from the outset.• 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 writing• Meaningful experiences to support writing through opening WOW events• Writing skills and knowledge to be accessed in context of age appropriate themes and texts as identified on the theme map (see separate document).• Writing and mark making continuous provision area in class
The teaching of writing in KS1
<ul style="list-style-type: none">• 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 range of media to be used to support engagement including sensory mark making materials and ICT as appropriate• Use of colourful semantics to scaffold writing• Meaningful experiences to support writing through opening WOW events• Writing skills and knowledge to be accessed in context of age appropriate themes and texts as identified on the theme map (see separate document).• Writing and mark making continuous provision area in class
The teaching of writing in KS2
<ul style="list-style-type: none">• 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 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

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- 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).
- Opportunities to develop writing through play

The teaching of writing in KS3

- 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.
- 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).

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).

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 broken down (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

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- 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

Handwriting

For many learners at Newfield, handwriting begins as early mark making opportunities, making controlled and intentional marks which in time develop into controlled lines, shapes and letters. Letter formation is introduced through the Twinkl Phonics programme used in school. For pupils who are ready to develop this, handwriting is taught through the writing scheme of work, modelled on the National Curriculum.

What does handwriting look like at Newfield School?

Across the school

- Pupils are supported, where possible to sit correctly at a table, holding the pencil comfortably and correctly
- Regular fine and gross motor skill practice through group activities, independent tasks and skills sessions. This could be included in continuous provision in EYFS & KS1.
- 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. Most marking is done by teachers during lessons. 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. Assessments are done 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- Primary	
Formative Assessment	Primary Summative Assessment
On-going: <ul style="list-style-type: none"> • Teacher and EHCA observation • Photos • Reading records • Discussion and questioning * • Self and peer-assessments * • Written feedback * 	<ul style="list-style-type: none"> • B-squared • Twinkl Phonics Assessments • Phonics screening test * • EYFS Key skills assessment- Literacy skills
	Secondary Summative Assessment <ul style="list-style-type: none"> • B-squared • Twinkl Phonics Assessments • Functional English assessment * • Phonics screening tests*

Writing- primary	
Formative Assessment	Primary Summative Assessment
<ul style="list-style-type: none"> • Teacher and EHCA observation • Photos • Written work produced by pupils e.g. in English books • Self and peer-assessments * • Written feedback * 	<ul style="list-style-type: none"> • B-squared • EYFS Key skills assessment- Literacy skills
	Secondary Summative Assessment <ul style="list-style-type: none"> • B-squared • Functional English assessments *

* 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/publications/the-reading-framework-teaching-the-foundations-of-literacy)

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

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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
Sounds	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
Tricky Word				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
Sounds	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
Tricky Words Reading	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
Tricky Words Spelling		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
Sounds	CVCC words	CCVC words	Adjacent consonants	Polysyllabic words
Tricky Words Reading	said, so	have, like, come, some	were, there, little, one	do, when, out, what
Tricky Words Spelling	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
Sounds	'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/
Regular Spellings	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
Common Exception Words Reading	could should	would want	oh their	Mr Mrs	love your	people looked	called asked	water where	who why	thought through
Common Exception Words Spelling	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
Sounds	'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/
Regular Spellings	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
Common Exception Words Reading	work house	many laughed	because different	any eye	friend also	once please	live coming	Monday Tuesday	Wednesday brother	more before
Common Exception Words Spelling	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
Sounds	'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-
Regular Spellings	chief brief field shield priest shriek thief relief	jumped looked gaspd 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
Common Exception Words Reading	January February	April July	scissors castle	beautiful treasure	door floor	bought favourite	autumn gone	know colour	other does	talktwo
Common Exception Words Spelling	friend also	please once	live coming	Monday Tuesday	Wednesday brother	more before	January February	April July	scissors castle	beautiful treasure

September 2022

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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
SpellingPattern	'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/
Regular Spellings	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
Common Exception Words Spelling	door floor	prince princess	autumn school	know baby	mother another	talk two	world work	poor great	break steak	busy clothes
Grammar	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
Spelling Pattern	'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/
Regular Spellings	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
Common Exception Words Spelling	busy clothes	whole listen	build earth	delicious fruit	learn search	famous shoe	pretty neighbour	England tongue	group country	heart dangerous
Grammar	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
Spelling Pattern	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-
Regular Spellings	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
Common Exception Words Spelling	special enough	aunt father	prove improve	hour move	sure sugar	half quarter	straighttouch	caught daughter	journeyarea	heard early
Grammar	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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