



EYFS and KS1: Growing Independence and Becoming High School Ready

At Iceni—Hockwold we are committed to encouraging and guiding our pupils to have a progressively increasing sense of responsibility surrounding their school work, home learning and general organisation. Children becoming more independent is an important and gradual process which begins in Acorn Class. From supporting new readers to encouraging children to tackle an activity independently, the primary years are an ideal time when we can always be on hand to help our pupils move towards increased

| | | Reading | Spelling |
|---------------|-------------|--|---------------------------------------|
| Acorn | Expectation | 3 times a week | Optional tricky words |
| | Rewards | A raffle ticket for each read up to 14 | 1 TP when seen in their own work |
| | Support | Discussion with parents/carers to support as needed | |
| Willow | Expectation | 4 times a week | Up to 5 from Spring Term |
| | Rewards | A raffle ticket for each read up to 14 | Team point rewards |
| | Support | Discussion with parents/carers to support as needed | |
| Elm | Expectation | 5 times a week | Up to 10 |
| | Rewards | A raffle ticket for each read up to 14 | All correct: 4TP 90% - 2TP 80% 1TP |
| | Support | Discussion with parents/carers at third instance of fewer than 5 reads and 60% or less spellings | |

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| Reading | Phonics information is given to Acorn parents/carers, including tricky words and how important it is to sound the words out; however, we also realise not all children are phonetic readers, so if by Year 1 they do not understand, we give extra support. After completing the reading scheme, children then move on to the BEAR Project for which the reward is a BEAR—Be Excited About Reading. |
| Spellings | Spelling wordlists from Year 1—Year 6 come from the spelling appendices of the National Curriculum for English and include exception words which don't follow spelling rules. We have not named them per year group in order to ensure children feel comfortable working at the stage they are at. In addition, extra words are added in based on what children personally need to Find and Fix from their work and vocabulary building sessions knowing that children need to have a reading age of 14 years for the SATS tests in Year 6. |



KS2: Growing Independence and Becoming High School Ready

| | | Reading | Spelling |
|--------------|----------------------------|--|--|
| Beech | Expectation | 5 times per week | Up to 10 |
| | Rewards | A raffle ticket for each read up to 14 | All correct: 4TP 90% - 1TP |
| | Support & Intervention | A child not reading 5 times is given an extra opportunity to read during a breaktime | <p>* A child receiving 60% or less:</p> <p>Week 1: receives a positive pep talk and a week's grace.</p> <p>Week 2: coaching on the specific problem area during the extra opportunity break session</p> <p>Week 3: a child will be given an extra opportunity to write out spellings 4 times each and parents/carers will be contacted to discuss and be given ideas and strategies to help with learning at home.</p> <p>A child who has not handed in the spelling sheet will be given an extra opportunity to boost their learning during a breaktime.</p> |
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| Oak | Expectation | 7 times per week | Up to 10 |
| | Rewards | * 1 raffle ticket for 7 reads plus an extra ticket for any additional reads up to 14 | All correct: 4TP 90% - 1TP |
| | Support & Intervention | A child not reading 5 times is given an extra opportunity to read during a breaktime | <p>* A child receiving 60% or less:</p> <p>Week 1: receives a positive pep talk and a week's grace.</p> <p>Week 2: coaching on the specific problem area during the extra opportunity break session</p> <p>Week 3: a child will be given an extra opportunity to write out spellings 4 times each and parents/carers will be contacted to discuss and be given ideas and strategies to help with learning at home.</p> <p>A child who has not handed in the spelling sheet will be given an extra opportunity to boost their learning during a breaktime.</p> |
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| | * Voted on by the children | | |