





## Gateway Primary School Policy Cover Sheet

<b>Policy Name:</b>	<b>English Policy</b>
<b>Adopted at / by:</b>	<b>FGB</b>
<b>Signed on behalf of the Governing Board</b>	
<b>Name:</b>	<b>Kevin Moyes</b>
<b>Date:</b>	<b>October 2024</b>
<b>Signed on behalf of Headteacher:</b>	
<b>Name:</b>	<b>Kayleigh Anstee</b>
<b>Date:</b>	<b>October 2024</b>
<b>Review period:</b>	<b>1 year</b>
<b>Date of next Review</b>	<b>October 2025</b>

# **English at Gateway Primary School - providing essential skills and independence through a love of reading and writing.**

## **1. Legal framework**

This policy has been created with regard to the following statutory guidance:

- DfE (2013) 'English programmes of study: key stages 1 and 2'
- DfE (2025) 'Statutory framework for the early years foundation stage'

This policy has been created in conjunction with the following school policies:

- Display policy
- Handwriting policy

## **2. Roles and responsibilities**

The headteacher is responsible for:

- Appointing an appropriate subject leader.
- Ensuring that appropriate procedures are in place for reporting and managing accidents.
- Ensuring that effective health and safety procedures are in place.
- Completing a risk assessment.

The subject leader is responsible for:

- Encouraging staff to provide effective learning opportunities for pupils.
- Help to expand on colleagues' areas of expertise in English.
- Organising the deployment of resources and carrying out an annual audit of all related resources.
- Liaising with teachers across all phases.
- Communicating developments in the subject to all teaching staff and the SLT, as appropriate.
- Leading staff meetings and providing staff members with the appropriate training.
- Organising, providing and monitoring CPD opportunities regarding English skills.
- Ensuring common standards are met for recording and assessing pupils' performance.
- Advising on the contribution of English in other curriculum areas, including cross-curricular and extra-curricular activities.
- Collating assessment data and setting new priorities for the development of English in subsequent years.

Teachers are responsible for:

- Acting in accordance with this policy.
- Ensuring progression of pupils' English skills, with due regard to the national curriculum.
- Planning lessons effectively, ensuring a range of teaching methods are used to cover the content of the national curriculum.
- Liaising with the subject leader about key topics, resources and support for individual pupils.
- Monitoring the progress of pupils in their class and reporting this during pupil progress meetings
- Reporting any concerns regarding the teaching of the subject to the subject leader or a member of the SLT.
- Undertaking any training that is necessary in order to effectively teach English.

The SENCO is responsible for:

- Liaising with the subject leader in order to implement and develop specialist English-based learning throughout the school.
- Organising and providing training for staff regarding the English curriculum for pupils with SEND.
- Advising staff on how best to support pupils' needs.
- Advising staff on the inclusion of English objectives in pupils' individual educational plans.
- Advising staff on the use of TAs in order to meet pupils' needs.

The pupil is responsible for:

- Ensuring they complete work on time and to the best of their ability.
- Ensuring they behave in accordance with the Pupil Code of Conduct.

### **3. Vision Statement**

At Gateway Primary School, we strive to inspire a lifelong love of reading and writing through engaging, high-quality texts, whilst promoting enjoyment and equipping children with essential literacy skills for their future success.

English at Gateway Primary School offers children an opportunity to:

- Be taught engaging lessons using well planned text based learning journeys.
- Interact and explore a wide range of high quality fiction and non-fiction texts which is linked to our thematic curriculum.
- Have a love for reading and choose age appropriate books independently.
- Be motivated to write in a range of contexts and genres and for different purposes.
- Write confidently for a real purpose which is linked to both the texts studied and the children's own experiences.
- Be confident at spelling, using rules they have learnt throughout the curriculum.
- Use cursive handwriting.
- Use their reading and writing skills throughout the wider curriculum.

English lessons at Gateway encourage children to:

- Study texts in reading which link to the wider curriculum
- Be excited about the text we are studying by providing interactive and exciting hooks for books.
- Explore grammatical skills, and high tier vocabulary from the text and apply it to their writing.
- Plan, write and edit high quality pieces linked to the text for a range of genres using the skills they have learnt.
- Apply the skills they have learnt in phonics and spelling lessons in order to read confidently and to create increasingly accurate pieces of writing.

### **4. The structure of lessons at Gateway Primary School:**

At Gateway Primary School we teach English in Key Stages One and Two through a learning journey inspired by a high quality text driver.

Ideally, we aim for the text to be matched to the topic, however our main factor when choosing a text is the quality of the text. The text driver can be fiction, non-fiction or poetry and on occasion, could be a picture, piece of music or film clip. The writing outcome does not have to be the same text type as the text driver, but skills for the final outcome will be built on during the learning journey. For each learning journey we consider the audience, purpose and form of the writing, we want our pupils to have real life opportunities to write.

The learning journeys are organised in three ways:

1. **Stimulate and generate** – in this part of the learning journey, pupils are introduced to the text driver through a 'hook.' The aim of the hook is to inspire the children and engage them in the story. Hooks can vary between sharing vocabulary from the text, introducing the front cover, or a drama opportunity. During this part of the Learning Journey, children study the text further, using reading skills and objectives to connect further with the text.
2. **Capture, sift and sort** – in this part of the learning journey, children study a WAGOLL (What A Good One Looks Like) to further understand the text they will be writing. They then practise grammar skills which will help them in their final piece.
3. **Plan, refine and evaluate** – this part of the learning journey is when children plan, write, edit, publish and share their final piece of writing.

English is taught every day, in the mornings.

## **5. Planning**

At Gateway Primary School, we have an English overview which maps out the books and the outcomes for the phase and topic cycle.

From these books, learning journeys are then planned using the structure as cited above. See Appendix A.

We use objectives from the curriculum which are on the 'sonar' assessment platform and then narrow these objectives down further so children are being taught specific skills. For example, the year two outcome '*Use familiar and new punctuation correctly*' would be taught several times throughout the year as different punctuation marks are introduced, so an objective linked to this might be '*Identify and use exclamation marks*'

## **6. Writing expectations at Gateway primary school**

At Gateway primary school we expect children from Year One to use the lead in and exit strokes to prepare them to write in cursive handwriting in Year Two. (see handwriting policy)

We expect children to apply the skills learnt during the learning journey in their final writing outcome for that journey. This could be modelled to the children or, where appropriate, success criteria could be used. We always expect children to try their best.

Where needed, children with additional needs or who need extra support in writing, can be supported through a range of strategies and resources including, word mats, sound mats, scribing or laptops.

Children are taught to edit their own writing from Year One, using a 'purple pen.' Children are also taught to create a published piece of writing which has a specific purpose such a class book or a display.

## **7. Phonics at Gateway primary school**

At Gateway primary we use the Bug Club phonics scheme to teach all of EYFS and KS1. This is one of the DfE's approved phonics teaching programmes and aims to 'help all children to learn to read by the age of six in a fun and accessible way'.

The scheme is based on the progression used by the Clackmannanshire study which proved 'systematic synthetic phonics to be the most effective way to teach children to read'.

Pupils were shown to be '11 months ahead of their expected reading score after 5 months of use', and that Bug Club phonics proves 'very effective for the lowest attaining 20%'.

Exclusively following the Bug Club phonics scheme including books, sound mats and classroom resources, and consistent timetabling (5 sessions a week in both EYFS and KS1) means all children are accessing high quality phonics teaching and learning. Bug club books will be sent home for children to read to their families in line with the lessons taught in class.

Bug club offers tracking and assessment opportunities at the end of each unit enabling teachers to accurately group pupils for phonics and highlight those who would benefit from interventions and booster groups.

Year 1 pupils will undertake the Phonics screening assessment each short term (in a low-key way) to gain confidence in their own abilities and allow teachers to assess any gaps in the learning.

At Gateway we endeavour to nurture a love of reading in our pupils so that they want to read for pleasure. Embedding phonics knowledge from our EYFS/KS1 pupils upwards is key to a lifelong relationship with reading.

## **8. Reading at Gateway Primary School**

### **a. Phased reading**

At Gateway Primary School, children who are reading on the coloured book bands, have books in line with phonics phases which link to the bug club scheme. In Key Stage One, books are changed three times per week. Children have two books linked with their phonics phase. Key Stage Two children also have access to the book bands, there is an area linked to this in the school library. Children in Key Stage Two and Year Two 'free readers' can choose from the 'Recommended Reads' we have in school. The 'Recommended Reads' are books from the books for topics website ([www.booksfortopics.com](http://www.booksfortopics.com)) and are organised

according to each year group. The Children take a sheet with the 'Recommended Reads' for their year group home, and once they have completed a 'shelf' on the sheet, they earn a 'reading star' sticker.

#### b. Reading at home:

At Gateway Primary School we expect every child to read at home 5 times a week. Children have reading records which they use to celebrate reading at home. Staff will review these records, but it is not a communication tool between home and school.

In EYFS children take home a free choice 'choosing' book alongside a reading book which is changed twice per week. Children also have online books to read using the 'bug club' scheme.

In Key Stage One reading books are changed three times per week. Children also have online books to reading using the 'bug club' scheme and other banded books from different schemes such as Oxford Reading Tree which are matched to the phases.

#### c. Teaching of reading:

At Gateway Primary School, we teach reading focused on what the children's next steps are. We choose books or texts which provide opportunities to support these next steps and link to the topic or the wider world.

Reading is taught exclusively three times per week in both Key Stages One and Two.

The teaching of reading can be whole class or small groups depending on the children's needs. In Key Stage One the focus is more on small groups to give children more time to practise essential decoding skills. In Key Stage Two the focus tends to be whole class but with differentiated activities.

Both Key Stage One and Key Stage Two teach reading using a particular format. Key Stage One (appendix B) focus on the three reads pattern, decoding, fluency and comprehension. This repeats every week. Key Stage Two (appendix C) have four focus areas, clarify and respond, build fluency, introduce focus area and rich task. This pattern is taught twice over a 3 week unit, with an extra session built in for reading for pleasure.

#### d. Reading for pleasure

At Gateway Primary School, we aim to promote reading for pleasure and we do this a in a variety of ways:

- The English display will be used to promote recommended reads, a celebration of reading, progression in reading or a specific genre once per year.
- Recommended reads promoted on class door and changed three times per year.
- Teachers being seen as readers.
- Book corners are inviting and showcase a range of good quality texts
- A World Book Day event in Term 4.
- Reading for pleasure is taught, this could be discussions around favourite books, a shared story or a quiet reading session.
- Children are read a variety of high-quality stories throughout the year.

### **9. Spelling**

Spelling is taught through phonics in EYFS and Year One. In Year Two, children start on phase 6 and then move on to the Oak Academy scheme for spellings. In Key Stage Two children are taught in individual year groups through the Oak Academy scheme (see appendix D). Children in years 3 and 4 apply spellings through a dictated sentence. Children in years 5 and 6 take spellings home and learn them for a test. Children are encouraged to find these rules in reading books and apply them to their writing.

### **10.EYFS**

All children within the EYFS are taught to develop their English skills as an integral part of the topic work covered during the academic year.

All English objectives are underpinned by the areas of learning and development that are required to shape educational programmes in early years settings.

In accordance with the literacy area of the early learning goals (ELGs) outlined in the 'Statutory framework for the early years foundation stage', children will be taught to:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate, where appropriate, key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.
- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent to their phonic knowledge, including some common exception words.
- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

English is taught in the EYFS by linking with books and topics, for example, The Little Red Hen. Children are provided with real life experiences, where appropriate, to help aid their writing.

### **11. English in the wider curriculum**

At Gateway Primary School, we want to promote high quality reading and writing outcomes within the wider curriculum. Within the subjects being taught, children will have the opportunities to access more high quality texts which link with the learning objectives, they will also have the opportunity to write about their topics or subject areas in English lessons.

### **12. Cross-curricular links**

The English skills that are developed in English lessons are applied to and in every lesson that is conducted in accordance with the national curriculum. English skills make up the basis for all other future skills.

#### **Mathematics**

In regards to mathematics, English skills contribute greatly. EYFS children encounter patterns, spaces and shapes in English lessons.

Further on in their development, pupils will learn a new and wider vocabulary which will include mathematic-specialist terms.

Pupils in Key Stage One come across stories that involve rhymes that include counting and sequencing.

#### **Science**

Pupils are expected to engage in research during science lessons. English skills are used here for writing a range of reports, and for verbally explaining their findings to the class and to a teacher.

#### **Humanitarian subjects**

Humanitarian subjects include history, geography and religious studies. These subjects require a technical and subject-specific vocabulary. English skills will be utilised here when learning the new vocabulary.

Researching is also required for these subjects, meaning that the register in which any work is written often needs to be adapted depending upon the task set.

#### **Drama**

English skills are fundamental for oral expression. Effective English skills will ensure a pupil feels confident taking part in group tasks and class discussion/performance.

#### **Computing**

Using computer software, such as Word, develops a pupil's understanding of jargon, lexicon, sentence structure and many grammatical rules.

### **13. Displays and libraries**

Writing is displayed within classrooms or class specific displayed. The writing which is displayed should be high quality and the best of the individual child's ability.

The Reading display in the Key Stage Two corridor is changed twice a year, this could promote topical issues (for example books about different cultures or the environment), showcase the progression of skills in reading or writing, recommended reads, or a celebration of reading. (See display policy)

Children have access to the libraries in the school. Both libraries provide access to the bug club reading books and a range of fiction and non-fiction texts. The Key Stage One library has the Recommended Reads for Year Two. The Key Stage Two Library has the recommended reads for Years 3 – 6.

### **14. Equal opportunities**

All pupils will have equal access to the English curriculum.

Gender, learning ability, physical ability, ethnicity, linguistic ability and/or cultural circumstances will not impede pupils from accessing English lessons.

If English is an additional language, children will be supported and scaffolded in a way which is appropriate for them to access the English curriculum.

Where it is inappropriate for a pupil to participate in a lesson due to reasons related to any of the factors outlined above, the lesson will be adapted to meet the pupil's needs and alternative arrangements involving extra support will be provided where necessary.

Cultural and gender differences are positively reflected in lessons and teaching materials used.

### **15. Monitoring and review**

This policy will be reviewed annually by the subject leader.

A named member of the governing board will be briefed to oversee the teaching of English, and meets regularly with the subject leader to review progress.

Any changes made to this policy will be communicated to all teaching staff.

<b>English Writing 2024-25</b> <b>Text:</b> <b>Outcome:</b> <b>Purpose:</b> <b>Audience:</b>	<b>Key Writing Statements:</b>	<b>Key Reading statements (for stimulate and generate):</b>	
<i>Stimulate and generate:</i> <ul style="list-style-type: none"> <li>engage with the text</li> <li>build knowledge</li> <li>stimulate thinking</li> <li>generate vocabulary</li> </ul>			
<b>Lesson, Date , LO and SC</b>	<b>Whole class teaching</b>	<b>Independent activities</b>	<b>Plenary/Key Questions</b>
1.Hook			
2.			
3.			
4.			
5.			
<i>Capture, sift and sort:</i> <ul style="list-style-type: none"> <li>explore the writer's craft</li> <li>explore the grammar of the text</li> <li>imitate features of writing</li> <li>deliberate practice</li> </ul>			
<b>Lesson, Date , LO and SC</b>	<b>Whole class teaching</b>	<b>Independent activities</b>	<b>Plenary/Key Questions</b>
6.			
7.			
8.			
9.			
10.			
<i>Create, refine, evaluate:</i> <ul style="list-style-type: none"> <li>plan</li> <li>draft</li> <li>edit and improve</li> <li>publish</li> </ul>			
<b>Lesson, Date , LO and SC</b>	<b>Whole class teaching</b>	<b>Independent activities</b>	<b>Plenary/Key Questions</b>
11.			
12.			
13.			
14.			
15.			

Appendix A. Writing planning format (to be planned on landscape)

Appendix B. Key Stage One reading planning format.

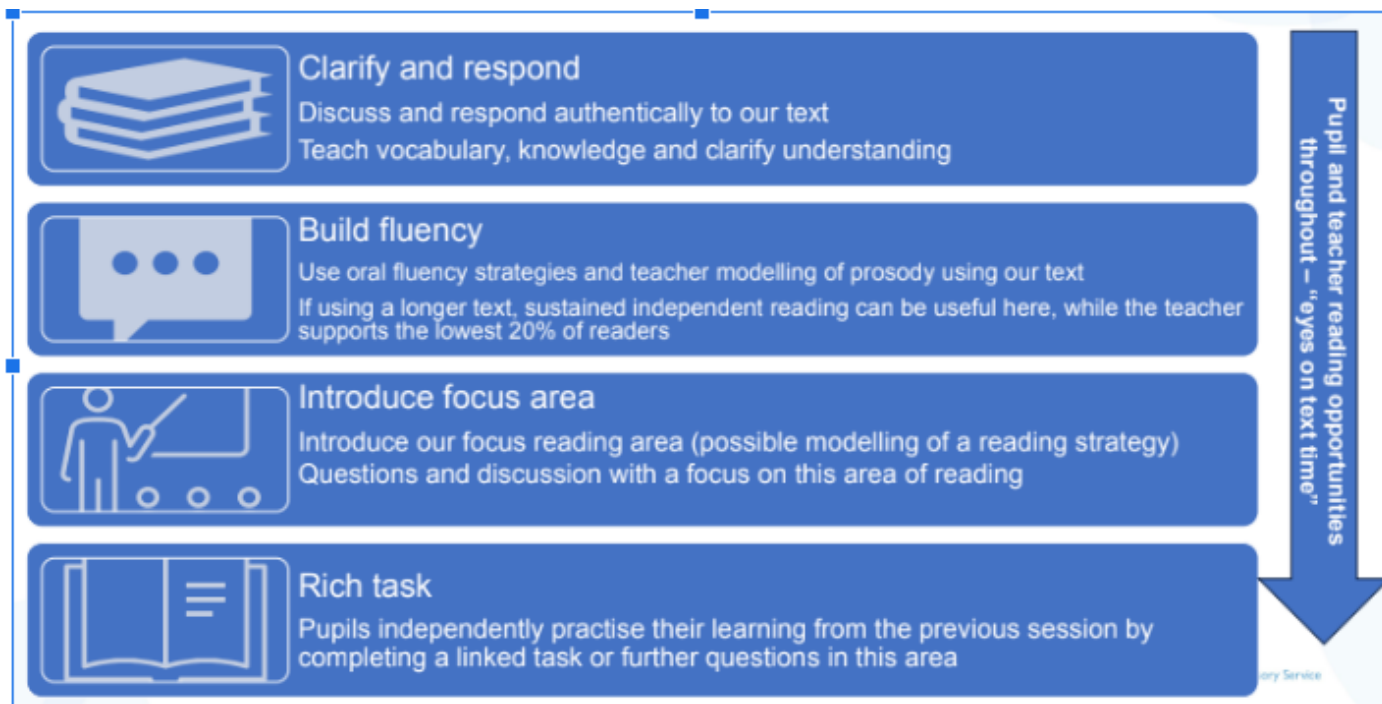
A 'three reads' approach



<b>First read</b>	<b>Decoding</b>	Application of GPCs closely matched to those learnt so far – opportunity to apply taught phonics in context. Encourage decoding and blending. Draw attention to phonics teaching. Ideally, each group with an adult.
<b>Second read</b>	<b>Fluency</b>	A chance to read again. Familiarity should enable more automatic reading. Adult could work with a group/groups to model reading with fluency and children 'echo read' ie read aloud themselves with same intonation. Pupils who have completed the phonics programme have the opportunity to re-read or read on in their text to build fluency and stamina.
<b>Third read</b>	<b>Comprehension</b>	Demonstrating understanding of what has been read through questioning / discussion about events / characters etc. An opportunity to record/complete follow up tasks linked to comprehension.

<b>Text:</b>	<b>Key reading outcomes:</b>
<b>One Decoding</b>	
<b>Two Fluency</b>	
<b>Three Comprehension</b>	

Appendix C. Key Stage Two reading planning format.



Text:		Key Reading statements
<b>Week 1</b>		
Lesson and date	L.O:	Activities
Clarify and respond		
Build fluency		
Introduce focus area		
<b>Week 2</b>		
Rich task		
Reading for pleasure		
Clarify and respond		
<b>Week 3</b>		
Build fluency		
Introduce focus area		
Rich task		

Appendix D:

Gateway Primary School - spelling overview 2025-26

KS1 - <https://www.thenational.academy/teachers/programmes/english-primary-ks1/units?category=spelling>

KS2 - <https://www.thenational.academy/teachers/programmes/english-primary-ks2/units?category=spelling>

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	
<b>E Y F S</b>	Phonics from bug club						
<b>Y e a r 1</b>	Phonics from bug club						
<b>Y e a r 2</b>	Bug club phase 5 recap and phase 6	Bug club phase 6	Alternative GPCS for long vowels <a href="https://www.thenational.academy/teachers/programmes/english-primary-ks1/units/alternative-gpcs-for-long-vowels/lessons?sid-74d925=nwqeycivNb&amp;sm=0&amp;src=3">https://www.thenational.academy/teachers/programmes/english-primary-ks1/units/alternative-gpcs-for-long-vowels/lessons?sid-74d925=nwqeycivNb&amp;sm=0&amp;src=3</a>	Alternative GPCS for consonants and homophones <a href="https://www.thenational.academy/teachers/programmes/english-primary-ks1/units/alternative-gpcs-for-consonants-and-homophones/lessons?sid-0d9743=Cr_3BqdNgg&amp;sm=0&amp;src=3">https://www.thenational.academy/teachers/programmes/english-primary-ks1/units/alternative-gpcs-for-consonants-and-homophones/lessons?sid-0d9743=Cr_3BqdNgg&amp;sm=0&amp;src=3</a>	Suffixes <a href="https://www.thenational.academy/teachers/programmes/english-primary-ks1/units/suffixes/lessons?sid-204551=4CiKfW-RF9&amp;sm=0&amp;src=3">https://www.thenational.academy/teachers/programmes/english-primary-ks1/units/suffixes/lessons?sid-204551=4CiKfW-RF9&amp;sm=0&amp;src=3</a>		
<b>Y e a r 3</b>	Writing -ed and -ing suffixes (12 lessons - 1 lesson focus per week) <a href="https://www.thenational.academy/teachers/programmes/english-primary-ks2/units/writing-ed-and-ing-suffixes/lessons?sid-561c7a=O6rOM02m4b&amp;sm=0&amp;src=3">https://www.thenational.academy/teachers/programmes/english-primary-ks2/units/writing-ed-and-ing-suffixes/lessons?sid-561c7a=O6rOM02m4b&amp;sm=0&amp;src=3</a>		More suffixes and silent letters (12 lessons - 1 lesson focus per week) <a href="https://www.thenational.academy/teachers/programmes/english-primary-ks2/units/more-suffixes-and-silent-letters/lessons?sid-8c65d3=aqW0eWRqZ2&amp;sm=0&amp;src=3">https://www.thenational.academy/teachers/programmes/english-primary-ks2/units/more-suffixes-and-silent-letters/lessons?sid-8c65d3=aqW0eWRqZ2&amp;sm=0&amp;src=3</a>		Prefixes, homonyms and homophones (14 lessons - 1 lesson focus per week) <a href="https://www.thenational.academy/teachers/programmes/english-primary-ks2/units/prefixes-homonyms-and-homophones/lessons?sid-4120b1=K_GcyBn8kq&amp;sm=0&amp;src=3">https://www.thenational.academy/teachers/programmes/english-primary-ks2/units/prefixes-homonyms-and-homophones/lessons?sid-4120b1=K_GcyBn8kq&amp;sm=0&amp;src=3</a>		
<b>Y e a r 4</b>	Verb and adjective suffixes (12 lessons - 1 lesson focus per week) <a href="https://www.thenational.academy/teachers/programmes/english-primary-ks2/units/verb-and-adjective-suffixes/lessons?sid-9978d1=yJ8VATwhZB&amp;sm=0&amp;src=3">https://www.thenational.academy/teachers/programmes/english-primary-ks2/units/verb-and-adjective-suffixes/lessons?sid-9978d1=yJ8VATwhZB&amp;sm=0&amp;src=3</a>		Noun and adjective suffixes (12 lessons - 1 lesson focus per week) <a href="https://www.thenational.academy/teachers/programmes/english-primary-ks2/units/noun-and-adjective-suffixes/lessons?sid-415bdc=4jF5qfwEdc&amp;sm=0&amp;src=3">https://www.thenational.academy/teachers/programmes/english-primary-ks2/units/noun-and-adjective-suffixes/lessons?sid-415bdc=4jF5qfwEdc&amp;sm=0&amp;src=3</a>		Suffixes, etymology and homophones (12 lessons - 1 lesson focus per week) <a href="https://www.thenational.academy/teachers/programmes/english-primary-ks2/units/suffixes-etymology-and-homophones/lessons?sid-9791ec=VWycwua1j6&amp;sm=0&amp;src=3">https://www.thenational.academy/teachers/programmes/english-primary-ks2/units/suffixes-etymology-and-homophones/lessons?sid-9791ec=VWycwua1j6&amp;sm=0&amp;src=3</a>		

<b>Year 5</b>	Verb, noun and adjective suffixes (12 lessons - 1 lesson focus per week) <a href="https://www.thenational.academy/teachers/programmes/english-primary-ks2/units/verb-adjective-and-noun-suffixes/lessons?sid-47b4e8=CSnGmf0la0&amp;sm=0&amp;src=3">https://www.thenational.academy/teachers/programmes/english-primary-ks2/units/verb-adjective-and-noun-suffixes/lessons?sid-47b4e8=CSnGmf0la0&amp;sm=0&amp;src=3</a>	Noun suffixes, letter strings and homophones (12 lessons - 1 lesson focus per week) <a href="https://www.thenational.academy/teachers/programmes/english-primary-ks2/units/noun-suffixes-letter-strings-and-homophones/lessons?sid-017d70=-cZGADr5lf&amp;sm=0&amp;src=3">https://www.thenational.academy/teachers/programmes/english-primary-ks2/units/noun-suffixes-letter-strings-and-homophones/lessons?sid-017d70=-cZGADr5lf&amp;sm=0&amp;src=3</a>	Etymology and prefixes (12 lessons - 1 lesson focus per week) <a href="https://www.thenational.academy/teachers/programmes/english-primary-ks2/units/etymology-and-prefixes/lessons?sid-8bcacf=fNadwZGCni&amp;sm=0&amp;src=3">https://www.thenational.academy/teachers/programmes/english-primary-ks2/units/etymology-and-prefixes/lessons?sid-8bcacf=fNadwZGCni&amp;sm=0&amp;src=3</a>
<b>Year 6</b>	Homophones and tense (19 lessons - 1 lesson focus per week) <a href="https://www.thenational.academy/teachers/programmes/english-primary-ks2/units/etymology-and-prefixes/lessons?sid-8bcacf=fNadwZGCni&amp;sm=0&amp;src=3">https://www.thenational.academy/teachers/programmes/english-primary-ks2/units/etymology-and-prefixes/lessons?sid-8bcacf=fNadwZGCni&amp;sm=0&amp;src=3</a>	Letter strings, etymology and curriculum words (16 lessons - 1 lesson focus per week) <a href="https://www.thenational.academy/teachers/programmes/english-primary-ks2/units/letter-strings-etymology-and-curriculum-words/lessons?sid-ad7550=5emdyHyPi5&amp;sm=0&amp;src=3">https://www.thenational.academy/teachers/programmes/english-primary-ks2/units/letter-strings-etymology-and-curriculum-words/lessons?sid-ad7550=5emdyHyPi5&amp;sm=0&amp;src=3</a> Review and revision of all taught spellings (3 lessons - 1 lesson focus per week) <a href="https://www.thenational.academy/teachers/programmes/english-primary-ks2/units/review-and-revision-of-all-taught-spelling/lessons?sid-cf0124=tvJA2VBYIA&amp;sm=0&amp;src=3">https://www.thenational.academy/teachers/programmes/english-primary-ks2/units/review-and-revision-of-all-taught-spelling/lessons?sid-cf0124=tvJA2VBYIA&amp;sm=0&amp;src=3</a>	