

Oakwood Infant and Nursery School



Teaching, Learning and Assessment incl. Marking and Feedback (OAK062/03/2022)

School Mission Statement

At Oakwood Infant and Nursery School we provide a safe, healthy, happy and creative learning environment for everyone, through high expectations and mutual respect

We are all stars watch us shine.

Reviewed: 26.3.21

Approved: 26.3.21

To be reviewed: 26.3.22

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Aims

Objectives

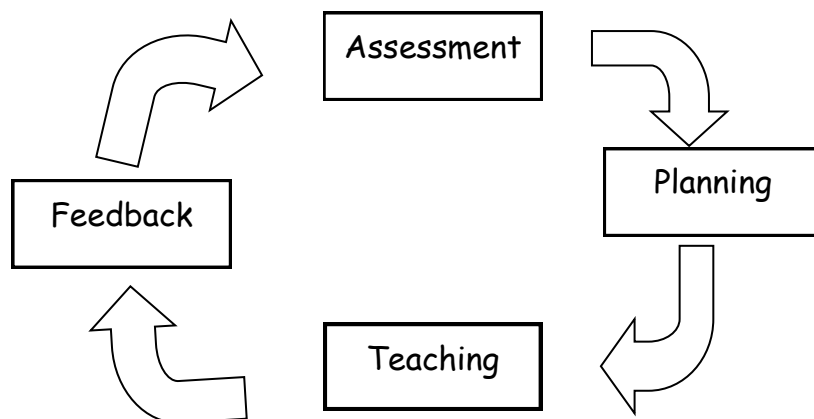
To ensure that:

- There is consistency of teaching and learning across the school.
- All children's learning needs are met including those with additional needs or special educational needs or have a disability.
- Effective teaching and high expectations leads to high levels of attainment.

- Parents are fully involved in their child’s learning.
- Children’s previous experiences and interests are used to extend their learning.
- The classroom and school environment is stimulating and encourages children to be independent learners.
- Children evaluate their learning and know what they need to do to make progress.
- Children develop the following attitudes to learning:
 - Independence
 - Perseverance
 - Concentration
 - Enjoyment
 - Confidence

We understand that we need to adapt our teaching to take account of children’s different learning styles. We use the “Learning Tree’ as a method of teaching children to talk about their learning. (Appendix 1) There are also two trees in the hall to encourage the children to discuss “Values” and also “achievement” (linked to the weekly achievement assemblies)

Learning at Oakwood Infant and Nursery School is based on the following cycle:



1. Planning

- Planning is based on the National Curriculum and Early Years Frameworks.
- Each year group has a yearly framework identifying the content through the half termly topics.
- Some Foundation subjects have more detailed frameworks identifying skills taught showing progression across the Key Stages.
- Medium term planning for each half term identifies skills taught, content and cross curricular links. Visits and visitors including theatre groups, workshops and speakers are planned to enrich the curriculum.
- Assessments are used to inform planning.
- Weekly planning is completed for Literacy, Phonics, Numeracy and Guided reading in KS1 and for all areas in EYFS.
- Planning is amended according to the needs of the class by the class teacher.
- Planning is differentiated to ensure all children can access the teaching.

- Assessments and observations are used to inform planning.
- Weekly and Daily timetables ensure that all subject areas are taught for an appropriate amount of time, with consistency across year groups.
- Each Year Group plans collaboratively, with all team members contributing to both the planning and resourcing.
- Class Teachers plan which groups or individuals TAs are going to work with on a daily basis and ensure that they understand the Learning Intention and how to support the learning.
- Nursery nurses plan alongside teaching staff.

Inclusion

- Planning for interventions is based on children's specific needs and includes ELS, direct phonics and Early Words.
- Class teachers are responsible for planning and evaluating the effectiveness of interventions
- Class teachers plan differentiated activities to meet identified needs.
- Personal Support Plans (PSPs) are written for children with additional needs and form the basis of the EHCP outcomes. This is used as a basis for planning and teaching an appropriate curriculum.
- Individual daily planning is produced for those children with the greatest level of need.
- Children who are identified as being gifted and talented are supported in their learning through challenging activities. Extension activities are planned.
- Children who are new to learning English need individual planning based on their previous experiences.

2. Teaching

2.1 Learning and Teaching at Oakwood Infant and Nursery School good and Outstanding. Good Learning and Teaching is identified as having the following elements. All staff are expected to meet these standards.

Teachers are expected to ensure that children know and talk about what they are learning and how they can make their work better.

(Taken from monitoring statements)

- All adults have high expectations of all pupils and ensure that effective support is given to any pupil not making expected progress.
- The range of teaching styles, resources and activities sustains pupils' concentration, motivation and application.
- Excellent subject knowledge and effective delivery inspire pupils and build on their understanding.
- Time is used effectively.
- Appropriate use of new technology maximises learning.
- All groups, including those working independently, have stimulating challenging activities, leading to good progress during the lesson and over time.
- Lesson is linked to current assessment of pupils' prior learning. Differentiation ensures that teaching consolidates or extends learning for all groups.
- Cross curricular links are evident and support the development of core skills across the curriculum.

- Teachers and adults ensure that pupils know how well they are doing and are provided with clear detailed steps for improvement.
- Effective questioning is used to gauge pupils understanding and reshape explanations and tasks where this is needed.
- Adults listen to, observe and question pupils throughout the lesson to reshape tasks and explanations in response to achievement.
- Marking provides effective feedback to support pupils to understand how to improve their work.
- Pupils with additional needs including those working with additional support, have appropriate tasks and make good progress.

2.2 We expect to see the following features in lessons:

- Adults and children talking about LEARNING.
- Open ended activities which are enjoyable and challenging.
- Opportunities to develop skills in a meaningful context.
- Children who are on task, animated and excited about their learning.
- ICT used to extend learning.
- Adults and children talking about the learning that is taking place.
- Evidence that children know how to improve their work.
- Links between what children already know and what they need to learn next.
- Opportunities to record in different ways including ICT.
- Children using cameras, microphones and word processing to support their learning.
- Evidence of independent learning.
- Effective use of questioning to support deeper thinking and learning.
- In EYFS there is a balance between planned activities and those which follow the children's interests. All areas of the curriculum are taught both in the classroom and the playground. Social skills are taught through relevant activities.

2.3 Inclusion

Girls and Boys are encouraged to work together. Planned activities take account of their different interests.

As the majority of children are learning English as an additional language, there is a focus on developing language skills. This includes:

- Children at the early stages of learning English work with children who can model good use of English.
- Consistent use of the teaching of language structures with planned opportunities to practice in meaningful situations.
- Bilingual staff support children at the earliest stages of learning English.
- Use of gestures and actions to clarify meaning and allow children to acquire new vocabulary.
- Role play used as a means to practice language structures.
- Opportunities to use new vocabulary and structures in familiar situations.
- Pictures with labels used in classrooms to support understanding.

Children with complex needs have challenging, appropriate tasks. The differentiated curriculum includes features such as:

- Use of visual timetables.
- First...then (Now / next) resources used consistently

- PECS integrated into daily tasks.
- Mixed ability groups.
- A range of practical activities in use, which interests and excites the children.
- Use of resources e.g. clipboards, PECS cards, communication books, adapted pencils and scissors etc. these should be stored so that children can access them independently.
- Use of different learning environments e.g. sensory room group rooms.

2.4 Groups

Children are taught to work in a variety of situations e.g. independently, in groups and in whole class situations. In Key Stage One Literacy and Numeracy lessons, each group works with the Class Teacher, Teaching Assistant and independently each week.

In EYFS adults work with focus children, groups and the whole class. Children are taught in ability and mixed ability groups as appropriate.

2.5 Inclusion

- Children with additional needs including those with complex needs or a physical disability benefit from working with different groups of children.
- Children with complex needs should not always be asked to work with the children working at the lower levels.
- Children with complex needs are given opportunities to work with their class where possible for example by joining in dance, art or PE lessons.
- There are planned opportunities for children to be taught to work and play independently as well as with adult support.
- Where necessary children will use a workstation within their classroom.
- Children should not be taken out of class.

2.6 Support Staff

Nursery Nurses and Teaching Assistants support the learning by working with individual children and small groups and by running intervention groups under the direction of the class teacher. It is important that children do not become reliant on the TA to help them complete a piece of work. Teachers ensure that support staff know how to support children's developing skills through questioning and giving clear explanations. This may be in Bengali where staff are themselves bilingual and where this is appropriate. Support staff in KS1 support each group during the week in Literacy and Numeracy, giving additional support to individual children at other times.

Nursery Nurses work in partnership with the teacher which includes team teaching.

3.0 Feedback

3.1 Marking

Adults mark in detail any Literacy and Maths work completed after a focus session with a group. In KS1 this is once a week with the class teacher and once with the TA. All other work is acknowledged with the adult's initials. It is good practice to review what work the children have done and write comments so that misconceptions can be addressed quickly.

Feedback to pupils – KS1

1. We believe that feedback to pupils is very important, as it tells them how well they have done and what they need to do next in order to improve. We have an agreed code for marking (See Appendix 1) as this ensures that we all mark in the same way.
2. We give children verbal feedback on their work whenever possible. We usually do this when children are working during the lesson. When lesson time does not allow for verbal feedback, we write comments on the children's work during marking. There is a minimum expectation that there will be a written comment on work at least once a week in each area of learning.
3. When we give written feedback to a child, we relate this to the learning objective for the lesson. By so doing we make clear whether the objective has been met. If we consider that the objective has not been met, we make clear why this was the case. In both cases, we identify what the child needs to do next in order to improve future work.
4. There should also be an indication of the conditions under which the work was done using the following coding:
 - I – independent
 - T – teacher supported
 - TA – TA supported
 - ST – supply teacher
5. We encourage children to make constructive verbal comments about their own work and the work of fellow pupils.
6. We allow time in each lesson for children to absorb any comments written on their work. We do this to ensure that the time our teachers spend marking really has an impact on children's work and progress.

Feedback to pupils – Early Years Foundation Stage

1. There should be an indication of the conditions under which the work was done using the following coding:
 - I – independent
 - T – teacher supported
 - TA – TA support
 - NN – Nursery Nurse supported
 - C I– Child initiated
 - AI- Adult initiated
 - ST – supply teacher

2. If work is adult led, a positive focused comment or annotation will be added. An EYFSP reference may be added.
3. If work is child initiated, only CI will be added.

Consistency

Subject leaders use the national exemplification materials and APP moderation within school to make judgements about the levels of children's work. All our teachers discuss these levels with each other, so that there is a common understanding of the expectations in each subject. By doing this we ensure that we make consistent judgments about standards in the school.

Monitoring and review

The School Assessment Leader will have overall responsibility to ensure that all staff are following the guidelines set out within this policy. This will be done through:

- Reviewing how learning objectives are shared with individuals/groups/class
- Monitoring the feedback given to the children through observations/pupil perceptions/work scrutiny
- Staff meeting to feedback outcomes of work scrutiny

Each subject leader is responsible for monitoring the implementation of this policy and the work that goes on in their own subject area. We allocate time for this vital task, either during staff meetings or during the monitoring cycle for that particular subject. The subject leader uses this time to look at samples of the children's work and to observe the policy being implemented in the classroom.

Links with other policies

SEN

Learning and teaching

Equality

Inclusion

3.2 Inclusion

Where children have additional 1-1 support, the class teacher must review work and comment regularly. This should not be left to the TA as the class teacher needs to know how well the child is achieving so that planning meets their needs. It is also important for the child that they know their teacher not only works with them at times but also marks their work when they have been supported by an adult.

3.3 Marking of work

- Adults correct mistakes that the child should not be making. (For example, correcting words which the child should be able to spell or noting where full stops and capital letters are incorrect.)
- Adults need to be aware of the needs of the child when correcting mistakes as correcting every mistake could be demoralising.

- Class teachers need to ensure that they do not always miss working with the same group of children due to PPA time.
- Visual symbols should be used.

Written Observations

Note how the child carried out the work and what support they needed.
Transcribe what they child has written or said if necessary.
Note misconceptions and use in planning and assessment.

Verbal Feedback

- Adult talks to the child about their work noting what they have done well and what they need to do to improve.
- Record this by writing VF followed by an outline of what was said. For example, VF – talked to child about leaving finger spaces.

Written Feedback to child.

- Record what the child has done well by using the star symbol. This can be in relation to the Learning Intention.
- Tell the child what they need to do to improve by using the wand symbol. For writing this is based on the child's targets, for maths on the Learning Intention.
- Use handwriting and language that the child can read and understand.
- Use speech marks to show that you are 'talking' to the child to differentiate this from the observations that you are making for yourself or other adults.

Next steps

'Next steps' for maths includes presentation, working independently or use of larger numbers.
'Next steps' for writing can be the aspects of learning that the child has more control over.

Corrections

- Model what 'good work' would look like, e.g. by showing the correct formation of a letter, the correct spelling or the correct way to set out a sum.
- Give child time to practice putting their work right. This could be at the end of a session or as an independent task the next day.
- Give children time to reflect on and improve their work before moving on

4.0 Homework

4.1 EYFS

Children are expected to take a guided reading book home to practice each night as well as a story book. Parents are encouraged to help children learn the High Frequency words as well as practising phonics and handwriting. Reception children have handwriting, phonics and maths homework.

4.2 KS1

Reading - Children are expected to read at home. All children take home a library book, of their own choice and a guided reader, based on the phonics attainment. Children reading above this may take home their guided reading book but should also be encouraged to read a wide variety of fiction and non-fiction books.

Spelling - Spelling cards are introduced in Year One and from the beginning of Year Two. Children are encouraged to learn the words at home, but need to use the words correctly in their writing in school. Cards are sent home once a week so that parents can help children learn spellings for the spelling test.

Maths – In Years One and Two, a maths practice sheet is sent home, reinforcing a skill that has been taught that week. In Year One parents are expected to use the homework folder to help children practice basic skills.

Writing - At the end of term or half term, children are asked to complete a piece of writing relating to a skill that has been taught that term.

Teachers encourage children to research the new topic during holidays in order to talk about what they know in class.

Parents are encouraged to find practical activities for the children to do at home to support their learning rather than always relying on the school to give homework. This helps the parents to take more responsibility as well as making learning more fun and relevant for the children.

4.3 Inclusion

Children who are working at a level significantly above or below that of the rest of the class must be given homework at an appropriate level. Children with additional needs for example should take home a picture book to share with their parents.

5.0 Assessment

Formative assessment is ongoing and used to adapt planning and teaching. Summative assessment takes place at the end of each term.

Formative assessment is based on the principles of assessment of learning where next steps for learning are identified. Marking and feedback are used alongside assessment to support learning. Children are involved in their own learning by talking about what they can do and what they are going to practice doing better.

In Key Stage One, summative teacher assessment, based on agreed criteria is recorded on an electronic tracker each term for Reading, Writing, Oracy and Maths. Teachers use their knowledge of the child's achievements as well as examples of work to agree a 'best fit' level. In Foundation Stage, summative assessment take place each term in all areas of the Foundation Stage curriculum.

Children are assessed using Performance Indicators, Foundation Stage Profile points or 'P' levels as appropriate.

5.1 Inclusion

'P' levels are used to assess children who have significant learning difficulties. We begin to use P levels in the autumn term of Y1 if the children:

- Have been in school for at least three terms.
- Have been discussed with the Inclusion Manager/SENCO
- Are working at or below 40-60 months.
- If they are not likely to be working at the beginning level by the spring term

P levels are not used to assess children in EYFS. Early Years B squared may be used for summative assessment and to track progress, but children will be assessed using EYFS criteria.

6.0 Monitoring

Lessons, children's work and records are monitored on a regular basis. Feedback is given to staff which includes examples of good practice and areas for development.

Lesson observations take place each term, with the lesson graded using the agreed criteria. (Appendix 2) From September 2012, lessons have not been graded using 'Best Fit' but on the more challenging 'Limiting judgement' principle. Lessons are observed by the Senior Leadership Team and subject co-ordinators where appropriate.

Children's work is monitored by Middle and Senior Leadership Teams. Monitoring includes an element of moderation and compliance with agreed policies. Feedback is given.

Records, including reading records, Teaching Assistant Folders and Observations are monitored by the Senior Leadership team.

6.1 Inclusion

When staff monitor lessons, evidence is collected on the achievement of children with additional needs and the suitability of the lesson prepared. Children with EHC Plans and additional support each have their own folder, which is monitored both formally and informally by the Senior Leadership and Middle management teams.

7.0 Parents

The relationship between the parents, school and child is a crucial one. At Oakwood Infant and Nursery School we involve parents with their child's learning in the following ways:

- Home visits for nursery children with regular drop in sessions.
- Termly parent conferences.
- Training sessions for parents e.g. Ocean Maths, phonics sessions etc.
- Stay and play sessions in EYFS
- Parent courses e.g. Literacy and maths.

- Volunteering in school.
- Accompanying classes on trips.
- Attending class assemblies.
- Supporting projects in class e.g. during Maths or Science Week.

8.1 Inclusion

- Involvement in annual reviews and 8 week planning meetings
- Support in attending relevant courses
- Personal Support Plans

Lesson Observation -									
Teacher:		Observer's role: HT	Date:	8 th Nov 2018	Year & Class:	Rabbits	Subject:	Handwriting - Case	
Observer:	Kathy Maguire-Egan	CL/SL SLT AST Other <i>Please circle</i>	Period:	1st	Set/Group:	Mixed	Length of Observation:	60 mins / 30 mins / Other	
Purpose of observation:	<i>Please circle:</i> Performance Management / CPD / Interview / NQT training / Other:						Time period:	30 mins	
Seating Plan provided?	Please circle: Yes / No / n.a.		Class data provided?	Please circle: Yes / No / n.a..		Target from last observation?	MA. Challenge, CC and managing behaviour		
Focus Areas	OUTSTANDING (1)		GOOD (2)		REQUIRES IMPROVEMENT (3)		INADEQUATE (4)		

1. Use of assessment in planning	Information from baseline testing and formative assessment is used well to set tasks that are perfectly matched to pupils' prior attainment and which identify next steps accurately to maximise progress, and teaching then demands more of pupils <input type="checkbox"/>	Information from assessments is used to set tasks that are well matched to pupils' prior attainment <input type="checkbox"/>	Any aspect that does not meet the requirement for 'good' or 'outstanding' will 'require improvement' <input type="checkbox"/>	Information from assessments is not used effectively in planning <input type="checkbox"/>
	<u>Evidence and comments:</u>			
2. Level of challenge	The teacher demonstrates deep knowledge and understanding and work is pitched at a level that is appropriate to the individual. It is challenging - success is achievable only if individual pupils work hard and try their very best. All individuals find the tasks demanding at their own level <input type="checkbox"/>	Tasks are set at a level that is suitable for groups of pupils of similar abilities. Any individuals within the group who find the task a little too easy or too difficult are quickly provided with support or given more difficult work, so their progress is not slowed <input type="checkbox"/>	Any aspect that does not meet the requirement for 'good' or 'outstanding' will 'require improvement' <input type="checkbox"/>	Tasks are not suitably matched to pupils' prior attainment and learning needs, so more than the odd individual find the work too easy or too hard <input type="checkbox"/>
	<u>Evidence and comment</u>			

3. Use of TAs	TAs are highly effective in promoting rapid learning for groups of pupils of all aptitudes and needs <input type="checkbox"/>	TAs are well deployed to support learning for groups of pupils regardless of their aptitudes and needs so that all such groups make at least good progress <input type="checkbox"/>	Any aspect that does not meet the requirement for 'good' or 'outstanding' will 'require improvement' <input type="checkbox"/>	TAs do not support meeting the needs of groups of pupils, so their learning is limited either by too much being done for them, rather than being helped to do the work for themselves, or by too little support being provided <input type="checkbox"/>
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Evidence and comments:

4. Opportunities to develop reading, writing, maths and ICT skills	The work includes appropriate opportunities to develop pupils' skills in reading, writing, mathematics and ICT, as well as providing opportunities for extending wider skills, such as research and co-operative working <input type="checkbox"/>	The work includes some opportunities to develop pupils' skills in reading, writing, mathematics and ICT <input type="checkbox"/>	Any aspect that does not meet the requirement for 'good' or 'outstanding' will 'require improvement' <input type="checkbox"/>	The lesson has a negative impact on pupils' reading, writing, maths and ICT skills <input type="checkbox"/>
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Evidence and comments:

<p>5. Use of strategies and tasks to engage pupils</p>	<p>Strategies and tasks enthuse pupils so that they persevere when faced with difficult problems and are resilient, keen to succeed and to learn more, and high expectations of pupil behaviour are supported</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Pupils find the strategies and tasks interesting and enjoyable. They concentrate well and pay full attention to the teacher</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Any aspect that does not meet the requirement for 'good' or 'outstanding' will 'require improvement'</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Pupils are bored by the strategies and tasks, and may become disruptive</p> <p style="text-align: right;"><input type="checkbox"/></p>
<p><u>Evidence and comments:</u></p>				
<p>6. Pace and depth of learning</p>	<p>The pace of learning is optimised throughout the lesson as the teacher is able to use the time to best effect to support pupils at the time they need such support. As a result, almost all pupils make significant and sustained progress</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>The pace of learning is good throughout the lesson as time is used productively. The teacher provides well-targeted support for groups of pupils, including more able and disadvantaged pupils, as appropriate. As a result, most pupils make better than expected progress</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Any aspect that does not meet the requirement for 'good' or 'outstanding' will 'require improvement'</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>The pace of learning is slow because pupils are held back by having to wait for the teacher or other members of the class. As a result, progress is inadequate for pupils or groups of pupils</p> <p style="text-align: right;"><input type="checkbox"/></p>
<p><u>Evidence and comments:</u></p>				

<p>7. Use of questioning</p>	<p>Questions tease out pupils' understanding so that the teacher is exceptionally aware of the degree to which pupils are secure</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Questions tease out most pupils' understanding so that the teacher is aware of the degree to which most pupils are secure</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Any aspect that does not meet the requirement for 'good' or 'outstanding' will 'require improvement'</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Questions are closed and are not used to assess pupils' understanding so the teacher is unable to adapt the task in the light of such assessment</p> <p style="text-align: right;"><input type="checkbox"/></p>
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Evidence and comments:

<p>8. Assessment of learning during lessons</p>	<p>Systematic formative assessment is used well to modify teaching, the work for each individual pupil is adapted in the light of misconceptions that are brought to light through questioning or checks on pupils' work</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Lessons are adapted in response to misconceptions that are brought to light through questioning or checks on pupils' work; any inconsistencies in assessment are clarified and solved via moderation</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Any aspect that does not meet the requirement for 'good' or 'outstanding' will 'require improvement'</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>The teacher does not assess the pupils during the lesson to find out what they have learnt and how secure they are in their understanding, so that some pupils do not understand, while others have already grasped a concept and are ready to move on</p> <p style="text-align: right;"><input type="checkbox"/></p>
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Evidence and comments

Teacher's Name:		Observer's name:		Date:
Strengths:				
1				
2				
Areas for Development:				
1				
2				
Suggest a Professional Development Need:				
1				
2				
1. Using the grade descriptors (pages 1-2), give a grade for the following categories and state where the evidence is located on the lesson observation form.				
Teaching grade Teacher Standards 5 & 8		Progress grade Teacher Standard 2		Attitudes to learning / Behaviour grade Teacher Standards 1 & 7
2. Looking at the learning and progress grade descriptors, establish a grade for learning and progress (O=Outstanding, G=Good, Req= Requires Improvement, In=Inadequate)				
Quality of teaching (overall grade) Standards 1 & 2				
<p><i>The overall grade awarded for the lesson should consider grades for each of the Teacher Standards, especially behaviour, teaching and assessment to support learning (refer to grade descriptor sheet) and any overwhelming evidence that an area is inadequate will mean that your overall lesson grade should be inadequate. Judgements should not be a snapshot and 'teaching over time' must be taking into context (class data/seating plans are imperative). Please refer to grade descriptor criteria for arriving at your overall grade for learning and progress.</i></p> <p><i>The grade you award should be justified and consistent with the evaluation and summary text you have written.</i></p>				

Observer Signature _____

Observer Print Name: Mrs K. Maguire-Egan

Date _____

Teacher Signature _____

Teacher Print Name _____

Date _____

Feedback given: Yes/No Date of feedback: _____








This Learning policy was approved by governors on 25th March 2021 and signed by the Chair of Governors.

..... Chair of Governors.


..... Date

It will be reviewed in March 2022 or sooner in the case of new information, changes or legislation.

Marking Key - Key Stage 1

	<p>Good full stops</p>
<p>ABC</p>	<p>Good capital letters</p>
<p>abc —</p>	<p>Neat handwriting/letters formed correctly</p>
<p>/</p>	<p>Good finger spaces used</p>
	<p>Good conjunctions used</p>
	<p>An adjective word</p>
	<p>A good opener used</p>
	<p>Work on your full stops/full stop missing</p>
<p>ABC</p>	<p>Work on your capital letters/capital letters missing</p>
<p>abc —</p>	<p>Work on making your handwriting neater</p>
	<p>Finger spaces needed</p>
	<p>Include more adjectives</p>
	<p>Use conjunctions</p>
	<p>Use sentence openers</p>
	<p>Use your phonics to help spell words</p>


Reception Marking Key




Capital



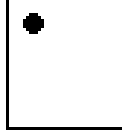
Finger Spaces



Full stops



Sound it out




Start at the beginning of the line



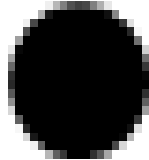
Finger Spaces



Full stops



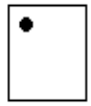
Sound it out




Start at the beginning of the line




Finger Spaces



Full stops



Sound it out



Start at the beginning of the line