

Purston Infants' School

English Policy

2015

Introduction

At Purston Infants' School, we believe that literacy and communication are key life skills. Through the English Curriculum, we will help children develop the skills and knowledge that will enable them to communicate effectively and creatively through spoken and written language and equip them with the skills required to become lifelong learners. We want children to enjoy and appreciate literature and its rich variety.

Literacy is at the heart of all children's learning. It enables children to both communicate with others effectively for a variety of purposes and to examine their own and others' experiences, feelings and ideas, giving these order and meaning. Literacy is central to children's intellectual, emotional and social development and therefore has an essential role across the curriculum, helping pupils' learning to be coherent and progressive.

At Purston Infants' School we work to ensure that all children develop the ability to communicate effectively and that any barriers to learning are swiftly identified and addressed.

Aims

To encourage children:-

- to be effective, competent communicators and good listeners;
- to express opinions, articulate feelings and formulate responses to a range of texts, both fiction and non-fiction, using appropriate technical vocabulary;
- to foster an interest in words and their meanings and to develop a growing vocabulary in both written and spoken form;
- to become confident, independent readers through an appropriate focus on word, sentence and text level knowledge;
- to read with enjoyment, fluency and understanding;
- to develop their decoding skills through phonic programmes of work;
- to understand spelling conventions and use grammar and punctuation accurately;
- to be able to write in a variety of styles and genres, showing awareness of audience and purpose, including links with other subjects across the curriculum;
- to develop powers of imagination, inventiveness and critical awareness in all areas of literacy;
- to produce effective, well presented written work;
- to improve their writing skills by planning, drafting and editing their own work.

Expectations

By the time children leave our school, we expect them to communicate, through speaking and listening, reading and writing with confidence, fluency and understanding in a range of situations. We want every child to have a strong motivation to read and write for a variety of purposes.

By the end of EYFS the level of progress attained is set out in the Early Learning Goals prime areas – Communication and language:

- Listening and attention
- Understanding
- Speaking

and in the specific areas - Literacy:

- Reading
- Writing

Following assessment at the end of EYFS, this forms the EYFS Profile (EYFSP) and is shared with Year 1 staff, to form the basis of future planning.

By the end of Key Stage 1, it is expected that the majority of children will have achieved at least the National Standard of the New National Curriculum (2014). The children's achievements are shared with Year 3 staff at the Junior School, to facilitate a smooth transition.

Time Allocation

In EYFS literacy is fundamental to the curriculum and does not have a specified allocation of time. EYFS children have access to the Letters and Sounds phonic programme.

In Key Stage 1, the amount of time allocated to English is at the school's own discretion. However it is expected that every child receives one dedicated lesson of English every day in addition to story, independent reading and guided reading sessions, as well as daily Letters and Sounds phonic lessons. English is an integral part of activities across the whole curriculum.

Teaching and Learning

Planning

The Early Learning Goals form the basis of teaching and learning in EYFS.

The New National Curriculum (2014) forms the basis of teaching and learning in KS1. Teachers work towards independent learning and plan for differentiated working groups.

Teachers use the National Curriculum 2014 as a starting point for creating their medium term literacy plans. They follow six key aspects of literacy:

- Shared writing
- Comprehension
- Handwriting
- Shared reading and Guided reading
- Independent writing
- Spelling

Separate plans are written for Letters and Sounds, by the teacher responsible for the teaching of each Phase.

The length of a unit of work may vary. Teachers plan closely with year group colleagues and support staff to ensure a consistency of opportunity for all children.

Teaching

In KS1 classes are grouped according to age, with two Year 1 classes and two Year 2 classes. The classes are arranged in mixed ability. Classes are taught in differentiated groups, led by the teacher and supported by a Teaching Assistant. A variety of approaches and teaching styles are adopted, appropriate to the needs of the children. Where possible, other adults, mainly volunteers, are used to listen to children read or carry out literacy based activities. They work under the guidance of the teacher with small groups or individuals.

Clear objectives are set for each session and are shared with pupils. Where applicable the objective is written in the children's books. When the children's work is marked, if the objective has been achieved, the objective is highlighted in green. If the objective has not been achieved it is highlighted in orange. (See Marking Policy). In EYFS stamps are used in addition. In KS1 children are encouraged to read, check and mark their own work, using a coloured pen.

Where possible, links with other subjects across the curriculum are made, including ICT.

All children in KS1 have individual targets for Reading and Writing and are encouraged to use them to enable them to know what they need to do to improve.

Through systematic marking and assessment, teachers are able to target children needing support and intervention.

**(See attached appendices for Speaking and Listening, and the teaching of Reading, Writing and Handwriting)

Inclusion

Children in KS1 receive quality first literacy teaching on a daily basis and activities are differentiated accordingly. In addition, where identified pupils are considered to require targeted support to help them reach age appropriate objectives, intervention programmes will

be implemented. Children who are found to require additional support are referred to the SEN Coordinator. Where necessary, personnel from Learning Support and/or the Educational Psychology Service are requested to give their advice and input. This also applies to EYFS children. Children who are seen to require extra support have their own Personal Educational Plan. Teachers are further able to provide help with communication and literacy through:

- using texts that children can read and understand;
- using written and visual materials in different formats;
- using ICT, other technological aids and materials;
- using alternative communication such as signs and symbols (eg Makaton) and visual timetables, labels
- using writing slopes, non-slip mats, pencil grips, magnifying sheets etc

The needs of children with English as an additional language will be met through planning and support from the Multicultural Support Agency where appropriate. (See Equal Opportunities Policy)

Pupil Premium Children

Consideration is given to the disadvantaged (Pupil Premium) children, who are identified and catered for in intervention or booster groups, where appropriate, with the aim of narrowing the gap between them and their peers.

Gifted and Talented

Children showing particular strengths and talents in any aspects of Literacy will be identified by the class teacher and brought to the attention of the Coordinator. If appropriate, measures will be put in place, through discussions with the Head Teacher and parents, to make provision for the child in a higher group or class, whatever is thought appropriate for the needs of the child.

Assessment, Recording and Reporting

(See also School Assessment Policy)

In EYFS, the children's literacy skills are assessed according to the Early Learning Goals on entry. This is shared with parents and forms the basis for future learning. They are assessed again at the end of EYFS – the EYFS Profile- and this information is shared with parents and Year 1 staff to inform their future planning.

Year 1 children undertake the Phonics Screening Test at the end of the summer term. The results are posted on the child's end of year report. Any children failing to pass this test are required to re-sit it at the end of the summer term in Year 2.

In KS1, analysis of assessment data is used to set targets on the school trackers for Reading and Writing. Every child has an individual set of targets for Reading and Writing. In addition each child has an assessment sheet for

- Speaking and Listening and Reading
- Writing

based on the National Curriculum objectives and expectations. These are highlighted against marking and assessment at least every half term to record progress. This is also linked to Teacher Appraisal.

Children are actively involved in their own assessment; they are informed of their own targets for learning and supported to make progress towards achieving them.

All teachers keep records that enable them to deliver an effective, creative and relevant curriculum that builds on prior attainment and meets the needs of the pupils.

Purston Infants' School has an open door policy, where parents and staff meet on a daily basis at the beginning and the end of the day and most issues can be addressed. The school prides itself on close links with parents, who are kept informed of issues. In addition, the staff meet with parents three times a year on a formal appointment basis, to discuss the children's progress. This is supplemented at the end of the year with a written report.

In both EYFS and KS1 children's work is moderated periodically to ensure that we are all working to the same parameters and there is consistency in marking and assessment.

Assessment at the end of EYFS and KS1 is moderated with other practitioners from schools in the LEA to ensure consistency and accuracy of judgements. Furthermore, Year 2 pupils have their work scrutinised by staff from the Junior School at the end of the summer term, as part of transition to Year 3.

Staff Development

Teachers are expected to keep up to date with subject knowledge. Training needs are identified as a result of whole school monitoring and evaluation and performance management. These will be reflected in the School Development Plan. The English Coordinator participates in termly Network meetings, to discuss practice and disseminates the information from these meetings to the staff, where relevant, at staff meetings. Should the need arise, the English Coordinator can deliver staff training.

Additional adults who are involved in delivering intervention programmes will receive appropriate training that may be school based or part of central training. Staff are kept informed of these through fliers and INSET information online.

Resources and Accommodation

Every class has a well-stocked book corner, with a comprehensive range of resources:

- Fiction books- picture books and novels
- Non-fiction books
- Dictionaries
- Thesauruses
- Word banks

Most classes have a themed book corner- The Gruffalo's forest, Narnia, Jungle, Space, Castles etc;

Children are able to choose a 'free reader' from a selection of appropriate books on their class book trolley, when they are at Oxford Reading Tree Stage 6+.

Most classes have a writing area as part of Continuous Provision, as well as a role play area. 'Hot seating' chairs are also used in some classrooms, to promote speaking and listening skills. All classrooms have an Interactive Whiteboard which is used widely as a reading tool, writing medium and also for accessing on-line stories and poetry and comprehension activities. Whiteboard easels are used for spelling, handwriting and shared writing activities.

All classes have access to the shared area, which is used for group work, intervention work and for reading to adults. There is a large selection of Guided Reading books located on shelves on the wall of the shared area, grouped and organised in line with Oxford Reading Tree Stages.*

Oxford Reading Tree Reading Scheme Books are kept in a separate attractive area within the shared area, are all named, labelled and organised according to reading stages. Children have their own individual reading record; staff keep a separate individual Reading Record booklet, which is organised in line with the arrangement of the reading books.

The shared area has provision for displaying work for every area of the curriculum. There is a designated display board for each subject, and relevant books are displayed where possible. There is a Literacy wall, where written work from EYFS to Year 2 is displayed, demonstrating the progress from early mark making, emergent writing, printing, to neatly joined high quality work, giving all children opportunity to see what is expected of them.

There is a developing Library situated in a disused classroom and children are allowed to use it with an accompanying adult on a timetabled basis.

Monitoring and Evaluation

Teachers' practice is monitored every half term by the Head Teacher or Deputy Head Teacher during lesson observations. All teachers submit their medium term plans for English to the Head Teacher and the English Coordinator, who also observes lessons and scrutinises

books. Book scrutiny also takes place at staff meetings, and between members of the Senior Management Team. As part of the Coordinator's role, time is allocated for auditing the subject, lesson observation and for Learning Walks, to ensure that all areas and genres of the English curriculum are being covered.

It is also the responsibility of the English Coordinator to ensure that all children are reading books commensurate with their level of ability, and an audit is taken periodically to match reading stage with reading ability.

Equal Opportunities

All children are provided with equal access to the English Curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background.

The Role of ICT

ICT is used to support our teaching and to motivate children's learning. Children have access to the computer suite to extend and reinforce their work. The classroom interactive whiteboard provides access to the internet for finding information, illustrations, playing geographical/historical DVDs to further enrich the children's learning and provide a rich resource to inspire their writing. It is also a good resource for shared reading and writing. The video and the digital camera are useful for encouraging speaking and listening and creating written work through the use of images.

Homework

Homework is not compulsory, but we value it as a means of sharing the children's work with parents. All children take home their class reader. In EYFS the children have a letter and sound book to help them to learn their alphabet. Before they have the requisite amount of sight vocabulary, they take home books without words from the reading scheme. The government recommends parents/carers reading 10 minutes per day with their child.

All children in KS1 take home weekly spellings, to reinforce Letters and Sounds.

In Year 2 comprehension or grammar activities are sent home each Friday. The children have a week to complete the work. Stars are awarded to the children who bring homework back, and these stars contribute to the class star chart, five stars or more resulting in a special achievement certificate. Homework is kept by the child in a folder. (See Homework Policy)

Home/School Links

Purston Infants' School values good relationships with parents in supporting their children's Literacy skills. We try to involve the parents in their children's learning by:

- providing regular parents' evenings which give them verbal feedback about their child's progress and their future targets;
- sending reading books home daily, and encouraging the parents to make comments about their child's reading in their record book;
- providing informative evenings after school to share with parents how we teach phonics, reading, writing and how they can help their child;
- sending out occasional questionnaires to find out what we can do to improve our links with parents and what help they would like us to provide;
- sending out newsletters about school practices and giving information about web sites which can help their children's reading (Oxford Owls, Education City);
- being available at the beginning and end of each day to speak to parents on an informal basis.

Roles and Responsibilities of the English Coordinator

The English Coordinator and Head Teacher are responsible for improving the standards of teaching and learning in English through:

- Monitoring and evaluating English
 - Regular lesson observations are made on all class teachers to ensure they are carrying out the aims of the English Curriculum.
 - A regular work scrutiny of children's books/work, planning and marking is carried out.
 - Ensuring that handwriting, spelling and grammar are accurate and consistent for all teachers and support staff
- Termly pupil progress meetings and Key Stage Meetings
- The quality of the learning environment
- Analysing data and tracking pupil progress and attainment
- Writing Action Plans where necessary to improve learning
- Supporting colleagues in their CPD
- Purchasing and organising resources
- Keeping up to date with recent developments
- Informing SMT and governors of any issues
- Reviewing the policy regularly and keeping it up to date

This policy will be reviewed in Autumn 2017 or according to the School Development Plan

Lesley Hoyle _____

English Coordinator

July 2015

***See appendices for Speaking and Listening, and the teaching of Reading, Writing and Handwriting

Appendix 1

Speaking and Listening

Children become speakers and listeners before they can read and write. A child cannot recognise words if he has never heard them, nor can he write if he cannot verbalise his ideas confidently and clearly.

Speaking and listening activities are embedded throughout the curriculum. It is an integral part of EYFS practice. The new National Curriculum (2014) gives clear guidance on incorporating Speaking and Listening into planning through specific speaking, group discussion and listening tasks. Throughout the school day, children are involved in:-

- Listening to talk
- Asking and answering questions
- Play where fictional roles are explored, including puppets
- Small/large group story reading
- Guided reading activities
- Assemblies
- Drama
- Circle Time
- SEAL activities
- Following instructions
- Verbalising and offering their ideas in a variety of situations
- Responding to literature- poetry and story
- Reading/reciting poetry and rhymes out loud
- Reading out their own work

This list is not conclusive, as speaking and listening underpins everything that takes place in school. Therefore it is the role of the *teacher* and other supporting adults to provide opportunities for children to become confident communicators by:-

- Planning for speaking and listening;
- Providing a stimulating environment which arouses children's interest and curiosity
- Speaking clearly;
- Listening to what children have to say;
- Encouraging debate, discussion and role play;
- Valuing and building upon pupils' contributions;
- Using resources effectively;
- Using a variety of approaches;
- Providing good role models;
- Giving all children equal opportunities to develop their language skills.

Through good teaching *children* will:-

- Feel that their ideas are valued even if they differ from others;
- Appreciate the opinions of others;
- Speak aloud clearly and with confidence for the appropriate audience;
- Verbalise their ideas in a variety of situations;
- Communicate collaboratively;
- Think before they speak;
- Ask and answer questions appropriately;

Appendix 2

The Teaching of Reading

At Purston Infants' School, children are encouraged to acquire a love of books and to develop a respect for them. They have many opportunities to read- they read their own and other children's work as well as their reading book. In their classrooms they have a large selection of literature to choose from. They read instructions, captions, signs and labels around school. We aim for them to respond to all genres and show enthusiasm for and a love of literature.

In EYFS children are introduced to the conventions of books and they begin to distinguish the front from the back and open the book correctly; understand left to right orientation of the text and turn the page correctly and singly; regard the illustrations as an integral part of the story.

In EYFS the children are introduced to letter/sound correspondence through a variety of listening and visual activities such as songs and rhymes, videos and games. The children are given a **Letter sound book** which they take home to learn and practise; when they know and recognise 14+ letters, the first 6 character name words of the Oxford Reading Tree reading scheme are introduced for them to learn and the children are given their first reading book, a book without words. This familiarises the children with the characters and their background story and is taken home daily to share with parents/carers.

Once the first 6 character names have been learned, the children are given a Word book, in which they are progressively given the High Frequency Words from the Letters and Sounds programme. All Upper Foundation children receive a daily 20 minute session of Phonics alongside KS1, where VC and CVC words are taught and the 40+ phonemes are introduced. Children in Lower Foundation, who are judged to be ready for reading, join in the daily phonics lesson.

As their sight vocabulary increases, and their decoding skills develop they are given their first books with words, and progress through the Oxford Reading Tree scheme stages, taking their books home on a daily basis. It is down to the discretion of the class teacher, who knows the child best, when it is appropriate to move on to a new Stage of ORT. The children are heard read their book by the teacher at least once a week.

In Key Stage 1, this continues. The class teacher aims to hear the children read their reading scheme book once a week, and the children read once again to another supporting adult. Parents are requested to hear their child read at home and make relevant comments in the child's record book.

When the children have reached ORT Stage 6+ they are eligible to take a free choice book home to read. These consist of a selection of books in the book corner, which are changed regularly.

Guided reading sessions take place in all classes including EYFS, with the children grouped according to ability; each group has at least one guided reading session per week with either the teacher or Teaching Assistant.

The daily 20 minute Phonics lesson provides the opportunity for the children to practise their decoding and blending skills. By Phase 5 it is expected that the children can read most of the 100 High Frequency Words and are confident in using the 40+ phonemes to segment and blend. It is our aim that all children will have achieved this by the end of Year 1, when they undergo the Phonics Screening test.

As our children develop, they are encouraged to use a variety of strategies in their reading: recognising words on sight (whole word); segmenting and blending; breaking unknown words down into syllables or chunks; contextual; using picture cues. A variety of approaches is essential to cater for the needs of every child.

In KS1, reading comprehension activities are planned for weekly within the English lesson, and/or the Guided Reading session. Year 2 children complete Reading Journals, where they can evaluate what they have read.

Appendix 3

The Teaching of Writing

‘Writing begins in reading. The best writers are children who have read avidly and greedily’– Pi Corbett.

Clearly, reading and writing are closely linked. However, writing begins in the early years as children begin to make marks in many different ways, and gradually, as their fine motor skills improve they are able to form letters.

In EYFS there are many opportunities for writing- writing in sand and foam with their fingers, tracing, joining dots, copying patterns and letters, independent writing of shopping lists with letters combined with numbers, before eventually writing their own first name. In Foundation Stage the children use a thick pencil to facilitate a good comfortable grip. In Upper Foundation the children are taught to form their letters with entry and exit flicks, in line with the Sheffield Handwriting scheme, in readiness for cursive writing at a later stage. (See Handwriting policy) The content of their writing is based on their own experiences, topics, class visits, and visitors in school, and has to be articulated orally before being transferred to written text. Broadly, writing progresses as follows:-

- tracing over the top of the teacher’s writing;
- copying underneath the teacher’s writing;
- copying underneath the teacher’s writing, filling in missing words from the child’s own HFW bank;
- writing independently as their phonic knowledge increases and they can attempt to spell words;

This progression continues in Year 1. Handwriting continues to be printed letters with entry and exit flicks. In Year 2 children begin to write more independently and they are taught to join their letters, in line with the Sheffield scheme. Children will have aids to help their writing, such as picture/letter strips to aid letter/ sound correspondence and word banks. All classrooms have alphabet friezes in place and HFW are available for the children to refer to. In KS1 children write with a thinner pencil once it is established that they have good control and correct formation of letters.

Each year group has designated books to write in, appropriate to the age and ability of the children, with varying widths of lines. Upper Foundation and KS1 children have a colourful caterpillar ‘memory jogger’, with symbols to help them remember finger spaces, handwriting, capital letters and punctuation, spelling and a question mark to remind them to ensure that their work makes sense. The teacher refers to these symbols when marking the children’s work. (See Marking Policy) Children are continually reminded to read their work back to ensure that it makes sense. Some children are asked to read their work out to the class/group. In KS1 children are encouraged to become more self-critical and to edit and mark some of their own work with a coloured pen and then re-write. Increasingly, they are expected to plan and redraft their work.

By Year 2 it is expected that most children will be ready for Letters and Sounds Phase 6- Support for Spelling, which builds upon prior knowledge in Phase 5, but with a stronger emphasis on accuracy of spelling, adding prefixes and suffixes and spelling more challenging words.

In KS1 weekly English lessons provide opportunity for shared (modelled) writing, guided writing including dictation, and independent writing. A weekly handwriting lesson is included.

Outstanding pieces of work across the age range are displayed on the Writing wall in the shared area, on classroom walls and on the Achievement board in the Hall.

Every half term each child in KS1 is asked to write an independent piece of work and this is kept as part of the class portfolio to support Writing assessment. Each piece is expected to be an example of different genres of writing throughout the year.

Year 1 and 2 children have the opportunity to write for many different purposes. As their reading capacity increases and improves, through constant reading of different genres they are more able to internalise narrative patterns. In short, the more they read, the better they will write, as narrative patterns are recalled automatically. This is most applicable in imaginative writing, such as story writing, but can apply in other areas as well, including poetry, where the impact of vocabulary choice is vital.

Opportunities for different genres of writing include:-

- Non-chronological reporting (linked with Science, Geography, History, RE)
- Story writing-
 - retelling a favourite Fairy Story/Traditional Tale
 - writing their own story
 - writing an alternative ending for a Fairy Story/Traditional Tale
- Poetry writing including –
 - riddles,
 - rhymes
 - limericks,
 - haikus
 - free verse
 - rebuses
- Diaries and journals (linked with History);
- Letters and postcards (linked with Geography);
- Lists and lists of instructions;
- Posters (linked with Art);
- Problem writing (linked with Maths);
- Explanations and descriptions (linked with Science);
- Comprehension;
- Book journals;
- Writing commands for remote controlled devices; input of data (ICT);
- Cartoons and storyboards (linked with Art)
- Spelling games- crosswords and word searches
- Invitations

Appendix 4

Handwriting

At Purston Infant' School we have decided to adopt the **Sheffield Structured Handwriting Scheme** (copy of letter styles attached). The reasoning behind this is as follows:-

- It aids left to right movement
- The word is treated as a unit
- It aids the continuity of flow
- It helps to eliminate reversals
- It helps to eliminate capital letters in the wrong place
- It reinforces the link between letter sound and shape
- It eliminates the need to re-learn letter shapes at a later time
- It establishes finger spaces between words
- It establishes spaces between letters
- It allows earlier development of personal style

- It enables speedy writing

In addition, there are some educators whose research has proved that it improves spelling, as spelling patterns become automatic through the free flow of writing. It also encourages fluency of thought, without the erratic stop start of printed text.

It is important that children adopt a correct sitting position- ensuring that the table and chair are the correct height to allow good posture, with feet on the floor. It is vital that the child has an appropriate pencil and correct grip with the paper placed at the 'writing hand' side and slightly tilted. Left handed children are best positioned at the corner of the table nearest their left hand, to avoid impeding or being impeded by their neighbour. When preparing to do handwriting practice, it is a good idea to do warming up activities with the fingers, and ensure that the child is holding the pencil correctly in a tripod grip.

Handwriting has to be modelled, therefore it is vital that all practitioners are familiar with the correct formation and style.

In the early stages it is a good idea to make repetitive patterns to increase control and help the writing to flow naturally.

EYFS and Year 1 form their letters with entry and exit flicks, always starting on the line. It is important to do handwriting practice on paper, not whiteboards, as this is a slippery surface and not conducive to good handwriting. EYFS children write on prepared paper with lines drawn at an appropriate width; Year 1 and Year 2 have Handwriting books, with lines drawn on in the form of 'ground, grass, sky'-

letters which go below ground (*g, j, p, q, y*),

letters which sit in the grass (*a, c, e, i, m, n, o, r, s, u, v, w, x, z*)

and letters which go into the sky (*b, d, h, k, l, t*)

(*x*) goes below ground and into the sky.

The Sheffield Structured Handwriting Scheme consists of materials divided into 12 weekly lessons, with worksheets which may be used for tracing, copying, or writing from visual memory. This may be supplemented with pattern formation and also incorporated in spelling lessons, with consonant digraphs. For example::

ch, sh, th, ph, wh, bb, dd, ff, gg, ll, tt, mm, nn, ss,

as well as vowel digraphs:

ea, ee, oo, oa, ie, oi, ai,

The script is on the font style of most of the school computers.

The quick brown fox jumps over the lazy dog.

The quick brown fox jumps over the lazy dog

The quick brown fox jumps over the lazy dog.

Sheffield Structured Handwriting Script

Lower case letters:-

a b c d e f g h I j k l m

n o p q r s t u v w x y z

Upper case letters:-

A B C D E F G H I J K L M

N O P Q R S T U V W X Y Z

Appendix 5

Guided Reading Books (in sets of 6+ books)

Oxford Reading Tree Project X- Fiction and Non-fiction, Stages 1-11 (these can be used in conjunction with Project X Talking Story DVDs, for Year 1 and Year 2)

Oxford Reading Tree Traditional Tales (Stages 1-9)

Rigby Red Star (Fiction and Non-fiction) (Pink level – Green level)

Collins Pathways (Fiction and Non-fiction) (Stages 0-4)

Heinemann –Discovery World Links (Non-fiction)

Info-Active Books (Nonfiction)

Leapfrog Traditional Tales

‘Real Books’ in sets of 6

Old Hat New Hat

Fox in Socks

Inside Outside Upside Down
Are You My Mother?
Suddenly
Mog and the Vee Ee Tee
Look What I've Got
Katie Morag and the Two Grandmothers
Dogger
The Greedy Fox
Mrs Armitage on Wheels
Rosie's Walk
Titch
My Cat Likes to Hide in Boxes
The Very Hungry Caterpillar
Peace at Last
I Want to be (x3)
I Want My Dinner(x3)
How the First Letter was Written (x12)
The Beginning of the Armadilloes (x12)
Naomi's Secret (x10)
Daljit and the Unqualified Wizard (x10)

Sets of Poetry:

The Sun Ship (ORT) x6
Classic Poems 1 x6
Classic Poems 2 x6
Poems Around the World 1 x6
Poems Around the World 2 x6

Appendix 6

Links:

- Assessment sheet for Speaking and Listening and Reading
- Assessment sheet for Writing
- List of 100 High Frequency Words

- List of 40+ phonemes
- Reading Record (teacher)
- Reading Record (child)
- Home reading sheets (EYFS and KS1)
- Guided reading records
- Booklet for parents: *A Parent's Little Guide to Helping Children Read*
- Booklet for helpers in school: *A Helpful Guide for Adults Hearing Children Read in School*