

Hartford Infant and Preschool



English Policy April 2020

Lead person: Mrs Rachael Hyem

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In the teaching of English at Hartford Infant and Preschool [HIPS] we wanted our policy and practice to reflect the school's vision for all of the children. At Hartford Infant and Preschool:

We believe in bringing out the best in everyone.

We want all our children to be **curious, confident** learners who can **communicate** effectively through our bold and engaging curriculum.

We want all children to be:

- articulate, using a rich vocabulary,
- independent, active learners who are self-motivated,
- happy, with a love of learning,
- resilient problem solvers, who strive for improvement in all they do
- respectful members of the community, with high standards of behaviour.

We offer high standards of teaching and learning in an enabling, inclusive environment where each child is nurtured and valued as an individual and encouraged to reach their potential.

What is English?

English is defined as the combined skills and knowledge of reading, writing and oral language. The English curriculum is divided into main areas of Reading, Phonics, Writing, Spelling, Handwriting and Speaking and Listening. In this policy we refer to English but recognise that Literacy is taught in EYFS [Preschool and Reception].

School's vision for English and Literacy

Through our English and Literacy, we will provide for the language development of pupils and will develop their ability to use language to think, explore, recognise and communicate their ideas. Our curriculum, taught through high-quality core texts, aims to inspire a love of literature and a recognition of its relation to other subjects studied in school. Our English lessons will teach children specific skills which are then embedded across the curriculum throughout the day.

Aims

At Hartford Infant and Preschool we aim to develop in all the children:

- a positive attitude towards all aspects of English,
- the ability to communicate and respond effectively,
- the competence to produce work of high quality,
- as much independence and confidence as possible,
- a keen awareness of audience in all areas of English, across the range of Literacy skills,
- persistence and resilience,
- the confidence to tackle and solve problems through the application of knowledge and the use of skills across the curriculum.

Objectives

At Hartford Infant and Preschool we aspire:

- to provide a language rich environment that promotes a culture of speaking, reading and writing,
- to develop children's interest in books and encourage "a love of books" attitude that will support their learning across the curriculum and enrich their lives,
- to develop children's early oracy skills and embed this across the curriculum,
- to teach children the craft of writing,
- to develop children's confidence and the skills to write well for a range of purposes and audiences,
- to teach the basics of writing so that children know, do and remember the skills of spelling, grammar, handwriting and punctuation,
- to foster in children the confidence, desire and ability to express their views and opinions both orally and in writing,
- to value and celebrate diversity in culture and language.

Phonics and spelling at Hartford Infant and Preschool

Phonics

At Hartford Infant and Preschool we have created our own systematic synthetic phonics programme using the National Curriculum and incorporating some Jolly Phonics resources. This programme includes:

- sufficient support for children in Reception and Key Stage 1 to become fluent readers;
- a structured route for most children to meet or exceed the expected standard in the year one phonics screening check;
- all national curriculum expectations for word reading through decoding by the end of Key Stage 1.

We have created our systematic synthetic phonics programme to suit the needs of our children. Our phonics is taught through 6 stages, see Appendix 2 for further detail. Stage 1 supports the development of listening and speaking skills. Stage 2 - 5 is a systematic approach to phonics teaching and word recognition skills. Stage 6 focuses on word-specific spellings and the rules for spelling alternatives. These are clearly mapped out with specific phoneme/grapheme correspondences in our HIPS Phonics Stages [Appendix 1], Phonics Long Term Plan [available on sharepoint and school website] and further detail is provided in our year group Medium Term Plans for Phonics [available on sharepoint]. Phonics is taught as a discrete 20-30 minute session **every day in all year groups**. Each lesson follows the structure of revisit and review [previous learning or Common Exception Words], teach, practise and apply. Further opportunities for practise and application are given during daily reading sessions and in whole class English lessons. Parents/carers are notified of the phonics taught each half term through our Learning Leaflets. Across the school parents/carers are also reminded of the weekly phonics focus through our homework challenge via homework books or Tapestry posts.

Spelling

Alongside phonics we teach how to read and spell the year group specific Common Exception Words [set out in National Curriculum – Appendix 1 for Key Stage 1, and in our HIPS phonics MTP for Reception]. We believe spelling enables our children to become more effective writers. Put simply, the less thought we put into spelling, the more thought we can put into what is said. Children can labour under the pressure to spell and at Hartford Infant and Preschool we aim to support the development and skill set of the children as spellers from an early age. Children are encouraged to develop their spelling skills alongside their decoding skills in phonics. Children are taught that theme-based word mats, Common Exception Word mats and classroom displays are there to support and reinforce their ability to spell correctly. Through our half termly learning leaflets and weekly homework parents/carers are notified of the week's grapheme/phoneme correspondences taught and/or Common Exception Words covered. The children can then choose to practise these in their own way if they wish. In Reception, parents/carers are given a set of Common Exception Word cards once that specific set has been taught, so they can practise them at home with their children alongside their reading.

Intervention

Half termly assessments are carried out across the school to track progress and identify gaps in learning for both Phonics and CEWs using our HIPS Phonics Assessments and CEW Assessments in each year group. This information is also tracked via Insight to show further progress and monitor where individual children are working for phonics. For those children who are not on track, particularly the lowest 20%, we aim to assess fortnightly and provide early intervention.

In Reception children's Grapheme Phoneme Correspondences [GPCs] and CEW knowledge are **assessed on a 2 weekly basis** and then at the end of the term [as described above]. This information, along with the children's reading records and current decodable text level helps teachers to identify children or small groups who have gaps in their phonics knowledge. Support is then put in place for these children in the form of 1:1 intervention and/or tutoring with a teach and/or teaching assistant, who may, for example, practise recall of Stage 2 sounds on a daily basis, or give additional opportunities to practise reading Stage 3 words. A phonics workshop is provided for Reception and Key Stage 1 parents in the Autumn term to ensure they understand our approach to reading and writing at Hartford Infant and Preschool. Parents are also given the opportunity to come into class and work with their child.

In Year 1, targeted support is given to those children not on track to meet the age-related expectation in phonics. Teachers monitor this closely by carrying out our half termly HIPS Phonics Assessments and CEW Assessments, and a further practise phonics screening check. Those children identified with gaps are provided with additional intervention, this can include: small group phonics, tutoring, extra 1:1 reading, Cambugs and Expanded Rehearsal Technique (ERT). Prior to the phonics screening assessment parents of Year 1 children are invited to a phonics workshop where they are given the opportunity to watch a phonics lesson in school with their children. This workshop also explains how phonics is taught at HIPS and gives parents ideas on how they can support their child at home.

For those children who do not pass the Year 1 phonics screening check immediate support is given when they enter Year 2. For example, they take part in various researched interventions which may include Phonics Flash, Expanded Rehearsal Technique (ERT), Cambugs and Reading Fluency. Some children may receive specific tutoring for reading and phonics in a small group. We also carry out our HIPS Phonics Assessments and CEW Assessments and practise phonics screening assessments half termly and monitor their progress carefully. If a child does not pass in Year 2 then this information is shared with Hartford Junior School at transition meetings.

Reading at Hartford Infant and Preschool

Reading

Discrete reading sessions take place every day in Key Stage 1. In Reception these sessions are introduced at an appropriate time in their first year. For these sessions, the whole class takes part in a reading carousel. The children are in groups and receive adaptive teaching via a different task each day of the week. One of the activities is shared reading. The texts selected for this are high quality and reflect the teaching objectives, genre, or classroom topic. The class may spend anywhere between 1- 4 weeks on a text, depending on its length. For shared reading with a small group, the teaching assistant models the reading process as an expert, providing a high level of support. The children then complete a follow up activity that has a specific, pre-planned focus [taken from our Reading Assessment Grid]. From the Spring term of Year 1 and onwards this activity is completed in the child's reading exercise book. Another activity that forms part of the carousel is Guided Reading with a teacher where the responsibility for reading shifts to the learner. This takes place with a group of children, of similar ability. The children read and respond to a challenging text with the adult supporting. Teachers complete a running record and use each child's individual reading assessment grid to record questions asked, observations made. Texts are banded linked to difficulty and are carefully chosen and matched to the reading ability of the group. It is intended that this Guided Reading group provides a forum for children to demonstrate what they have learned about reading and to further develop and extend their reading and comprehension skills. From the Spring term of Year 2 Guided Reading progresses to Reading Fluency, where the teacher models expert prosody and the children echo this and use text marking where appropriate. Children practise sections of the text in pairs and then carry out a performance read of the text.

Some of the other activities you may see during the daily reading carousel:

- 1:1 work on Cambugs,
- practise of spelling KS1 Common Exception Words,
- handwriting following Letter-join handwriting scheme,
- reading comprehension tasks,
- Tapestry observations [usually adult led],
- phonics activities e.g. use of phonics area, finding words with a specific sound in a text,
- independent reading,
- use of iPads to access Bug Club,
- use of Poem Pouch,
- use of storytelling shelves.

In Reception, children can read a phonetically controlled book, based on the sounds that they have been taught, 1:1 with an adult at least once week. During this time, the adult will model the use of strategies needed to decode texts at this early stage of reading, for example, segmenting and blending, and looking out for Common Exception Words. They may also read sentences back to a child, to support them with their developing fluency. Adults ask the children basic comprehension questions to ensure they are understanding what they have read. These sessions help to provide evidence for children's reading skills, which are documents on a running record.

Independent Reading

At Hartford Infant and Preschool we believe that children should master their reading and not race through a colour coded system. We aim to provide depth and breadth through high quality reading opportunities. Our assessment for reading is outlined in more detail in the Assessment Policy. Our children have access to a range of phonically controlled, appropriate texts to support their reading at home, see Appendix 1 and 3 for further detail. From pink band through to turquoise band we predominantly use Dandelion Launchers/Readers which are phonically controlled and run alongside or slightly behind the children's phonics learning [see Appendix 3]. This allows children to practise the Grapheme Phoneme Correspondences they have been learning. Colour bands beyond this are not all phonically controlled as we feel that by this stage the children have a wide range of skills to draw upon in addition to their phonics. In addition to Dandelion Launchers/Readers we use books from Oxford Reading Tree and Bug Club. We also provide our "free readers" with high quality chapter books from a range of authors e.g. Roald Dahl. Children in Key Stage 1 can change their book during reading sessions and at lunchtimes. In Reception, reading books are changed weekly for children.

Teachers are responsible for:

- ensuring that children are taking home books appropriate to their reading level,
- communicating effectively with parents about the children's progress termly via the parent consultations and annual reports.

We promote a love of reading and encourage children to read at home using our whole-school 'Reading at Home' Cards.

For **Reception**, each child will start with a **blue** 'Reading at Home' card. Children are encouraged to read the book that is sent home in their bookbag. However, reading entries on the blue 'Reading at Home' card can also include being read to by an adult, as we appreciate that Reception children are at the beginning of their reading journey. Children will be expected to read/or be read to 40 times to complete the blue card. This can be quite daunting, so the total has been divided into milestones of 10 sessions, 20 sessions and then 40 sessions. At each, WOW milestone [see bottom of the card], children are encouraged to go to the headteacher's office to show off their reading progress and receive a star stamp. This process will then be repeated for all the coloured cards totalling 810 sessions altogether. We don't 'push'

children to get onto the next card but celebrate what card they are on as we firmly believe that every reading session ensures children become the best reader they can be.

For **Year 1 and Year 2** children they continue to record on from where they left at the end of the last academic year e.g. if they were on a red card they will now move on to a green card. KS1 children are encouraged to read the book that is sent home in their bookbag to an adult for 5-10 minutes daily. We place emphasis on the children reading the book themselves to practise their phonics and common exception word knowledge that has been taught so far. In order to improve reading fluency, we encourage children to read a book more than once.

Book Club

On the first Friday of every month we have Book Club. This is a 30 minute slot where the class teacher promotes favourite books for each year group using our Read Aloud at HIPS document. Each Book Club session begins with the teacher recommending and reading/sharing one of the texts. This is then discussed with the class. The books are then available in our Read Aloud trolleys for the children to access and borrow if they wish too. Teachers also use these high quality texts for story time at the end of the day.

Bug Club

In addition to the colour coded library books sent home in bookbags our children also have access to the online platform Bug Club. Bug Club is a great place where children can enjoy reading books online. Each child has a unique homepage and can log into it using their individual username and password. Each child is allocated **2 new books** according to their reading levels. These books will appear in the 'My Stuff' area of their personal homepages. Throughout the books there are quiz questions for children to complete. When children finish all the quiz questions in a book, he or she will earn 'Active Learn Coins'. By reading more books, children will earn enough coins to 'buy' a reward in one of the many reward schemes. The answers to the quiz questions are sent back to the teacher site so that we can see how the children are progressing.

Reading areas

Every classroom at Hartford Infant and Preschool will have an inviting area to share books and stories. Books are displayed on an "open" bookshelf [where children can see the front covers of the book]. The books here will reflect the needs and interests of the class and will mostly be those books that have been promoted/read by the class teacher. Some of the books may also link to the current enquiry. In addition to this, each class across the school has a story shelf with baskets filled with reading resources such as puppets, story language, vocabulary, small world and a range of writing frames. These story shelves are linked to the key text the children are learning about [see English Long Term Plan for further detail] and are changed each half term. In addition to this there will also be a trolley where our Read Aloud texts for each year group are kept. There are several copies of these books and they are promoted by the teacher[s] on a regular basis. Children can take these home if they wish.

Poetry

We have identified a core set of poems [and nursery rhymes] for each year group, including rhyming poems, poems where alliteration is a strong feature, word games, traditional songs and rhymes, nonsense rhymes, and poems that are particularly rhythmical. These are set out on our English Long Term Plan. Each half term the children learn about a specific poem through our morning routine. This poem is continuously promoted and displayed, along with accompanying activities, in our Poem Pouch. The children can access this during reading time. For our Preschool this is a core set of songs.

Reading into Writing

In addition to Guided Reading, shared reading also takes place within some of our English and Literacy lessons, particularly at the beginning of a unit; the teacher models the reading process to the whole class as an expert reader, providing a high level of support. Teaching objectives are pre-planned on our English Medium-Term Planning and sessions are characterised by explicit teaching of specific reading strategies, oral response and high levels of collaboration. The children join in, where appropriate with the reading of the core text. The texts selected are of a high quality which reflect the teaching objectives, genre or classroom topic.

Writing at Hartford Infant and Preschool

How do we teach writing?

Our approach to teaching writing covers the 'transcription' and 'composition' requirements of The National Curriculum, Development Matters and PDJ/PIVATs for SEND. To support our teaching of writing across the school, staff may refer to Alan Peat and Pie Corbett's strategies. Teachers are flexible in their selection of these Literacy experts' strategies to suit the needs of the children and text type being taught. Each of our lessons begin with a Spelling, Punctuation and

Grammar starter. Here the children will recap previously learnt skills. Following this, teachers model writing strategies and the use of phonics and spelling strategies in shared writing sessions. Children will then be given the opportunity to practise the skills which have been taught. Guided group sessions are used to target specific needs of both groups and individuals. The skills taught in these sessions may differ from what has been taught as whole-class. Children have opportunities to write at length in extended independent writing sessions. They are also given frequent opportunities in school to write in different contexts using quality texts as a model and for a variety of purposes and audiences. Teachers will seek to take advantage of opportunities to make cross-curricular links. They will plan for pupils to practise and apply the skills, knowledge and understanding acquired through English lessons to other areas of the curriculum. Teachers will continuously make links and refer to the English working wall.

Core texts

Writing is closely related to reading, with the two activities reinforcing each other. Similarly, we aim to develop a positive attitude to writing and to extend the children's abilities to express their thoughts and ideas on paper, thus enabling them to communicate clearly through the written word. We use high-quality core texts, some of which are taken from Pie Corbett's Reading Spine, for children to experience the link between reading and writing. These texts are mapped out clearly in our English Long Term Plan [available on our school website].

Vocabulary

Learning vocabulary is key to learning and progress across the whole curriculum since it allows pupils to access a wider range of words when writing and for them to understand and comprehend texts efficiently. We encourage our pupils to have a wide and growing vocabulary in several ways, these include:

- display of key words linked to topics and subjects,
- word mats to support the current enquiry and/or core text,
- using the correct vocabulary orally,
- using dictionaries, thesaurus and similar programmes,
- Common Exception Word windows,
- working walls.

SEND Learners

We aim to provide for all children so that they achieve as highly as they can in English and Literacy according to their individual abilities. We will identify which pupils or groups of pupils are under-achieving and take steps to improve their attainment in liaison with the SENCo. Some of these children in Reception/ Key Stage 1 are working on PDJ/PIVATs and these documents are used to support teachers in planning bespoke sessions. Where possible, these sessions link to the whole-class core text. These children work with both the teacher and teaching assistants as well as having opportunities to work independently.

Oracy

We believe that oracy is the ability to articulate ideas, develop understanding and engage with others through spoken language. We aim to develop children's early oracy skills using a range of oracy strategies to support the children's learning across the curriculum. These strategies include:

- talk partners and/or trios and the traverse to share thoughts ideas,
- discussion groups
- sentence stems to scaffold children's contributions.

We teach oracy to aid children's discussion in all subjects. We created a set of Hartford Infant and Preschool discussion guidelines that are followed in all classrooms to help support high-quality talk. The children are introduced to key sentence stems that help them share their ideas and opinions e.g. ***I agree, I disagree, and I think.*** For each sentence stem and accompanying Makaton sign is taught. These sentence stems are progressive and are set out in our English curriculum progression document. We also use oracy to support our children with their articulation of what they have learnt in our curriculum. The children are familiar with the sentence stems ***I know, I can, and I remember*** and use these to talk about their learning in all subjects.

Handwriting

We are very proud of our children's handwriting and take particular care in our handwriting style. Formal teaching of handwriting is carried out regularly and systematically to ensure Key Stage targets are met. We use "Letter-join's" online handwriting resource and lesson planner as the basis of our handwriting, as it covers all the requirements of the National Curriculum. Although we use the fonts described below when explicitly teaching handwriting, we recognise that children are exposed to a variety of fonts when reading text. Therefore, around Hartford Infant and Preschool there will be different fonts used on displays etc.

In **Reception and Year 1**, we use the font **Letter-join Air No-lead**. This is an unjoined font, without lead in lines that teaches our children appropriate 'hooks' ready for joining in Year 2 [see Appendix 4 for handwriting verbal path].

Letter-join Air No-lead

Letter-join Air No-lead does not include a lead-in line and the letters are not joined.

the dog ran

In our **Reception** classes handwriting is taught within Phonics in the Autumn term and first half of the Spring term using ideas from "Letter-joins" Module 1. From the second half of the Spring term Reception begin with explicit handwriting sessions starting from Lesson 21 of Module 1.

The modules are as follows:

Module 1: Early Years teaches pre-cursive patterns and cursive [without lead in lines], lower case letters. It starts with fine and gross motor skills warm-up exercises, correct sitting position and tripod pencil grip.

The first module is divided into three sections covering:

- pre-cursive patterns
- easy letters and words
- harder letters and words

At the end of this module, children should be able to recognise and form all the cursive, lowercase letters of the alphabet and write words using the correct joining techniques.

Module 2: Year 1 contains lessons for teaching how to write capital letters, printed letters, numbers and symbols, whilst reinforcing cursive handwriting using Letter-join's on-line and printed resources. It is divided into three sections covering:

- warm-ups, letter families and capital letters
- printed letters
- numbers and symbols

On finishing this module, children should be confident in writing all the capital and printed letters, numbers and symbols and start to become familiar with their use.

In **Year 2** we use the font **Letter-join No-lead**. This is a joined font, without lead in lines [see Appendix 3 for handwriting verbal path].

Letter-join No-lead

Letter-join No-lead does not include the lead-in line at the start of each letter but has a lead-out line that joins to the following letter.

the dog ran

Module 3: Year 2 includes lessons to improve letter formation and orientation of letters through regular practice and to support spelling, grammar and punctuation in readiness for KS1 SATs. The sections in this module cover:

- letter families
- joining techniques
- sequencing sentences
- dictation exercises
- times table facts
- SPaG practice for KS1 SATs

With the regular handwriting practice throughout this module, children will develop the fluency and speed of their writing.

We recognise that for the academic year 2022-23 our Year 2 cohort may still use a cursive style with lead in lines.

Definitions of terms referred to in this policy:

CEWs – common exception words: words that do not follow the common phonetic spelling rules.

GPCs – grapheme phoneme correspondences:

Appendix 1

Hartford Infant and Preschool Book Banding Progression

Book banding

At Hartford Infant and Preschool our children have access to a range of “book banded” appropriate texts to support their reading. From pink through to turquoise band we predominantly use Dandelion Launchers/Phonic books which run alongside or slightly behind the children’s phonics learning. Colour bands beyond this are not all phonically controlled as we feel that by this stage the children have a wide range of skills to draw upon in addition to their phonics. In addition to Dandelion Launchers/Readers we use books from Oxford Reading Tree and Bug Club. We also provide our “free readers” with high quality chapter books from a range of authors e.g. Roald Dahl.

Bug Club

In addition to the colour coded library books sent home in bookbags our children also have access to the online platform Bug Club. This uses the same book banding system and is carefully matched to the children’s current phonics and reading stage. Children will have the same colour book in their bookbag and on Bug Club.

Colour bands and year groups

The chart below gives an indication of the range of book bands at which most children will be reading as they progress through Hartford Infant and Preschool. The chart shows the progress of an ‘average’ band of children but no individual child is ‘average’, so no child makes smooth progress precisely in this way. Children tend to learn in fits and starts – periods of growth followed by periods of consolidation when their progress seems to halt for a while.

Key Stage	Book Band/ Colour	Year group			Phonics Assessment
EYFS and Key Stage 1	Lilac	YR			-
	Pink	YR			Reception Autumn
	Red	YR	Y1		Reception Spring
	Yellow	YR	Y1		Reception Summer/ Year 1 Autumn
	Blue		Y1		Year 1 Autumn
	Green		Y1		Year 1 Spring
	Orange		Y1	Y2	Year 1 Spring/Summer
	Turquoise		Y1	Y2	Year 1 Summer
	Purple			Y2	Year 2 Autumn
	Gold			Y2	Year 2 Spring
	White			Y2	Year 2 Summer
	Lime			Y2	
Key Stage 2	Brown				
	Grey				
	Dark Blue				
	Dark Red				
	Black	Free readers			

Phonics assessment

The phonics assessment is a **guide** and may differ according to individual children. For further information on **how we assess reading**, please see our HIPS Assessment policy.

Appendix 2

Phonics Stages

Stage	GPCs and spelling rules							
Stage 1								
Stage 2 [pink & red band]	s	a	t	p	i	n	m	d
	g	o	c	k	ck	h	b	f
	ff	e	u	r	l	ll	ss	w
	x	y	v	j	z	zz	qu	
Stage 3 [yellow and blue band]	ch	sh	th	ng	ee	or	igh	ai
	oa	ar	oo	oo	er	ur	ow	oi
	ear	air	ure					
Stage 4 [in books from red band onwards]	Consonant clusters (those below are examples only and others may be covered)							
	ft	nd	st	lt	cr	tr	dr	tw
	st	sl	pt	sp	gl	nt	str	ps
	sk	lp	lf	scr	shr	thr	nch	fr
	nk	fl	gl	pl	cl	sm	pr	sc
Stage 5 [green & orange & turquoise band]	ph	wh	ve	ay	ie	ou	ea	oy
	ue (blue)	ir	er (unstressed)	ore	aw	au	a-e	e-e
	i-e	o-e	u-e					
	<ul style="list-style-type: none"> • Adding -s and -es to make plurals • Adding suffixes (with no change to root word) -ing, -ed, -er, -est. • Adding prefix un- • Compound words • Spelling words with ff, ll, ss, zz, ck after a short vowel 							
	ow (snow)	oe (toe)	tch	ue (rescue)	ew (screw)	ew (new)	are (bare)	y (very)
	ie (chief)	k (skin)	n (bank)	ear (pear)	ea (bread)	c (cell)		
Stage 6 [purple band]	ey (donkey)	*i (mind)	y (reply)	or (word)	*a (father)	*al (half)	*oor (door)	al (always)
	ar (warm)	ge (cage)	dge (bridge)	a (wash)	mb (thumb)	s making /z/ (usual)	tion (station)	o (mother)
	ch (chemist)	kn (knee)	gn (gnat)	*ai (said)	wr (write)	il (metal)	al (metal)	le (table)
	el (camel)	g (gem)						
	<ul style="list-style-type: none"> • Adding suffix -ed where consonant is doubled e.g. stopped • Adding suffix -ing where e is dropped • Adding suffixes -ful, -ly, -less, -ment • Changing y to i and adding es; change f to v and add es • Adding prefix dis- • Apostrophes for contractions • Apostrophes for possession <p>*taught as grapheme found in Y2 common exception words</p>							

Appendix 3

Dandelion Launchers and Readers

At Hartford Infant and Preschool [HIPS] we predominantly use Dandelion Launchers and Readers [from pink band through to turquoise band] to support children’s application of their current phonics knowledge. These texts are phonically controlled, although we recognise that there may be a small number of common exception words that a child may not have been introduced to yet. This document should be read alongside our *HIPS Book Banding Progression* document and our *HIPS Phonic Stages*.

Each of the Dandelion Launchers and Readers have been banded by colour. These colour bands link to our HIPS Phonic Stages and are outlined below*.

Pink

Units 1-6 Dandelion Launchers



Red

Unit 7, 8 and 9 Dandelion Launchers



Yellow

Units 10 - 15 Dandelion Launchers [14 a and b only]



Blue

Dandelion Phonic Readers Level 1 books 1-4 and 6-14



Green

Unit 14 [c and d] Dandelion Launcher

Dandelion Phonic Readers Level 2
books 4. 6. 7. 11



Orange

Dandelion Readers: Split Vowel
Spelling

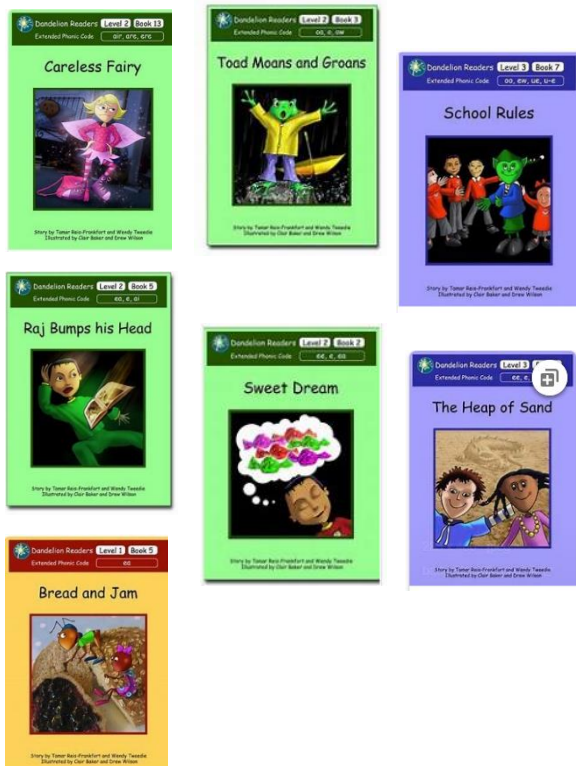


Turquoise

Dandelion Readers Level 1 book 5

Dandelion Readers Level 2 books 2, 3, 5, 13

Dandelion Readers Level 3 book 2, 7



Purple

The remaining Dandelion Readers Level 2
and 3.

*It is important to note that although this document outlines the HIPS colour bands for Dandelion Launchers and Readers, there are also other books from Bug Club and Oxford Reading Tree included within these bands.

Verbal path for cursive letters without lead-in lines

- | | | | |
|----|---|----|--|
| a | Start on the dot, curve down and around, up, down and hook. | n | Start on the dot, go down up and over and hook. |
| b | Start on the dot, go down, up and over, join up and hook. | o | Start on the dot, go back in a curve, all the way back round and hook. |
| c | Start on the dot, curve down and around and hook. | p | Start on the dot, go down under, back up and over, join up and hook. |
| d | Start on the dot, curve down and around, up to the top, back down and hook. | q | Start on the dot, curve down and around, back up, down under and hook. |
| e | Start on the dot, go across, curve up, then down and around and hook. | r | Start on the dot, go down, up, a little way over and hook. |
| f1 | Start on the dot, hook back, go down and under, loop and hook. | s | Start on the dot, go round in a curve, back round, curve back and hook. |
| f2 | Start on the dot, hook back and down, loop under, join up and hook. | t | Start on the dot, go down, hook then cross the 't'. |
| f3 | Start on the dot, | u | Start on the dot, go down and round, up again, down and hook. |
| g | Start on the dot, curve down and around, up, down, under, loop and hook. | v | Start on the dot, slope down, slope up and hook. |
| h | Start on the dot, go down, back up, over and hook. | w1 | Start on the dot, go down and round, up, down and round, up again and hook. |
| i | Start on the dot, go down, hook and dot. | w2 | Start on the dot, go down, up, down again, up again and hook. |
| j | Start on the dot, go down and under, loop, hook and dot. | x1 | Start on the dot curve down, curve up, curve down and hook. |
| k1 | Start on the dot, go down, back up, loop, kick and hook. | x2 | Start on the dot, slope down, hook and lift, go to the top, slope back down. |
| k2 | Start on the dot, go down, curve up, curve down and hook. | y | Start on the dot, go down and round, up, down, loop and hook. |
| l | Start on the dot, go all the way down and hook. | z1 | Start on the dot, go across, slope down, loop under and hook |
| m | Start on the dot, go down, up and over, up and over and hook. | z2 | Start on the dot, go across, slope down, across and hook. |