



Phonics



Reading



Writing

# English at Manor Road

**'PRIMARY  
SPELLING, PUNCTUATION  
AND GRAMMAR'**

SPAG



Our wonderful English Ambassadors





Phonics




Reading



SPAG



Writing



Speaking and  
Listening/Communication  
and Language



Handwriting

English

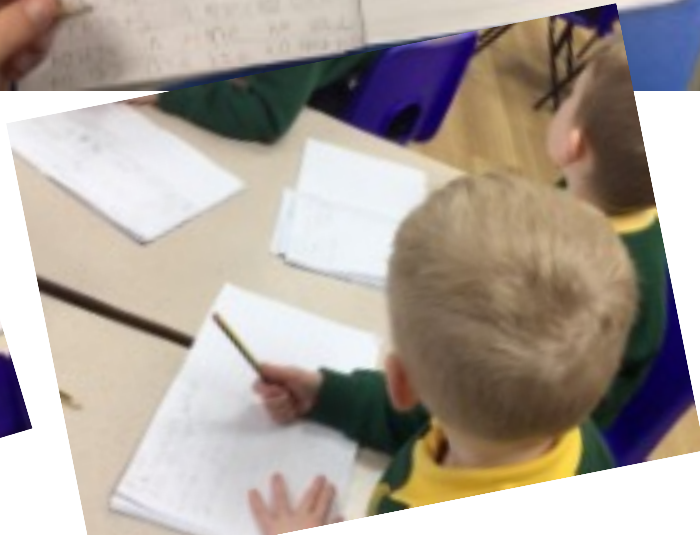
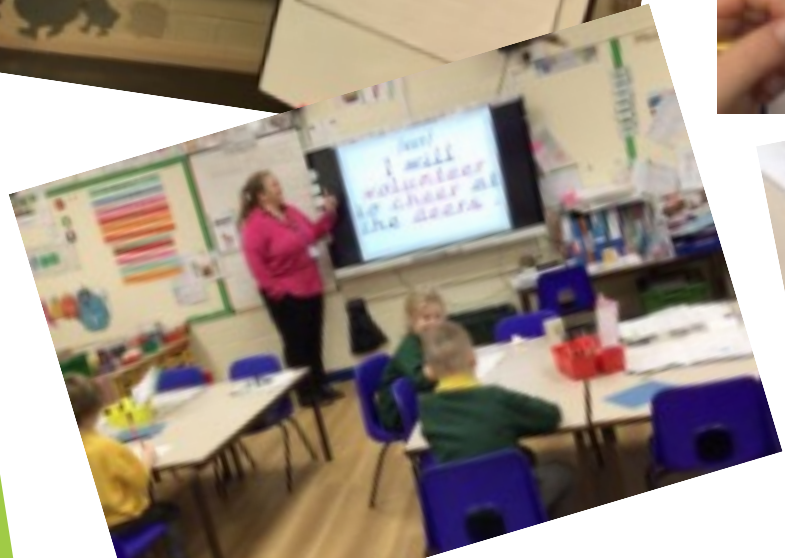
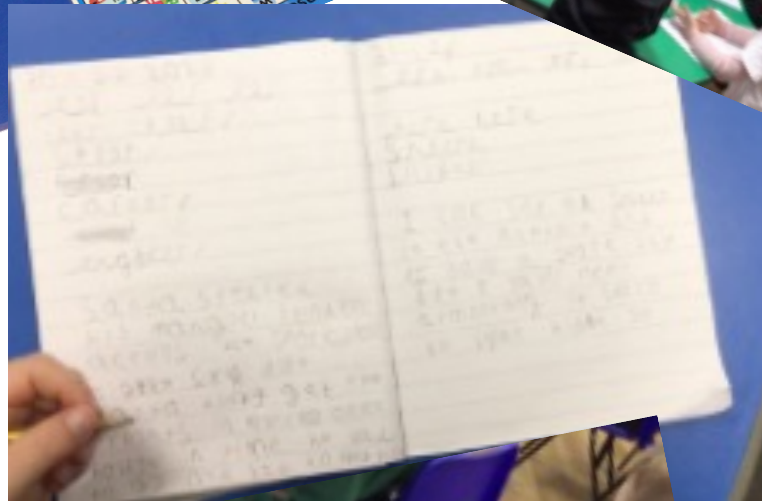
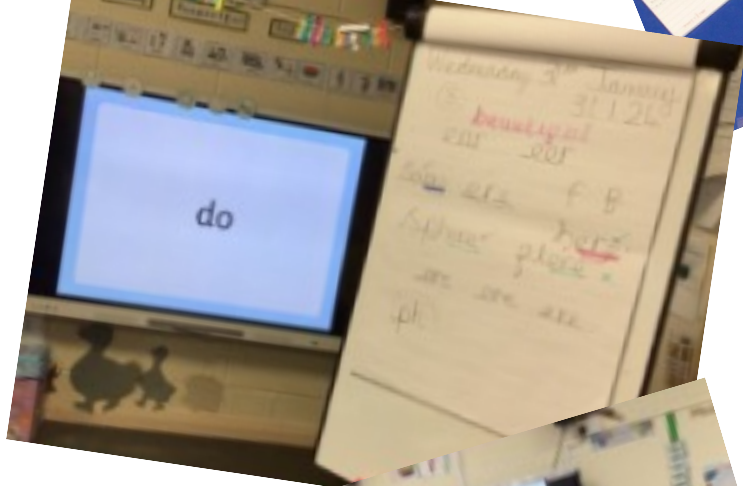
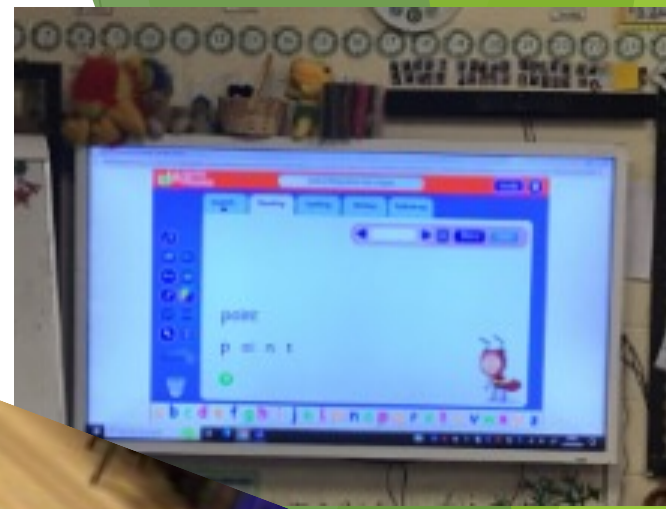
## Strengths in phonics at Manor Road

- Phonics is taught as soon as children join our school (Pre-School) with lots of opportunities for Phase 1 development.
- When children enter our Reception Class, the children are taught letter sounds using a rigorous scheme called Bug Club Phonics. The children are taught together so that everyone keeps up and those who need it are swiftly given interventions.
- Children are given the opportunity to access their reading using an online platform as well as the traditional paper copy of a book. This engages a wide range of learners and means children can challenge themselves further at home if they wish.
- Phonics is taught using the same scheme in Year 1 with the vast majority of our children meeting the expected level of progress on their phonics screening check at the end of Year 1.
- Phonics does not stop in Year 1- there are boosters and a specific KS2 Rapid phonics programme for any children who may need it.



Phonics





## Next steps...

- This half term I will be liaising closely with the Year 1 team to look at which children may need some gap analysis and interventions on specific sounds and families of sounds.
- I will be working with some of the KS2 children who have been identified as having some gaps in their phonic knowledge which is linked to spelling. We will be looking at spelling patterns together to help improve their confidence with spellings.
- I continually assess the lowest 20% in each class every half term and ensure these children are making accelerated progress. This is done through probes, precision teaching and interventions.



Phonics



# Strengths in Reading at Manor Road

- The reading books are mapped out from Pre-School to Year 6 so that we have good coverage of a range of genres. This is taught in English lessons, guided reading sessions, reading for pleasure in class as well as in topic work.
- Every class promotes reading for pleasure. The infants read a book most days and these are often what the children choose. Year 2 are currently doing the Brilliant Book Awards. Year 2-6 each have a top 50 recommended reading tree in class. Children are encouraged to read all 50 over the year.
- Ks1 classes all visit Clayton Green library every 3 weeks to ensure all children have the opportunity to experience libraries as well as read for pleasure.
- All classes in school visit the school library which is now being monitored and kept tidy by Mrs Law!
- School subscribe to My Happy News and children get a monthly newspaper with 'happy' news.
- Phonics gives a good base for reading. The children are mostly ready to move onto banded books in Year 2 and focus on fluency, pace and comprehension skills.
- Guided reading sessions take place either 3 or 4 days a week in all classes.



Reading





### Grapheme Chart

Phases 2 3 5

s	a	t	p	i	n	m	d	g	o	c	e	u	r	h	b	f	l	j	v	w	x
ss	aa	tt	pp	ii	nn	mm	dd	gg	oo	cc	ee	uu	rr	hh	bb	ff	ll	jj	vv	ww	xx
c(e)					nn	mm	dd	gg	(w)	cc	ee	uu	rr	hh	bb	ff	ll	jj	vv	ww	xx
c(i)					kn	mb				cc	ee	uu	rr	hh	bb	ff	ll	jj	vv	ww	xx
c(y)					gn					cc	ee	uu	rr	hh	bb	ff	ll	jj	vv	ww	xx
sc										ck											
st(l)																					
se																					

### Lancashire Reading Trail

#### Review Sheet

Colour in the stars to show how much you liked this book (1 = not really, 5 = lots)

☆☆☆☆☆

Book title: \_\_\_\_\_

Author: \_\_\_\_\_

Tell us what you think about the book. Best bits? Worst bits? Favourite character? If you prefer you can draw a picture to show what you liked about the book. You can use the reverse of this sheet to tell us more.





	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Pre-School</b>	<p>The Poets Hat: Poets Hat, Five Little Pumpkins, Cup of Tea, Five Little Owls</p>	<p>The Poets Basket: Breezy Weather, Leaves are Falling, Falling Apples</p>	<p>Book week poems</p>	<p>The Poets Basket: Fury Fury Squirrel, Hungry Birdies, Poppa Pather,</p>	<p>The Poets Basket: (For Summer 1 &amp; 2) A little seed Mrs Bluebird Carrot nose A Little Shell Five Little Peas Chop Chop</p>	
<b>Reception</b>						

<b>Year 1</b>						
<b>Year 2</b>						

<b>Year 3</b>						
<b>Year 4</b>						

<b>Year 5</b>						
<b>Year 6</b>						

**Reading Book Progression at Manor Road**



# Next steps...

## The Reading Framework, July 2023

- ▶ Have a high-quality systematic synthetic phonics programme in place.
- ▶ Ensure all staff who deliver phonics (or may deliver this) are trained in it.
- ▶ Make sure the teaching of phonics is of a high-quality.
- ▶ Match pupils' decodable books to the GPCs taught.
- ▶ Encourage everyone to prioritise and promote reading.
- ▶ Make sure that any pupils who fall behind should be assessed, and appropriate interventions should be timetabled and completed.
- ▶ See Book Club time as 'valued'.
- ▶ Teach the phonics programme to pupils who struggle with decoding, regardless of age.
- ▶ Recognise that fluency is key to comprehension and ensure staff are trained in how to teach this.
- ▶ Understand that reading aloud to pupils is critical.
- ▶ Regularly review the books to read.
- ▶ Ensure pupils are reading across the curriculum.
- ▶ Treat the acquisition of vocabulary as a high priority.



Reading

# Strengths in Spelling, Grammar and Punctuation at Manor Road

- Spelling is taught in EYFS/KS1 using phonics and teaching tricky words through phonics lessons/homework.
- Spelling from Year 2-6 is taught using Jane Considine's The Spelling Book. Teachers are using this as a base to teach children the spelling patterns without the pressure of a spelling test.
- Staff are also teaching children the statutory spellings for each year group and teaching them using patterns as well as games/ different strategies. These are shared with parents so children can go over them at home.
- Punctuation and Grammar are something we are working on as a school and in particular writing. Staff are now taking block weeks to pre-teach elements of SPAG that are needed in each year group. This is a priority, along with spelling that has cropped up in assessments in KS2 particularly, since Covid.
- Year 5 and 6 have SPAG books which go home to help children master the basics.
- Children are assessing their own work using marking ladders so they can work on their targets independently.



•



Year 1 Common Exception Words in Phrases Reading

Phase 2	Phase 3	Phase 4	Phase 5
the	he	do	where
I	be	said	love
to	we	were	once
no	me	so	friend
go	she	there	oh
into	are	come	your
a	was	some	today
is	you	one	here
his	they	when	house
ask	my	little	our
of	all	like	Mr
put	her	have	Mrs
pull	by	what	their
full	push	out	people
		school	looked
			called
			asked



Spelling Rainbow

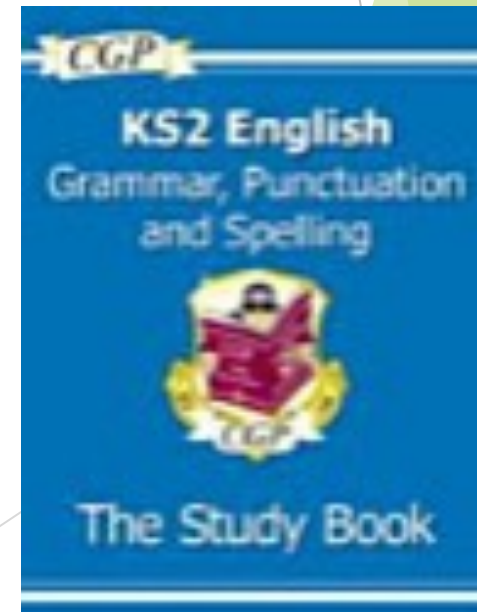
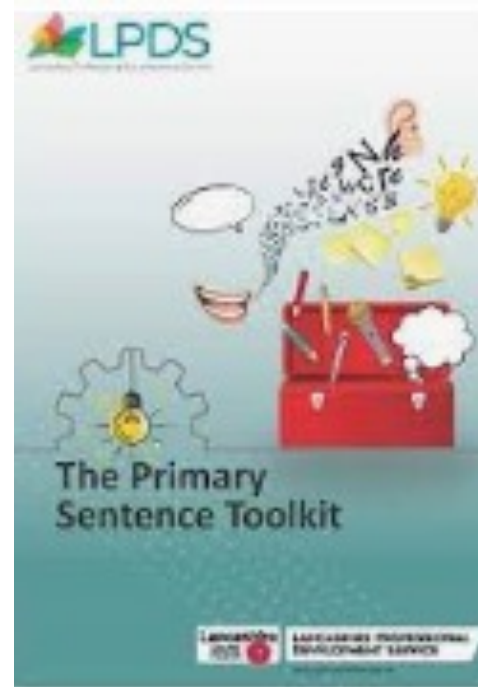
Ticky Bit	Spell	Sound Associations
1. knowledge	knowledge	knitting, knight, knife, knocked
2. literature	literature	different, computer, yesterday, reference
3. mask	mask	father, park, pass, bark
4. masque	masque	antique, cheque, mosque, technique
5. material	material	hospital, mammal, final, capital
6. mature	mature	sure, exposure, treasure, pressure
7. mention	mention	ration, innovation, direction, martian



Writing a non-chronological report

Child	I have remembered to ....	Teacher
	... include a bold, colourful title.	
	... add subheadings which stand out.	
	... write clear and informative sentences.	
	... add a diagram with labels.	
	... use technical words linked to the topic.	
	... write my report in sections.	
	... write a short introduction.	
	... include a fascinating fact.	

Comment: In my report I really liked my bold, colourful title and diagram with labels. I also liked my short introduction.



## Next steps...

- There is a gap in children's phonic knowledge in spelling in lower KS2 (due to missed learning in Covid) so we are catching up by giving the children phonics interventions to teach them 'where' sounds go in a word.
- Continue to use marking ladders to give children more ownership of their targets.
- Be more flexible with the English units and work as a staff to plan in more SPAG dependent on the children's needs.
- Staff are in the process of implementing a simple sentence progression document which we can all follow to track the way we teach SPAG.





## Strengths in writing at Manor Road

- Jane Considine's approach to writing has increased vocabulary in all year groups. Children are choosing to use much more adventurous language in their writing and this is very evident in books.
- Experience Days continue to be a hit with children and very successful for the cultural capital element of English. Children 'doing' before writing so they have an experience to write about.
- All classes have implemented the sentence stacking very well and this has helped children by using a level of scaffolding.
- Early writing opportunities are everywhere in the EYFS, starting in Pre-School. Children are encouraged to mark make as soon as they join our school.
- From a very recent questionnaire with the children, most children enjoy English and they like having the opportunity to deepen the moment (DM) in lessons.
- The lenses are becoming embedded with most children being able to say what they are/mean.
- All staff are using the writing targets we made together in 2022 and these are shared with parents and children.



Writing



### Pancake Day Writing Activity

Write a sentence about each of the pictures to create instructions for how to make pancakes. Use the keywords in the box to help you.

pancake    bowl    sound it out  
 batter    pan    ingredients    finger spaces  
 full stop

put the eggs in the bowl  
 mix the ingredients  
 Frighten the eggs  
 put the toppings on the pancakes

Wednesday 18th January

squeaking rustling sooming  
screeking

the queen was so the  
 under ground, she came hear  
 squeaking and rustling noises when  
 she was there when the goblins  
 was rushing to get the  
 hat, she has was swishing  
 away and they got squashed  
 and squashed ✓ Squashed  
 The queen was thinking  
 when an I going to get my  
 hat back I really miss  
 my hat I wonder if my  
 hat is coming back ✓

Emily Tuesday 17th January

17/1/23

Plot Point 8

Grandad's cuddle

Can I write effective sentences for my story?

Steps to Success:

- Sound & action sentence
- Question
- Adjectives & commas in a list

With foxes hunting in the distance, Mabel nuzzled into her Grandad.

Will I ever win a wispod? Mabel.

Grandad replied, "Everything and everyone is made out of stardust."

You are already a star - kind, caring and nice.

Well done, Emily.  
Please look closer at your punctuation.

Handwritten text on colorful sticky notes:

The queen was so the under ground, she came hear squeaking and rustling noises when she was there when the goblins was rushing to get the hat, she has was swishing away and they got squashed and squashed. The queen was thinking when an I going to get my hat back I really miss my hat I wonder if my hat is coming back.

### 1 Sentence Stacking English

Handwritten text on a yellow background:

The queen was so the under ground, she came hear squeaking and rustling noises when she was there when the goblins was rushing to get the hat, she has was swishing away and they got squashed and squashed. The queen was thinking when an I going to get my hat back I really miss my hat I wonder if my hat is coming back.



Handwritten text on a white background:

With foxes hunting in the distance, Mabel nuzzled into her Grandad.

Will I ever win a wispod? Mabel.

Grandad replied, "Everything and everyone is made out of stardust."

You are already a star - kind, caring and nice.

Well done, Emily.  
Please look closer at your punctuation.



## Next steps...

- Staff are in the process of implementing a simple sentence progression document which we can all follow to track the way we teach SPAG. This will be alongside Jane Considine's The Write Stuff. Staff are now consistent in the way we teach writing and that was my aim after Covid so now I feel we can interlink SPAG more to match the children's needs.
- Continue to moderate in key stages and track children through their journey at Manor Road.
- Moderate externally in the cluster as well as at the end of EYFS, 2 and 6.



Writing

# Strengths in Communication & Language/ Speaking and Listening at Manor Road

- Communication and Language is a prime area of the EYFS and we have recently received the Lancashire Quality Award in Communication and Language.
- Both K Maloney and I are language leads for Lancashire. This gives us insight into the latest research and guidance when working with very young children. Communication and Language is at an all time low in the EYFS and has been flagged as a priority for all schools.
- Language development at Manor Road steadily builds on the solid foundations established during the early years. Children's attention, listening, understanding, vocabulary, speech, grammar, storytelling and conversations all develop further in terms of skills, knowledge and complexity.
- Christmas plays in KS1 help children develop their listening and speaking skills.
- Children are given many opportunities to listen to one another as well as to speak and be heard. The councils are a good example of this at our school. Children's voices are heard in all subjects and the ambassadors ensure that they have a say in what goes on.
- Children use drama in English lessons to express themselves. Poetry week is time when children perform in English to one another.
- Stay and play sessions and parent workshops continue to be a success and encourage good links and language development.







# Lancashire Quality Award


Communication and language

2023



## Next steps...

- Continue to prioritise speaking and listening in all classes.
- Continue to meet with the subject ambassadors to maintain the good level of pupil voice at our school.
- Continue with PSHE sessions on what listening looks like as well as being respectful.



Speaking and  
Listening/Communication  
and Language




## Strengths in handwriting at Manor Road

- At Manor Road, we all do cursive handwriting where the letters start on the line and join.
- Children in the EYFS learn both print and cursive when ready.
- Children are taught from Reception to hold their pencil effectively and do cursive if they are ready- this helps with transition to Year 1.
- All children try really hard with their handwriting and the two week handwriting focus has really helped at a whole school level in improving presentation. Children's cognitive overload when writing meant that handwriting was sometimes an after thought but going back and re-teaching it has made a big difference.
- The cursive print is on all the laptops and computers so the children can use the print if they are struggling with pencil and paper.
- We have recently signed up to letter-join which is a whole school handwriting scheme.



# Letter-join



Letter-join 

Patterns

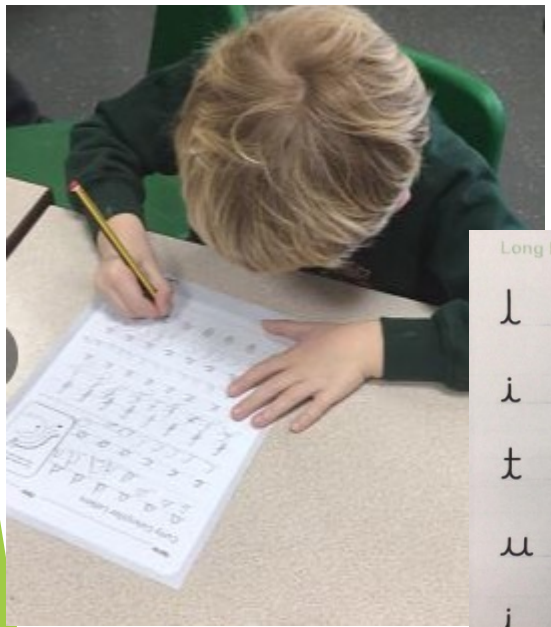
- Easy letters
- Easy words
- Harder letters
- Harder words
- More letters >
- Phonics >
- Resources >
- Info

Choose a word to watch

ill	we	cow	ham
it	wet	owe	mend
lit	wilt	ice	hand
tilt	lute	coil	em

lit

Print Try Watch



Long Ladder Letters

l


i

t

u

j

y

Letter-join 

Everywhere she looked, she found the rainforest floor which was filled with bushes as green and lush as beautiful evergreen. She loved the world of green she was in. Jellyfish didn't want to leave any of this perfect paradise but she also wanted to see more of the magical animal world.

The snake was brown. This snake was brown, and black spotted. The snake was brown, black spotted and long. The forest was full of animals all day hissing, slithering and hissing. The snake was curled up on the ground. Jelly thought about the people that lived there. She thought of how lucky they were. They would probably have snakes, monkeys or parrots and other even prettier dogs. But Jelly wondered if she would meet one. She really wanted to. Before she did anything at all she should get used to the forest first.

## Next steps...

- Have a handwriting fortnight every year to re teach handwriting without all the other added pressures of SPAG, sentence structure etc.
- Continue to monitor the presentation in books as well as with the English ambassadors.

