

# English, literacy and reading policy



**Hazel Oak School**

**September 2024**

To be reviewed: September 2025

Approved by Governors:

Signed by: Chair of Governors

## Contents

1. Aims .....	2
2. Legislation and guidance .....	2
3. Our vision for English and literacy in our school.....	2
4. Our guiding principles for the teaching of English and literacy.....	3
5. Roles and responsibilities .....	3
5.1 The headteacher .....	3
5.2 The English and literacy lead .....	4
5.3 Teachers .....	4
6. Curriculum.....	4
6.2 Cross-curricular links.....	5
6.3 Differentiation .....	5
7. Marking and feedback.....	6
8. Monitoring, assessment and moderation .....	6
8.1 Monitoring.....	6
8.2 Assessment.....	6
8.3 Moderation .....	7
9. Learning environment .....	8
10. Resources .....	8
10.1 Books .....	8
10.2 Book corners .....	9
10.3 Rhymes and poems .....	9
10.4 Dictionaries and thesauruses.....	9
11. Review .....	9
12. Links with other policies .....	9
Appendix A.....	10

## 1. Aims

This policy is for parents and staff. It aims to set out:

- › Our approach to teaching, monitoring and assessing English, literacy and reading knowledge and skills
- › How we will make sure our provision for the teaching of English, literacy and reading is of consistently high quality

## 2. Legislation and guidance

This policy reflects the requirements and expectations set out in the:

- › [National Curriculum programmes of study for English](#)
- › [Special Educational Needs and Disability \(SEND\) Code of Practice 2014](#)
- › [Equality Act 2010](#)
- › [Reading framework 2023](#)

## 3. Our vision for English and literacy in our school

Our school aims to develop pupils' skills in reading, writing, speaking and listening. By the time that pupils move on from our school, our aim is for them to:

- › Develop children's love of reading, writing and discussion and prepare our learners for life Have a positive attitude towards books and reading, reading widely for pleasure and information
- › Nurture a culture of developing language and literacy skills across all areas of our curriculum and support children to become confident communicators. For example, accessing language through: hearing, seeing, finding, feeling, and creating
- › Be curious and creative when it comes to reading and writing – for example, by being interested in learning the meaning of new words
- › Learn early functional literacy skills that will help pupils develop a sense of self and where possible, independence
- › Provide a range of communication strategies to provide them with choices and give them 'a voice', increasing their ability to convey their needs and wants and in turn supporting emotional regulation.
- › Access Literacy life skills that are transferable to all areas of learning in and out of school
- › Support pupils overcome low self-esteem and motivation around reading and writing
- › Provide an Inclusive Reading Curriculum that has Language and Communication, cultural capital and social integration is at the heart

- Adhere to the shared understanding that progress is wider than reading and writing levels- for instance, progress can be achieved through attention, vocal/physical engagement, confidence and enjoyment.
- Provide learning pathways that supports our broad range of learners so they can all achieve an accreditation by the time they leave Hazel Oak.

## 4. Our guiding principles for the teaching of English and literacy

We teach English and literacy best when:

- There is a joyful culture around reading and reading for pleasure in school
- All staff feel they have the knowledge, skills, understanding and professional support they need to teach English and literacy effectively
- We make reading and writing fun, since story telling can have positive impact on wellbeing.
- A coherent and sequential progression model for all areas of Literacy is in place
- Pupils experience reading and writing through contextualised, thematic approaches to lessons.
- There's sufficiently detailed and frequent ongoing assessment of pupil progress
- We expose pupils to different types of reading material, such as through stimulating, high-quality and curiosity-inspiring classroom displays
- We involve families in supporting their child's reading and writing
- We involve the wider community to enrich pupils' experience, e.g. library visits and our involvement with Solihull Children's Books Club
- We identify where pupils have learning gaps or aren't making the expected progress, and put in place interventions to target these
- Teaching resources are available, up to date, varied and diverse, and match pupil and curriculum needs
- We engage pupils in high-quality back-and-forth interactions
- We model new language and accurate grammar to pupils
- We support pupils with speech, language and communication needs

## 5. Roles and responsibilities

### 5.1 The headteacher

The headteacher is responsible for:

- Building a team of expert teachers who know and understand the processes that underpin learning to read and write
- Providing teachers with the appropriate training and resources so that they can competently deliver the English curriculum
- Creating a stimulating school environment where pupils are exposed to different types of reading material, such as through displays, books and other classroom resources
- Promoting a culture of reading for pleasure at the core of the curriculum
- Developing links with organisations such as school and public library services, reading charities and others
- Involving parents and families in supporting their children's reading

## 5.2 The English and literacy lead

Our English and literacy subject lead is Lucy O'Byrne (James Summerfield covering maternity leave) They're responsible for providing leadership and management for English and literacy to secure:

- › High-quality teaching and subject knowledge of staff
- › A coherently planned and sequenced English curriculum where pupils are taught to read from the beginning in reception
- › A rigorous programme that includes well-conceived and structured resources for teaching phonics
- › A programme of reading aloud to all pupils from reception to year 13
- › Consistent assessment and accurate teacher judgements within English and literacy
- › Effective use of resources
- › Develop and review our curriculum offer taking into account our current broad range of needs

## 5.3 Teachers

Teachers are responsible for:

- › Planning effective English and literacy lessons
- › Providing opportunities for pupils to apply their English and literacy skills in a variety of ways
- › Completing the relevant marking and assessment
- › Mentors demonstrate their understanding of systematic synthetic phonics in their teaching so trainee teachers can learn from them how to teach reading effectively
- › Making sure that support staff have:
  - Access to planning materials and resources
  - The knowledge and skills they need to support and challenge pupils
- › Regular support workshops in-between training sessions.

## 6. Curriculum

Our curriculum structure for reading, writing, speaking and listening, is presented in Appendix A. This model is due to be appraised by Education Consultant, Dr Sarah Moseley. The model includes information around:

- › The coherent and sequential learning criteria from Early Years through to Key Stage 5.
- › Our chosen phonics scheme- Little Wandle
- › Schemes, strategies and resources for pupils who are beyond phase 6 phonics and/or require different approaches to synthetic phonics.
- › The balance around 1:1, grouped and whole-class delivery
- › The frequency of Literacy and reading lessons
- › Our approach to teaching writing
- › Progress expectations through assessment models

**Sight Reading-**Alongside our Phonics sessions, we also support children to read via a Sight Word Approach. For our emergent readers, we begin with exploring 'Functional' and meaningful words that will support both Receptive and Expressing language development and Reading and Writing.

Children will begin with matching photographs, then symbol to symbol, word to symbol and then applying this knowledge in others texts read. We will also be working towards children utilising single symbols and words to

create sentences, which directly correlates to developing our children's ability to use Augmentative and Alternative Communication strategies.

### 6.1 Promoting a culture of reading for pleasure

- › As part of their accreditation, pupils run their own Reading business, Bookworms inc. They are responsible for organising the school Library and promoting inclusive reading opportunities.
- › We subscribe to Solihull Children's Book Club who send us newly published books for review. The reviews count towards the Children's Book Awards.
- › Volunteer readers are invited to read with pupils
- › **Reading Ambassadors**\_ To increase Pleasure and Motivation in reading, we have several Upper School who are 'Reading Ambassadors', they will share reading experiences with the younger pupils and take ownership over monitoring the organisation and presentation of the library.

### 6.2 Cross-curricular links

Given that reading and writing has significant impact on communication skills, we plan enrichment opportunities through all subjects using our own literacy regions model:



### 6.3 Differentiation

We will provide suitable differentiation to make sure that every pupil makes maximum progress in English and literacy, by:

- › Adhering to the Universal and targeted provision from the Graduated approach.
- › Designing the Curriculum around the broad range of needs and Key stage phases so that all pupils have a pathway to make progress. These Pathways are: Blended, Employment Ready, College Ready and Life Ready. See Curriculum Policy

## 7. Marking and feedback

Feedback will clearly explain to pupils what they're doing well, and what they need to do next to continue to improve their work.

It will be given weekly by teaching staff and the type of feedback will depend on the stage of the learner. For example, verbally, in pupils' books or via our digital learning platform.

See **Feedback policy**.

## 8. Monitoring, assessment and moderation

### 8.1 Monitoring

We will monitor the teaching and learning of English, literacy and reading in our school to make sure that all of our pupils make the best possible progress from their starting points.

English and literacy lead will monitor and evaluate the impact of teaching on pupils' learning through:

Explain how you'll do this – for example, through:

- › Conducting learning walks
- › Reviewing marking and feedback
- › Termly pupil progress meetings
- › Gathering input from the pupil voice surveys
- › Carrying out work scrutinies

### 8.2 Assessment

We will track pupils' progress using a combination of formative and summative assessment– for example, through ongoing formative assessment throughout every lesson, in-school summative assessment during Assess and Review week which occurs in the last week of half term. Other assessment expectations are highlighted in Appendix A.

Those pupils who are able, will sit the following formal assessments:

- › The phonics screening check at the end of year 1

We will provide regular targets for pupils and provide termly verbal reports against these at parents' evenings. Pupils will receive a written report annually.

**Phonics Assessment-** Little Wandle SEND is a complete programme that mirrors the main Little Wandle Letters and Sounds Revised phonics programme but with adaptations and support in place that enable us to adapt and meet the needs of all of our learners.

We do also have some pupils who follow the Little Wandle Letters and Sounds Revised Phonics Programme who require only minor adaptations to the original Little Wandle Systematic Synthetic Phonics Programme.

All classes use the same Phonics Flashcards and pictures to ensure consistency, however the teaching approach and delivery does differ depending on the needs of the learner. Most classes do small group sessions, however some pupils do require 1:1 input for phonics.

Assessment is also captured through Cherry Garden and HOPI criteria (see Appendix A)

Our Phonics Assessment (See Table 1) is adapted from the original Little Wandle Letters and Sounds Revised programme and is used to track progress, group children appropriately and provide a suitable reading text that directly links to their phonics level. (See Table 2). Table 1

	Autumn/Baseline	Yellow Mark	Spring Assessment Green Mark						Summer	A
Please highlight the square in the correct colour to indicate if achieved. Leave Blank if not achieved.										
	Pupil initials:	OC	LA	IL	TA	LI	EM	RW	ST	JLW
<b>Recognises sound Phase 2</b>										
m		Yellow	Green	Yellow	Yellow	Yellow	Purple	Purple	Green	Yellow
a		Yellow	Green	Yellow	Yellow	Yellow	Green	Green	Green	Yellow
p		Yellow	Green	Yellow	Yellow	Yellow	Green	Green	Green	Yellow
c		Yellow	Green	Yellow	Yellow	Yellow	Green	Green	Green	Yellow
o		Yellow	Green	Yellow	Yellow	Yellow	Green	Green	Green	Yellow
s		Yellow	Green	Yellow	Yellow	Yellow	Green	Green	Green	Yellow
g		Yellow	Green	Yellow	Yellow	Yellow	Green	Green	Green	Yellow
k		Yellow	Green	Yellow	Yellow	Yellow	Green	Green	Green	Yellow
u		Yellow	Green	Yellow	Yellow	Yellow	Green	Green	Green	Yellow

Table 2

Placement assessment results	Child can read books containing the following	Matched books for Collins Big Cat for Little Wandle Letters and Sounds Revised
<b>Autumn 1</b>		
GPCs read without hesitation: s a t p i n m d Blends this word: mat	s a t p i n No tricky words	<b>Phase 2' Set 1</b> Pat it Sit Sip Nap Sit Sit Tip, Sip, Nap Pat a Pan Sit Tip Pat
GPCs read without hesitation: s a t p i n m d g o c k c k e u r h b f l Blends these words: mat dig red	s a t p i n m d -s for plurals and present tense verbs	<b>Phase 2 Set 2</b> Sit in! Tap it, Tad! A Dip Pip!
GPCs read without hesitation: s a t p i n m d g o c k c k e u r h b f l Blends these words: mat dig red luck	g o c k c k Tricky words: and is the	<b>Phase 2 Set 3</b> Nip it! Dig it! Tick Tock and Mick Pop it on! Pip and Pop

See also **Assessment Policy**

### 8.3 Moderation

We will standardise writing samples to:

- Demonstrate how pupils' work compares with assessment criteria

- › Make sure staff have a consistent approach to marking pupils' work
- › We will moderate teacher assessments of reading or writing on a termly basis
- › Accreditation is standardized both internally and externally through the relevant Exam board

For each assessment statement (Cherry Garden, HOPs and Accreditation criteria) we will:

- › State what the activity involved – for example, if it was done in controlled conditions or involved specific resources
- › Explain how the evidence was collected – for example, by observation, written work or drawing
- › Indicate how much support was given to the pupil during the activity
- › Compare judgements which is in turn, fed back to the class team

## 9. Learning environment

Pupils will learn English and literacy in spaces that:

- › Are well-organised
- › Contain appropriate and good-quality resources for pupils to refer to (in a space where they can find or see them easily)
- › Have minimal distractions
- › Display letter cards and posters showing grapheme-phoneme correspondences that match our school's phonics teaching programme
- › Adhere to the school's Graduated Approach
- › Adhere to our bespoke learning environment checklist which takes into consideration aspects from the AET recommendations.

## 10. Resources

### 10.1 Books

We will select and use books that meet the recommendations in the [2023 reading framework](#), including that they:

- › Cover a wide range of subjects and vocabulary
  - › Elicit a strong emotional response
  - › Have a strong narrative
  - › Have illustrations that are engaging and reflect children from all backgrounds and cultures
- › Include fiction, non-fiction, modern and traditional stories Once we have chosen our books,

we will:

- › Identify a core set of stories for each year group
- › Refresh the list regularly (at least once a year), as new books are published and as our school welcomes new teachers
- › Share the list with parents, and explain its purpose, so they can buy or borrow the books

## 10.2 Book corners

When visiting their book corner and library, pupils will be able to:

- › Browse the books
  - › Pupils who are prereaders or reluctant readers will have a range of fun books available to them e.g. lift the flap, sound effects, feely pages etc.
  - › Revisit the ones the teacher has read to them
  - › Borrow books to read or re-tell at home ›
- Spend time there

## 10.3 Rhymes and poems

We will choose rhymes and poems that will develop pupils' language skills. The Literacy Lead and Key Stage Leads will identify a core set of poems for each year group, based on the criteria on page 30 of the reading framework.

## 10.4 Dictionaries and thesauruses

To support with writing and spelling, we will make sure that pupils have access to dictionaries and thesauruses by:

- › Having at least 1 dictionary and thesaurus available in each classroom
- › Allowing pupils to use the iPads during lessons to look up word meanings and synonyms
- › Pupils you are able to access tricky words are provided with Mnemonics books

## 11. Review

This policy will be reviewed every annually by the Literacy Lead. At every review, the policy will be shared with the full governing board.

## 12. Links with other policies

This policy links with the following policies and procedures:

- › Curriculum policy
- › Marking and feedback policy
- › Assessment policy
- › Non-examination assessment policy
- › Early Years Foundation Stage (EYFS) policy

# Appendix A

## Literacy Junctions



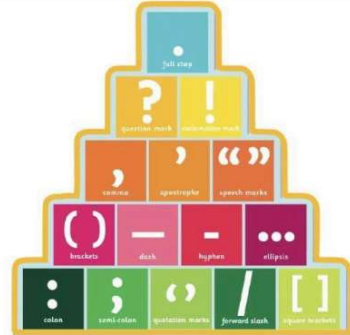
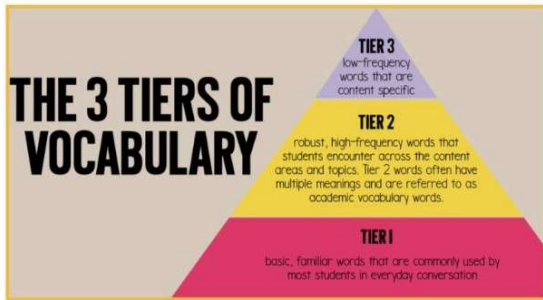
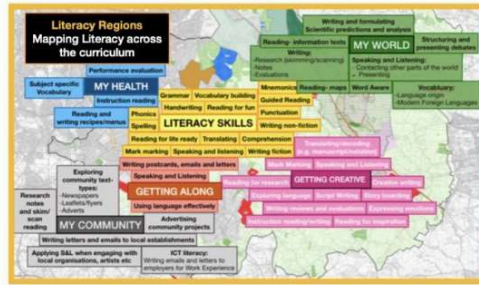
Hazel Oak School

## Literacy Junctions



# Useful References

National Curriculum Year 1 to 6 (Grammar and Punctuation)				
Non-negotiable	Full stop	Capital Letter (start of sentence)	Capital letter (names)	
	Question Mark	Exclamation mark		
	Ellipsis	Inverted commas (speech)		
Lists	Comma (with 'and') Vs semi colon	Colon (to indicate what follows)	Bullet points	
Punctuation for spelling	Possessive Apostrophe	Hyphen		
Add more information	Brackets	Dash	Colon	Semi-colon
Conjunction Alternatives	Comma (clause)	Colon		



Attention and understanding	Language and communication	Reading	Writing	
<b>Branch 1</b>	<b>Branch 2</b>	<b>Branch 3</b>	<b>Branch 4</b>	<b>Branch 5</b>
<ul style="list-style-type: none"> <li>Teels</li> <li>Small</li> <li>Touch</li> <li>Visual</li> <li>Auditory</li> <li>Vestibular</li> </ul>	<ul style="list-style-type: none"> <li>During social games</li> <li>During social songs</li> <li>During routines</li> </ul>	<ul style="list-style-type: none"> <li>Within social routine</li> <li>Using objects or groups</li> <li>Transition songs and words</li> <li>Picture symbols</li> <li>Familiar environments</li> </ul>	<ul style="list-style-type: none"> <li>Using objects or groups</li> <li>Within social routine</li> <li>In structured situations</li> <li>In play situations</li> <li>In outdoor environments</li> </ul>	<ul style="list-style-type: none"> <li>Within social routine</li> <li>In play situations</li> <li>In structured situations</li> <li>In outdoor environments</li> <li>To receive items that are not present</li> </ul>
<ul style="list-style-type: none"> <li>Responds to close physical contact with a familiar person</li> </ul>	<ul style="list-style-type: none"> <li>Responds to initiation of an interaction</li> </ul>	<ul style="list-style-type: none"> <li>Shows understanding that their action causes a specific effect</li> </ul>	<ul style="list-style-type: none"> <li>Uses simple words/phrases to describe a range of purposes</li> </ul>	<ul style="list-style-type: none"> <li>Uses simple words/phrases to describe a range of purposes</li> </ul>
<ul style="list-style-type: none"> <li>Responds consistently to one stimulus</li> </ul>	<ul style="list-style-type: none"> <li>Responds to cause and effect</li> </ul>	<ul style="list-style-type: none"> <li>In the context of a familiar social game, demonstrates action in order to get interest</li> </ul>	<ul style="list-style-type: none"> <li>Deliberately attracts attention of another person in order to communicate need</li> </ul>	<ul style="list-style-type: none"> <li>Copies words or signs</li> </ul>
<ul style="list-style-type: none"> <li>Switch toys</li> <li>Control eye gaze</li> <li>Observe and effect items</li> </ul>	<ul style="list-style-type: none"> <li>Changes behaviour in response to an interesting event nearby</li> </ul>	<ul style="list-style-type: none"> <li>Attracts Attention</li> </ul>	<ul style="list-style-type: none"> <li>Initiates Social Game</li> </ul>	<ul style="list-style-type: none"> <li>Copies letters or basic words or with an instruction clearly different</li> </ul>
<ul style="list-style-type: none"> <li>Responds to familiar signs or other personal stimuli</li> <li>Familiar voice</li> <li>Familiar personal object or touch cue</li> </ul>	<ul style="list-style-type: none"> <li>Changes behaviour in response to an interesting event nearby</li> </ul>	<ul style="list-style-type: none"> <li>Attracts Attention</li> </ul>	<ul style="list-style-type: none"> <li>Initiates Social Game</li> </ul>	<ul style="list-style-type: none"> <li>Copies letters or basic words or with an instruction clearly different</li> </ul>
<ul style="list-style-type: none"> <li>Responds to some stimuli in a way that can be interpreted as reaction</li> <li>In social interactions</li> <li>With familiar personal care activities</li> </ul>	<ul style="list-style-type: none"> <li>Looks backwards and forwards between two stimuli (even face objects are present)</li> </ul>	<ul style="list-style-type: none"> <li>Selects from two or more items</li> </ul>	<ul style="list-style-type: none"> <li>Develops consistent sounds to communicate with those around them</li> </ul>	<ul style="list-style-type: none"> <li>Interested in books and signs and may have favourites</li> </ul>
<ul style="list-style-type: none"> <li>Supported 1:1 turn taking with an adult</li> <li>Imitation interaction</li> <li>Using objects or people</li> </ul>	<ul style="list-style-type: none"> <li>Changes behaviour in response to familiar stimuli at work</li> </ul>	<ul style="list-style-type: none"> <li>Communicates choice to attentive adult</li> </ul>	<ul style="list-style-type: none"> <li>Joint attention</li> </ul>	<ul style="list-style-type: none"> <li>Follows what is being read for focus or fun</li> <li>Identifies all printed characters in all reading</li> <li>1:1 reading</li> </ul>
<ul style="list-style-type: none"> <li>Initiates interaction with an adult</li> </ul>	<ul style="list-style-type: none"> <li>Initiates attempts to initiate desired results in a variety of contexts (sometimes autonomously)</li> <li>Gains adult attention to make a request</li> <li>Change state and affect play</li> </ul>	<ul style="list-style-type: none"> <li>Initiates Social Game</li> </ul>	<ul style="list-style-type: none"> <li>Initiates Social Game</li> </ul>	<ul style="list-style-type: none"> <li>Makes writing that others can read (hand group and makes random marks with different strokes)</li> <li>Writes in the context of a shared purpose</li> <li>In small group sessions</li> <li>1:1 reading</li> <li>Crayons</li> <li>Chalk</li> <li>Markers</li> <li>Photocopy</li> </ul>
<ul style="list-style-type: none"> <li>Responds to music that can be interpreted as "meaning" (e.g. "I'm happy")</li> </ul>	<ul style="list-style-type: none"> <li>Responds to requests with a range of vocal sounds</li> </ul>	<ul style="list-style-type: none"> <li>Handles tactile and printed material with interest</li> <li>Books</li> <li>Magazines</li> <li>Photographs</li> </ul>	<ul style="list-style-type: none"> <li>Engages in the process of making marks</li> <li>In self-narrative play</li> <li>In story making play</li> </ul>	<ul style="list-style-type: none"> <li>Communicates through scribbles/drawing</li> <li>Communicates through simple drawings</li> <li>Communicates through simple drawings</li> </ul>
<ul style="list-style-type: none"> <li>Communicates through simple drawings</li> </ul>	<ul style="list-style-type: none"> <li>Takes turns with an adult during vocal interactions</li> </ul>	<ul style="list-style-type: none"> <li>Handles tactile and printed material with interest</li> <li>Books</li> <li>Magazines</li> <li>Photographs</li> </ul>	<ul style="list-style-type: none"> <li>Engages in the process of making marks</li> <li>In self-narrative play</li> <li>In story making play</li> </ul>	<ul style="list-style-type: none"> <li>Communicates through simple drawings</li> </ul>
<ul style="list-style-type: none"> <li>Communicates through simple drawings</li> </ul>	<ul style="list-style-type: none"> <li>Responds to music that can be interpreted as "meaning" (e.g. "I'm happy")</li> </ul>	<ul style="list-style-type: none"> <li>Handles tactile and printed material with interest</li> <li>Books</li> <li>Magazines</li> <li>Photographs</li> </ul>	<ul style="list-style-type: none"> <li>Engages in the process of making marks</li> <li>In self-narrative play</li> <li>In story making play</li> </ul>	<ul style="list-style-type: none"> <li>Communicates through simple drawings</li> </ul>
<ul style="list-style-type: none"> <li>Communicates through simple drawings</li> </ul>	<ul style="list-style-type: none"> <li>Responds to music that can be interpreted as "meaning" (e.g. "I'm happy")</li> </ul>	<ul style="list-style-type: none"> <li>Handles tactile and printed material with interest</li> <li>Books</li> <li>Magazines</li> <li>Photographs</li> </ul>	<ul style="list-style-type: none"> <li>Engages in the process of making marks</li> <li>In self-narrative play</li> <li>In story making play</li> </ul>	<ul style="list-style-type: none"> <li>Communicates through simple drawings</li> </ul>

EYFS  
Key Stage 1 and 2

	Frequency	Schemes	Resources	Delivery	Assessment	Display	Home Learning
Reading/phonics	Daily	Little Wandle Whole Class read (reading for pleasure) Tao pac Attention Autism/ bucket time Story message.	Little Wandle programme As many ways to access language through print as possible. E.g: • Objects of reference • Communication aids. • Sound and light bars • Communication board • Emotions board in, next to or attached to book. • Vocab flashcards. • Reading scrapbooks. • Tier 1 to 3 vocab (see diagram on Page 1) • Switch buttons • Music/instruments	1:1 Daily Groups across key stage or carousel of activities Ongoing exposure to reading. Time is therefore invested across the school day and not isolated in literacy lessons. Phonics lessons must encourage pupils to physically move. Phonics-No more than 20	Cherry Garden, Tapestry observations. (Only submit phonics levels from phase 2 onwards) Blanks level questions (record responses on tapestry)	Word aware wall	Sharing book-Phonics or sensory if pre sounds. From Library. Changed Weekly from Library. Pupil's own choice. Send home Little Wandle images (in line with current focus) on Tapestry-weekly
Writing Composition	Daily	Squiggle While you Wiggle Write Dance Continuous provision	Pom, poms Instruments Flip chart paper Crayons Using a range of mark making equipment Range of fine motor resources	1:1 movement to music-gross and fine motor (every day) Continuous Provision	Cherry Garden, Tapestry observations.	Word aware wall	Curriculum Grid activities 1/2 termly

	Language and Communication					Reading	Writing
	Branch 6	Branch 7	Branch 8	Branch 9	Branch 12		
Attention and understanding							
Language and communication							
Reading							
Writing							

EYFS  
 Key Stage 1 and 2

	Frequency	Schemes	Resources	Delivery	Assessment	Displays	Home Learning
<b>Reading / phonics</b>	Daily	Little Wandle  Whole Class read (reading for pleasure)  Tac pac  Attention Autism/ bucket time  Story massage.	Little Wandle program  As many ways to access language through print as possible. E.g: • Objects of reference • Communication aids. • Sound and light bars • Communication board • Emotions board in, next to or attached to book. • Vocab flashcards. • Reading scrapbooks. • Tier 1 to 3 vocab (see diagram on Page 1) • Switch buttons • Music/instruments • Photographs of...	Daily in groups. Mix class groups into specific phases (including KS1 and 2).  Ongoing exposure to reading. Time is therefore invested across the school day and not isolated in literacy lessons.  Ongoing exposure to reading. Time is therefore invested across the school day and not isolated in literacy lessons.  Phonics lessons must encourage pupils to physically move.  Phonics- No more than 20 minutes per session	Cherry Garden, Tapestry observations.  (Only submit phonics levels from phase 2 onwards)  Little Wandle  Blanks level questions (record responses on tapestry)	Word aware wall	Sharing book- Phonics or sensory if pre sounds. From Library. Changed Weekly from Library. Pupil's own choice.  Send home Little Wandle images (in line with current focus) on Tapestry- weekly  If phase 2, upload Little Wandle spellings- weekly
<b>Writing Composition</b>	Daily	Squiggle While your Wiggle  Write Dance  Continuous provision	Pom, poms Instruments Flip chart paper Crayons  Using a range of mark making equipment  Range of fine motor resources  Colourful Semantics	1:1 movement to music-gross and fine motor (every day)  Continuous	Cherry Garden, Tapestry observations.	Word aware wall	Curriculum Grid activities 1/2 termly

Consider moving to the next Junction (HOPs) at Branch 11 and 12

Key Stage 1 and 2

Cherry Garden Bridging Branches				
Branch 6	Branch 7	Branch 8	Branch 9	Branch 12
<p><b>Branch 6</b></p> <ul style="list-style-type: none"> <li>Identify and respond to direct requests by others in 'real' or 'role-play' situations</li> <li>Understand instructions containing sequencing words such as 'first', 'then' and 'last'</li> <li>Follow a simple plan</li> <li>Can describe simple experiences about a story without using print</li> <li>Can identify simple characters in a story</li> <li>Can understand an understanding of the story</li> <li>Can understand the main events in a story</li> <li>Can understand the main events in a story</li> <li>Can understand the main events in a story</li> <li>Can understand the main events in a story</li> <li>Can understand the main events in a story</li> </ul>	<p><b>Branch 7</b></p> <ul style="list-style-type: none"> <li>Identify and respond to direct requests by others in 'real' or 'role-play' situations</li> <li>Understand instructions containing sequencing words such as 'first', 'then' and 'last'</li> <li>Follow a simple plan</li> <li>Can describe simple experiences about a story without using print</li> <li>Can identify simple characters in a story</li> <li>Can understand an understanding of the story</li> <li>Can understand the main events in a story</li> <li>Can understand the main events in a story</li> <li>Can understand the main events in a story</li> <li>Can understand the main events in a story</li> </ul>	<p><b>Branch 8</b></p> <ul style="list-style-type: none"> <li>Identify and respond to direct requests by others in 'real' or 'role-play' situations</li> <li>Understand instructions containing sequencing words such as 'first', 'then' and 'last'</li> <li>Follow a simple plan</li> <li>Can describe simple experiences about a story without using print</li> <li>Can identify simple characters in a story</li> <li>Can understand an understanding of the story</li> <li>Can understand the main events in a story</li> <li>Can understand the main events in a story</li> <li>Can understand the main events in a story</li> <li>Can understand the main events in a story</li> </ul>	<p><b>Branch 9</b></p> <ul style="list-style-type: none"> <li>Identify and respond to direct requests by others in 'real' or 'role-play' situations</li> <li>Understand instructions containing sequencing words such as 'first', 'then' and 'last'</li> <li>Follow a simple plan</li> <li>Can describe simple experiences about a story without using print</li> <li>Can identify simple characters in a story</li> <li>Can understand an understanding of the story</li> <li>Can understand the main events in a story</li> <li>Can understand the main events in a story</li> <li>Can understand the main events in a story</li> <li>Can understand the main events in a story</li> </ul>	<p><b>Branch 12</b></p> <ul style="list-style-type: none"> <li>Identify and respond to direct requests by others in 'real' or 'role-play' situations</li> <li>Understand instructions containing sequencing words such as 'first', 'then' and 'last'</li> <li>Follow a simple plan</li> <li>Can describe simple experiences about a story without using print</li> <li>Can identify simple characters in a story</li> <li>Can understand an understanding of the story</li> <li>Can understand the main events in a story</li> <li>Can understand the main events in a story</li> <li>Can understand the main events in a story</li> <li>Can understand the main events in a story</li> </ul>

	Frequency	Schemes	Resources	Delivery	Assessment	Displays	Home Learning
<b>Guided Reading</b>	Daily	Little Wandle  Tac pac  Attention Autism/ bucket time  Story massage.	Access language through hearing, seeing, finding, feeling, and creating  N.B all classrooms must have an engaging library section	Opportunities for independent and shared reading in order to bridge learning- e.g. coding verbal reasoning, decoding, literacy knowledge, vocab. Time is therefore invested across the school day and not isolated in literacy lessons.  Ongoing exposure to reading. Time is therefore invested across the school day and not isolated in literacy lessons.	Cherry Garden	Word aware wall	
<b>Reading/ phonics</b>	Daily	Whole Class read (reading for pleasure)  Mantle of the Expert  Dilemma Led Learning	Little Wandle program  As many ways to access language through print as possible. E.g: • Objects of reference, • Communication aids, • Sound and light bars • Communication board • Emotions board in, next to or attached to book. • Vocab flashcards. • Reading scrapbooks. • Tier 1 to 3 vocab (see diagram on Page 1) • Switch buttons • Music/instruments • Photographs of pupils with print.  N.B all classrooms must have an engaging library section	Daily in groups. Mix class groups into specific phases (including KS1 and 2).  Ongoing exposure to reading. Time is therefore invested across the school day and not isolated in literacy lessons.  Ongoing exposure to reading. Time is therefore invested across the school day and not isolated in literacy lessons.  Phonics lessons must encourage pupils to physically move.  Phonics- No more than 20 minutes per session	Cherry Garden, Tapestry observations.  (Only submit phonics levels from phase 2 onwards)  Blanks level questions (record responses on tapestry)	Word aware wall	Sharing book- Phonics or sensory if pre sounds. From Library. Changed Weekly from Library. Pupil's own choice.  Send home Little Wandle images (in line with current focus) on Tapestry- weekly  If phase 2, upload Little Wandle spellings- weekly
<b>Writing Composition</b>	Daily	Squiggle While your Wiggle  Write Dance  Continuous provision	Pom, poms Instruments Flip chart paper Crayons  Using a range of mark making equipment  Range of fine motor resources  Colourful Semantics	<b>Talk 4 writing Sequence (this should be flexible)</b> • 1st week- Cold task • 1st immersion • Innovation 1 (6 sentence story) introduce relevant grammar and punctuation • Innovation 2 (expanding on Innovation 1) consolidate and extend relevant grammar and punctuation • 1 cold task to identify next steps ready for the hot task • 1 hot task (Assess and Review week) • Repeat process if necessary	Cherry Garden, Tapestry observations.		Curriculum Grid activities 1/2 termly
<b>Grammar and Punctuation</b>	NA	Kung Fu Punctuation (3 levels)  Alan Peat  Talk Write Grammar and Punctuation	On OneDrive. Create your own written activities.  Colourful Semantics	<b>*This must be linked to your T4R story as isolated activities lack context. This is also another opportunity for learners to consolidate comprehension and structure of the model text.</b>  See Innovation Stage 1 and 2 above			



