



Policy Statement for English

(Incorporating Spoken Language, Reading and Writing)

Approved by Staff: Spring 19

Approved by Governors: Spring 19

To be reviewed: Spring 21

Subject Leader: D Mattock

English policy

There are four main purposes to this policy:

- To establish an entitlement for all pupils;
- To establish expectations for teachers of this subject;
- To promote continuity and coherence across the school;
- To state the schools' approaches to this subject to promote understanding of the curriculum to all, including to parents' and carers'.

Introduction

The importance of English to the curriculum

At Spixworth Infant School we believe that literacy and communication are key life skills and that through the English curriculum children will be supported to develop the skills and knowledge that will enable them to communicate effectively and creatively with the world at large, through spoken and written language. We also intend to help children to enjoy and appreciate literature and its rich variety. We ensure that we provide opportunities for the development of children's skills across all areas of the Primary Curriculum.

The aims of the English Policy and how these contribute to the school's aims

The school aims to:

- Provide a rich and stimulating language environment, integrating speaking and listening, drama and role play, reading and writing.
- Provide an environment where pupils are encouraged to construct and convey meaning, both in speech and writing, of factual, imaginary and personal experiences.
- Provide opportunities for pupils to become confident, competent and expressive users of the language with a developing knowledge of how it works.
- Provide opportunities for pupils to be reflective users of language, able to analyse and evaluate its main features.
- Foster an enthusiasm for and love of reading for life.
- Encourage pupils to present their ideas in a variety of forms, both in English and across the Primary Curriculum.

We hope the pupils will:

- Read and write with confidence, fluency and understanding, orchestrating a range of independent strategies to self-monitor and correct.
- Have an interest in books and read for enjoyment
- Have an interest in words, their meanings; developing a growing vocabulary in spoken and written forms.
- Understand a range of text types and genres – able to write in a variety of styles and forms appropriate to the situation.
- Be developing the powers of imagination, inventiveness and critical awareness.
- Have a suitable technical vocabulary to articulate their responses.

Strategy for implementation

Entitlement and Curriculum Provision

In Reception children follow the EYFS Curriculum and teaching and learning is planned for in line with the Communication and Language and Literacy strands. In Key Stage One children follow the Reading and Writing programmes of study of the National Curriculum for English. Skills in English are however embedded throughout all areas of the Primary National Curriculum. The Letters and Sounds phonics scheme is followed across the school. In addition to the statutory bodies (EYFS and National Curriculum) our English Curriculum is also crafted around the needs of the children attending our School and takes into account the ever changing context in which our children grow. Pupil provision is related to attainment, not age. At Spixworth Infant school children are taught English in their own classes with teachers grouping children and differentiating work appropriately. The learning objective of each lesson is shared with children orally and printed at the top of any recorded work. Children are encouraged to create the success criteria to accompany this.

Delivering the English Curriculum

Spoken Language

The national curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. (National Curriculum in England, English Programmes of Study September 2013 p3)

Policy Statement

We believe that spoken language skills are fundamental to a child's language development, learning in school and social development and as such it is vital for teachers to directly teach the skills involved as well as incorporate them in all the other subjects in the curriculum. Most social relationships involve talking and therefore effective oral communication is a key skill for life; we aim to ensure that children can express themselves clearly and confidently, and that they are able to listen attentively to others. Non-verbal communication is integral to talk, and through drama and direct teaching, we aim for children to develop an understanding of effective communication, both verbal and nonverbal. In this way children are given the tools to be able to make positive contributions to their learning and reach their full potential in adult life.

Aims

At Spixworth Infant School we aim to:

- Be role models of correct spoken language, using Standard English
- Sensitively explore and celebrate the diversity of regional dialect while raising children's understanding of the importance of commanding a range of language styles, from informal to formal
- Increase children's awareness and use of vocabulary through the provision of language-rich learning experiences
- Develop children into confident, articulate speakers who are able to express themselves and their ideas clearly

Objectives

- To use Standard English at all times, when interacting with children
- To pick up on non-standard language errors in written work through rigorous marking (see Marking policy)
- To develop children's vocabulary by modelling and encouraging the use of synonyms rather than simply accepting first ideas
- To draw on texts read within class to explore and collect effective language use and vocabulary extension
- To provide opportunities for children to orally rehearse and present their ideas to different audiences

Practice

We aim to incorporate spoken language skills into all areas of the curriculum, while ensuring that the key skills relating to the subject are specifically taught.

In the EYFS: Children should be given opportunities to communicate their thoughts, ideas and feelings and to develop spoken language through conversations with other children and with adults, both one-to-one and in small groups. They use language to imagine and recreate roles and experiences.

In Key Stages 1: Children should be taught to develop their competence in spoken language and listening to enhance the effectiveness with which they can communicate across a range of contexts and to a range of audiences. Children should understand how to take turns and when and how to participate constructively in conversations and debates.

Approaches to teaching Spoken Language

Across the curriculum, significant emphasis is put on learning opportunities which promote good spoken language skills. These include:

- Provision of role play and drama opportunities to enliven and enrich children's understanding of character and relationships
- The use of voice enhancing and recording devices e.g. microphones, dictaphones, sound cards etc.
- The opportunity to present ideas to various audiences, including classmates, parents and School Council
- Make regular use of talking partners to allow children to develop their thinking
- Use Drama techniques to encourage collaborative talk and expressive language

Throughout the curriculum the children are exposed to specific or technical vocabularies, including Maths, Science, Geography and History which they will use in both spoken and written work. Teachers encourage and model the use of new vocabulary in spoken and written language and record new vocabulary on the class Working Walls to support future use. In line with the school values, the children are also encouraged to talk respectfully to those around them, whatever their role within the school community.

Teaching strategies to promote learning include:

- Teacher modelling of dialogue (turn taking, offering opinions and inviting responses).
- Modelling listening (respecting, even if disagreeing with others viewpoints).

- Modelling values (encourage participation by all, praise sensitivity).
- Modelling participation.
- Agreeing the rules of what makes a good speaker or listener.
- Providing a wide range of contexts for speaking and listening.
- Providing clearly structured tasks which require pupils to participate in talk.
- Sharing roles with the pupils.
- Showing children how to organise and structure their speech and to use vocabulary and syntax to communicate more complex meanings.

Ways in which we enhance our Spoken Language provision

- Proficiency in spoken language is developed progressively across a range of subjects; Spoken language activities are planned into units of work across the curriculum.
- The children have opportunities to work in pairs, small groups and large groups daily, where they learn to understand how to take turns and participate in conversation.
- The children have the opportunity to speak as part of the whole class in three sharing assemblies per year where they are encouraged to use their drama and speaking skills in front of an audience.
- Children from each Year group have the opportunity to join the School Council
- Children in Year Two take speaking roles in the Christmas Performance and the Leavers Assembly.

Reading

Through reading, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Reading also feeds pupils' imagination and opens up a treasure-house of wonder and joy for curious young minds. (National Curriculum in England, English Programmes of Study September 2013 p3-4)

Policy Statement

At Spixworth Infant School we have a clear, consistent, whole school approach to Reading. Competence in Reading is the key to independent learning and is given the highest priority, enabling the children to become enthusiastic, independent and reflective readers. Success in Reading has a direct effect upon progress in all other areas of the curriculum and is crucial in developing children's self-confidence and motivation.

Aims

At Spixworth Infant School we aim to:

- Provide the children with the Reading Skills and Strategies necessary to develop them into competent, accurate, fluent and independent readers and be able to use a variety of skills to enhance their learning.
- Encourage the enjoyment of books and reading for a purpose and pleasure so that the children develop a life-long love of books.

- Develop an understanding of what they have read by eliciting their responses through the use of Key Questioning. Have an interest in words, their meanings; developing a growing vocabulary in spoken and written forms.
- Develop study skills so that the children can find appropriate fiction and non-fiction books from the library.
- Develop research skills, using library and class texts, in conjunction with ICT.
- Use ICT to develop a critical appreciation of multi-modal texts.
- Develop a critical appreciation of the work of authors, poets and illustrators in order to emulate these skills in their own writing.
- Encourage care and ownership of books.
- Improve their abilities to read, analyse and evaluate a wide range of texts, including literature from other cultures and traditions.
- Develop higher order reading skills, enabling the use of inference and deduction.
- To understand, empathise and respond to the emotions and feelings that words can arouse within us.
- Develop suitable language structures and technical vocabulary to articulate their responses both orally and in writing.
- Apply their knowledge, skills and understanding of Reading when writing for a particular purpose and audience.
- To provide a rich and stimulating reading environment both within the class and around the whole school.
- To maintain partnerships with parents as an important part of the Reading Program.

Objectives

Reading is closely linked with writing – the two activities reinforce each other. Children become successful readers by using a range of strategies to get to the meaning of the text. At Spixworth Infant School we believe that literate children should read with confidence, fluency and understanding.

Our objectives are to:

- Teach the full range of reading strategies including: phonic knowledge, grammatical knowledge, word recognition and contextual knowledge
- Teach children to understand the phonic system and use this to read accurately
- Develop children's ability to monitor their reading and correct their mistakes
- Develop children's interest in words and their meanings, developing a varied and rich vocabulary
- Give children access to a range of genres in fiction and poetry
- Provide opportunities for children to use and be able to read a range of non-fiction texts
- Teach children to use ICT systems to locate information
- Develop children's powers of imagination, inventiveness and critical awareness through reading a range of texts

- Enable children to express personal responses with increasing fluency by providing opportunities to discuss books with reference to author, illustrator, genre, theme and characters
- Model the reading process for children
- Enable children to take part regularly in reading activities
- Develop activities through which children develop their interest in books, and read with enjoyment.

A Reading Rich Curriculum

At Spixworth Infant School, we aim to provide all our pupils with a Reading Rich Curriculum whereby a range of reading opportunities are provided for all pupils.

Individual reading

All children will be heard read individually by the class teacher to monitor progress every half term. Targeted children will read individually on a regular basis with an adult to develop their reading strategies.

Home/school reading

All children have the opportunity to choose a reading book from school to share at home. These books can be changed daily. Reading at home is encouraged and celebrated through our reading challenges.

Independent reading

The children are expected to have their current reading books and/or access the class library in school as there are regular opportunities for independent reading.

Guided reading

All children have the opportunity to take part in a shared reading experience in a small group guided by an adult on a bi-weekly basis. During these sessions, specific reading skills are taught through a range of text based activities.

Shared reading

All classes participate in reading opportunities shared with their teacher. This provides an opportunity for children to have reading aloud modelled for them and gives them access to stories and language they would not be able to access otherwise. During English lessons children also have the opportunity to read aloud by sharing parts of texts with the class and reading their own written work to their peers.

Paired reading

Children have the opportunity to read with a reading partner, usually from a different year group.

Sharing a class novel/book

Each class will share a novel/book for pleasure which will be read to them throughout the term. This will introduce new vocabulary and be at a standard that would usually be just beyond that of the class at an independent level. The novel may or may not be linked to the overall topic.

Teaching and Learning

Pupils are encouraged to become confident, enthusiastic, critical and independent readers. They should be able to cope with print produced in a variety of forms and a variety of purposes and read for information, interest and enjoyment.

In teaching Reading we aim to ensure our children understand that:

- Authors write with an audience and purpose in mind and make decisions about their writing in view of this.

- As they read they are communicating with another human being.
- Reading is an interactive process whereby the reader is free to agree, disagree and make personal value judgements about the texts.
- One of the purposes of reading is to enrich our understanding of each other and the world around us.
- Reading is about making meaning – big pictures from tiny squiggles.

In order that our children reach their highest attainment in Reading we aim to:

- Enable children to use a range of strategies which help them to read with meaning, fluency, accuracy and expression
- Encourage children to become reflective readers, able to analyse and evaluate texts and discuss authorial choices in relation to purpose and audience.
- Monitor their reading and correct their mistakes during shared, guided and independent reading
- Have an interest in words and their meanings, developing a varied and rich vocabulary
- Read a range of genres in fiction and poetry
- Understand, use and can read a range of non-fiction texts
- Use conventions of library organisation and ICT systems to access texts to locate information
- Through reading and writing, develop their own powers of imagination, inventiveness and critical awareness
- Discuss books with reference to author, illustrator, genre, theme and characters, to express personal responses with increasing fluency
- See the reading process being modelled by their teacher and take part regularly in activities with the whole class, as a member of a smaller group or individually
- Understand a range of spelling rules and use these to read and spell accurately

Resources

The school has a structured reading scheme levelled appropriately for children working towards becoming independent readers.

Each classroom has a collection of independent/share-at-home books from which children are able to choose.

Guided reading books are organised according to levelled band and genre in order that teachers can use them for specific skills.

Children have access to non-fiction texts from the class and school libraries.

There is a collection of phonic games and activities for use with individuals or groups of pupils.

The Reading Environment

To encourage a love of books, a thirst for knowledge and enthusiasm for reading an attractive and interesting reading environment is developed. This will provide a genuine learning resource for pupils and celebrate children's reading and language work throughout the school.

Reading Area

Each classroom has a reading area which includes a variety of printed material of all levels:

- Books
- Magazines
- Pamphlets
- Papers
- Notices

Pupils have free access to the reading area.

It should be:

- Attractive
- Interesting
- Organized
- Encourage pupils to read
- Have signs, questions and notices displayed

Role Play Area

Classrooms in the Early Years Foundation Stage and Key Stage One, have a “role play” area where print material is available to support children’s learning through play. It should contain:

- A title, for example, “The Newsagents” or “The Bears’ House” etc.
- Signs
- Captions and questions
- Printed material appropriate to the theme

Display of Books around school

We have worked hard to make books accessible to all around school both indoor and outside.

We encourage children to look after their books and to treat them as a valuable and interesting resource:

- Displays include home-made books, fiction and non-fiction books
- Books are in good condition and up to date
- Topic books in classrooms should be readily available for referral at any time (preferably on display in the classroom)
- Displays include where possible and appropriate, multicultural and dual language texts

Outdoor environment

Books and other reading materials are provided in our outdoor learning areas. It is expected that children will require reading skills in the outdoors and they are actively encouraged to engage these skills.

Library

Study skills are an important part of all pupils’ learning. Children have access to both their own classroom library and the school library. Children may borrow one book at a time from the library to take home.

Writing

A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others. High standards of language and literacy [equip] pupils with a strong command of the spoken and written word. (National Curriculum in England, English Programmes of Study September 2013 p3)

Policy Statement

At Spixworth Infant School we have a clear, consistent, whole school approach to writing. Competence in writing is crucial for the development of children's communication skills. It offers the opportunity to store information for later retrieval, to interact with others, to reflect and to express ideas creatively. Skilled writers understand the characteristics of writing's many forms, and are able to adapt their style to suit a wide range of purposes. Success in writing is an important ingredient for children's progress in all other areas of the curriculum.

Aims

At Spixworth Infant School, we aim to:

- Encourage accurate and meaningful writing with an emphasis on audience and purpose
- Use a wide vocabulary, have an understanding of grammar and a knowledge of linguistic conventions for their writing.
- Provide a rich and stimulating language environment where pupils work collaboratively and where speaking and listening, reading and writing are interrelated.
- Develop suitable language structures and technical vocabulary to articulate their responses both orally and in writing
- Provide the children with opportunities for writing across all areas of the curriculum, make it relevant and meaningful and allow opportunities for application of skills
- Ensure that teaching and learning of writing is consistent across the school, to aid children's progress
- Encourage the children to present their writing to a high standard, at each of the stages of the writing process: planning, drafting, editing and re-drafting
- Develop the children's understanding of the sound and spelling system to enable them to use it to write confidently and accurately
- Ensure the children develop fluent and legible handwriting
- Use ICT to communicate in written form
- Involve the children in target setting, so that they understand how to make progress in their writing
- Create a genuine love of writing and an appreciation of its value, so that the children choose to write and are able to organise and structure a variety of texts, whilst developing their imagination and critical awareness
- Assist the children in becoming independent writers
- To provide a rich and stimulating writing environment both within the class and around the whole school
- Maintain partnerships with parents as an important part of the language programme.

Objectives

Writing is inexplicably linked with reading and language. Children become successful writers by applying their experiences of speaking, listening and reading. At Spixworth Infant School we believe that literate children should write with confidence, clarity and imagination.

Our objectives are to:

- Have specific learning objectives for each writing session, based on the new learning within the session, which should be shared with the children and displayed during the session
- Follow consistently the teaching sequence for writing when planning and teaching writing sessions
- Teach the full range of writing strategies including: the conventions of written language and grammar, spelling, sentence structure and composition
- Develop children's phonemic and morphological knowledge to help them spell accurately
- Develop children's ability to evaluate their writing and identify next steps for improvement
- Develop children's interest in words and their meanings, developing a varied and rich vocabulary
- Provide opportunities for children to write in the style of a range of genres in fiction and poetry, and a range of text types in non-fiction
- Teach children to use ICT systems to communicate effectively for different purposes and to present their work in a professional manner and to draft and re-draft their work efficiently
- Develop children's powers of imagination, inventiveness and critical awareness through exposure to a range of high quality exemplar texts across a range of genres in fiction and poetry, and a range of text types in non-fiction
- Provide children with the opportunity to participate in role-play and speaking and listening activities in order to reinforce their creative flair and writing skills
- Teach children to write in a fluent joined handwriting style;
- Model each stage of the writing process for children
- Enable children to participate regularly in writing activities
- Develop activities through which children develop their interest in writing, and write with enjoyment.

A Writing Rich Curriculum

At Spixworth Infant School, we aim to provide all our pupils with a Writing Rich Curriculum whereby a range of writing opportunities are provided for all pupils.

Stimuli for writing

Children are provided with as many 'real' reasons to write as possible. This purpose improves the quality of children's work. Opportunities may include trips, enrichment activities, books and reading or visitors. Creative connections are made where possible between the topic the class are working on and the writing activities offered.

Talk for Writing

Teachers are encouraged to use the Talk for Writing strategies inspired by the work of Pie Corbett. These particularly support the children to gain a firm grasp of the language, style and features of each form required. Text mapping, oral recitation, imitation and innovation of texts may be used to form all or part of the teaching sequence.

Shared/Modelled Writing

Shared writing is a whole class activity where the teacher models the writing of a text. In shared writing, the children will contribute to the text by suggesting words or sentences to be used; they are critical partners for the teacher. The teacher demonstrates how to write and explains decisions. S/he will model thinking, rehearsing sentences, writing and re-reading, constantly generating words and ideas. Across the key stages, teachers will focus on the purpose, audience, level of formality, structure and organisation of the text. A particular aspect of spelling or grammar and punctuation work provides an additional focus depending on the objectives and targets being worked on at that time.

Guided Writing

Guided writing can be used at any point within the teaching sequence. The teacher or teaching assistant guides a group of children through a particular piece of writing with a specific intention, supporting and scaffolding them. This is extremely focused and addresses the needs of a specific group, allowing the adult to give immediate feedback on the successes and areas for development. Each child should work in a guided writing group at least once a week.

Independent Writing

In independent writing, the children may have received input from the teacher in shared or modelled writing but the child is left to his/her own devices when the writing takes place. At some point throughout a unit of work, all children will have completed their own piece of independent writing. This may be at the beginning of a unit (cold), in the middle (warm), or at the end of the unit (hot) and all can be used for assessment purposes. Independent writing can be supported through the use of dictionaries, word banks, writing frames or plans and alphabet cards.

Extended writing and Cross-Curricular links

Extended writing provides the opportunity for children to have a longer than average time period in which to write. The aim is to develop stamina for writing through a range of texts and across the breadth of the curriculum. Children should be assessing their own work with the support of a differentiated success criteria/marketing ladder. The time allocated for extended writing may come from a timetabled English lesson or the subject that is being written about and will usually take place fortnightly. Generally an extended writing lesson will follow the sequence of:

1. Recap on the text type/prior learning
2. Set the success criteria/share the marking ladder with the children
3. List useful words and phrases to use in the text
4. Children write
5. Peer/self-assessment against the success criteria/marketing ladder
6. Plenary – an opportunity to feedback to the children and for the children to feedback to the teacher. (Steps 5 and 6 may take place on the subsequent lesson)

Writing forms a large percentage of each subject area. A child's written skills should be attended to whenever they are writing. Careless mistakes should always be corrected. In some subjects e.g. History, Geography and Maths, different writing 'styles' may be explored e.g. Egyptian hieroglyphics, Roman numerals. Writing should be developed in a variety of formats – charts, maps, plans, musical notation etc.

Handwriting

Handwriting and letter formation is taught both explicitly and discretely throughout the school. The cursive script is taught and teachers are directed to www.teachhandwriting to access resources and advice including in supporting children who are finding handwriting difficult. The Sassoon Infant font is recommended as an appropriate typed font. Children are taught to correctly form their letters from the onset of writing and joins are taught from Reception as the children are taught diagraphs. Children receive an explicit, differentiated, small group handwriting lesson once per week and positive links are made to spelling within the daily phonics lesson. Handwriting is also taught discretely through all writing opportunities where expectations for presentation including letter formation and joined script are high. In the EYFS, children have access to a range of mark-making tools and will take part in daily pre-writing, motor-skill based activities. Handwriting practise will be taught with pencil. In all writing, teachers will model expected handwriting. Writing on display for children will take a number of forms but all will model expectations. Further exemplification on handwriting can be found in appendix 2.

Spelling

Pupils should develop as independent and accurate spellers who are confident to use an evolving and adventurous vocabulary in their own writing. They should have a range of spelling strategies that they can use to attempt unknown words and a sound knowledge of irregular high frequency words for use in their daily work. They should be aware of the differences between spoken dialect and written English in terms of spelling.

Throughout the EYFS and Key Stage One, spelling is taught through the daily phonics lesson following the Letters and Sounds programme. This uses the principles of, 'Teach, Practice and Apply'. Each session develops understanding of the 44 sounds of the English language and introduces common irregular words. New grapheme/phoneme correspondences taught in Reception are shared and encouraged to be practised with parents/carers at home. Whole words that will be taught or that can be segmented to spell from the graphemes taught are shared and encouraged to be practised with parents/carers each half term. From Year 2, children build on their spelling knowledge exploring patterns, prefixes, suffixes and irregularities and nuances. Teaching will be supported through 'Support for Spelling' both explicitly and discretely during wider writing opportunities and reference will be made to the statutory requirements and non-statutory guidance of the English National Curriculum for Spelling. The 'Look, Say, Cover, Write, Check' method will be used to teach new spellings. Spellings will not be 'tested' but those spellings taught as a focus for each week will be displayed in class and marked in the child's writing.

When teaching spelling, we aim to ensure pupils are able to:

- Attempt words for themselves using a range of strategies.
- Write an increasingly wide range of words from memory.
- Use a variety of resources to help with spelling e.g. dictionaries, word banks, classroom environment, computer spell-checks etc.
- Develop an understanding of spelling patterns and the rules through investigations and identifying exceptions to those rules as "interesting" or "exciting", understand that some prefixes and suffixes can change the meaning of words.
- Use a range of strategies to learn spellings, especially in those miss-spelt in their own work. These might include spelling logs (How I spelt it... How it should be spelt), the use of mnemonics and word pictures.

Further exemplification on spelling can be found in appendix 3.

Grammar and Punctuation

Children are taught to use the elements of grammar, punctuation and 'language about language' through direct and indirect teaching strategies. The non-statutory glossary from the National Curriculum is used.

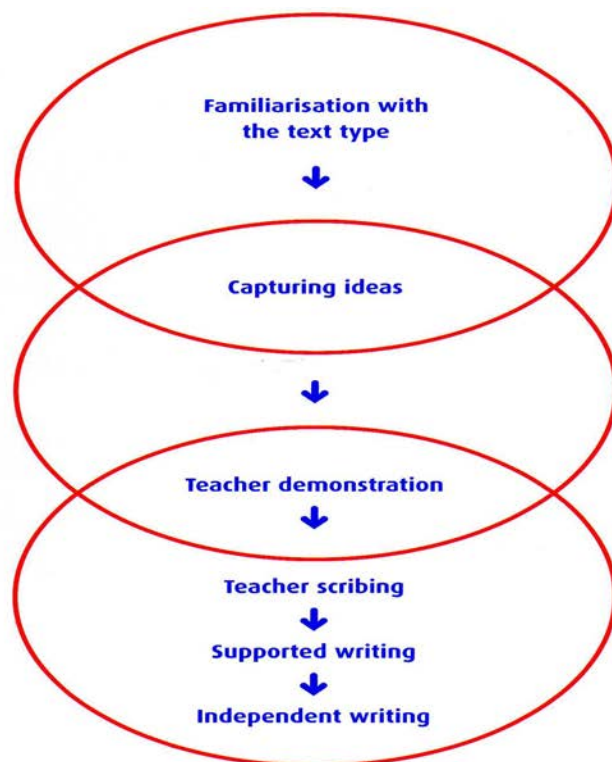
Teaching and Learning

It is important for pupils to develop as independent, enthusiastic and expressive writers, who are able to write in a meaningful way. They should be able to use a range of forms for a variety of purposes and audiences. They should be confident in their choice of genre and language style for a specific purpose. Pupils should also regard themselves as writers and value their own work and that of others.

In the EYFS the children experience whole class shared writing and small group guided writing sessions on a weekly basis. Opportunities for emergent and independent writing are given through the weekly enhancements that are made to each area of the classroom and outdoor area.

In Key Stage One the children experience shared and guided writing as part of their English lesson. Other opportunities for writing are included across the curriculum including opportunities for emergent and independent writing.

The following model is used throughout school to take the children from the stage of emersion in a text through to independent writing.



In teaching writing we aim to ensure our children understand that:

- Writing is a culturally essential method of communication.
- That writers need to be clear about their purpose and audience.
- That the writing process consists of three elements:
 - Planning (composition) – what to write.
 - Drafting/revising (transcription) – how to write it.
 - Editing/evaluating (proof reading and improving what has been written)
- That writing enables a human being's thoughts and feelings to travel across time and space and be understood by people he/she could never imagine.

In order that our children reach their highest achievement in writing, we aim to:

- Enable children to learn writing skills, which will enable them to access, reflect on, and interact with the school curriculum.
- Enable pupils to write in a variety of genre with a good understanding of the features of that genre for a range of purposes.
- Facilitate children's development as independent, enthusiastic and creative writers.
- Encourage children to take a pride in their writing through the thorough teaching of handwriting and presentation skills.
- Enable children to use spelling, punctuation and syntax accurately and with confidence. Writing in a grammatically correct way.
- To support children developing skills in evaluating, editing and re-drafting their writing to meet the needs of the audience and achieve their purpose of communication.
- To develop pupils' use of an increasingly wide vocabulary suited to the purpose and genre.
- To encourage pupils to incorporate ideas and skills of other authors into their own writing.

Resources

At Spixworth Infant School we believe children should have a broad experience of writing for different styles/purposes/audiences. We provide the experience through using the following resources:

- The National Curriculum objectives
- EYFS statutory framework document
- Letters and Sounds document
- Support for Spelling document
- Developing Early Writing
- Grammar for Writing
- Teachhandwriting programme
- A range of English and subject specific dictionaries and thesaurus' are available to children

- Quality mark making tools including pencils are available

The Writing Environment

Writing area

Each classroom has a writing area where pupils are free to work independently using a variety of writing implements – e.g. pencils, pens, crayons, books, paper, card etc. where space is limited, a box of equipment is made available to the class.

Outdoor Learning

All children have access to the outdoors and opportunities to write in the outdoor environment are exploited. The outdoor environment is recognised as a natural stimulus for inspiration and purpose.

Role Play Area

Classrooms in the Early Years Foundation Stage and in Key Stage One have a “role play” area where writing material is available to support children’s learning through play.

Display

Display is an important aspect in writing development and reflects the high status attached to writing at Spixworth Infant School. Each classroom has an informative English display including e.g. key vocabulary, grammar. Displays celebrate quality writing. They provide a range of models for writing including environmental print; books and other print resources; the teachers writing; the pupil’s own writing; examples of different types of writing from the adult world and bilingual models for writing where appropriate. Children’s writing on display is positioned to enable pupils to read it easily.

Books made by individual pupils or as part of a class project are valued and used in the classroom library.

Wider opportunities in English

Spixworth Infant School promotes reading and writing for real purposes across the whole curriculum. A range of events are offered to pupils as appropriate each year including World Book Day and visits by librarians from the public libraries and all children are encouraged to take part in their summer reading challenge.

Book clubs and fairs are available and run when appropriate at school. Book swaps are also arranged, enabling all children to own a book and parents are informed of new reading opportunities for example free book apps via the school newsletter.

Development of a school blog is planned for future contributions of children.

Links with Computing

Computer based work is available to all pupils. Children use information technology wherever possible as an integral part of learning to read and write. All pupils will have access to technology as appropriate for activities including accessing the internet for research, communicating with others through email, word processing including experimenting with font and style, listening to multimedia stories, drafting and for the production of finished pieces. Film is frequently used as a stimulus for writing.

Continuity and progression and links to other subjects

Whole school topics and detailed long term plans across the Early Years Foundation Stage and Key Stage 1 provide both continuity and progression. English is cross-curricular in nature. Language, Reading and Writing are an integral part of all other areas of the

curriculum. Specific skills can be transferred from English teaching to other areas. This is planned for, allowing the children to practise their skills in a variety of contexts.

Differentiation

At Spixworth Infant School, we recognise that all children are learning at different levels and rates. The class teacher groups pupils based on his/her own judgement of ability and needs. Opportunities are also made for children to self-assess and so group themselves.

Inclusion

We are an inclusive school and adhere to the notion underpinned in the National Curriculum, that 'pupils...who do not learn to speak, read and write fluently and confidently are effectively disenfranchised' (p13). We set high expectations for all, regardless of race, gender or ability. We endeavour to ensure that every child at Spixworth Infant School has access to a broad and balanced English curriculum.

Special Educational Needs

All children receive quality English teaching daily and activities are differentiated accordingly. Where identified pupils are considered to require targeted support, *in addition to their existing Literacy Provision*, a variety of within school interventions are available. Teaching assistants support the teaching of English as appropriate and deliver intervention groups such as Early Literacy Support, Catch Up and Sound Discovery under the guidance of the Special Education Needs Coordinator and English Subject Leader. Where appropriate, further specialist support is sought. Progress of pupils receiving intervention is reviewed regularly.

Pupils identified as 'more able and talented' will access suitable challenging resources to develop skills. Increasingly demanding texts will be chosen to develop pupils with higher order English skills. Such pupils will be directed towards extended research projects.

Equal Opportunities

Reading material and writing stimuli from many cultures and traditions, world-wide is encouraged. Staff make efforts to ensure children experience texts from many backgrounds and that reflect cultural diversity. Both boys and girls will have access to all texts. Children will not be steered to books of a particular gender bias. On screen texts will be accessible to all pupils. Pupil preferences for writing will be taking into account when planning writing opportunities. Extra support will be sort where possible for pupils to whom English is an additional language including dual language texts. A rich language environment and a positive climate for reading and writing is developed in each classroom so that all pupils feel supported, that they have the ability to succeed and their opinions are valued.

Assessment and Recording

Assessment in English at Spixworth Infant School informs planning, diagnoses strengths and areas for development and tracks pupil progress both across the term and year. The children are assessed and records kept in line with the school's marking and assessment policies.

In the Early Years Foundation Stage assessment for spoken language in Reception falls within the remit of the Communication and Language section of the EYFS curriculum. Assessment of Reading and Writing falls within the remit of Literacy. Informal assessments are made by observation and recorded using Tapestry, an online learning journal. Together

with any parental contributions added, these assessments will inform teachers of children's development and progress and highlight those children with particular skills and interest in the basic Literacy activities, and also those who are reluctant to participate.

Following the introduction of the new National Curriculum, from Key Stage 1 onwards, spoken language will be assessed through Reading and Writing, and in the other subjects of the wider curriculum.

In Key Stage 1 Teachers keep informal notes on plans to assist with the assessment of English. In addition, teachers also collect more detailed evidence of reading and writing through analysis of children's work books which will demonstrate competency in a range of genres at both supported and independent levels. Annotated guided reading plans, home/school reading diaries and Letters and Sounds tracking also provide evidence for teacher assessment. Children will also have regular opportunities to self-assess and be active in their own development. Children's work in English is moderated as part of team and staff meetings internally and, when appropriate, externally at cluster or national level. Data is entered onto the School Assessment Grid on a half termly basis and analysed by class teachers, subject leader and senior management team to diagnose strengths and areas for improvement at individual, class and school level.

Year One Phonics Screening

During the summer term, children in Year One will take the Phonics Screening Test. Children read 40 words to a teacher. This will include some made up (pseudo) words which ensure it is the child's phonic skills that are being used. Results are shared with parents. If the children do not pass the test, they will be required to take it the following year.

SATs

Children in Year Two will have their reading, writing and Spelling, Grammar and Punctuation assessed as part of the SATs process. This is Teacher Assessed in school and subject to internal and external moderation. Results from these tests are given to parents in the end of year report and passed onto the Junior school.

Working in partnership with parents

The teaching of English is greatly helped if there is strong communication and support between home and school.

Parents are encouraged to hear their child read at home and record any information in the child's reading record. Reading prompts have been included in all children's reading journals to help parents hear their child read more actively. Regular reading challenges are also offered in order to promote reading at home.

Through the use of Tapestry and look, cover write check sheets parents are encouraged to practise spellings at home with their children.

From time to time, parents are asked to support their children in undertaking topic-based activities such as research.

Role of the Class Teacher

All Teaching Staff:

- Are responsible for developing our whole school approach to Language, Reading and Writing
- Will model good reading and writing behaviour and encourage the children to care for the related resources in our school and learn the value of a life-long love of Reading

- Will ensure that their classrooms are well stocked with attractive and appropriate writing materials and books that reflect the topics being taught
- Will ensure that their classrooms are print rich and that the resources available reflect different cultures, genders and languages both in fiction and non-fiction, ensuring provision is made for those with English as an additional language where appropriate
- Will ensure provision of appropriate materials is made for any child with Special Educational Needs
- Will ensure the children have weekly access to the school library and model how to use it appropriately
- Will set individual targets for each child and keep up to date with record keeping and assessment
- Will ensure the children are reading on the correct levelled colour band
- Will complete Running Records
- Will model how good reading and writing behaviour looks and sounds
- Will attend relevant training to ensure their subject knowledge is secure and current

Role of the TAs:

- Have a working knowledge of individual targets and SEN needs of pupils. Understand the needs of gifted and talented pupils.
- Liaise with class teachers to plan and prepare appropriate activities in Language, Reading and Writing.
- Support Language, Reading and Writing across the curriculum.
- Provide small group support for Language, Reading and Writing both within and out of class as required.
- Help with delivering Letters and Sounds
- Be aware of differentiation of the Reading and Writing Curriculum and their role in supporting the teaching of Reading and Writing.
- Attend relevant curriculum INSET to improve their subject knowledge in English.

Role of the Subject Leader:

The role of the Subject Leader includes:

- Deciding with the Head the priorities for English in line with the School Improvement Plan.
- Evaluate the provision for English in relation to meeting the development needs as specified on the SIDP and seek additional resources as required
- To write and review the school's English Policy in consultation with all staff.
- To demonstrate good practise in teaching English both within their own and other classes.
- To identify, organise and provide relevant INSET on teaching English in line with identified priorities on the SIDP.

- Keep up to date with developments in English at a local authority and nationwide level.
- Moderate Teacher Assessment in English across the school with all staff.
- Manage English Resources across the school including The Library.
- Advise year groups/individual teachers on teaching and learning strategies in English.
- Ensure English including phonics records are maintained and used effectively by class teachers and support staff.
- Encourage and facilitate home-school liaison, including Parent Workshops.
- Promote English throughout the school through display, competitions and events.
- Provide Induction Programmes for new staff on the Teaching and Learning of English.
- Overseeing the monitoring, evaluating and delivery of the English curriculum across the school
- Reporting to the Headteacher and Governing Body on the effectiveness of policy and practice in English

Role of the Governing Body:

A Governor will provide the link between the Governing Body and the Staff, through asking questions about current policy and practice.

He/she:

- Meets with the English Subject Leader to discuss progress and become better informed about school English issues.
- Has the opportunity to visit classrooms to gain information on the progress of English targets in relation to the SIDP; meet and speak with Teaching Staff.
- Reports to the Governing Body as agreed.

Monitoring

The Subject Leader will monitor the teaching and learning of English through:

- Class based observations
- Non-class based monitoring through paper work e.g. work book scrutiny, data scrutiny
- Conferencing with children and talking to them about their English related habits

Results of monitoring exercises will be discussed with individual staff, any needs will be identified to the Leadership team and a report shared with all staff for future developments.

Review

This policy will be reviewed every three years in line with the school's policy review programme. The Subject Leader is responsible for reporting to the Governor's Curriculum Committee about the quality of its implementation and its impact on standards. In the light of this, policy amendments may be made.

WHAT IS GUIDED READING?

Guided Reading is where children put into practise their developing reading skills and understanding in a structured situation. Small groups of children, working at a similar stage of reading acquisition, work with an adult to read an unfamiliar text that has been chosen to reinforce, challenge and further develop their independent reading strategies. The adult scaffolds the session so the children can take the initiative and put into practise what they have learnt in other reading and literacy activities.

Sets of texts are used so each member of the group has a copy. During Guided Reading the whole or a section of the unfamiliar text is read. Texts are chosen so that each member of the group can readily read and understand between 90 – 94%, i.e. at the instructional level.

Each guided reading teaching sequence will have most of these parts:

1. Text introduction and sharing the learning objectives with the children.
2. Walk through the text.
3. Reading strategy check.
4. Independent reading.
5. Returning to the text for teaching points.
6. Responding to the text and follow up.

GUIDED READING SESSIONS

Before the Guided Reading session begins each group will need:

- Pupils are put in to groups in terms of their reading attainment.
- Banded guided reading books at appropriate levels for each group are chosen (these should not be chosen by the children) and with a copy for each member of the group.
- Children are made explicitly aware of the learning intentions and of the reading behaviours that they are expected to display.
- The school has a planning and assessment format for guided reading which provides suggestions for main learning intentions and assessment
- Planned prompts for Phonics Letters and Sounds being covered for the week
- Reading home/school link books.
- Preparation by the class teacher for pupils to extend their learning by taking books home (book bags for each child in EYFS/KS1)
- A quiet place for the group to read.

During the Guided Reading session:

1. Text Introduction

- Make sure all the children have a book.
- Identify the text type and learning objectives for the session.
- Relate the story to the children's own experience (**fiction**) or tap into the children's prior knowledge of the subject (**non-fiction**).
- Look at illustrations.
- Look at front cover and encourage prediction – Who? Where? What?
- Look at back cover and blurb.
- Very brief overview from illustrations, without revealing too much.
- Note any text features and layout devices.

2. Walk Through

- Look at the cover, blurb and pictures before starting to read.

- Ask open-ended questions about the book – ‘Why do you think...?’
- Note children’s questions, predictions and ideas.
- Find out what the children already know if it is a non-fiction book.
- Don’t read it to or for them.
- Model language patterns that may be unfamiliar.
- Pick up any important words.
- Encourage prediction and reasoning.

3. Reading Strategy Check

Before pupils begin reading independently, class teachers take time to reinforce strategies for reading unknown words. Class teachers model ways in which pupils can use a range of strategies to help them read such as: segmenting and blending; reading back/forward/around the word to predict the word; using picture and visual cues; using syllables.

4. Independent Reading

Pupils are encouraged to read independently through the book either quietly aloud or silently. The pages to be read are specified to pupils. The class teachers use this opportunity to hear individual readers and pupils are asked questions by the class teacher to make sure they have understood. Class teachers ensure that pupils have understood the meaning of new words and have not missed out words when reading. For less able readers, class teachers will focus on reinforcing strategies for decoding/encoding text and for independent readers; will focus on pupils’ understanding of text by asking a range of questions. Class teachers specify to pupils which follow up activities to do when they have finished their independent reading.

Some questions Class teachers may ask:

- Read it in your head/with your finger.
- Point to the words as you read if you lose your place.
- Which words were tricky?
- How can you find out what the word says?
- What word would fit there?
- What word would make sense?
- Check it. Does it look right and sound right to you?
- Was your prediction right?
- What letter/letters does it start with?
- Can you read the word from the picture?
- What would make sense in the sentence there and sound right?
- Can you split the word into smaller words?
- Can you think of a word that looks like it?

Returning to the text

- Show me where to start reading
- Show me how you point as you read
- Show me where I go when I finish reading this line
- Show me a word
- Show me a letter
- Put your finger on a word that starts with
- Put your finger under the word
- Find the word
- Can you make this word with your letters?

Put your finger under a capital letter on page ...
Put your finger on a full stop on page
Can you find a lower caseto match the capital letter
Can you re-read the bold print on page?
Can you find full stops, question marks, speech bubbles, speech marks?
Can you find a long word on page?
Can you break it into syllables? How many syllables has it got?
Can you find a word that rhymes with?
Can you find a word that starts with the sound/blend?

Responding to the text

After reading check the children's understanding of the text.

Fiction

What happened in the story?
Why do you think the book is called?
Where does the story take place?
Who were the characters?
What were the characters like?
Why do you think the characters did this?
What did you like best?
Did you find anything funny/sad in the story and why?
Was there anything you didn't like and why?
Did the book make you think of anything that had happened to you?
Did anything surprise you?
Did you like the pictures? How did they help you?

Non-fiction

What sort of book is this?
What did you find out that you didn't know before?
Does this book have a contents page/index? How do you use them?
Where in the book would you find?
Do the pictures/layout help you understand the book better? How?
Why is some of the text in bold? How can you find out what these words mean?
What did you like best?

Ideas for activities/follow up activities for children working independently during Guided Reading

Find letters that match a particular sound in text
Find keywords in text
Re-read book to a partner
Act out the story in the role play area
Re-tell the story with finger puppets
Paint a picture of a favourite character, setting, part of the story, etc
Play a game using pictures/text from the book
Write your own story based on the book and illustrate it
Work as group to perform part of text for others
Use illustrations from book as starting point for poetry
Use mind maps to make story maps
Find words with particular long vowel patterns
Find meaning of tricky words using dictionaries

Find tricky words in text and then practise spelling them
Find punctuation in text and notice usage
Follow instructions from text to make things
Find time words in text
Find connectives used
Find and steal 'wow' words from text
Research unanswered questions from text on Internet
Find alternative words that could replace some of the words in text
Find verbs in text
Find adjectives in text
Highlight speech in text
Write a book review
Use story characters to create a cartoon
Find similes in text
Use questions and answers to present facts from text

During/After the Guided Reading session:

Class teachers write a brief comment on the Guided Reading planning/assessment sheet related to the Learning objective/Learning for the group.

Note any children who exceeded the objective or were struggling and say with what.

Note on the sheet anyone who is absent

Stamp/comment in reading record that child has read in a guided group.

Note children who need to change the group they are reading in.

Class teachers give effective feedback on pupils' reading abilities during the Guided Reading Lesson. Successes are highlighted to pupils and targets shared with them.

Appendix 2 – Handwriting exemplification

Philosophy

Handwriting is a skill which, like reading and spelling, affects written communication across the curriculum. Handwriting is a movement skill. Children need to practise handwriting movements correctly and often so the movements of the hand when writing become established in the movement memory. Handwriting is best taught directly by demonstration, explanation and practise and should be reinforced through shared and guided writing. The first handwriting lessons are vital and the most important to ensure that the children we teach learn to form the letters of the alphabet with the correct sequence of strokes from the beginning. The correct formation of all letters needs to become quite automatic and may require a lot of practise.

Aims

- To enable all pupils to develop a fluent and legible style of handwriting
- For handwriting to become an automatic process, which frees pupils to focus on the content of their writing

Teaching and Learning

Continuity and Progression

The letter formation taught is a cursive style. This ensures an early transition to joined writing. Continuity of style is ensured through use of the Teachhandwriting programme. Once children are able to form letters correctly, a decreasing line width supports pupils attain uniformity of size and the correct position of the letters. According to individual child's needs and at the teacher's/SENDCO's discretion, wider lines may be appropriate for longer. All children will receive a 15 minute, explicit handwriting session per week following the progressive skill development as detailed by the Teachhandwriting programme. In addition, discrete teaching of handwriting will be gained through daily Letters and Sounds sessions and independent writing opportunities.

Getting Ready to Write

Seating and posture

- Chair and table should be at a comfortable height
- The table should support the forearm so that it rests lightly on the surface and is parallel to the floor
- Encourage children to sit up straight and not slouch
- The height of the chair should be such that the thighs are horizontal and feet flat on the floor
- Tables should be free of clutter
- Rooms should be well lit
- Left handed pupils should sit on the left of their partners
- Children should have a direct view of the teacher/board
- Children should use their non-writing hand to steady the paper and bear some body-weight
- The paper should be tilted slightly
- Warm up exercises are recommended before writing and during extended writing tasks to support circulation and reduce lethargy (See below)

Pencil grip

- Children writing with a pencil should use one with a rounded nib. Pencils should be reasonably sharp.
- A tripod grip is the most efficient way of holding a pencil. Shaped pencil holders to support this may be appropriate for individual children

For right handed pupils

- Hold lightly between the thumb and forefinger about 3cm away from the point
- The paper should be placed to the right tilted slightly to the left
- Use the left hand to steady the paper

For left handed pupils

- Hold lightly between thumb and forefinger resting on the first knuckle of the middle finger
- Hold about 3cm from the tip
- The hand should be kept below the writing line
- The paper should be tilted slightly to the right at about 20 - 30° to improve their view of what they are writing, and to reduce smudging later on when they write in ink.
- Use the right hand to steady the paper

n/b At least 10% of the population are left-handed, the majority of whom are boys.

Teachers are alert to the fact that it is very difficult for left-handed pupils to follow handwriting movements when a right-handed teacher models them. Teachers demonstrate letter formation to left-handers on an individual or group basis, even if the resulting writing is not neat.

Writing implements:

Children in the EYFS will be encouraged to experiment with a wide range of mark-making tools both indoors and outside. Focussed, adult-led writing activities will usually demand use of a pencil. In Key Stage 1, children will write predominantly with a pencil. Other tools may be utilised for creative or experimental activities.

Pencils (and other mark-making tools in EYFS) will be provided by the school. Children will not be allowed to provide their own writing implements from home unless they are able to make a convincing case of special need.

Early Years Foundation Stage

Activities to develop gross and fine motor skills are essential to the development of good handwriting. Children also need to develop recognition of patterns and language to talk about shapes and movements.

A variety of activities can help develop these skills:

- making patterns in the air and on each other's' backs;
- letter shapes with paint and in the damp sand tray;
- developing the vocabulary of movement e.g. curly caterpillar, long ladder;
- use of clay, playdough and plasticine to strengthen fingers;

(For further guidance see Developing Early Writing pg 156)

Initial teaching of letter formation

Children in the Foundation Stage need to learn the letter shapes alongside the letter sounds. The order for teaching letters in the Foundation Stage is in accordance with Letters and Sounds Phonics Programme.

Phase 2

s a t p i n m d g o c
k ck e u r h b f,ff l,ll ss

Phase 3

j v w x y z,zz qu

The emphasis at this stage is with movement. Letter formation (starting at the right entry point and then moving in the right direction) learned at this early stage becomes automatic and has a profound influence on later fluency and legibility. At this stage the correct formation of letters is stressed. Children who have been allowed to invent their own ways of forming letters will find it harder to change the longer they are allowed to persist and unless

these habits are 'unlearned' it will be very difficult for them to learn a fluent, joined hand. Pupils are given the opportunity to experiment with a range of writing materials and implements; a multi-sensory approach is used to help pupils feel the movement in the hand. Gross motor skills are developed through sky writing letters, making patterns in the air and making different body shapes and actions. Fine motor skills are developed through bead threading, playdough modelling, finger painting etc. Pencil control is developed through tracing, pattern copying etc. Letter formation is practised and the link to the phonic sound is made.

As diagraphs are taught, these will be modelled in writing in joined script and children will be supported to follow this form.

Key Stage One

Building on the EYFS, pupils at Key Stage 1 are taught how to form both lower case and capital letters and how to join them whilst still developing fine and gross motor skills with a range of multi-sensory activities. Children develop a legible style by developing a comfortable and efficient pencil grip, by weekly handwriting sessions, daily handwriting teaching linked to phonic sessions and by practising handwriting in conjunction with independent writing. Correct letter orientation, formation and proportion are taught in line with the Teachhandwriting programme.

The letters of the alphabet can be sorted into four main movement groups. This helps children remember the starting points and subsequent movements of these letters and particularly helps children discriminate between b and d:

Down and off in another direction- **i, j, l, t, u**

Down and retrace upwards- **b, h, k, m, n, p, r**

Anti-clockwise round- **a, c, d, e, g, o, q, f, s**

Zig zag letters- **v, w, x, y, z**

Basic joins of diagraphs continues from Reception and are introduced as soon as children are secure in the movements of each other letter. The four basic handwriting joins (diagonal and horizontal joins to letters with and without ascenders) are practised and letters that do not join are identified.

The children are taught to:

- Write from left to right and from top to bottom
- Start and finish letters correctly
- Be consistent with the size and shape of letters and the spacing of letters and words
- Have the correct pencil grip
- Find a convenient position for their page
- Have the correct posture and position

Throughout Key Stage One children will write with a pencil.

Inclusion

The vast majority of children are able to write legibly and fluently. However, some pupils need more support and provision will be made for this in individual targets. Teachers of children whose handwriting is limited by problems with fine motor skills should liaise with the SENDCo to develop a programme designed for the individual child.

Individual assessment

Children's readiness to write can be assessed using the tools and activities from the Teachhandwriting programme. Games to improve children's key strengths for writing (posture, bilateral coordination, sensory perception and hand and finger strength) are available and descriptions of the developmental stages of handwriting including common handwriting difficulties and barriers to learning are recommended reading.

Children should be observed as they write during handwriting lessons – the teacher must circulate, monitor and intervene. Teachers also need to monitor and mark whole pieces of writing. The following should be considered:

- Is the posture correct?
- Does the child hold the pencil correctly?
- Does the child use the correct movement when forming and or joining letters?
- Are any letters reversed or inverted?
- Does the child write fluently and rhythmically?
- Is the writing easily legible?
- Is the pupil's handwriting development in line with the expectations in the National Curriculum?

Assessment, Target Setting and Feedback

Assessments will be on-going to ensure that progress is being made and to inform teachers' planning for future lessons. Assessments may be generated from e.g:

- observation
- written tasks
- individual discussions with children to evaluate progress and set new targets

Target setting is essential so that children know what they need to do in order to improve.

Feedback should be given to children as soon as possible. This aims to encourage and to give guidance for future work. Feedback should include:

- Written comments are clear and highlight positives, with errors indicated for children to correct
- The display of children's work showing good handwriting and presentation gives them pride in their achievements
- Some feedback will be immediate and oral, depending on the activity and age of the child

The following should be considered:

- Is the writing generally legible?
- Are the letters correctly shaped and proportioned?
- Are the joins made correctly?
- Are the spaces between the letters, words and lines appropriate?
- Is the size of the writing appropriate?
- Is the writing properly aligned?
- Are the writing standards achieved by the majority of pupils in line with National Curriculum expectations?

Monitoring and Evaluation

The purpose of monitoring and evaluation activities is to raise the overall quality of teaching and levels of pupil attainment. Monitoring of handwriting will be carried out by the subject leader for English and Head Teacher. Monitoring will include:

- quality of teaching through lesson observation and feedback
- moderation of standards in children's work
- evaluation of children's attainment against targets

Handwriting across the Curriculum

Links to spelling

Linking handwriting with spelling is one of the most powerful ways of developing the visual memory. Handwriting should be practised using letters, blends, strings or digraphs so that patterns are internalised.

Remember to use **Look – Say – Cover – Write – Check**

It is important to ensure that appropriate attention to handwriting and presentation takes place in other areas of the curriculum. In this way, other subjects can be used outside the explicit teaching of handwriting, allowing teachers to model and reinforce good handwriting and presentation.

Teachers should act as good role models for writing, modelling the appropriate script on the whiteboard, displays, labels and marking as well as during guided and shared writing and across the curriculum.

Word processed print should normally be produced using 'Sassoon Infant' font. Developing an awareness of other fonts is necessary, particularly for reading. For example, discussion should take place to ensure a 'Times New Roman' style /a/ or /g/, are understood.

Correct letter formation

Model used

Lower case letters

abcdefghijklmnopqrstuvwxyz

Capitals

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Numbers

1 2 3 4 5 6 7 8 9 0

Joined script

abcdefghijklmnopqrstuvwxyz

Handwriting Warm-up

APPENDIX 1

Here's a warm up that's great for posture and a positive attitude. Use it before cursive handwriting lessons refreshing and can be done even in a crowded class. If it's manageable, let your students jump in place first.



Push palms



Pull hands



Hug yourself tightly



Reach high, one hand, then other
Reach - make circles in the air

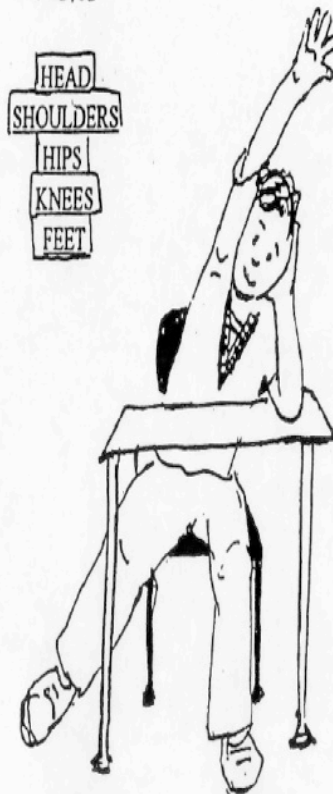
* BLOCKS



Pull up on chair



* Stack your blocks



Assume an outrageous posture



Stack your blocks again!



Appendix 3 – Spelling exemplification

Philosophy

Spelling is taught, practised and valued throughout the school. The ability to spell correctly is a hugely beneficial life skill.

The English language is not a regular language but it is systematic and patterned.

English is constructed around an alphabet. We have 26 letters, but there are 44 individual phonemes (sounds) in English, or over 70 if you count all the variations in these 44. These 70+ sounds can be represented by over 1100 letter patterns (graphemes).

By contrast, Spanish has 34 phonemes and 40 graphemes.

The letters of our alphabet are combined in groups of one, two, three or four letters to form graphemes. Each grapheme represents a single phoneme (or sound). It is essential to approach any alphabet-based text in the way it has been designed to be read, namely, through interpreting the grapheme-to-phoneme relationships.

Learning to spell is a developmental process (See below for a summary of the First Steps Developmental Continuum) that must be preceded by and continuously complimented by the learning of the language orally (speaking) and visually (reading). Spelling cannot be separated from reading as one is the inverse of the other. Every classroom must be language rich, both verbally and with written text. Children must have extensive experience of hearing and seeing the words before they can be expected to spell them accurately. The enunciation of words by those modelling them must be clear with phonemes pronounced correctly for example /c/ not /cu/.

The phonemic approach will be the first and predominant approach to the teaching of spelling. Exploration of patterns, including irregularity of patterns, will follow.

Learning to spell is not learning lists of words. Children must be supported in applying their phonetic knowledge and their understanding of patterns through a range of organised, structured and appropriate strategies.

Aims

- To encourage children to explore words and vocabulary
- To enable all children to be confident in decoding (reading) and encoding (spelling)
- To encourage children to see learning to spell as an integral part of the developmental process of learning to write
- To be able to apply spelling strategies
- To encourage independence and self-evaluation as part of their spelling development

Teaching and Learning

Early Years Foundation Stage

During the Early Years Foundation Stage, children will be working towards using their phonic knowledge to write simple, regular words and make phonetically plausible attempts at more complex words.

An explicit focus on the development of oral language including discussion, conversation, subject specific vocabulary, songs, rhymes and language games, stories, role play and drama will be apparent throughout each day and across all areas of learning.

A multi-sensory approach to linking letter shapes and patterns with sounds will be taken.

Through daily use of the 'Letters and Sounds' phonics program, children will learn to discriminate and make connections between letter sounds, to blend simple words to read and segment them to spell and will learn "tricky" words and high frequency words. The actions and images from the Jolly Phonics scheme support a multi-sensory approach.

Throughout Key Stage 1

Daily 15-20 minute 'Letters and Sounds' lesson taught systematically, differentiated by phase.

Pupils will be taught

- To understand grapheme- phoneme correspondences in a clearly defined sequence
- To segment words into their constituent phonemes to spell
- That blending and segmenting are reversible processes.
- That some words do not follow a regular phonetic pattern
- That some phonemes have alternative graphemes
- To write each letter of the alphabet and regular vowel digraphs and begin to use irregular digraphs and trigraphs.
- To use their knowledge of sound symbol relationships and phonological patterns.
- To recognise and use simple spelling patterns
- To write common letter strings
- To spell common words and high frequency words
- To spell words with common prefixes and suffixes
- To check their spelling by using word banks and dictionaries
- To use knowledge of word families
- To read and spell the first hundred high frequency words (see below)

Year 2

The phonetic approach remains dominant yet a more investigative approach is taken to the teaching of spelling. Patterns and irregularities will be explored which is supported by Support for Spelling. Where necessary, for those children that have not reached Phase 6 of the Letters and Sounds programme, daily focussed sessions will continue.

Pupils will be taught to

- Use strategies for spelling unfamiliar words e.g. Look, Cover, Say, Write, Check
- Sounding out phonemes
- Breaking words into syllables
- Apply knowledge of spelling conventions
- Read and spell the second hundred high frequency words (see below)
- Use knowledge of common letter strings, visual patterns
- Use word banks, dictionaries and spell-checkers
- Use and spell common prefixes and suffixes
- The relevance of word families, roots and origins of words
- Use appropriate terminology including vowel, consonant, homophone and syllable
- Pupils should be taught to revise and consolidate words they can spell correctly and to check the spelling and meaning of words

Teaching spelling to children with Special Educational Needs

Children with specific difficulties will receive additional support in the classroom using a variety of approaches to support progress; these may include the 'Early/Additional/Literacy Support' programme, 'Sound Discovery' programme, specific guidance and classroom assistance and/or additional resources such as word banks. If necessary individual targets will be set.

All children

- are encouraged to take risks in spelling and to 'have a go'
- are taught strategies to help them to learn independently
- are given focussed spellings to share at home
- are supported to apply spelling at their own level in their writing
- should be able to spell an ever-increasing number of words accurately and to check and correct their work.

These processes are supported through shared reading and writing (the teacher demonstrates and verbalises the writing/spelling process), guided reading and writing (children are supported in differentiated small groups) and independent reading/writing. Children in Year 2 will take ownership of the spellings that they need to practise through individual 'spelling logs.' The teaching and practising of handwriting will also be used to support the children's spelling development.

Cross Curricular Links

Spelling lends itself ideally to a cross curricular approach. It needs to be taught as part of the dedicated English lesson but much can be covered in other areas.

Having a cross curricular approach reinforces what is learnt in English lessons and places spelling in a meaningful context. Teachers need to be aware of the spelling opportunities which constantly occur in a range of areas. Key words are made available in lessons as appropriate and children are encouraged to use a range of support resources to attempt spellings

Homework

In the EYFS, home/school phonic books complement the Letters and Sounds lessons taught in the classroom. All children receive a half-termly phonics/spelling letter sharing with parents the words that are the focus of phonics work in each class. Children's progress is monitored through their application of spelling in writing.

Marking

Sympathetic, constructive marking increases 'risk taking' in the use of more interesting vocabulary and gives pupils the opportunity to generalise about letter patterns learned and apply them to new words. When marking, teachers do not correct beyond what has been taught about spelling. It can be counterproductive to insist on total correctness when children are still developing their fluency in writing. Experimentation is a necessary part of the process of learning to spell. When work is marked for spelling, the teacher can assess the child's progress and their ability to understand and apply what has been taught, then identify targets for further improvement. Incorrectly spelt words will be underlined and time allocated for the child to make corrections. In Year 2, incorrectly spelt words (up to a maximum of five words) may be recorded in a child's 'spelling log' and so become a short-term target for the child. (See also Marking Policy)

Assessment

Assessment and record keeping information will be gathered through:

- Teacher observation e.g. interest in words, willingness to 'have a go'
- Marking of work
- Analysing work samples
- Discussing spelling with the children
- Pupil self-assessment
- Feedback from parents
- Letters and Sounds assessments
- SATs spelling test Year 2

Any children giving cause for concern should be discussed with the SENDCo and may be added to the SEN register at the appropriate stage. Spelling ability/difficulty will be analysed in conjunction with reading ability/difficulty (see below).

Overview of Spelling Developmental Continuum

Teachers can identify a child's phase of development by observing that the child is exhibiting all the key indicators of a phase. It should be noted however, that most children will also display indicators from other phases.

Phases

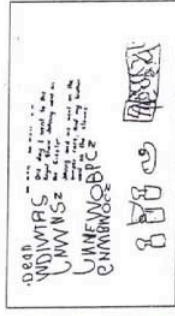
Phase 1: Preliminary Spelling

In this phase children become aware that print carries a message. They try to represent what they hear by writing letters or symbols. Their writing is not readable as an early form of written language. Their understanding of sound-symbol relationships has yet to develop. Children are fascinated by print and are constantly trying to explore the relationship between written and spoken words and between letters and sounds through emulating adults in role play of reading and writing.



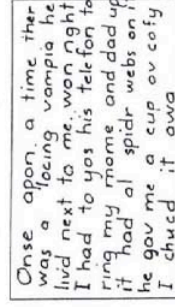
Phase 2: Semi-Phonetic Spelling

In this phase children show developing understanding of sound-symbol relationships. Their spelling attempts show some evidence of sound-symbol correspondence. They may represent a whole word with one or two letters. In this, as in all phases of development, children will be copying, reading and meaning words. Children at this phase are able to copy letter by letter.



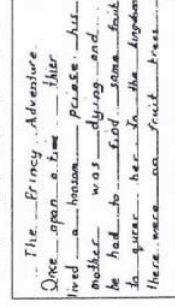
Phase 3: Phonetic Spelling

In this phase writers are able to provide an almost perfect match between letters and sounds. Letters are chosen on the basis of sound often without regard for conventional letter patterns. Spelling attempts are meaningful and becoming more like standard spelling. There is often evidence of self-constructed rules that may not conform to adult rules. Writers copy, recall and construct words according to their current understandings. They use rote recall for an increasing number of words.



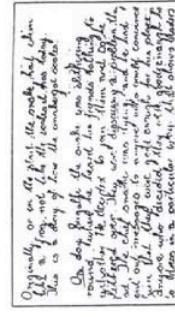
Phase 4: Transitional Spelling (from sounds to structures)

In this phase writers are moving away from heavy reliance on the phonetic strategy towards the use of usual and meaning-based strategies. They may still have difficulty recognising if a word 'looks right' but should be able to proof their known bank of words. Writing will show evidence of an increasing bank of learned words. To help writers at this point it is better not to emphasise phonics but to extend their repertoire of alternative strategies. This is a critical phase in the development of spelling. It is important that progress is carefully monitored so as to ensure that explicit teaching can be given as possible. If writers do not receive sufficient support they may not progress beyond this phase.



Phase 5: Independent Spelling

In this phase writers have become aware of the many patterns and rules that are characteristic of the English spelling system. They have spelling a new word they use a multi-strategy approach. They have the ability to recognise when a word doesn't look right and to think of alternative spellings. Spellers in this phase will have accumulated a large bank of known words that they can automatically recall. Independent spellers continue to use personal constructions when spelling unfamiliar words in draft writing. Independent spellers realise the importance of proof reading.



Key Indicators

- It is aware that print carries a message
- Uses writing-like symbols to represent written language
- Uses known letters or approximations of letters to represent a message to own symbols

Is confident to experiment with words

Major Teaching Emphases

Preliminary spellers need to be immersed in print. The environment should support the development of concepts of print and stimulate them to write.

- Develop an awareness of letter names
- Develop understandings of concepts of print
- Use correct terminology for letters, sounds, words and sentences

At all phases:

- Model writing in a variety of contexts
- Encourage students to reflect on their spelling strategies
- Encourage children to reflect on their understandings, gradually building a complete picture of the spelling system
- Ensure that all students have opportunities to write
- Encourage students to take risks and have a go at spelling words they need to write

- Chooses letters on the basis of sound without regard for conventional spelling patterns
- Writes out and represents all phonemic sounds in a word
- Develops particular spellings for certain sounds often using self-formulated rules

has a positive attitude towards self as a speller

Major Teaching Emphases

Phonetic spellers should be exposed to a wide variety of printed materials to provide data from which (at their own pace) they can draw their conclusions about spelling.

- Teach writers to look for visual patterns and common differentiating characteristics
- Teach writers to identify critical features of words (i.e. view of spelling with emphasis on (a) letters can represent different sounds, depending on context and place in the word (b) constant can be represented by more than one letter or letters)
- Teach writers to think about meaning as a strategy
- Continue the development of word banks by encouraging writers to generate alternative spellings in interesting words as they arise
- Introduce proof reading strategies

- Uses letters to represent all vowel and consonant sounds in a word, placing vowels in every syllable
- Writes out and represents all phonemic sounds of common letter patterns and critical features of words

Is willing to take risks and accepts responsibility

Major Teaching Emphases

Transitional spellers need to develop familiarity with many common patterns of spelling through reading, writing and specific spelling activities.

- Teach writers to focus on groups of words and generalisations about word patterns and to formulate rules
- Continue to emphasise visual patterns encouraging writers to focus on patterns and to classify words
- Focus on word meaning and word derivations as a guide to spelling, e.g. sign - signature
- Teach writers to think about meaning as a strategy
- Continue the development of word banks by encouraging writers to generate alternative spellings in interesting words as they arise
- Introduce proof reading strategies

See all indicators in the Independent Phase (page 94).
is aware of social obligations as a speller

Major Teaching Emphases

Independent spellers should be encouraged to accept responsibility for extending their spelling vocabulary. They should proof read all their written work, as they are now able to spell most commonly used words correctly.

- Focus on writing as a guide to spelling
- Teach writers to think about meaning as a strategy
- Teach writers to think about meaning as a strategy
- Continue the development of word banks by encouraging writers to generate alternative spellings in interesting words as they arise
- Introduce proof reading strategies

100 high-frequency words in phases

Phase Two

Decodable words

a	had
an	back
as	and
at	get
if	big
in	him
is	his
it	not
of	got
off	up
on	mum
can	but
dad	put (<i>north</i>)

Tricky words

the
to
I
no
go
into

100 high-frequency words in phases

Phase Three

Decodable words

will	see
that	for
this	now
then	down
them	look
with	too

Tricky words

he	you
she	they
we	all
me	are
be	my
was	her

100 high-frequency words in phases

Phase Four

Decodable words

went
it's
from
children
just
help

Tricky words

said	were
have	there
like	little
so	one
do	when
some	out
come	what

100 high-frequency words in phases

Phase Five

Note that some of the words that were tricky in earlier phases become fully decodable in Phase Five

Decodable words

don't	day
old	made
I'm	came
by	make
time	here
	saw
house	very
about	put (<i>south</i>)
your	

Tricky words

oh
their
people
Mr
Mrs
looked
called
asked
could

Next 200 common words in order of frequency

This list is read down columns (i.e. in the list, **water** is the most frequently used and **grow** is the least frequently used)

water	other	fast	air	use
away	food	only	trees	along
good	fox	many	bad	plants
want	through	laughed	tea	dragon
over	way	let's	top	pulled
how	been	much	eyes	we're
did	stop	suddenly	fell	fly
man	must	told	friends	grow
going	red	another	box	
where	door	great	dark	
would	right	why	grandad	
or	sea	cried	there's	
took	these	keep	looking	
school	began	room	end	
think	boy	last	than	
home	animals	jumped	best	
who	never	because	better	
didn't	next	even	hot	
ran	first	am	sun	
know	work	before	across	
bear	lots	gran	gone	
can't	need	clothes	hard	
again	that's	tell	floppy	
cat	baby	key	really	
long	fish	fun	wind	
things	gave	place	wish	
new	mouse	mother	eggs	
after	something	sat	once	
wanted	bed	boat	please	
eat	may	window	thing	
everyone	still	sleep	stopped	
our	found	feet	ever	
two	live	morning	miss	
has	say	queen	most	
yes	soon	each	cold	
play	night	book	park	
take	narrator	its	lived	
thought	small	green	birds	
dog	car	different	duck	
well	couldn't	let	horse	
find	three	girl	rabbit	
more	head	which	white	
I'll	king	inside	coming	
round	town	run	he's	
tree	I've	any	river	
magic	around	under	liked	
shouted	every	hat	giant	
us	garden	snow	looks	

Tables from: Masterson, J., Stuart, M., Dixon, M. and Lovejoy, S. (2003) Children's Printed Word Database: Economic and Social Research Council funded project, R00023406

Year 1 and 2 Common Exception Words

Year 1

the	they	one
a	be	once
do	he	ask
to	me	friend
today	she	school
of	we	put
said	no	push
says	go	pull
are	so	full
were	by	house
was	my	our
is	here	
his	there	
has	where	
I	love	
you	come	
your	some	

Year 2

door	gold	plant	clothes
floor	hold	path	busy
poor	told	bath	people
because	every	hour	water
find	great	move	again
kind	break	prove	half
mind	steak	improve	money
behind	pretty	sure	Mr
child	beautiful	sugar	Mrs
children	after	eye	parents
wild	fast	could	Christmas
climb	last	should	everybody
most	past	would	even
only	father	who	
both	class	whole	
old	grass	any	
cold	pass	many	