

## English at Manby Lodge

### Phonics

Manby Lodge Infant School follows the [Essential Letters and Sounds scheme](#) (ELS). This is a DfE validated systematic synthetic phonics programme which has been based on Letters and Sounds.

**ELS covers Phonics Phases 1 – 5.**

### Reading

At Manby Lodge Reading underpins all areas of our curriculum. We want children to want to read and develop a love of reading so we feel it is important that the books offered are at an appropriate level for their understanding, success and interests. We encourage reading as part of home life, not just school and encourage parents and carers to enjoy a range of reading material together and not just the books we send home.

We follow Essential Letters and Sounds at Manby Lodge and use Oxford reading books which are fully decodable. Once children are able to read words fluently without needing to blend they can read from a wider range of colour banded reading books.

Each week we send home 3 reading books and/or Ebooks which your child can read at 95% accuracy. We also send home a weekly library book which is for you and your child to enjoy together. It is for sharing and reading to your child to develop vocabulary, book language, spelling, and listening and above all a love for reading! We support your child to select their book from the library but ultimately it is their choice.

We have new and very well-stocked library which we use to encourage children to become engrossed in reading and also teaches vital research skills. We hold a regular Book Week through which children are able to

## ELS Overview – Phase 1 to Phase 5

Phase 1*	Phase 2	Phase 3**
<p><i>Nursery/Pre-School</i></p> <p>Seven aspects:</p> <ul style="list-style-type: none"> <li>• Environmental sounds</li> <li>• Instrumental sounds</li> <li>• Body percussion</li> <li>• Rhythm and rhyme</li> <li>• Alliteration</li> <li>• Voice sounds</li> <li>• Oral blending</li> </ul>	<p><i>Reception/Primary 1 Autumn 1</i></p> <ul style="list-style-type: none"> <li>• Oral blending</li> <li>• Sounding out and blending with 23 new grapheme-phoneme correspondences (GPCs)</li> <li>• 12 new harder to read and spell (HRS) words</li> </ul>	<p><i>Reception/Primary 1 Autumn 2, Spring 1 and Spring 2</i></p> <ul style="list-style-type: none"> <li>• Oral blending</li> <li>• Sounding out and blending with 29 new GPCs</li> <li>• 32 new HRS words</li> <li>• Revision of Phase 2</li> </ul>
Phase 4**	Phase 5 including alternatives and lesser-known GPCs	Beyond Phase 5
<p><i>Reception/Primary 1 Summer 1</i></p> <ul style="list-style-type: none"> <li>• Oral blending</li> <li>• No new GPCs</li> <li>• No new HRS words</li> <li>• Word structures – cvcc, ccvc, ccvcc, ccvcc, ccvcc</li> <li>• Suffixes</li> <li>• Revision of Phase 2 and Phase 3</li> </ul>	<p><i>Reception/Primary 1 Summer 2</i></p> <ul style="list-style-type: none"> <li>• Introduction to Phase 5 for reading</li> <li>• 20 new GPCs</li> <li>• 16 new HRS words</li> </ul> <p><i>Year 1/Primary 2 Autumn 1 and 2</i></p> <ul style="list-style-type: none"> <li>• Revision of previously taught Phase 5 GPCs</li> <li>• 2 new GPCs</li> <li>• 9 new HRS words</li> </ul> <p><i>Year 1/Primary 2 Spring 1 and 2</i></p> <ul style="list-style-type: none"> <li>• Alternative spellings for previously taught sounds</li> <li>• 49 new GPCs</li> <li>• 4 new HRS words</li> <li>• Oral blending</li> <li>• Revision of Phase 2, Phase 3 and Phase 4</li> </ul>	<p><i>Year 1/Primary 2 Summer, Year 2/Primary 3 and Key Stage 2</i></p> <ul style="list-style-type: none"> <li>• With ELS, phonics teaching does not stop at the end of Year 1, but continues as children move through the school, with links being made between their GPC knowledge and spelling</li> <li>• Revision of all previously taught GPCs for reading and spelling</li> <li>• Wider reading, spelling and writing curriculum</li> </ul>

\*Phase 1 of Letters and Sounds (2007) can be used in Nursery/Pre-School settings before starting ELS in Reception and can still be used throughout the school day in Reception. However, direct phonics teaching – the teaching of sounds, graphemes, word reading and vocabulary – must start from the very beginning of Reception.

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

learn about specific authors, styles of books and are engaged in reading and writing about them.

All children take part in a **daily phonics** session within the class in which they are taught initial phonics sounds to enable them to read and build simple words and more complex blends are practised and rehearsed at an ability level appropriate to each child. Our phonics teaching follows a progression of phases which builds understanding, makes links between learning and practises reading and writing spelling patterns. These skills are complemented by **group or individual reading**.

In Reception and Year 1 children read with a member of staff once every week on an individual basis. Children requiring additional support are read with more frequently. During the summer term more fluent readers in Year 1 are introduced to Guided Reading and will read twice a week with an adult in small groups. In Year 2, each child reads at least two times a week with a member of staff as part of Guided Reading in small groups in a reading carousel. There are also opportunities when children read individually with an adult.

In each year group we have a selection of texts called ***Our Favourite Five*** for each half term / term. These are a selection of core, high quality texts which have been carefully chosen for specific reasons related to knowledge and skills the children will need to learn. These texts are shared regularly with the children with the aim of supporting them to internalise examples of texts structure, develop and support their vocabulary progression and provide children with a variety of stories to support their overall writing progression. Each term / half term the Favourite Five texts are displayed for children to self-access and refer back to.

## **Writing**







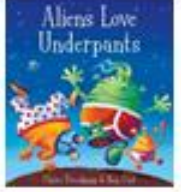






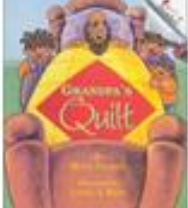
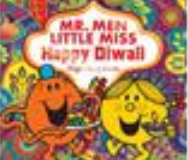








At Manby Lodge, we encourage children to see themselves as writers throughout their school journey. We promote independence in their writing and encourage children to feel confident to try to write the ideas they wish to convey. We use high-quality and inspirational texts combined with purposeful activities to encourage children to want to write.

The skills for writing are developed using the understanding of sounds and word recognition whilst also learning the shape of letters through regular handwriting practice. We encourage children to sound out words and build and develop a vocabulary of words they are able to recognise by sight. Through the use of punctuation and grammar, children are taught to understand written language and this adds variety and accuracy to children's writing as their confidence increases.

Children are taught to create and shape texts, explore text structure and organisation, convey meaning through grammatically accurate and correctly punctuated sentences and develop a clear, fluent handwriting style.

**Reception Key texts and Favourite Five texts:**

<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<p><b>The Little Red Hen</b> - Fable</p> <p><b>Room on the Broom</b> – Julia Donaldson</p> <p><b>Where’s my Teddy?</b> – Jez Alborough</p> <p><b>Mr Men and Little Miss Happy Diwali</b> – Roger Hargreaves</p> <p><b>Pumpkin Soup</b> – Helen Cooper</p>	<p><b>We’re Going on a Bear Hunt</b> – Michael Rosen</p> <p><b>Shark in the Park</b> – Nick Sharratt</p> <p><b>Goldilocks and the Three Bears</b> – Traditional</p> <p><b>Who Built the Stable?</b> – Ashley Bryan</p> <p><b>Father Christmas Needs a Wee!</b> - Nicholas Allen</p>	<p><b>The Three Billy Goats Gruff</b> – Traditional</p> <p><b>Aliens Love Underpants</b> – Claire Freedman</p> <p><b>Ten Little Books</b> – Mike Brownlow &amp; Simon Rickerty</p> <p><b>Courageous People who Helped Change the World</b> – Heidi Poleman</p> <p><b>Whatever Next!</b> – Jill Murphy</p>	<p><b>The Very Hungry Caterpillar</b> – Eric Carle</p> <p><b>What the Ladybird Heard</b> – Julia Donaldson</p> <p><b>One is a Snail and Ten is a Crab</b> – April Sayre &amp; Jeff Sayre</p> <p><b>What can you see in Spring?</b> – Sian Smith</p> <p><b>Supertato</b> – Sue Hendra &amp; Paul Linnet</p>	<p><b>Mr Gumpy’s Outing</b> - John Birmingham</p> <p><b>The Gruffalo</b> – Julia Donaldson</p> <p><b>One Moose, Twenty Mice</b> – Clare Beaton</p> <p><b>Map my Area</b> – Harriet Brundle</p> <p><b>The Queen’s Knickers</b> – Nicholas Allen</p>	<p><b>Handa’s Surprise</b> - Eileen Brown</p> <p><b>The Snail and the Whale</b> – Julia Donaldson</p> <p><b>Grandpa’s Quilt</b> - Betsy Franco</p> <p><b>Welcome to our World</b> – Moira Butterfield</p> <p><b>Farmer Duck</b> – Martin Waddell</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Text						
						
						
						
						
















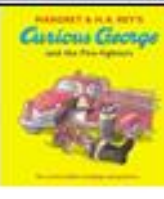








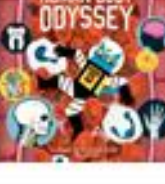





**Year 1 – English (Reading and Writing)**

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><i>Oliver's Vegetables</i> – Alison Bartlett &amp; Vivian French</p> <p><i>Have you Filled a Bucket Today?</i> – Carol McCloud</p> <p><i>Supertato</i> – Sue Hendra &amp; Paul Linnet</p> <p><i>Once There Were Giants</i> – Martin Waddell</p> <p><b><i>Super Duper You</i></b> – Sophy Hen</p> <p><b><i>Funnybones</i></b> – Janet &amp; Alan Alhberg</p> <p><b><i>You Choose</i></b> – Pippa Goodhart</p> <p><b><i>One Big Pair of Underwear</i></b> – Laura Gehl</p> <p><b><i>Human Body</i></b></p>	<p><i>Sparks in the Sky</i> – Twinkl</p> <p><i>Beegu</i> – Alexis Deacon</p> <p><i>Look Up!</i> – Nathan Bryon</p> <p><i>My Grandpa is Amazing</i> – Nick Butterworth</p> <p><i>Katie's London Christmas</i> – James Mayhew</p> <p><i>An Aussie Night Before Christmas</i> – Yvonne Morrison</p> <p><i>A Stork in a Boabab Tree</i> – Catherine House</p> <p><i>Something Else</i> – Kathryn Cave</p> <p><b><i>Snowflakes</i></b> - Cerrie Burnell &amp; Laura Ellen</p>	<p><i>Town Mouse and Country Mouse</i> – Aesop</p> <p><i>The Naughty Bus</i> – Jan Oke</p> <p><b><i>The Queen's Hat</i></b> – Steve Antony</p> <p><b><i>This is London</i></b> - Miroslav Sasek</p> <p><b><i>The Story of London</i></b> - Richard Brassey</p> <p><b><i>A Walk in London</i></b> – Salvatore Rubbino</p> <p><b><i>Ants Rule, The Long and Short of It</i></b> - Bob Barner</p>	<p><b><i>Building a Home</i></b> - Polly Faber</p> <p><b><i>In Every House on Every Street</i></b> – Jess Hitchman</p> <p><b><i>Curious George and the Firefighters</i></b> - Margaret and H.A Reys</p> <p><b><i>Iggy Peck Architect</i></b> – Andrea Beaty</p> <p><b><i>The Shopping Basket</i></b> - Jon Burningham</p>	<p><b><i>The Tiny Seed</i></b> - by Eric Carle</p> <p><b><i>Jaspers Beanstalk</i></b> – remove all words and let chn write their own story.</p> <p><b><i>It starts with a seed</i></b> - Laura Knowles &amp; Jennie Webber</p> <p><b><i>Eddie's Garden and How to Make Things Grow</i></b> – Sarah Garland</p> <p><b><i>The Tree Lady</i></b> - H. Joseph Hopkins</p> <p><b><i>The Things That I love About Trees</i></b> - Chris Butterworth</p> <p><b><i>How Many Seeds in a Pumpkin?</i></b> - Margaret McNamara</p>	<p><b><i>Biggest, Strongest, Fastest</i></b> - Steve Jenkins</p> <p><b><i>What Do You Do With A Tail Like This?</i></b> - Steve Jenkins</p> <p><b><i>Shark Lady</i></b> - Jess Keating</p> <p><b><i>Into the Blue</i></b> - Nicola Davies</p> <p><b><i>What's the Time Mr Wolf?</i></b> - Debi Gliori</p>

<p><b>Odyssey</b> - Domic Walliman</p>	<p>Anderson</p> <p><b>Grandpa Christmas</b> - Micheal Morpurgo</p> <p><b>One Day So Many Ways</b> - by Laura Hall</p> <p><b>The Christmas Promise</b> - Alison Mitchell</p> <p><b>How Many Feet in the Bed?</b> - Diane Johnston Hamm</p> <p><b>100 Snowmen</b> - Jennifer Dussling Arena</p>				
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Year 1 Favourite Five texts:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Text						
						
						
						
						

## Year 2 – English (Reading and Writing)

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b><i>Splash!</i></b>		<b><i>Magic, Mystery and Mayhem</i></b>		<b><i>Around the World in 12 Weeks</i></b>	
<p><i>Here We Are : Notes for Living on Planet Earth</i> by Oliver Jeffers – exploring a range of genres and writing for different purposes.</p> <p><b><i>Lost and Found</i></b> by Oliver Jeffers – sequencing events, innovating the text to create their own version of the story and writing for different purposes e.g. description.</p> <p><b><i>The Storm Whale</i></b> by Benji Davies – retelling the story, exploring characters and setting, examining the author’s use of vocabulary.</p>	<p>Poetry – Poems on a theme (Autumn, Storm) – read and respond to poetry, explore poetic devices used for effect.</p> <p>Non-Fiction writing linked to The Titanic - diary writing, factual description, invitations/letters, posters.</p> <p><i>The Snowman</i> by Raymond Briggs - retelling, compare and contrast versions of the story, book review.</p> <p>Monty the Penguin (advert) – letter writing.</p>	<p><b><i>Little Rabbit Foo Foo</i></b> by Michael Rosen - exploring the text to develop understanding of the plot, characters and setting, author’s techniques and use of vocabulary.</p> <p><b><i>The Enormous Crocodile</i></b> by Roald Dahl – examining the author’s use of language and their intent through the use of vocabulary and word construction. Exploring a range of genres and writing for different purposes e.g. wanted posters (description), narrative retelling.</p> <p>Non-chronological reports – linked to History Florence Nightingale.</p>	<p>Exploring and sharing a range of texts by the same author – Roald Dahl. E.g. <i>The Twits</i>, <i>George’s Marvellous Medicine</i>, <i>The Magic Finger</i> – recipe / instruction writing, narrative retelling and recount writing.</p>	<p>Introduction to Fairy Tales e.g. <i>Cinderella</i>, <i>Little Red Riding Hood</i> - examining their key features, exploring and sharing a selection of fairy tales from around the world – comparing and contrasting the different versions and their features.</p> <p>Cross Curricular writing opportunities linked to Science Mini-Beasts.</p> <p>Poetry – exploring and creating riddles about mini-beasts.</p>	<p>Exploring a range of texts from different countries and cultures e.g. <b><i>Meerkat Mail</i></b>, <i>The Rainbow Bear</i>, <b><i>The Ugly Five</i></b> and <i>Lila and the Secret of the Rain</i> – writing for a range of purposes e.g. postcards, letters, narratives, non-chronological reports, recounts, instructions.</p> <p>Identifying the key features of different genres.</p> <p>Making links between texts.</p> <p>Answering questions and making inferences, summarising and highlighting key parts of a text.</p>



		Something Fishy! – Literacy Shed story video – predicting, orally retelling, sequencing and writing story line to accompany video.			
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\*Favourite Five texts used as English texts in bold

### Year 2 Favourite Five Texts

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Curriculum linked / T4W text & High Quality Text						
Rhyming/Repeated Refrain Book						
Maths Skills (linking to White Rose)						

<p>PSHE focus</p>					
<p>Other curriculum links</p>					