

TISP

# Phonics & Early Reading





Phonics is the foundation of early literacy and essential for ensuring that all students develop strong reading and writing skills. The Read Write Inc. (RWI) programme is used across our school to ensure consistency, structure, and progression in the teaching of phonics. This policy outlines our approach to teaching phonics, assessment, and intervention, ensuring every child is supported in their learning journey.

# 01

## Introduction

### Aim

- To develop confident and fluent readers and writers through a structured synthetic phonics programme.
- To ensure every child achieves success in reading and writing by providing high-quality, differentiated phonics instruction.
- To ensure all children can read both for pleasure and for learning.
- To promote inclusive practices by offering tailored interventions to support all children.

### The Read Write Inc. Programme

Read Write Inc. is a systematic, synthetic phonics programme that teaches children the relationships between letters and sounds to help them read and write. The programme is designed to be engaging, interactive, and to meet the needs of all learners, including those for whom English is an additional language (EAL).

The key elements of RWI are:

1. **Phonics Instruction** – Phonics is taught daily through RWI lessons. Children learn to decode (read) and encode (write) words by understanding letter-sound correspondences.
2. **Fluency** – Pupils work on becoming fluent readers by blending sounds together to read words and sentences with confidence.
3. **Reading Comprehension** – Once pupils can decode text, they are encouraged to develop comprehension skills through discussion and engagement with stories and texts.
4. **Writing** – In addition to reading, pupils develop the ability to write by segmenting words and using phonics skills to spell.

RWI lessons include:

- **Speed Sounds** (letter-sound recognition),
- **Word Time** (blending and segmenting),
- **Story Time** (reading for fluency and comprehension).

# 02

## Implementation

Phonics instruction starts in Term 1 of Reception year and continues until children have completed the programme which is usually by the end of Y2. We teach phonics beyond Year 2 when children need to continue learning, and we use teach phonics for children with English as an Additional Language all through Primary.

### **Daily phonics lessons in KS1 and KS2**

- RWI Phonics is taught daily in Reception, Year 1 and Year 2, for 20-30 minutes.
- We teach RWI Phonics daily to some children in Year 3 and Year 4, who have gaps in their knowledge, skills and understanding.
- Children are grouped according to their level of phonics knowledge and understanding to maximise progress.

### **Phonics in Year 1**

- Children review Set 1 and Set 2 daily during Week 1 and 2 and are grouped by Week 3. This is based on Reception attainment and RWI teacher assessment.
- Phonics is taught daily in groups that are reviewed regularly.
- Stalled progress is identified and addressed through interventions (see Interventions).
- Story Time (reading fluency) is taught at least 3 times a week.

## End of Year 1 Expectations

*Note: where children have joined mid-year and/or not completed Reception year, more time may be needed.*

- Most children can identify and apply all Set 1 and Set 2 sounds in their reading and writing with increasing fluency and accuracy.
- Some children can identify and apply Set 3 sounds with increasing fluency and accuracy.
- Children can read all Set 1-2 Red Words.
- Some children can read most Set 3 Red Words.
- Most children have reached Yellow Level story books.
- Some children have reached Blue Level story books.

## Age-Related Expectations for National Curriculum

- Children can apply their phonics knowledge and skills to decode words.
- Children can respond speedily with the correct sound to graphemes for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.
- Children can read accurately by blending sounds in unfamiliar words containing GPCs (Grapheme Phoneme Correspondence) that have been taught.
- Children can read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.
- Children can read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings.

## Phonics in Year 2

- Children review Set 1, Set 2 and Set 3 daily during Week 1 and 2 and are grouped into Sets by Week 3, based on Year 1 attainment and teacher assessment.
- Phonics is taught daily in groups, that are regularly reviewed.
- Stalled progress is identified and addressed through interventions (Interventions) below.
- Story Time (reading fluency) is taught at least 3 times a week.

## End of Year 2 Expectations

*Note: where children have joined mid-year and/or not completed Year 1, more time may be needed*

- Most children can identify and apply all Set 1, Set 2 and Set 3 sounds in their reading and writing.
- Most children can read all Set 1-4 red words with fluency and accuracy.
- Most children have reached Grey Level story books.
- Some children have completed RWI story books.

## Writing Red Words

Children from Reception-Year 2 should be able to write red words using phonics resources within the classroom to assist them. They should be able to find and access word mats and resources to assist them independently.

## Phonics in Year 3

- Phonics lessons will continue for children in Year 3 who have gaps in their knowledge of Set 1-3 sounds.
- Teachers will assess the needs of the children in the year group and continue teaching phonics to address any gaps in knowledge.
- Children will then move on to learning spelling rules and patterns
- Any children who still have gaps in their phonics knowledge will review these in small intervention groups.

## Ensuring Consistency & Pace of Progress

Every teacher and LSA who delivers phonics in our school has been trained to teach the RWI programme. We all use the same language, routines and resources to teach children to read. CPDL, peer to peer learning visits, lesson format templates, prompt cards and how to videos ensure teachers all have a consistent approach and structure for each lesson.

The English Team, Year Group Leaders and PLT regularly monitor and observe teaching. Phonics Learning Visits are carried out on a termly basis.

Year Leaders, SLT and the English team use the summative data to identify children who need additional support and gaps in learning. Data is also used to help identify CPD needs amongst staff.

## Interventions

Children who are not making the expected progress in phonics are provided with additional support. This may include 1:1 tutoring or small group sessions using the RWI programme or other phonics-based interventions.

**EAL Support:** Special attention is given to students for whom English is an additional language. Visual aids, additional scaffolding, and bilingual resources are used to support their phonics learning.

**Catch-Up Programmes:** For students who enter the school at later stages and have not been exposed to systematic phonics instruction, a catch-up programme may be implemented to bridge gaps and ensure they acquire the phonics knowledge they need.

## Story Time

Reading practice sessions take place three times a week. Children use books matched to their secure phonic knowledge. Progress is monitored by the class teacher, who rotates and works with each group on a regular basis. Each reading practice session has a clear focus, so that the demands of the session do not overload the children's working memory. The reading practice sessions have been designed to focus on three key reading skills:

- Decoding
- Prosody: teaching children to read with understanding, rhythm and expression
- Comprehension: teaching children to understand the text.
- Reading practice sessions start once children reach the Ditties group. This is where children have learnt Set 1 sounds and are beginning to blend/decode.
- Children who are not yet decoding have daily additional blending practice in small groups, so that they quickly learn to blend and can begin to read books.

## Home Reading and Parent Support

- Decodable reading practice books are taken home to ensure success is shared with families.
- Reading for pleasure books also go home for parents/carers to share and read to children.
- We share information about phonics, the benefits of sharing books, how children learn to blend and other aspects of our provision, both online and through workshops.

## Workshops

Phonics workshops and information sessions are held to inform parents about the RWI programme, how phonics is taught, and how they can support their child's learning at home.

# 03

## Assessment

### **Baseline**

Children will take a baseline assessment when they join Tenby Schools Setia Eco Park. This will be through RWI Assessment sheets and on a one-to-one basis.

### **Every Half Term**

Children will be assessed using the Read Write Inc Phonics assessment individual tracking sheet. They will be assessed on the sounds they can identify and segmenting and blending of real and alien words with the sounds they have learnt. Assessments will be done on a one-to-one basis by the class teacher and learning assistants.

### **Phonics Screening**

Children in Year 1 will sit the Phonics screening check in Term 3.2. Children who do not achieve the benchmark will be re-tested at the end of Year 2, again in Term 3.2.

## Tracking & Monitoring Progress

Regular assessment is essential to ensuring all children are making good progress and that the needs of all children are met.

Following half-termly phonics assessment, attainment levels will be added to the Excel Phonics Tracking sheet, which maps the progress of all children. Phonics assessment data will be recorded in the ISAMS Gradebook on a termly basis.

Phonics assessment data will be analysed in year-groups at half termly meetings to:

- Identify stalled progress and put interventions in place
- Group children based on their needs.
- To adjust groups and ensure progression of children through phonics levels

Phonics groups are flexible, and a child can be moved to a different phonics group before the next assessment, based on a teacher's judgement.

Year Group leaders, the Phonics Lead and the Primary Leadership team will:

- Make termly learning visits to ensure consistency and accuracy of teaching and learning.
- Use phonics tracking data to identify any patterns of need and put in place further training for any staff who may need support.
- Scrutinise phonics progress data each half term to ensure progress and identify areas of need.

## Roles & Responsibilities

- **Class Teachers:** Responsible for planning and delivering phonics lessons using the RWI programme. They will assess student progress, provide targeted interventions, and maintain communication with parents.
- **Phonics Lead:** Responsible for overseeing the implementation of the RWI programme, providing professional development for staff, monitoring phonics data, and ensuring consistency across year groups.
- **Support Staff:** Teaching assistants will work alongside teachers to support children in phonics lessons, particularly those who need additional support or intervention.
- **Senior Leadership Team:** Responsible for ensuring that phonics is a whole-school priority and providing the necessary resources and support for the programme.

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# Reading





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At Tenby Schools Setia Eco Park, we believe that reading is a fundamental skill that underpins all aspects of learning. We foster a love for reading while ensuring all students develop the skills necessary to become fluent, confident, and independent readers. Our approach aligns with the National Curriculum for England, using Read Write Inc. as our phonics programme to support early reading development.

# 01

## Introduction

### Aim

- To develop a love for reading and an appreciation of a wide range of texts, cultures, and perspectives.
- To ensure all children can read both for pleasure and for learning.
- To provide structured phonics instruction using the Read Write Inc. programme to develop strong decoding, blending, word reading and fluency from an early age.
- To develop confident, fluent readers and writers through both a structured reading programme, and through embedding reading across the curriculum.
- To ensure children have strong comprehension skills, including understanding, inference, retrieval, prediction and summarising.
- To ensure every child achieves success in reading by providing high-quality, differentiated instruction.
- To promote inclusive practices by providing differentiated reading instruction, targeted interventions, and language-rich environments to support all children.

# 02

## Implementation

### **Key Stage 1 (Years 1, 2, and 3)**

In Key Stage 1, reading is taught through a consistent and engaging approach that builds strong foundations in decoding, fluency, comprehension, and enjoyment of reading. Daily Read Write Inc. (RWI) phonics lessons continue throughout KS1 to develop decoding and blending proficiency, word reading, and fluency skills.

Guided Reading sessions take place at least three times per week, with a focus on word reading, fluency, and comprehension, using Read Write Inc. Storybooks, levelled texts, and independent activities to consolidate key skills. Every child is heard reading individually at least twice per week to monitor progress and provide personalised support.

Weekly storytelling sessions led by the class teacher promote engagement with high-quality texts and foster a love of reading. Reciprocal reading opportunities with Year 5/6 librarians encourage peer collaboration and positive reading role models, while volunteer readers provide additional one-to-one or small-group support.

The use of VIPERS questions (Vocabulary, Inference, Prediction, Explanation, Retrieval, Sequence) during reading activities helps develop children's comprehension skills in a structured and progressive way. Targeted interventions, delivered by Learning Assistants where necessary, ensure that all children receive the support they need to succeed.

The Power of Reading programme continues to provide a thematic focus each half term, enriching children's reading experiences across a wide range of genres and texts. Inclusive and supportive practices promote communication, participation, and confidence for all learners, including those with English as an Additional Language (EAL).

Each classroom has a well-resourced, inviting book corner filled with high-quality books across a range of genres, encouraging children to read for pleasure and supporting learning across the curriculum.

### **End of Year 1 Expectations**

- Children recognise all taught phonics sounds and apply them when decoding unfamiliar words.
- Children read common exception (irregular) words on sight (e.g., "the," "said," "you").
- Children blend sounds in words quickly and accurately when reading aloud.
- Children read aloud books matched to their phonics level with increasing fluency and confidence.
- Children demonstrate understanding of texts by discussing key events, characters, and settings.
- Children retell familiar stories in sequence, including main events and characters.
- Children answer simple questions about what they have read or listened to.
- Children make simple predictions about what might happen next in a story.
- Children use pictures and other cues to support understanding of texts.
- Children develop a positive attitude towards reading and show enjoyment when listening to or reading a range of stories, poems, and non-fiction texts.

## **End of Year 2 Expectations**

- Children apply their phonic knowledge to decode unfamiliar words accurately and fluently.
- Children read most common exception words automatically without needing to sound them out.
- Children read aloud books at an age-appropriate level with fluency, expression, and confidence.
- Children demonstrate understanding by discussing the main ideas, characters, and events in a text.
- Children retell stories, including key events and details, in the correct sequence.
- Children make inferences about characters' feelings, thoughts, and motives, supported by evidence from the text.
- Children predict what might happen next, based on what they have read so far.
- Children explain the meaning of new words encountered in context.
- Children participate in discussions about books, expressing opinions and listening to others.
- Children enjoy reading a wide range of stories, poems, and non-fiction, developing positive attitudes and stamina for reading.

## **End of Year 3 Expectations**

- Children read age-appropriate texts with growing fluency, accuracy, and expression.
- Children use a range of strategies to decode unfamiliar words, including phonic, morphological, and contextual clues.
- Children identify themes, settings, characters, and plots in a range of texts.
- Children make inferences about characters' thoughts, feelings, and motives, using evidence from the text.
- Children predict what might happen next, drawing on details they have read.
- Children explain the meaning of words in context and use dictionaries to check unfamiliar words.
- Children discuss their understanding of texts, asking and answering questions to clarify meaning.
- Children retrieve and record key information from non-fiction texts.
- Children identify and discuss the features of different text types and genres.
- Children read widely and show enjoyment in stories, poetry, plays, and non-fiction.

## Key Stage 2 (Years 4, 5, and 6)

In Key Stage 2, reading is taught through a balanced and engaging approach that develops fluency, comprehension, and a lifelong love of reading. High-quality texts, including those from The Power of Reading (CLPE), form the foundation of our English curriculum, providing rich opportunities for children to explore language, deepen understanding, and develop critical thinking skills.

Reading is embedded across the curriculum, ensuring that children encounter a wide range of fiction, non-fiction, and poetry in all subjects, including history, science, and geography. This cross-curricular approach strengthens vocabulary, subject knowledge, and reading stamina.

Guided reading sessions are planned and delivered at least 3 times a week, using the **Reading VIPERS** approach (Vocabulary, Inference, Prediction, Explanation, Retrieval, Sequence/Summarise), supporting children in developing key comprehension skills through focused, small-group work.

Phonics continues to be taught where needed, particularly for children who require additional support to secure decoding skills and reading fluency. We ensure that all children receive the targeted teaching and intervention they need to become confident, independent readers.

Targeted interventions, including one-to-one or small group reading support, delivered by LAs where necessary.

## **End of Year 4 Expectations**

- Children read a wide range of age-appropriate texts fluently and confidently.
- Children apply knowledge of root words, prefixes, and suffixes to read unfamiliar words.
- Children identify and summarise main ideas from paragraphs or sections of text.
- Children draw inferences and justify them with evidence from the text.
- Children make predictions based on details stated and implied in the text.
- Children explore the meaning of words in context and discuss authorial choice of language.
- Children participate in discussions about books, expressing opinions and building on others' ideas.
- Children retrieve, record, and present information from a range of non-fiction texts.
- Children identify the features and conventions of different genres and forms.
- Children develop a positive attitude to reading and recommend books to others.

## **End of Year 5 Expectations**

- Children read aloud and silently with fluency, understanding, and expression.
- Children apply knowledge of morphology and etymology to read and understand unfamiliar words.
- Children summarise main ideas from across a text, identifying key details that support them.
- Children make comparisons within and across texts, including themes and characters.
- Children draw inferences and justify their views with well-chosen evidence.
- Children predict outcomes based on a secure understanding of the text.
- Children explore the impact of figurative and descriptive language.
- Children participate actively in book discussions, offering reasoned opinions and respecting different viewpoints.
- Children retrieve, record, and present information efficiently from non-fiction sources.
- Children read widely and with enthusiasm, including a broad range of modern and classic literature.

## **End of Year 6 Expectations**

- Children read a broad range of challenging texts fluently, accurately, and confidently.
- Children apply their knowledge of word roots, prefixes, suffixes, and etymology to decode and understand new vocabulary.
- Children summarise main ideas, identifying key supporting details across longer texts.
- Children compare and contrast themes, characters, and plots across a range of texts.
- Children make sophisticated inferences and support them with detailed evidence.
- Children predict developments in a text, drawing on detailed knowledge and understanding.
- Children analyse the impact of language, structure, and presentation on the reader.
- Children discuss and debate texts, explaining and justifying their own views while considering alternative perspectives.
- Children retrieve, record, and synthesise information from a wide range of non-fiction sources.
- Children foster a lifelong love of reading, appreciating a wide range of authors, genres, and literary heritage.

## **Home Reading & Parent Support**

- Students in KS1, or those who need practice in KS2, take home at least two decodable books a week, matched to their secure phonics or reading level to reinforce classroom learning.
- Additional books are sent home weekly to encourage reading for pleasure, with guidance for parents on how to support their children.
- Workshops and online resources are provided to help parents understand our RWI phonics programme, VIPERS framework and on ways to support their child's reading fluency and comprehension at home.

# 03

## Assessment

### Baseline Assessments

- Children joining during the school year, Reception or KS1 will complete a RWI baseline assessment.
- Children joining KS2 during the school year, will be assessed by class teachers to give a baseline of reading level.

### Every Half Term

- Half-termly RWI phonics assessments are carried out to track progress in phonics and early reading skills.
- Children's comprehension and fluency are monitored using the Reading VIPERS framework, covering vocabulary, inference, prediction, explanation, retrieval, summarising, and fluency.
- Individual tracking sheets are updated to identify gaps in learning and inform planning and interventions.

### Every Term

- Standardised reading assessments are administered using external resources (e.g., TestBase).
- Reading data is entered into the gradebook on ISAMS, enabling the Senior Leadership Team (SLT) and English Team to monitor individual, group, and cohort progress.
- Teachers use assessment outcomes to adjust instruction, groupings, and targeted support.

### End of Year

- Year 1 children complete the statutory UK Phonics Screening Check in June.
- Children in Years 2–6 complete GL Assessments, providing external standardised data to evaluate reading attainment and progress.

## **Monitoring**

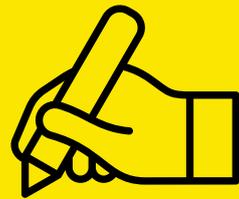
- The English Team and Leadership Team will conduct regular learning visits to observe reading lessons and ensure consistency in teaching practices.
- Summative data will be used to identify students who require additional support or interventions.

## **Interventions**

- Accelerated learning lessons are provided daily for students who need additional practice to master reading skills. These sessions follow the structure of class teaching but are broken into smaller steps with more repetition.
- Small group interventions focus on fluency and comprehension, using high-quality resources aligned with the VIPERS framework.

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# Writing





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At Tenby Schools Setia Eco Park, we are committed to fostering a love of writing and empowering every child to communicate confidently, creatively, and effectively. Aligned with the National Curriculum for England 2014, we provide a rich and inclusive writing curriculum that develops pupils' competence in transcription and composition. Through purposeful opportunities for writing across a range of genres and contexts, we aim to nurture curious, independent writers who can express themselves with clarity, imagination, and precision.

## Intent

- Develop pupils' ability to write clearly, accurately, and coherently for a range of purposes and audiences, using appropriate vocabulary, grammar, and punctuation.
- Nurture confident, independent writers who take pride in their work and understand the value of writing as a powerful tool for communication and expression.
- Foster a secure understanding of the writing process—including planning, drafting, editing, and evaluating—to build resilience and a growth mindset in writing.
- Ensure consistent progression in transcription skills (spelling and handwriting) and composition skills from Early Years to Year 6, enabling all pupils to meet or exceed age-related expectations.
- Promote a love of language and storytelling through rich, high-quality texts that inspire creativity and deepen children's understanding of authorial intent and style.

## Implementation

How is writing taught across the school?

Year Group	Narrative	Recount	Instructions	Non-Chronological Report	Explanation	Persuasion	Discussion	Poetry
1	Simple stories (begin/mid/end)	Personal experiences	Simple how-to	Labels, lists, captions				Rhyming, pattern, sensory poems
2	Traditional tales, character focus	Diary, trip recounts	Step-by step guides	Simple reports on topics	Very simple (e.g., how animals move)	Informal letters		Acrostic, list poems
3	Fables, myths, legends	Diaries, newspaper reports	Instructions with clarity	Reports with subheadings	Life cycles, natural processes	Posters, simple adverts		Haikus, narrative poems
4	Dilemmas, detailed settings	Biographies, eyewitness recounts	Clear format & structure	Topic reports with formality	Scientific explanations	Letters, leaflets	Introduced (for/against)	Performance & figurative poetry
5	Suspense, shifting viewpoint	Autobiographies, journalistic style	Formal instructions	Formal reports	Scientific & abstract (e.g., volcanic eruptions)	Balanced arguments, formal letters	Clear pros/cons structure	Free verse, metaphor
6	Flashbacks, dual narratives	Mature recounts with tone	Complex multi-step	Technical and topic-specific	Logical technical processes	Emotive writing, campaign speeches	Debates with evidence	Structured forms, poet study

## **Implementation - Key Stage 1 (Years 1 & 2)**

At our school, the teaching of writing in Key Stage 1 is grounded in high expectations and a rich, immersive approach that supports every child to become a confident and capable writer. Our implementation is shaped by the following key strategies:

- Vibrant and immersive writing opportunities are planned regularly to engage and inspire pupils. Classrooms become dynamic environments where storytelling, drama, and meaningful experiences spark imagination and provide real reasons to write.
- Writing is firmly underpinned by Read Write Inc. Phonics, with daily phonics sessions supporting early transcription skills. Children are taught to apply their phonics knowledge directly into writing, reinforcing spelling patterns, handwriting fluency, and sentence structure.
- We adopt a blended approach using Talk for Writing and the Power of Reading, which provides a balance between oral rehearsal, language development, and exposure to rich and diverse texts. This approach helps children internalise narrative structures and develop their own writer's voice.
- Children have regular access to model texts and high-quality exemplars to deepen their understanding of writing features, structure, and vocabulary. These texts are revisited, deconstructed, and innovated upon to support composition and creativity.
- Teachers use modelled and shared writing as a key strategy, explicitly demonstrating the writing process and scaffolding pupils' development in grammar, sentence construction, and composition.

- Writing is always purposeful and meaningful. Pupils are given authentic audiences and real-life contexts for writing—whether composing letters, recounts, instructions, or stories—fostering motivation and a sense of achievement.
- We ensure strong cross-curricular links to our IPC (International Primary Curriculum) topics, embedding writing within subjects such as history, geography, and science. This enables children to apply and extend their literacy skills in a variety of contexts while deepening their understanding of the world.

### **End of Year 1 Expectations**

- Use capital letters, full stops, question marks, and exclamation marks to punctuate simple sentences.
- Write sentences that are sequenced to form short narratives or recounts.
- Use 'and' to join words and clauses.
- Spell words using phonics knowledge and begin to use some common exception words accurately.
- Form lower-case and capital letters correctly and use spaces between words.

### **End of Year 2 Expectations**

- Write for different purposes (e.g. narratives, instructions, reports) using features of each genre.
- Use expanded noun phrases and coordinating/subordinating conjunctions (e.g. and, but, when, because).
- Use capital letters, full stops, question marks, exclamation marks, and commas in lists with increasing accuracy.
- Spell many common exception words correctly and apply spelling rules (e.g. suffixes -ed, -ing, -er).
- Maintain consistency in handwriting size, using joined writing where appropriate.

## **Implementation - Key Stage 2 (Years 3 - 6)**

In Key Stage 2, our writing curriculum builds upon the strong foundations laid in Key Stage 1 and supports pupils in becoming articulate, independent writers capable of expressing ideas clearly, coherently, and creatively. Our approach continues to immerse children in purposeful and engaging writing experiences, with a focus on depth, precision, and audience awareness.

- We provide vibrant and immersive writing opportunities that connect with pupils' interests and real-world issues. Lessons are designed to stimulate curiosity and imagination, often using drama, discussion, or rich stimuli to inspire extended writing.
- Our blended approach using Talk for Writing and the Power of Reading continues to underpin writing instruction. High-quality texts across a range of genres are used to model literary techniques, build vocabulary, and support the development of writing style and structure.
- Pupils write across a broad spectrum of fiction and non-fiction genres, including narratives, poetry, explanation texts, persuasive writing, discussion texts, reports, and balanced arguments. This variety ensures they are equipped with the language features, structures, and tone appropriate for different forms and audiences.
- Access to model texts and high-quality examples enables pupils to analyse authorial choices, identify genre-specific conventions, and use these to inform and improve their own writing.
- Teachers provide regular modelled and shared writing, offering clear demonstrations of the writing process—including planning, drafting, revising, and editing—with a growing emphasis on pupil independence as they move through the key stage.

- Pupils are expected to write with increasing technical accuracy, in line with the grammar, punctuation, and spelling objectives of the National Curriculum. Discrete grammar lessons are integrated with writing lessons to ensure pupils understand how grammatical choices enhance meaning and effect.
- Writing remains purpose-driven and cross-curricular, with meaningful links made to our IPC (International Primary Curriculum) topics. Pupils write to inform, entertain, persuade, and reflect across subjects, allowing them to apply their writing skills in a wide range of authentic contexts.
- By Upper Key Stage 2, pupils are encouraged to take ownership of the writing process, showing increased independence, self-reflection, and editorial control, preparing them for the demands of secondary education and beyond.

### **End of Year 3 Expectations**

- Write with increasing organisation using paragraphs to group related ideas.
- Use a range of sentence types and conjunctions (e.g. although, if, while).
- Apply grammatical features such as inverted commas for direct speech and appropriate use of tense.
- Use varied vocabulary and begin to select words for effect and clarity.
- Spell common prefixes and suffixes correctly and apply rules (e.g. un-, dis-, -ly, -ness).

### **End of Year 4 Expectations**

- Write coherent and structured texts using paragraphs and organisational devices (e.g. headings).
- Use fronted adverbials with correct punctuation and a variety of sentence openers.
- Accurately punctuate direct speech with inverted commas and other punctuation.
- Maintain consistent tense and viewpoint across a piece of writing.
- Use spelling strategies and knowledge of word families to spell increasingly complex words.

### **End of Year 5 Expectations**

- Write effectively for a range of purposes and audiences, using appropriate tone, style, and form.
- Use a wide range of cohesive devices (e.g. adverbials, pronouns, conjunctions) across paragraphs.
- Use relative clauses, modal verbs, and passive voice to enhance sentence structure.
- Use a range of punctuation accurately, including brackets, dashes, and commas for clarity.
- Apply spelling rules consistently, including for homophones and words with silent letters.

### **End of Year 6 Expectations**

- Produce well-structured, sustained pieces of writing with a clear sense of audience and purpose.
- Use a wide variety of sentence structures, including the passive voice and subjunctive mood where appropriate.
- Manage shifts in formality and viewpoint effectively across a text.
- Use punctuation for effect, including colons, semi-colons, hyphens, and varied sentence demarcation.
- Spell complex words accurately, drawing on all spelling patterns taught, and use a personal editing process effectively.

## Home Learning and Parent Support

- Students in Key Stage 1 are provided with weekly phonics and spelling practice, as part of their Read Write Inc phonics sessions.
- Students in Key Stage 2 are provided with weekly spelling practice aligned with the National Curriculum guidelines and statutory spelling requirements.
- Workshops and online resources are provided to help parents understand our Talk for Writing and Power of Reading approach and on ways to support and encourage their child's writing progression.

## Impact: Assessment

### Baseline assessments

- Children joining during the school year, Reception or KS1 will complete a RWI baseline assessment, which alongside decoding and reading assesses students' ability to transcribe the phonetical sounds.
- Children joining KS1 and KS2 during the school year, will be assessed by class teachers to give a baseline of writing attainment.

### Weekly

- Key Stage 1 students have daily phonics sessions, where they learn to apply their phonetical understanding by transcribing the sounds and composing sentences that apply that phonetical sound.
- Key Stage 2 students have weekly spelling tests that are aligned with the National Curriculum spelling requirements. Each lesson is composed of a test element (from the previous week's spellings), an application of those spellings and an introduction to the new set of spellings for the coming week. It is important to note that we have an emphasis on understanding the words in context, rather than simply transcribing them. Therefore, our students are encouraged to use the words in future sentences as well as discussing their meaning and any possible synonyms.

### **Every Half Term**

- As part of our assessment for writing, students produce a 'cold write' at the start of the term. This is based on their current topic, but will start with minimal input from the teacher, so the teacher can assess the starting point for that teaching block.
- After learning through the specific writing unit, which will be inclusive of relevant grammatical requirements, audience and purpose of the writing, students will be required to produce a 'hot write'. This will be a valuable insight into the student's ability to apply all their learning over the previous unit into a piece of independent writing.
- Half-termly phonics assessments using RWI for students in Years 1, 2, and 3. These are then used to implement further support or extension depending on the student's progress and attainment.

### **Every Term**

- Writing assignments are undertaken across all year groups, linked to current topics. They will be aligned with the National Curriculum objectives for Writing and come at the end of a taught unit.
- Teaching staff meet termly to undertake a 'moderation' of writing. This is to ensure consistency of writing across the Year Group, identify and share best practices and areas for improvement.
- Writing data is entered into the Gradebook on ISAMS, enabling the Senior Leadership Team (SLT) and English Team to monitor individual, group, and cohort progress.
- Teachers use assessment outcomes to adjust instruction, groupings, and targeted support.

### **End of Year**

- Students in Years 2–6 complete GL Assessments, providing external standardised data to evaluate spelling and grammar attainment and progress.
- Students in Years 1 – 6 produce a final piece of writing, inclusive of all statutory requirements of the National Curriculum for their Year Group and this piece is assessed by their class teacher. Teachers then undertake a final moderation with this piece of writing to ensure consistency across the Year Group.

## Monitoring

- The English Team and Leadership Team will conduct regular learning visits to observe writing lessons and ensure consistency in teaching practices.
- Summative data will be used to identify students who require additional support or interventions.

## Interventions

- Accelerated learning lessons are provided daily for students who need additional practice to master writing skills. These sessions follow the structure of class teaching but are broken into smaller steps with more repetition.
- Small group interventions focus on grammar, spellings, phonics & sentence construction, using high-quality resources aligned with the Talk for Writing and Power of Reading practices.

TISP

**Malay**  
**Language**





**TENBY**<sup>™</sup>  
SCHOOLS  
SETIA ECO PARK

At Tenby Schools Setia Eco Park, our Primary Malay Language Programme builds confident, capable communicators from Early Years to Year 6. Aligned with the Cambridge Primary Malay Curriculum, it develops speaking, listening, reading, and writing through engaging lessons and cultural connections. With a step-by-step approach, students gain strong language foundations, practical skills, and readiness for secondary Malay—while fostering a genuine appreciation for the language and culture.

# 01

## Introduction

We believe every student should be allowed to develop confidence and competence in using the Malay language. Our Bahasa Melayu curriculum is designed to support students in building strong foundations in speaking, listening, reading, and writing. With a clear and progressive structure, the programme enables learners to apply the language in practical and meaningful ways across different stages of their education. We are committed to helping all students achieve their best through engaging lessons and consistent language support.

### **Objective**

The objective of the Tenby International Primary School Bahasa Language programme is to:

- Cultivate a greater interest in the Malay language
- Enrich students' educational experiences by:
- Embrace linguistic diversity in a multicultural environment
- Foster a deeper understanding and appreciation of the Malay language
- Build confidence in using Malay through reading, writing, speaking, and listening
- Support students' readiness to engage in real-life communication using Malay
- Provide a solid foundation that connects with the expectations of primary Malay education

### **Vision**

Improve the quality of Malay language achievement at every level.

### **Mission**

Build self-confidence in the aspects of:

- Speaking
- Listening
- Writing
- Reading

## Aim

- To develop learners' proficiency in Bahasa Melayu for communication and academic use.
- To build strong foundational skills in writing, vocabulary, and grammar.
- To help students access and appreciate the Malay language and culture.
- To prepare students with a solid language base for progression to the secondary level.

## Curriculum

- The Malay Language programme is aligned with the Cambridge Primary Malay Curriculum.
- The curriculum builds systematically towards the expectations of the Malaysian primary Malay syllabus.
- Topics are introduced progressively by breaking down major ideas into smaller subtopics for better understanding.
- Students receive a strong foundation in writing and grammar through a thematic approach across stages.
- The curriculum supports students from Early Years Development (EYD) through to Year 6, guiding them step-by-step toward confidence and readiness in using the Malay language in later schooling.

# 02

## Implementation

### Key Stage 1 (Year 1 & 2)

- Structured introduction to basic writing and grammar rules.

#### Focus on

- Vocabulary development by theme (e.g., school, self, family)
- Forming short, guided sentences using simple word structures
- Grammar application with support (e.g., kata nama, kata kerja)

#### Learning through

- Sentence copying and arrangement activities
- Fill-in-the-blank and matching exercises
- Thematic writing practices with visual prompts

### Key Stage 2 (Year 3 to 6)

- Consolidate core language elements and grammar with writing tasks.

#### Focus on

- Sentence construction using varied vocabulary and structures
- Writing short paragraphs based on familiar themes
- Mastering key grammar rules and applying them independently

#### Learning through

- Guided paragraph writing
- Use of conjunctions, prefixes (imbuhan), and descriptive words
- Group tasks, individual practice, and vocabulary extension lists.

## Language Skills Focus

### Speaking

- Encourages the use of Malay in classroom interactions and simple conversations
- Builds confidence through repeated exposure to key phrases and vocabulary
- Emphasis on pronunciation and sentence modelling
- Supports oral expression through activities such as role-play and games

### Listening

- Develops listening comprehension through songs, instructions, and storytelling
- Encourages understanding of frequently used vocabulary and basic sentence structures
- Supports recognition of Malay sounds and syllables (suku kata) from an early age
- Promotes attention to tone, context, and meaning in real-life situations

### Reading

- Introduced progressively using word cards, short phrases, and levelled texts
- Develops word recognition, reading fluency, and understanding of meaning
- Encourages reading aloud, tracking print, and identifying familiar vocabulary in context
- Reinforced with thematic materials and visual aids for comprehension support

### Writing

- Begins with simple words and phrases before moving into sentence building
- Expands into paragraph writing with guided support at Key Stage 2
- Incorporates correct usage of grammar (kata nama, kata kerja, imbuhan)
- Encourages structured thinking and expression of ideas in written form

## **Cultural Understanding**

- Integrates aspects of Malaysian traditions, celebrations, and daily life
- Encourages awareness of how language reflects culture and social norms
- Provides context for meaningful use of language beyond the classroom

## **Benefits & Expectations**

### **Key Stage 1 (Year 1 & 2)**

Benefits:

- Establishes a strong base in vocabulary and basic sentence writing
- Builds confidence and familiarity with Malay script and structure

Expectations:

- Write familiar words and form simple, structured sentences
- Use basic grammar and vocabulary in writing
- Identify and use words within familiar contexts (e.g., classroom, family, colours)

### **Key Stage 2 (Year 3 to 6)**

Benefits:

- Reinforces grammar and sentence construction through writing
- Encourages independent writing and idea expression using taught vocabulary
- Prepares students for the demands of the secondary Malay language curriculum

Expectations:

- Write extended sentences and short descriptive paragraphs
- Apply grammar rules such as kata adjektif, kata hubung, and imbuhan
- Demonstrate clear structure and vocabulary understanding in writing

## Assessment

### Timing

Conducted at the end of each academic term (Term 1, Term 2, Term 3)

### Focus

- Based on content taught during the term, including vocabulary, grammar, and sentence structure
- Tasks may include sentence construction, grammar applications, and short, structured responses

### Purpose

- To measure students' progress in using language elements effectively
- To assess understanding and application of key vocabulary and grammar
- To identify students who require additional support or extended challenges
- To inform teaching strategies and next steps in instruction
- To ensure students steadily progress towards the language expectations at the secondary level.

## Lesson Provision

### Year 1 to Year 5

Malay language is taught twice per week, with each session lasting 40 minutes.

- Each lesson supports the progressive development of key language skills: speaking, listening, reading, and writing.
- Time is allocated to reinforce vocabulary, grammar, and oral practice through both interactive and written activities.
- Lesson planning ensures consistency across year groups, while allowing for differentiation to meet the needs of all learners.

### Year 6

Malay is taught once weekly for an 80-minute session.

- The extended block allows for deeper focus on reading comprehension, writing fluency, grammar mastery, and preparation for secondary-level expectations.
- Lessons combine guided practice, group tasks, and independent application to build readiness and confidence.

## Curriculum Areas Covered by Year Group

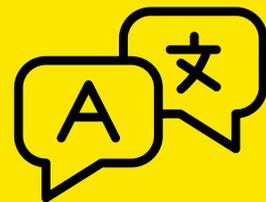
Term	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
1	<p>Self-introduction / Greetings (Pengenalan diri / Ucapan)</p> <p>Parts of the body (Anggota Badan)</p> <p>My family (Keluarga saya)</p>	<p>Number 30 – 100 (Nombor 30 – 100)</p> <p>Telling times (Masa)</p> <p>Weather and nature (Cuaca dan alam semula jadi)</p>	<p>Number 1- 1000 (Nombor 1 – 1000)</p> <p>My friend (Kawan saya)</p> <p>Games (Permainan)</p>	<p>Self-introduction / My family (Pengenalan diri/ keluarga saya)</p> <p>Parts of the body (anggota badan)</p> <p>Friends (Kawan)</p>	<p>Days and month (Ungkapan masa-hari dan bulan)</p> <p>Measurement and Material (Ukuran dan bahan)</p> <p>School (Sekolah)</p>	<p>Hobby (Hobi)</p> <p>Festival (Perayaan)</p> <p>My favourite pet (Haiwan kesayangan)</p>
2	<p>Number 1 – 30 (Nombor 1 – 30)</p> <p>Days and month (Ungkapan masa - hari dan bulan)</p> <p>Colours and Shapes (Warna dan Bentuk)</p>	<p>My house (Rumah saya)</p> <p>Activity with family (Aktiviti bersama keluarga)</p> <p>Transportation (Pengangkutan)</p>	<p>Fruits and Vegetables (Buah-buahan dan sayur-sayuran)</p> <p>Plants (Tumbuh-tumbuhan)</p> <p>Currency (Mata wang)</p>	<p>Transportation (Pengangkutan)</p> <p>My school (Sekolah saya)</p> <p>Neighbour (Jiran)</p>	<p>Numbers and time (Ungkapan masa - nombor, masa)</p> <p>Public Transportation and Facilities (Pengangkutan dan kemudahan awam)</p> <p>Daily routines (Rutin harian)</p>	<p>Daily routine (Rutin Harian)</p> <p>Food (Makanan)</p> <p>My country (Negara kita)</p>

## Curriculum Areas Covered by Year Group

Term	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
3	Clothing (Pakaian)  Domestic Animals (Haiwan Jinak)  Festival and Food (Perayaan dan Makanan)	My school (Sekolah saya)  Daily routine (Rutin Harian)  Festival (Perayaan)	Animals (Haiwan)  Food and Drinks (Makanan dan Minuman)  Festival (Perayaan)	Food and drinks (Makanan dan minuman)  Clothing (Pakaian)  House (Rumah)	Food and drink - focus on birthday and breakfast food (Makanan dan minuman - majilis hari jadi dan sarapan)  Holidays (Percutian)  Ambitions (Cita-cita)	Health and Hygiene (Kesihatan dan Kebersihan)  Transportation (Pengangkutan)  Holiday (Percutian)

TISP

# Mandarin





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S C H O O L S  
SETIA ECO PARK

At Tenby Schools Setia Eco Park, our Mandarin programme builds confident language users from Early Years to Key Stage 2. Following YCT and Hello Hanyu syllabuses, we develop listening, speaking, reading, and writing through engaging lessons and cultural activities. Differentiated pathways, enrichment opportunities, and home-school partnerships ensure all learners gain lasting skills and a genuine appreciation for Mandarin.

# 01

## Introduction

At Tenby Schools Setia Eco Park, we believe that building a strong foundation in Mandarin requires balanced development in all four key language skills: reading, speaking, writing, and listening. Through interactive lessons, engaging storytelling, structured writing tasks, and regular listening practice, we support our students in becoming confident Mandarin users. With the help of tools like pinyin and vocabulary scaffolds, students are encouraged to read fluently, express themselves clearly, and understand spoken language with ease. Our goal is to create a supportive and immersive learning environment where every learner feels empowered to use Mandarin confidently in both academic and everyday settings.

### Aims

- To develop students' Mandarin listening, speaking, reading, and writing skills in alignment with the Youth Chinese Test (YCT) international standards.
- To provide differentiated learning pathways that cater to students of varying language backgrounds and proficiencies (native and non-native speakers).
- To cultivate functional language use and cultural appreciation through progressive and engaging instruction.

# 02

## Implementation

### Curriculum Framework

The Mandarin curriculum is aligned with the YCT syllabus and organised into three differentiated sets based on student proficiency:

- Beginner Set
- Intermediate Set
- Advanced Set

### Learning Pathways

Each year group receives two Mandarin lessons per week, with each 40-minutes session delivered by our experienced specialist teacher.

**Beginner & Intermediate Sets:** Students aim to complete YCT Level 3 by the end of Year 6 (approx. 300 words).

**Advanced Set:** Students follow an accelerated pathway targeting YCT Level 4 by Year 6 (approx. 600 words).

## Vocabulary Progression (Based on YCT Coursebooks)

The Subject Learning Goals cover the Knowledge, Skills and Understanding that children should learn in:

Year Group	Beginner/ Intermediate	Est. Total Words	Advanced	Est. Total Words
Year 1	YCT Book 1	~80	YCT Book 1	~80
Year 2	YCT Book 2	~150	YCT Book 2	~150
Year 3	YCT Book 3 (Part 1)	~220	YCT Book 3	~300
Year 4	YCT Book 3 (Part 2)	~300	YCT Book 4	~400
Year 5	YCT Book 4 (Part 1)	~350	YCT Book 5	~500
Year 6	YCT Book 4 (Part 2)	~400 (Target: YCT 3)	YCT Book 6	~600 (Target: YCT 4)

### Impact Assessment

Clear, measurable progress in students' Mandarin proficiency across the primary years.

Students demonstrate confidence in using Mandarin for everyday communication, aligned with their targeted YCT level.

Differentiated instruction allows for inclusive and effective language learning across diverse student groups.

Ongoing assessments and placement reviews ensure responsive teaching and appropriate challenge/support.

Students develop both linguistic skills and cultural understanding, laying a strong foundation for secondary Mandarin learning.

### **Term 3 Summative Assessment includes:**

- Listening Comprehension (all sets)
- Reading Comprehension (all sets)
- Writing Comprehension (Year 6 Advanced set only)

Assessment aligns with taught vocabulary and language skills per YCT levels.

Results are used for tracking progress and identifying language support needs.

### **Extracurricular and enrichment**

In Years 1 to 6, students will use Winbooks to complete quizzes and activities on Seesaw. Additionally, advanced set students in Years 5 and 6 are required to participate in the Mandarin CCA held on Mondays.

### **Parent Support/Learning At Home**

At the end of each chapter, our specialist teachers will share revision links via Seesaw for Years 1–3 and Teams for Years 4–6. Students are encouraged to review these materials at home to reinforce and consolidate their learning from school.