

ENGLISH POLICY



English Policy Document Status			
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'Love, Laugh, Learn'

Respect, Resourcefulness, Reciprocity (Teamwork), Reflectiveness, Resilience

At Wrockwardine Wood Infant School and Oakengates Nursery Federation we believe that the study of English develops children's abilities to listen, speak and write for a wide range of purposes, using language to learn and communicate ideas, views and feelings. It enables children to express themselves creatively and imaginatively, as they become enthusiastic and critical readers of stories, poetry and drama, as well as using non-fiction and multi-media to find out facts and answers to questions they have posed.

Our aims for the teaching and learning of English are to:

- enable children to speak clearly and audibly in ways which take account of their listeners
- encourage children to listen carefully with concentration in order to be able to identify the main points of what they have heard
- enable children to adapt their speech to a wide range of circumstances
- enable children to think creatively in response to a variety of stimuli
- develop children's interest in books so they can read for pleasure with enjoyment and talk about why they have enjoyed a particular book
- develop independent readers who can decode and use their comprehension skills to engage with a broad variety of text
- encourage children to become enthusiastic and reflective readers through contact with high quality texts
- enable children to use a range of reading cues (phonic, graphic, syntactic, contextual) and correct their mistakes
- enable children to understand the sound and spelling system and use this to read and spell accurately
- encourage children to have an interest in words and their meaning and a growing vocabulary
- help children to enjoy writing and to understand the purpose of writing
- develop a cursive, fluent and legible handwriting style
- enable children to read, write and use a range of texts, understanding the main features
- help children to plan writing by use of talk, drama, drawings or notes, and suggest ways to improve it
- develop children's technical vocabulary so they can understand and discuss reading and writing
- develop children's keyboard skills and computing skills confidently to compose and present work
- develop children's English skills across other areas of the curriculum

TEACHING AND LEARNING

We use the National Curriculum and the EYFS Curriculum to teach English.

Teachers use the National Curriculum, The Foundations of Literacy, Floppy's Phonics and the Letters and Sounds document for teaching and learning. This gives our literacy teaching a clear focus and direction which ensures continuity and progression for children from Nursery/Reception through to Year 2. We adapt our teaching to ensure we include exciting, stimulating activities aimed to motivate, inspire and actively engage children in their learning.

Our aim is to develop children's knowledge, skills and understanding in English and we use a range of teaching techniques including:

Direction e.g., to ensure children know what they are doing, to draw attention to points which will develop key strategies in reading and writing.

Modelling e.g., to teach letter formation and join letters, how to read punctuation using a shared text, how to use a dictionary.
e.g., modelling how to compose a sentence out loud, where to start writing, where to leave spaces and use a capital letter.

Scaffolding e.g., providing a framework to help children to understand the four steps required to write instructions.

Explanation to Clarify and Discuss e.g., when a particular style of writing is used (lists, notes) or how a sentence can be improved by adding adjectives or lengthening it to add an explanation.

Questioning e.g., in order to probe a child's understanding of a text, or to reflect on their writing and talk about ways it can be improved.

Initiating and Guiding Exploration e.g., to develop listening skills in very young children by asking them to distinguish between two familiar sounds or to predict rhyming words in a song.

Investigating Ideas e.g., to understand by discussing or exploring themes in fiction and non-fiction texts. (This may be linked to a curriculum area, eg science, RE).

Discussion and Debate e.g., to make children aware that people have different points of view and beliefs.

e.g. Philosophy for Children (P4C)

Listening, Responding and Assessment for Learning

e.g., to give children opportunities to talk about their work to other children and adults. Evaluate one another's work by saying what is good about it or helping one another to improve parts.

ENGLISH CURRICULUM PLANNING

Teachers should be aware of the content for their specific year group.

Long Term Planning

A flexible long term overview approach related to key skills and long term curriculum aims should be used.

Early Years Foundation Stage

The area of learning for *Communication Language and Literacy* is to be referred to for long term planning.

The strands referred to in this area of learning are as follows:

- Listening and attention
- Understanding
- Speaking
- Reading
- Writing

Key Stage 1

The strands of the National Curriculum are to be referred to for long term planning.

The strands are as follows:

- Reading – word reading
- Reading – comprehension
- Writing – transcription (spelling and handwriting)
- Writing – composition (sentence level work, vocabulary, grammar and punctuation)

Medium Term Planning

- The Medium Term planning grid should be used for both skills/concepts related to Literacy as well as through the topic plan where Literacy opportunities and skills through the thematic approach are identified.
- Within Medium Term planning a clear purpose and context should be defined and linked to long term overview.

Short Term Planning

- Clear and concise learning intentions linked to skills and purpose.
- Flexible timetabling – specific skills being taught and identified plus activities that will support this.
- Differentiation.
- Literacy activities identified with links to other curriculum areas identified.
- Clear success criteria identified.
- Short term planning should identify cross curricular links which is encouraged and should also demonstrate direct links to ICT.

SPEAKING AND LISTENING

We provide an environment where talk is valued and where everyone uses an appropriate voice when talking to each other. We recognise that the development of speaking and listening skills can take place in all areas of the curriculum. We recognise the importance of speaking and listening as a vehicle for all other learning and believe 'Talk Drives Learning'. By articulating thoughts children can clarify their thinking.

EARLY YEARS FOUNDATION STAGE

Communication, Language and Literacy has a high priority within all areas of learning and is taught through Language for Communication and Language for Thinking.

KEY STAGE 1 –Speaking and listening (see appendix 1)

Children should be taught to:

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play, improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication.

Teachers will:

- model the use of good language
- encourage children to listen carefully and respond appropriately
- encourage children to speak clearly so that the listener can hear and understand what is being said
- encourage children to answer open ended and challenging questions which require a more detailed response rather than yes/no answer
- consider the dynamics of a group so that all children will have the confidence to participate
- give children opportunities to talk in front of different audiences, in formal and non-formal situations
- encourage children to extend their vocabulary so they use new and interesting words/adjectives
- encourage children to extend sentences by adding more detail or an explanation

READING

Children come to school with very differing experiences of books and reading. We believe that phonics knowledge is taught as the main strategy for teaching early reading and that this begins in Nursery. We understand that provision of a wide range of meaningful interesting reading materials from the earliest stages is crucial. Through stories children come to experience a wide vocabulary in context and hear words and phrases which seldom occur in spoken language. Book language is a valuable source not only of new vocabulary but also of grammatically correct speech. Through stories children can be helped to hear the conventions of Standard English. Children will then use this rich language in their own speech and writing so:

- From day one pleasure and enjoyment of books and reading are shown to be of prime importance.
- All children take books home to share/read with their parents. All children learning to read are given decodable reading books that are “closely matched to pupils developing phonic knowledge and knowledge of common exception words to read in school and practise at home.
- Parents are encouraged to come into Nursery every day to look at the books and change sharing books with their children.
- We invite parents and carers into school every Friday morning to share a book with their child.
- Children in school are encouraged to change their own reading books when they have finished reading them at home and / or in school.
- Parents receive guidance on ways in which they can support their children with reading during induction week in Nursery and an induction meeting for new reception aged children.

- School provides workshops for parents with further guidance on ways to support their child with reading.
- Parents are encouraged to share in the recording of their child's interest and progress in reading through a reading diary.
- Further guidance is given to parents in their child's reading diary. **(See appendix 2)**
- Parents are asked to sign an agreement to support their children with their homework.
- In Nursery children are given a nursery rhyme and number rhyme to practise at home with their parents.
- In Year R children are encouraged to read and practise words every night with their parents (see homework policy). In the first stages of reading development children take a set of words home to play games. These words are linked to the phonic phase that the children are working in so that children are practising blending and applying the phonemes they are learning.
- In Year 1 and Year 2 children read and practise words and spellings each night (see homework policy). These words are either high frequency words or words linked to the phonic phase in which the children are working.
- Parents are encouraged to buy a reading bag when children start the Foundation Stage so that books are kept clean and dry. If a book is damaged at home the parent is asked for a donation towards the cost of its replacement.
- We promote a weekly "reading challenge" to encourage children to read at home with their parents. If a child has at least 4 or 5 comments in their reading diary from home each week, then their name is entered into a raffle in Friday's sharing assembly, with a chance to win a brand new book.
- Teachers regularly allocate books which are closely matched to their reading ability (colour coded book band) on "Bug Club" which children can access at home on a computer or tablet. For those children who cannot access "Bug Club" at home, teachers offer this opportunity in school.
- Children in Year 1 and 2 record reading comprehension activities in individual books to evidence their understanding of texts.

TEACHING

The teaching of reading **(See appendix 3)**

ASSESSMENT OF READING

- Teachers complete individual reading assessments of pupils decoding words and knowledge of tricky words. These are ongoing assessments which are completed at least each half term to inform future teaching and learning.
- Teachers complete a diagnostic assessment of a child's reading in the form of a 'Big Cat' assessment using an I-pad. This assessment enables teachers to assess children's ability to read a text, and to assess their comprehension skills. Information from this assessment is used to identify

- individual children's next steps and to decide if the child has the competencies to progress to the next band within our book banding system. This is a detailed assessment which is kept as evidence to show children's progress in reading and to plan for future learning.
- Within Key Stage 1, our school uses the 'STAT' Sheffield assessment approach for summative assessment to assess the children's knowledge, skills and understanding in Reading.
 - Teachers regularly assess individual pupil's phonic knowledge to track the progress children are making with their decoding and encoding of letters and sounds, using the words and captions in the Floppy Phonic's Planning, Assessment book.
 - An overview of these assessments for the class are saved on the workgroup under class assessments. Teachers update these assessments each half term.

DAILY SHARED READING

Shared sessions may involve sharing a big book to:

- Model how to use different strategies
 - Phonic knowledge
 - Word recognition and graphic knowledge
 - Grammatical knowledge
 - Use of context
- Listen to the stories and rhymes.
- Discuss the illustrations.
- Learn book vocabulary cover, page, illustrations, etc.
- Focus on reading from left to right.
- Look for long/short words.
- Stop reading when there is a full stop.
- Play a game to hold up their letter/word if they are holding the word the teacher points to.
- Identify initial sounds in words/rhyming words.
- Identify key words.
- Retell the story or rhyme
- A practical session, i.e. making some porridge.
- Recall their actions in sequence.

WORD RECOGNITION

The teacher works with children to build up the number of key words and letter sounds they recognise. The teacher models how to make sentences with words and read them. Children are asked to practice words as homework. Each child progresses through the sets of words at their own pace.

Words from the Decodable & Tricky word assessment are incorporated into daily/weekly planning across the curriculum to ensure children are given many opportunities to practise and consolidate their reading.

During the day children have opportunities to recognise and read their name. Drawers and coat pegs have clear labels. Children are also encouraged to look at equipment labels when making a choice of apparatus or equipment to use.

INDEPENDENT ACTIVITIES

Independent activities whilst the teacher is focusing on the teaching of reading may include some independent reading/writing and speaking and listening activities.

The following are just an example:

- Listening to a story on a CD, computer or tablet.
- Reading books with a friend.
- Word matching games for table and computer.
- Words hidden in sand/sawdust to sort according to initial/end/middle sounds.
- Sound discrimination games with objects in water or behind a screen.
- Shaving foam/paint/letters or patterns.
- Writing table – making cards, letters, books, labels.
- Tracing activities.
- Role-play area.
- Magnetic letters.
- Dry wipe boards.
- Words to sort according to initial/end/middle sounds.
- Handwriting patterns.
- Spelling games
- Reading comprehension

INDIVIDUAL READING

Listening to children read on a 1:1 basis allows them to practise and apply new skills. Volunteers and support staff can provide these extra opportunities especially when children do not get daily practise at home.

However the **teaching** of reading should be carried out by a teacher or skilled teaching assistant during guided reading. This will be carefully planned to ensure children are taught new reading skills to improve their reading.

GUIDED READING

Guided reading is an integral part of teaching children to read so:

- Each session is carefully planned in response to previous assessments and it has a clear teaching focus (**see appendix 4**)

- Children are given opportunities to read individually to the teacher applying the skills they have been taught at the beginning of the guided session.
- During the guided reading session, the teacher records observations on an individual guided reading assessment record to assess what strategies the children are using as well as their comprehension skills.
- The teacher will write in a child's reading diary to inform parents of how well their child is doing and what they need to work on next.
- Children should be taught reading skills through guided reading sessions at least twice a week in KS1

ROLE OF ADDITIONAL ADULT

During guided reading an adult will need to focus carefully on a small group of children so it is the role of the additional adult to ensure all other children are on task so they make excellent progress within the lesson.

PHONICS

We are determined that every child will read, regardless of their social and economic circumstances, ethnicity, language spoken at home, special educational need or disability. The school has a very rigorous and sequential approach to develop speaking and listening and teaching reading, writing and spelling through systematic phonics so:

- Daily sessions of 30 minutes per day are undertaken (**see appendix 5**)
- In Nursery Fred talk is embedded into the day to day curriculum.
- The *Foundations of Literacy*, *EI Bravo*, *Floppy Phonics* and the *Letters and Sounds* document is used to supplement activities and support small group work.
- Each class has a large THRASS chart which is used as a visual aid to help children to unlock the phonetic code.
- In EYFS and KS1 children are grouped according to the phase they are working within.
- Children are regularly assessed to ensure they are working within the appropriate phase.
- The correct letter formation is taught at the same time as the letter sound and that children are taught to sit correctly at a table, holding a pencil comfortably and correctly.
- Children are taught to join long vowel phonemes through phonic teaching.
- In year 1 a phonic screening check is carried out in June and the results are reported to parents in July.

CHARACTERISTICS OF AN OUTSTANDING PHONICS LESSON:

- Children make rapid and sustained progress.

- Teachers have consistently high expectations of all children.
- Teachers systematically and effectively check pupils' understanding throughout lessons, anticipating where they may need to intervene and doing so with notable impact on the quality of learning.
- The teaching of reading and writing is highly effective and cohesively planned and implemented across the curriculum.
- Consistently high quality marking and constructive feedback from teachers ensure that pupils make rapid gains.
- Good listening encouraged.
- Children given opportunities to apply skills.
- Children given opportunities to develop discrimination skills so they can identify between different /similar sounds.
- Children writing graphemes.
- Children being taught letter names alongside phoneme.
- Teachers demonstrate high quality expert teaching based on sound subject knowledge.
- Carefully planned and tightly structured lessons.
- Fast pace, praise and reinforcement.
- Active participation by all children.
- Careful attention to the correct pronunciation of sounds.

COMPREHENSION

We are determined that children will learn good language comprehension as well as good word recognition so they become competent readers. Children develop comprehension skills through high quality discussions with the teacher, as well as reading and discussing a range of texts.

We will do this by:

- talking with children.
- reading to children.
- teaching about words.
- teaching comprehension strategies using questions from all assessment focuses.
- Reading comprehension questions.

TEACHING

Teaching strategies to develop children's understanding (**see appendix 6**)

READING BOOKS

We use a structured reading scheme (Oxford Reading Tree), ensuring that all children learning to read are given decodable reading books that are "closely matched to pupils developing phonic knowledge and knowledge of common exception words to read in school and practise at home until the child has reached a certain level of competency. Then the child will read books from the Book Band system (**see appendix 7**)

READING RESOURCES

Each class has:

- colour coded boxes of reading books with a range of fiction and non-fiction
- a class selection of 'real books' which include fiction, information books, poetry and rhyme
- a CD player and headphones
- ipads and laptops
- phonic resources

BIG BOOKS

These are located in the corridors. The books have been sorted into genres and each teacher has a list of books which is kept in their planning file.

SPELLING, PUNCTUATION AND GRAMMAR

We acknowledge that children need to develop a range of skills in order to help them read, write and spell. Spelling in KS1 is taught following the National Curriculum guidance (see English Appendix 1 in the National Curriculum: English programmes of study).

Our aim is for children to become proficient in applying the skills of segmenting and blending in order to spell and read.

Early Spelling

There are two ways in which young children spell:

- by segmenting a word into its constituent phonemes
- by visually recalling the letters in a word

Developing SPAG

In order to be an efficient speller a child needs to:

- be able to segment words into component parts
- know which letters represent the phonemes in words
- be able to distinguish visually between words which are correctly spelt, ie wait not wate
- know the meaning of homophones, eg been and bean, so that they use the correct one in their writing
- recall, eg by mental image, by memorising or using a rhyme to order the letters of 'tricky' spellings
- know spelling conventions and rules, eg relating to doubling letters, prefixes and suffixes
- look for similarities in the spelling of words which are related, eg sign/signal.

RESOURCES

National Curriculum
Floppy's phonics
Letters and Sounds
THRASS charts
Jolly Phonics
Word banks

Computer Resources

Bug club
Espresso
Phonics Play
Spelling Bug
Literacy Shed

HANDWRITING

Children need to understand from an early age that much of their writing will be read by other people and therefore needs to be accurate, legible and set out in an appropriate way. Therefore we aim to help each child to develop a legible style of handwriting and to understand the importance of clear and neat presentation in order to communicate their meaning effectively. Correct letter formation is taught at the same time as phonics so that the children can form the letter sound they are learning from an early age. Through discrete handwriting sessions children are taught to sit correctly at a table, holding a pencil comfortably and correctly. Teachers act as good role models and model handwriting.

In order to achieve these aims children should be taught:

- how to hold a pencil
- write from left to right and top to bottom of a page
- start and finish letters correctly
- form letters of a regular size and shape ensuring ascenders and descenders are an appropriate size, using a cursive script
- put regular spaces between letters and words
- how to form lower case and upper case letters
- how to join letters

If children are encouraged to use the correct formation of letters from the beginning then the correct movements will later lead to a neat, legible style

Teachers will:

- ensure children use the correct pencil grip and apply the correct amount of pressure
- consider the child's posture and position of paper for both left and right handed children

- provide discrete handwriting practise when children can see a correct demonstration of how the letters are formed and later how joins are formed correctly
- ensure children are encouraged to start letters in the correct place to form a cursive script
- ensure children are introduced to and understand the language of writing terms such as top, bottom, left to right, curved, straight, line, join, diagonal, horizontal, ascender, descender (**see appendix 8**)
- use multi-sensory activities to teach letter formation
- teach children how to use a range of line-guides, sitting letters on the line
- show children how to form capital letters e.g. take their pencil off as they add each stroke

Resources for handwriting in each classroom:

- Selection of thick and thin pencils.
- Selection of different line guides.
- Individual whiteboards and pens.
- For individual learning programs handwriting patterns are used.
- Selection of tracing.

Reference books in the teacher resources:

- Developing Early Writing.

WRITING

Our aim is to develop children's cognitive skills, imagination and personal expression through a range of writing tasks. We encourage children to use clear, concise language with accurate punctuation and grammar in styles appropriate for the purposes.

We aim for every child to:

- enjoy writing
- to celebrate their writing in the writing galleries and star writer display
- become an enthusiastic and competent writer in all three elements – composing, communicating and secretarial
- understand that there are different forms of writing for different tasks and audiences
- develop knowledge of how language works

Each teacher:

- provides a rich environment to encourage an interest in writing, they read and discuss examples of the written word – stories, poems, instructions,

recipes, notes, labels, signs, a variety of text to include dual language signs and books

- follows the planning guidance to ensure coverage of the Early Years Foundation Stage Curriculum and National Curriculum
- values a child's writing at every developmental stage
- offers a range of purposeful writing activities
- supports every child so they develop their skills as writer
- models writing daily in a shared writing session

During the Early Years and Foundation Stage and Key Stage 1 children are given opportunities to write for different purposes/readers and use different forms of writing.

This range includes:

Writing for communication

- Write labels, captions, greeting cards, messages and letters.

To create imaginary worlds

- Plan and write a story using pictures, notes and story.
- Use a poem and change lines to create own poem.
- Write poems and limericks.

To organise and explain information

- Write non-fiction, recounts and instructions in sequence.
- Write notes and jottings.
- Write a report.
- Write questions.
- Write using flow charts and diagrams.

To explore experience.

- Write his/her own version of well-known story/rhyme.
- Write a recount of an experience.
- Write using a text as a structure.
- Write about personal experiences/feelings.

The Teaching of Writing

We have found shared writing is a powerful teaching strategy and the principal means of teaching writing. It is much more than merely scribing for pupils and writing down their ideas. It has an essential place in literacy teaching and a focused shared writing session is planned every day (**see appendix 9**)

We believe shared writing with a class is a helpful bridge between thinking and writing. It focuses attention on how written language sounds and is structured in order to:

- Transform speech into sentences.
- Select appropriate vocabulary – words and phrases.
- Choose from a range of connectives to sequence and structure the text.
- Use style and voice appropriate to the type of text, its purpose and audience.

Most shared writing sessions begin with a demonstration by the teacher, modelling how the text is composed, maintaining a clear focus on the objectives. The teacher thinks the process through out loud, rehearses the sentence before writing, making changes to its construction or word choice and explaining why one form or word is preferable to another. The children’s role is to listen carefully so they will be able to write a similar text themselves using shared ideas. Shared writing sessions enable the teacher to:

- work with the whole class to model, explore and discuss the choices writers make at the point of writing, demonstrating and sharing the compositional process directly
- make the links between reading and writing explicit by reading and investigating how writers have used language to achieve particular effects and by using written texts as models for writing
- scaffold some aspects of writing to enable the children to work independently
- focus on particular aspects of the writing process for example the importance of rehearsing sentences orally before writing them down
- introduce children to appropriate concepts and technical language as a means of discussing what writers do, then give children opportunities to explain what makes their work ‘a good piece of writing
- provide an essential step toward independent writing by helping children to understand and apply specific skills and strategies

During shared writing sessions we feel it is important to:

- identify specific text, word and sentence level objectives
- discuss the content and purpose of the writing, telling and re-telling to get ideas clear
- compose and rehearse sentences orally before writing them down
- constantly re-read to gain a flow from one sentence to another
- discuss any errors or improvements which can be made
- focus on the use of SPAG
- discuss and explain why one decision might be preferable to another
- pause during the writing to focus on discussion upon a specific objective but otherwise move the rest of the composition on quickly so that the children’s attention is not lost
- take suggestions from children of different ability so that any misconception can be dealt with sensitively, children may be identified who need further support within a focus group

- make the occasional deliberate error to hold children's attention and focus on common errors or an error related to the specific objective being taught

The importance of talk in planning writing

We believe that writing should start from talking. This discussion helps to focus on the content and purpose of their writing and to sequence their ideas on what they are about to write. Children should know and have rehearsed what they are going to write. Talking should be used to recall or invent the content of what is to be written so that the whole sequence is clear. Examples include:

- re-telling a story
- recounting a personal experience
- recount of a visit/outing/class activity
- talking about captions/photographs/illustrations
- repeating an instruction
- reading a letter/note/invitation out loud
- composing a letter/note/invitation out loud

Role play, puppets and drama sessions can be used extremely effectively to support talk in the planning of writing.

Further guidance and examples can be found in '*Developing Early Writing*'.

BOYS AS WRITERS

We are aware that boys may need extra motivation to enjoy reading and writing.

Research shows that children's reading of literature has a significant influence on their writing. When children hear a story read aloud they listen to the 'tunes' and rhythms of the texts, echo the pattern of language, recall the original language. This leads them to recall the language and create their own 'episodes' in the style of the original. Visual stimuli, video, drama, play and storytelling have been found to be extremely powerful in stimulating ideas for creative writing in boys and girls.

We have found that in order to motivate boys as writers the following need to be considered:

- good links between reading and writing
- oral work used as a prelude to most writing tasks and vocabulary explicitly taught
- differentiation so that some boys know there is an agreed minimum requirement accepted
- writing for a real audience, real purpose
- good use of writing frames
- writing tasks broken down into smaller steps

- feedback given on writing with something positive pointed out about the characteristics of the writing
- clear advice given on how to improve writing
- some boys show a preference for non-fiction reading/writing
- a balance is maintained between the development of secretarial/spelling skills and the focus on content, meaning and effect
- a balance between support and the challenge to write independently
- opportunities for writers to exercise choice as to the content and expression of their written work

Experience has shown that when boys in Reception and Year 1 have completed a piece of written work following a real experience, ie visit to Hoo Farm, visit from the firefighters, the writing has been exceptional in content and quality. In Year 2 boys enjoyed including some humour in their stories. They particularly enjoy researching and finding out about animals as a stimulus for writing. The choice of a character who is a boy/man or animal also inspires them to write with feeling.

CLASSROOM ENVIRONMENT

We believe a successful learning environment for English should include:

- children's own writing displayed and celebrated a piece of writing from **every** child
- opportunities for a range of writing experiences linked to other areas of the curriculum
- attractive and inviting role play, reading and listening areas
- frequent use of writing to communicate, eg through notes, reminders, list
- a writing table with opportunities to use writing in play activities
- adults (not only teachers) as role models who use writing explicitly in the classroom and around school, demonstrating and talking to children to explain what they are doing, e.g. writing notes in planning book, filling in names in the register, completing forms, writing directions, responding to children's work
- resources, wordlists, wordbanks which remind children of previous learning and provide checklists to support writing
- labels to read around the classroom
- a range of texts including fiction, non-fiction, poetry, comics, digital texts, plays etc.
- a creative and stimulating outdoor learning environment to develop children's English skills

FEATURES OF AN OUTSTANDING LITERACY LESSON

- Difficult ideas and skills are taught in an inspiring and effective manner.
- Assessment and teaching that enables pupils to play a strong part in making and recognising improvement in their work is likely to be excellent.

- All pupils engrossed in their work and make better than expected progress.
- Achievement very high.
- Teaching is consistently challenging and interesting stemming from excellent subject knowledge.
- Match to pupils' needs is sensitive and Learning Support Assistant (LSA) support learning very well.
- Feedback on work (both oral and marking) is well focused, diagnostic and helps pupils to see how to improve.
- Pupils are helped to judge the success of their work and to set future targets for improvement.
- Their understanding of new ideas is checked in a range of ways.
- Lively, engaging, carefully planned blends of approaches that direct children's learning purposefully and encourage all children to be involved.
- Progress throughout the lesson is monitored and the children know how to improve as a result of regular and constructive feedback.

INCLUSION/SPECIAL EDUCATIONAL NEEDS:

All children, including those with individual needs, thrive when quality first teaching is in place. Quality Inclusive teaching is maintained by:

- Setting suitable learning challenges.
- Responding to pupil's diverse learning needs.
- Overcoming potential barriers to learning and assessment.
- The Special Educational Needs & Disabilities Co-ordinator (SENCO) is available to advise teachers on the best strategies and resources to achieve this.

However some children may require additional provision. Teacher assessment is reviewed by the literacy team/Assessment co-ordinator and the SENDCo to identify those children who are achieving below Age Related Expectations in literacy or not making expected levels of progress. For those children identified a range of intervention strategies can be put into place, whilst working closely alongside parents and where appropriate outside agencies. Additional support will be detailed in the school's provision map and its effectiveness will be reviewed as part of the process.

For further information see the SEND policy.

ENGLISH AS AN ADDITIONAL LANGUAGE

We plan and deliver the English curriculum giving careful consideration to children with EAL. Teachers work closely with colleagues from the Schools Multicultural Development Service.

ASSESSMENT

Children will be assessed against the programmes of study for English (**see appendix 10**)

BOOK BAND READING ASSESSMENT

The teacher will complete a diagnostic assessment of a child's reading in the form of a *running record* to determine whether a child is competent to move from one book band to another. This is a detailed assessment which is kept as evidence to show children's progress in reading.

Early Years Foundation Stage Assessment

- Children's progress is tracked on individual profiles
- Individual profiles inform the Early Years Foundation Stage Profile scores
- Each term in EYFS the ages and stages for all areas of Communication, Language and Literacy are recorded for each child.
- Judgements are made through formal and informal observations of the children.

EYFS and KS1

Frequent on going assessments are made to inform future planning:

- rhyme and alliteration.
- phonic phase blending and segmenting.
- number of key words recognised.
- reading colour band.
- guided reading records.
- Individual reading diary.

PHONIC SCREENING CHECK

The phonics screening check is a short, simple assessment to make sure that all pupils have learned phonic decoding to an appropriate standard by the age of 6. All year 1 pupils in maintained schools, academies and free schools must complete the check in June.

The phonics check will help teachers identify the children who need extra help so they can receive the support they need to improve their reading skills. These children will then be able to retake the check in year 2.

The check comprises a list of 40 words and non-words which the child will read one-to-one with a teacher.

Key Stage 1 Assessments

In Y1 and Year 2 children will be assessed against milestones for reading & writing **(see appendix 11)**

At the end of KS1 teacher assessments supported by tasks and tests will inform final judgements for the key stage.

EARLY LITERACY SUPPORT

By the first half term of the autumn term Year 1 teachers need to identify a group of four children to target for early learning support. These will be children who are assessed to have potential to make good progress if targeted with extra support from a teaching assistant. The teacher plans a programme of support to include a combination of:

- Phonic work and games.
- Rhymes.
- Group reading.

The targeted group work with the teaching assistant for a minimum of three extra sessions a week.

ROLE OF THE SUBJECT LEADER

Subject leaders will:

- Provide support for colleagues in the implementation of English across the school and ensure all staff are kept up to date with current developments and thinking in English.
- Monitor through lesson observations and book scrutiny's on a half termly basis. This will highlight specific areas to support school development.
- Analyse school data which will inform pupil progress and moderation meetings.
- Analyse completed SATs and phonic screening checks in the summer term to inform school development.

RESOURCES

- Letters and Sounds
- Floppy's Phonics
- Developing Early Writing
- Spelling Y2/Y3
- Grammar for Writing
- Story Telling Pack – Pie Corbett books and tapes
- Talk for Writing resource
- Read /Write Inc resources
- Support for Spelling materials

MONITORING

The School Leadership team and the subject leaders for English carefully monitor children's progress in English. Extra support is deployed for underachieving children such as:

- Early Literacy Support.
- Extra reading with volunteers
- Extra reading with teaching assistants during the school day.
- Learning Mentor Programme.
- Individual learning programmes.

OTHER POLICIES THAT NEED TO BE READ

Assessment and Target Setting

Responding to Children's Work

Teaching & Learning Policy

SEND Policy

Equality Policy

APPENDICES

APPENDIX 1

A typical teaching sequence for speaking and listening will look like this:

1. Teaching objectives – make explicit to the class.
2. Provide a relevant example/model and use in class/group investigation or discussion that will engage learners.
3. Identify purposes, outcomes, success criteria, ground rules and key language conventions.
4. Set an activity, task or key question that enables pupils to rehearse and explore the objective collaboratively and independently in a supportive context.
5. Reflection and review (plenary), refocusing on the objective(s).

Resource

Teaching for Progression Speaking and Listening www.education.gov.uk



APPENDIX 2

Pink Band

Books with pink stickers are being brought home at the moment and they will have some of the following characteristics:

- Natural language that resembles how children speak
- Short, simple texts about familiar things
- Repetitive sentences including commonly occurring words
- Illustrations that help children predict the story line
- Reasonably large print size with clear spaces between words
- Fully punctuated text which is usually in the same position on each page

At home you can help your child to:

- Find the title
- Turn the pages appropriately
- Understand that the left page comes before the right
- Understand that we read print from left to right
- Look at the illustrations to see what is going on/predict the story line
- Point to words as you read them together
- Find familiar words
- Guess unfamiliar words by looking at the first letter
- Develop understanding by talking about the story
- Listen to what they are reading to check it makes sense

Red Band

Books with red stickers are being brought home at the moment and they will have some of the following characteristics:

- Highly predictable texts about familiar things
- Repetitive sentences/phrases including commonly occurring words
- Language which is short, clear and straightforward following children's speech patterns
- Illustrations which help children predict the story line
- Simple story development in fiction texts
- More than one source of print information in non-fiction text, eg boxed text, diagrams
- Reasonably large print with obvious spaces between words
- Full range of punctuation

Blue Band

Books with blue stickers are being brought home at the moment and they will have some of the following characteristics:

- Sentences of different lengths, patterns and content
- More lines of text on page, sometimes up to 6 or 8 lines
- Stories with a number of events
- Non-fiction texts including some technical vocabulary
- Pictures which support the story line rather than conveying precise meaning closely

At home you can help your child to:

- Solve new words using a range of clues, eg illustrations, sounding out, what would make sense, comparison with known words
- Talk about the text to ensure precise understanding

Green Band

Books with green stickers are being brought home at the moment and they will have some of the following characteristics:

- Varied and longer sentences
- Little or no repetition of phrases
- More varied and larger number of characters involved
- Events which are sustained over several pages
- May have larger number of words on page
- Less familiar/technical vocabulary used
- Illustrations which provide only moderate support for the text

At home you can help your child to:

- Read fluently with attention to punctuation. Scan ahead, not reading word by word
- Solve new words by using how words look and also what would make sense in the sentence
- Discuss and interpret character and plot more fully

Orange Band

Books with orange stickers are being brought home at the moment and they will have some of the following characteristics:

- Stories of a longer length

- More print than pictures
- Illustrations which support overall meaning of text rather than event by event
- More literary language used, eg Long ago and far away lived a princess
- Sentence structures which are more complex – use of adjectives, adverbs etc

At home you can help your child to:

- Get started without relying on illustrations. The written text will begin to conjure up pictures in their minds
- Read longer phrases and more complex sentences
- Attend to a range of punctuation
- Search for and use familiar syllables within words to read longer words, eg –ing, -ed
- Cross-check information from meaning, sentence structure and print to read accurately and fluently
- Read “between the lines” eg Why do you think she did that?

Turquoise Band

Books with turquoise stickers are being brought home at the moment and they will have some of the following characteristics:

- Elaborated episodes and events
- Extended descriptions
- More use of literary language
- May have full pages of print
- More unusual and challenging vocabulary
- Illustrations which provide a lower level of support in fictional texts
- Non-fiction texts which contain longer, more formal sentences

At home you can help your child to:

- Talk about what they might expect to find in the book, eg the key features of a fairy tale, information book
- Talk about the story or information with reference to key sections of the text, eg “I know, the character is kind because it says here and later on it says”
- Use the punctuation to read with good expression and fluency
- Tackle more complex words, eg by breaking the word up, looking for known patterns etc

Purple Band

Books with purple stickers are being brought home at the moment and they will have some of the following characteristics:

- Sentence structures which are longer and more complex
- Story plots which are developed and becoming more complicated
- Some books will have characters for more sustained reading
- Characters who are distinctive and developed
- Widening vocabulary and range of terminology
- Non-fiction texts which cover an increasing curriculum range, eg science, history

At home you can help your child to:

- Look at the text and predict what it might be about, how it will be set out, etc
- Read silently or quietly at a more rapid pace, taking note of punctuation and using it to keep track of longer sentences, eg say – read the next two pages and then we'll talk about it
- Solve more unfamiliar words on the run, eg remind them before reading about the things they can do if they come across an unfamiliar word – sound out, read on, what would make sense, break it up

Gold Band

Books with gold stickers are being brought home at the moment and they will have some of the following characteristics

- Sentence structures which are longer and more complex
- Story plots which are developed and becoming more complicated
- Some books will have chapters for more sustained reading
- Characters who are distinctive and developed
- Widening vocabulary and range of terminology
- Non-fiction texts which cover an increasing curriculum range, eg science, history

At home you can help your child to:

- look at the text and predict what it might be about, how it will be set out, etc
- read silently or quietly at a more rapid pace, taking note of punctuation and using it to keep track of longer sentences, eg say- read the next two pages and then we'll talk about it

- solve most unfamiliar words on the run, eg remind them before reading about the things they can do if they come across an unfamiliar word – sound out, read on, what would make sense, break it up

White Band

Books with white stickers are being brought home at the moment and they will have some of the following characteristics:

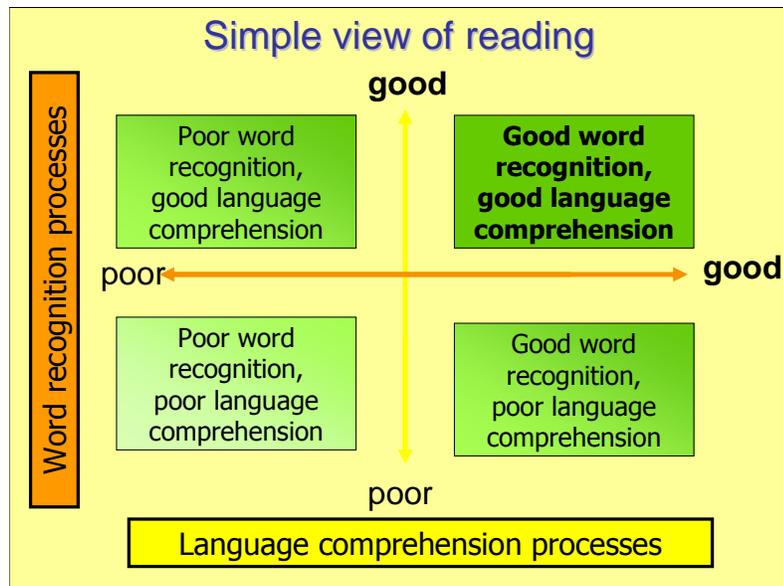
- Different types of books both fiction (fairy tales, fables, different cultures) and non-fiction (instructions, reports, information books)
- They may have chapters and sub-sections
- Sentences may be longer and more complex
- Characters may be more developed and express different points of view
- Information may be implied rather than explicit – children will need to ‘read between the lines’
- Technical and wider vocabulary is used

At home you can help your child to:

- Read silently – talking about it after short sections to check understanding and discuss possible interpretations
- Return to longer texts after a break by helping to recall what has happened so far
- Search for and find information – helping with contents, index, scanning for key words, etc
- Talk about new vocabulary and precise meaning
- Express opinions on what has been read, eg I liked it when because.....

APPENDIX 3

TEACHING READING



Reading comprehension is the product of two inter-related, but very **distinct, dimensions**; word recognition and language comprehension. This is known as the simple view of reading. The four elements of the searchlights model have been subsumed into the 2 dimensions this **simple view of reading**:

Word recognition – encompasses phonic knowledge, word recognition and graphic knowledge. ***Recognising the words!*** Learning includes:

- Phonic knowledge (sound and spelling).
- Fast and automatic phonic decoding.
- Recognition of whole words and morphemes (smallest unit of meaning – ed, ing, un).

Language comprehension – is language awareness, vocabulary, knowledge of grammar - whether the words are *heard* or *seen*. ***Understanding the meaning!*** Reading comprehension involves:

- Grammatical knowledge.
- Predictions from knowledge of syntax to make sense of strings of words, identifying sense-making syntactic boundaries in sentences, and reading with fluency and expression appropriate to the text.
- Using knowledge of context .
- Making predictions from context to aid comprehension.

The word recognition element is time-limited. Language comprehension is a life-long process.

This becomes clearer when we think of learners in each of these four areas:

- Good language comprehension, poor word recognition – possible dyslexic tendencies(?).
- Poor language comprehension, poor word recognition – ☹.
- Poor language comprehension, good word recognition – EAL? (Proficient decoding skills but insufficient experience of the English language, ie 'keep your eye on the ball', raining cats and dogs', etc.).
- Good word recognition, good language comprehension – ☺ where we want all children to be!

APPENDIX 4

GUIDED READING

TEACHING SEQUENCE

Book Introduction

Set a purpose for the reading with reference to learning objectives. Talk about genre/text type. Make connections to prior reading or previous session. Skim over text to gain overview before reading.

Strategy Check

Discuss strategies, making explicit reference to strategies children will use to help them decode and comprehend what they are reading. Encourage pupils to explain to each other how they will read new/unfamiliar words. Beginner readers will be prompted to use their developing phonic knowledge. Developing readers should be prompted to use comprehension skills; skimming, scanning, re-reading; checking for organisational features, etc. Also highlight any difficult vocabulary or choice of words by the author.

Independent Session

Children read independently either in a "soft" voice or silently while the teacher moves round the group listening to individuals reading a short extract. Questions may be asked or focus given to particular teaching points to deepen understanding. **Praise** should be given for use of appropriate strategies.

Return to the Text

Whole group consideration of text, reviewing the use of particular strategies, revisiting questions asked at the start of the session and encouraging the children to identify issues to be discussed or clarified.

Respond to the Text

Allow children time to respond to the text, develop and justify their opinions and explore personal preferences. Follow up tasks may be set, to be completed before next reading session.

APPENDIX 5

TEACHING IN A DISCRETE PHONICS SESSION

Introduction Objective and criteria for success	
Revisit and review <ul style="list-style-type: none">• Practise previously learned letters/graphemes.• Practise oral blending and segmenting?	
Teach <ul style="list-style-type: none">• Teach a new letter/grapheme.• Teach blending and/or segmenting with letters from previous weeks.• Teach blending and segmenting adjacent consonants (Phase 4).• Teach one or two tricky words.	
Practise <ul style="list-style-type: none">• Practise reading and/or spelling words with the new letter/grapheme.• Practise segmenting and spelling words with a new grapheme/adjacent consonants(stage 4).	
Apply <ul style="list-style-type: none">• Read or write a caption (with the teacher) using one or more high frequency words and words containing the new letter/grapheme/adjacent consonants.	
Assess learning against criteria	

APPENDIX 6

STRATEGIES TO DEVELOP CHILDREN'S UNDERSTANDING OF TEXTS

Questioning

It is essential that pupils have the opportunity to interact and engage with texts and move beyond literal comprehension. They need to consider questions that require them to deduce, infer, justify and evaluate.

Literal questions: repeating directly, or in own words what the text says
e.g. Can you tell me what happened when/where/who? What are the main points in this non-fiction text?

Inferential questions: reading between the lines, drawing out conclusions which are based on, but go beyond, the information given in the text e.g. Will Robbie stay or leave and what makes you think this?

Deductive questions: drawing conclusions from the information given throughout the text e.g. Explain ... using two or more points to justify this. Where does it imply that?

Justification: finding evidence in the text to justify response e.g. What in the text makes you say that?

Evaluative questions: making critical judgments relating to the text e.g. Is this a successful piece of persuasive writing? What makes you think that? Does this passage succeed in creating suspense? Why/How?

Discussion questions and statement prompts

- What makes you think that?
- What do you think?
- What words give you that impression?
- How do you feel about...?
- Can you explain why...?
- Do you agree with ...'s opinion?
- Do you like the bit where...?
- I wonder if...
- Is there anything that puzzles you?
- I'm not sure what I think about... I wonder what the writer intended...
- This bit reminds me of...
- I would hate to have that happen to me - would you?
- I like the way the writer has...
- Are there any patterns you notice (e.g. familiar story structure, images) ?
- I wonder why the writer has decided to...

Prior knowledge activation

Activation of prior knowledge can develop children's understanding by helping them see links between what they already know and new information they are encountering.

- Brainstorming around the title, chapter heading, picture on the front cover (these can be written, oral or drawn).
- Word association chain around key word in title or an image in the text.
- Ask for memories around key word in title or an artefact (this reminds me of ... it makes me think of).
- Filling in a mind-mapping, concept mapping or other grids/proforma (e.g. the first column of a KWL grid).

Prediction/group prediction

The children read the text a section at a time as they do so the teacher encourages them to explain what is happening, predict what will happen next, predict how it will end, revise their earlier predications in the light of new evidence found in the text. This can be oral, or children could make written predictions/revisions in a reading journal.

Constructing images (visualising, drawing, drama)

During and after reading children can sketch what they see, undertake freeze frames of key moments in a story and make models based on the text .e.g. creating the Borrowers living room in design and technology sessions.

Summarising

- Model skim reading a text. Then encourage skim reading or rereading and ask for oral summaries.
- Go through a text paragraph by paragraph highlighting the key sentence/sentences in each .
- Children can be asked to write brief summaries at the end of each chapter outlining key events and further insights into character and plot.

Talk to Author or characters

A text is provided (with wide margins). Questions to the author are written in the margin, for example 'Who was this? Why did this happen?' The teacher models the process initially and then the children try.

Reading Comprehension evidence in English books

Comprehension provides pupils with an opportunity to reflect upon and respond to text; it also provides teachers with useful information about pupils' thinking processes and comprehension as they interact with text. It also offers opportunities to develop a written response to a text.

Format of reading journals may vary. It may depend on age and experience of pupils or the approach of the teacher.

A journal could include:

- A set of personal goals for reading .
- A list of texts read with commencement dates.
- Thoughts or feelings, recorded in response to reading.
- Drawings of setting, characters or events.
- Phrases or words that have excited or puzzled the reader.
- Suggested changes the reader would have made if they had been the author.
- Comments on characters, illustrations, diagrams, layout or language used.
- Glossary of technical terms with their meanings.

It is important that both teachers and children understand the purpose of journals. They can be shared in whole class time or group time. Journal work can also provide purposeful homework activities.

Story bags and maps

Children use pictures from story bags to retell a known story or to create an original story. Story maps can be used to help children plan a story.

Structural organisers

Recognising the structure of non-fiction texts and then mapping the content in different ways. Draw a diagram, grid, flow chart etc to show information e.g. life cycle of a butterfly.

Character development

Imaging how a character might feel; identifying with a character, charting the development of a character over time in a longer text. There are many strategies that require children to make explicit response to and knowledge of a character. These include:

- Feeling graphs or maps showing how emotions develop throughout the story.
- Hot seating.
- TV interviews. Compile a list of questions to ask if you were to interview the character.
- Drawing characters and surrounding the drawing with phrases from the text .
- Writing thought bubbles for characters at key moments in the text when they don't actually speak.
- Relationship grid with each character listed along the top and down the side. Each cell represents a relationship to be explored .

- Speculating on actions and motives e.g. asking why did, what if?
- Character emotions register. This involves creating a 5-point emotions scale with pupils for the possible range of reactions at certain specific points in the story (for example from 'mildly irritated' to 'incandescent with rage'). Pupils then rate characters on the scale.

Identifying themes/information

- The author's chair - Child takes on role of the author, answering questions about the book and justifying what 'they' have written.
- Draw strip cartoon/story board identifying 4/5 main points from story or information.
- Highlight words, phrases which link together to build a picture of character or mood, or setting and so on.
- Write a blurb for the book.
- Identify facts and opinion and consider how they are woven together - highlight facts in red, opinion in blue.

Reading for multiple meanings

- Rank characters according to criteria e.g. most powerful to least powerful, kindest to meanest.
- 'The roles we play'. In an outline character shape pupils record all the different roles they play in a story - e.g. daughter, friend.
- Identify and discuss any differences or additional information to be found between text and illustrations .
- Give the text only or pictures only from a multi-layered picture book and ask children to tell the story/read the prose story before reading the complete book. Discuss any changes in their perceptions and responses. Any changes?
- Retell a scene from the point of view of a minor character within it .
- Justify the actions of a 'villain'.
- Problem solving. Stop at the point where a character faces a problem or dilemma. List alternative suggestions from the group. Consider the consequences of each suggestion. Arrive at a group decision.

Looking for/challenging a consistent point of view

- Genre Exchange - ask children to transpose something from one written genre they have just read into another written genre.
- Criteria rating certain scenes at a crucial point - mostly likely to happen/least likely to happen, mostly likely to be true, least likely to be true.
- Story comparison charts. Several versions of a story are read (e.g. Cinderella tales) and a comparative chart is completed.

Relating texts to person experiences

- Say what they would have done at certain points in the story.
- Chose the funniest, scariest, most interesting moment from a story or information book. Justify their choice.
- Response journals (ongoing throughout the reading of long books)
- Relate to other books by same author or on same topic, read by the group or individual. Discuss similarities or differences.

Preview vocabulary

The teacher provides a list of words relating to the book/topic. The meanings of the words are then discussed before reading.

Building banks of new/interesting words

As children read they mark or note on post-it notes or in vocabulary journals any new words/words they are unsure of. After reading the group discusses ways of working out the meaning.

Why did the author decide to use the word whispered instead of said - or raced instead of ran? Discuss and record choices of words made by the author.

Making dictionaries and glossaries

Children can find words whose meanings are unclear e.g. technical words, dialect words, slang and so on. They then investigate the meanings and create text specific dictionaries or glossaries.

APPENDIX 7

Reading Bands

Book Band	Colour	Benchmark Books
1		The Amazing Race - <i>Sunshine Spirals</i> The Farm Concert - <i>Story Chest</i> Cat on the Mat-Brian <i>Wildsmith</i>
2		Brown Bear, Brown Bear <i>Bill Martin</i> The Giant's breakfast
3		The Rope Swing <i>ORT</i>
4		Dear Zoo <i>Rod Campbell</i> How the Geese Saved Rome <i>Story steps</i>
5		Not Know Bernard <i>David McKee</i> Grandpas Lemonade- <i>Storytellers</i>
6		The Kick-a-lot-Shoes - <i>Story Chest</i> Mr Magnolia- <i>Quentin Blake</i>
7		Frog and Toad are Friends – <i>Arnold Lobel</i> The Red Planet <i>ORT</i>
8		The Wind Blew- <i>Pat Hutchins</i> A Big Ball of String- <i>Collins</i>
9		Rosie's Babies- <i>Martin Waddell</i> Codes and Signals- <i>Cambridge reading</i>
10		<i>Dogger</i> -Shirley Hughes
11		
12	FREE	

APPENDIX 8

Children will be taught the movement of each of the four letter families.

1	Long ladder (down and off in another direction)	<i>l, i, j, t, u, y</i>
2	One armed robots (down and retrace upwards)	<i>b, h, k, m, n, p, r,</i>
3	Curly caterpillars (anti-clockwise round)	<i>c, a, d, e, g, o, q, f, s</i>
4	Zig Zag letters	<i>v, w, x, z,</i>

JOINING

When children have mastered the correct letter formation of individual letters they should be taught to join e.g. join long vowel phonemes

GOOD PRACTICE

1. Correct posture should be encouraged, feet flat on the floor with body upright
2. Paper placed at a comfortable angle
3. Ensure adequate space so children's elbows don't touch
4. Correct light in order to see without eyestrain
5. Pencil grip should be firm but relaxed
6. Handwriting sessions should be short but regular

LEFT HANDED PROVISION

Left-handed children always sit on the left side of right-handed children, so their elbows don't bump and jog each other. They are encouraged to find a comfortable orientation for their paper, usually slightly to the left of centre of their body, and to have their fingers about 1.5 cm from the point of their pencil.

PROGRESSION IN HANDWRITING

Foundation Stage (Nursery)

Some children enter Nursery with an understanding of making marks as 'writing'. Some have had experience at home of using crayons, chalks, pens and pencils. The children are introduced to the early stages of writing and are given opportunities to 'scribble' using a range of mark making tools. Writing behaviours

are encouraged by adults modelling and supporting children to make left to right continuous writing movements across paper, in the shaving foam, finger paint, using brushes and water, etc.

In order that children can eventually acquire a legible, fluent and fast handwriting style they need to develop skills including:

- Good gross and fine motor skills.
- A recognition of pattern.
- A language to talk about lines, shapes and movements.

In order to develop gross motor skills, activities are planned which develop good posture and balance, ie PE and dance, climbing, cycling, gripping things safely, building with large scale constructional kits, painting using large free flowing movements. To develop fine motor skills activities are planned to improve hand/eye co-ordination, ie threading beads, jigsaw puzzles, building with table top apparatus, small construction kits, painting, clay and playdough shapes, etc.

Children are helped to grip thick pencils correctly to trace along tracks and to form letters in their name. A range of marking tools and activities to develop gross and fine motor skills are planned each week both as part of 'busy time' and 'small group' activities, By the end of their time in Nursery children should be able to write their first and surname, correctly forming the letters.

Foundation Stage (Reception)

At the beginning of Reception teachers model the correct formation of letters during daily shared writing sessions. Children are supported in tracing over or copying the letters in their name. They are shown where to start each letter. Children's name cards have a red dot to indicate the starting position.

An exciting range of multi sensory activities are planned to develop fine motor skills and the correct orientation of individual letters. Children are shown how to use tracing and pattern cards correctly. By the end of their time in Reception all children should be able to form letters correctly using the correct sequence of movements (The Early Learning Goal). Above average children able to use a wider guide line correctly.

Year 1

At the beginning of the day the children do their handwriting practise each morning between 8.50am – 9.00am. They practice letter formation patterns and link this to the spelling of key words from the spelling list they are working on. Correct letter formation is taught through shared writing and when the group is working with the teacher on a focus writing task. Children use line guides of the appropriate width to practise making capital and lower case letters the correct size and formation.

It is expected that the above average group of writers in Year 1, who are forming letters correctly, should be ready to start on the four basic letter joins and develop a joined style by the end of Year 1. Other children should be able to form all lower case and upper case letters correctly. Individual targets are set for children to develop their handwriting skills throughout the year.

Year 2

During the first term attention is drawn to the formation and size of upper and lower case letters. Children who are forming letters correctly then start on the four basic joins. Children are given appropriate line guides to work on. Handwriting is taught in class sessions and during shared writing sessions. It is consolidated when working as a focus group with the teacher. Individual targets are set for children.

APPENDIX 9

Children are encouraged to use 'talk' to aid their writing. They are encouraged to speak in sentences out loud and to rehearse their sentences orally before writing. Planning their sentences out loud, recording their sentences on a tape recorder or using a planning aid (cubes, planning sheet or language master) can help children remember the sentence they have composed.

There are different approaches to teaching writing

Modelled writing

The teacher or nursery/teaching assistant demonstrates an aspect of writing to support the development of an individual learning focus.

Shared writing

The adult and children interact in the modelled writing process.

Guided writing

The teacher works with a group of the same ability and supports, challenges and develops each child's writing whilst encouraging independence.

Sustained writing

The writing is expected to be completed within an allocated time. The focus is on independence, concentration and perseverance. This is usually a task to see if children can apply a range of skills to their writing.

Extended writing

The children independently develop and improve a piece of writing with specific objectives.

Independent writing

The children can access support through dictionaries and word lists.

Unaided writing

Children write without special support. This is used for the purpose of assessment.

PROGRESSION IN WRITING

WRITING IN NURSERY

Develop gross motor skills to improve posture and balance by:

- Activities which involve making large circular movements during dance and movement.
- Activities which involve moving the body and arms drawing straight, downward movements in the air.

The teacher and Nursery assistants create an environment which promotes and encourages children to write. They provide purposeful and real experiences which encourage writing, eg

- Writing messages in greetings cards
- Appointment cards for the doctors/dentist
- Making shopping lists.

All children's early attempts at writing are valued and encouraged and teachers respond to children's writing positively and respond in writing.

WRITING IN RECEPTION

During guided writing sessions the teacher will work with children in groups of two or four to improve their writing.

Writing always starts with a stimulus, e.g. Educational visit, retelling a story, talking about an exciting event, etc. Children have an illustration or photograph to refer to.

For children who are in the early stages, making marks and squiggles

- the teacher draws attention to letters in writing during shared writing.
- Then when working with them individually or within a group encourages them to look at an alphabet line and write letters, starting at the left hand side of the page and writing across.

The teacher helps children to give meaning to the writing by using carefully phrased questions such as:

- "What does your writing say?"
- "Can you tell me what Snow White is cooking for Grumpy's tea?"
- "Is that what your writing says?"
- "That's a lovely sentence! You have remembered to use different letters in your writing and I've helped you to write across the page and how to start a new line of writing."
- "Would you like me to write in 'book writing' underneath?"

The teacher then draws attention to her 'book writing', ie leaving spaces, Snow starts with S, full stop at the end.

As children gain confidence writing strings or groups of letters and giving their writing meaning the teachers will ask them to join in with 'book writing' perhaps by writing a key word, ie is/to or writing the first letter of the word.

As stated earlier *Letter and Sounds* is used daily to develop the necessary skills for writing. In order to take children on further with their writing development they need to be able to recognise some key words and also to hear and distinguish sounds at the beginning and end of words. When they start to hear initial and end sounds then during small group guided writing the teacher will encourage them to:

- compose the sentence they want to write
- say the sentence out loud

The teacher then supports the child by helping them to remember the sentence and to draw attention to:

- key words on the velcro boards which children can read and now need to spell correctly, ie and, the, went, snow white
- encourage children to make phonic attempts at other words

The teacher then helps children to **read** their sentence out loud to help work out the next word to write.

Supporting children during guided writing is extremely intensive work because each child in the group will have composed a different sentence which has meaning to them personally. So the teacher is required to remember these in order to support individuals. The teacher focuses on all strands of writing during this time:

- composition and effect
- grammar, correct sentence structure
- handwriting, correct letter formation/size. teacher will model to show child.
- punctuation
- key spellings and where they can find them on the velcro board or word bank in the classroom.

Teachers in Reception are aware of the progression of the developmental stages in writing. Frequent moderation meetings to assess writing in different year groups allows teachers to discuss the writing of individual children and to look at next steps for them.

WRITING IN YEAR 1

In Year 1 the teachers support groups of four children in the same way. Focused phonics teaching, word level and sentence work all impact on the imaginative retelling of a story. Children are expected to have a growing number of key words spelt correctly. In Year 1 they are asked to go back to a piece of writing, find the misspelt word on their wordbank and write the correct spelling. Again this group work is intensive with teachers modelling:

- the size of letters

- sitting letters on the line guide
- clear ascenders/descenders
- correct spelling of key words
- size, position of full stop on the line guide
- reasons for capital letters
- ways to extend sentences to make them more detailed and interesting.

EXPECTATIONS

- For above average children in Year 1 teachers need to plan for children to work at greater depth
- Children with good letter formation should start using a narrower line guide and then to join writing in the first or second term
- By the end of Year 1 it is expected that all lower achieving children should be able to write a simple sentence independently.

WRITING IN YEAR 2

In Year 2 teachers support lower ability and special needs children in the same way as Reception and Year 1 but there is a need for children to have strategies to help them work independently. Teachers encourage children to use planning aids to plan and write sentences independently. Learning is scaffolded carefully to structure activities. Average and above average children are encouraged to work independently with teachers reminding children to:

- sit letters on their line guide
- spell an increasing number of words correctly
- use dictionaries, wordbanks, and thesaurus appropriately
- use correct grammar and tense
- apply their knowledge of phonemes to segment spellings in order to spell words
- extend sentences to add detail
- use different words to start sentences
- use commas, exclamation marks, question marks, full stops appropriately to help the reader read with correct expression and intonation

Teachers use these sessions working with groups to re-draft parts of writing with children to model ways writing can be improved.

INDEPENDENT ACTIVITIES

To enable teachers to concentrate on teaching the small focus group careful thought needs to go into planning purposeful activities for the rest of the children to complete independently. A carousel of activities is planned in Reception and Year 1 which cover the same objective for the lesson. For example in Reception/Year 1 where the objective is to 'talk/write in sentences about their favourite part of the story' independent activities may include:

- Audio story to listen to the story
- Working with a partner to retell the story using the big book
- Drawing/painting an illustration of their favourite part
- Using puppets to retell part of the story in the role play area
- Creating an environment for part of the story (in the sand, water, constructional kits, bricks)
- Working on the easel or writing table in pairs to write independently about an illustration they choose.

In Year 1 where the objective for the lesson is 'to write simple instructions on how to make a jelly' independent activities may include:

- Using the language master/tape recorder to record the steps in order
- Glue set of instructions, photos in correct order
- Draw a picture flow diagram to show sequence of actions
- Work in pairs to write instructions unaided on paper and computer.

In Year 2 where the objective for the lesson is 'to use commas between three adjectives in a sentence when describing the rose with thorns' independent activities may include:

- Painting the rose with thorns and listing adjectives on a clip board whilst painting
- Using dictionaries/thesaurus to find adjectives with a partner
- Using easel in pairs to write sentences independently.
- Using story tape to listen to the story Beauty and the Beast and make notes on adjectives used to describe roses.

The role of the teaching assistant is to keep all children on task so that they make excellent progress in the lesson.

Writing resources

The classrooms should be a print rich environment and children should have easy access to the following resources as and when appropriate:

- Word banks.
- Dictionaries.
- Alphabet cards (lower and upper case).
- Alphabet strips.
- Tracing/handwriting cards.
- Writing tables with selection of writing tools.
- Role play areas/puppets/drama.
- A progression of wordbanks.

Appendix 10

National Curriculum (See national curriculum for appendix 1)

Year 1

Writing -Transcription

Statutory requirements

Pupils should be taught to spell:

- words containing each of the 40+ phonemes already taught
- common exception words
- the days of the week
- name the letters of the alphabet:
- naming the letters of the alphabet in order
- using letter names to distinguish between alternative spellings of the same sound
- add prefixes and suffixes:
- using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs
- using the prefix un–
- using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]
- apply simple spelling rules and guidance, as listed in English Appendix 1
- write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far

Handwriting

Statutory requirements

- Pupils should be taught to:
- sit correctly at a table, holding a pencil comfortably and correctly
- begin to form lower-case letters in the correct direction, starting and finishing in the right place
- form capital letters
- form digits 0-9
- understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these.

Writing Composition

Statutory requirements

Pupils should be taught to write sentences by:

- saying out loud what they are going to write about
- composing a sentence orally before writing it
- sequencing sentences to form short narratives
- re-reading what they have written to check that it makes sense
- discuss what they have written with the teacher or other pupils
- read aloud their writing clearly enough to be heard by their peers and the teacher.

Writing- vocabulary, Punctuation, Grammar

Statutory Guidance

Pupils should be taught to:

- develop their understanding of the concepts set out in English Appendix 2 by:
 - leaving spaces between words
 - joining words and joining clauses using and
 - beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
 - using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
 - learning the grammar for year 1 in English Appendix 2 National Curriculum
 - use the grammatical terminology in English Appendix 2 in discussing their writing.(National Curriculum)

Year 2

Reading –Word Reading

Statutory requirements

Pupils should be taught to:

- continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- read accurately words of two or more syllables that contain the same graphemes as above
- read words containing common suffixes
- read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered

- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- re-read these books to build up their fluency and confidence in word reading.

Reading –Comprehension

Statutory requirements

Pupils should be taught to:

- develop pleasure in reading, motivation to read, vocabulary and understanding by:
- listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
- discussing the sequence of events in books and how items of information are related
- becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
- being introduced to non-fiction books that are structured in different ways
- recognising simple recurring literary language in stories and poetry
- discussing and clarifying the meanings of words, linking new meanings to known vocabulary
- discussing their favourite words and phrases
- continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
- understand both the books that they can already read accurately and fluently and those that they listen to by:
- drawing on what they already know or on background information and vocabulary provided by the teacher
- checking that the text makes sense to them as they read and correcting inaccurate reading
- making inferences on the basis of what is being said and done
- answering and asking questions
- predicting what might happen on the basis of what has been read so far
- participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
- explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

Writing-Transcription

Statutory requirements

Pupils should be taught to spell by:

- segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
- learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones
- learning to spell common exception words
- learning to spell more words with contracted forms
- learning the possessive apostrophe (singular) [for example, the girl's book]
- distinguishing between homophones and near-homophones
- add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly
- apply spelling rules and guidance, as listed in English Appendix 1
- write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.

Handwriting

Statutory requirements

Pupils should be taught to:

- form lower-case letters of the correct size relative to one another
- start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- use spacing between words that reflects the size of the letters.

Writing-Composition

Statutory requirements

Pupils should be taught to develop positive attitudes towards and stamina for writing by:

- writing narratives about personal experiences and those of others (real and fictional)
- writing about real events
- writing poetry
- writing for different purposes

Consider what they are going to write before beginning by:

- planning or saying out loud what they are going to write about
- writing down ideas and/or key words, including new vocabulary
- encapsulating what they want to say, sentence by sentence

Make simple additions, revisions and corrections to their own writing by:

- evaluating their writing with the teacher and other pupils
- re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
- proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]
- read aloud what they have written with appropriate intonation to make the meaning clear.

Writing- vocabulary, Punctuation, Grammar

Statutory requirements

Pupils should be taught to:

Develop their understanding of the concepts set out in English Appendix 2 by:

- learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)

Learn how to use:

- sentences with different forms: statement, question, exclamation, command
- expanded noun phrases to describe and specify [for example, the blue butterfly]
- the present and past tenses correctly and consistently including the progressive form
- subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
- the grammar for year 2 in English Appendix 2
- some features of written Standard English
- use and understand the grammatical terminology in English Appendix 2 in discussing their writing.

Appendix 11 Milestones

READING YEAR 1

Pupils apply their phonic knowledge to decode words, reading accurately by blending sounds to graphemes (letters or groups of letters). They read common exception words and words ending in s, -es, -ing, -ed, -er and -est. They read words of more than one syllable and words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s). They read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words. They reread these books to build up their fluency and confidence in word reading. Children develop pleasure in reading, motivation to read, vocabulary and understanding by:

- listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently*
- being encouraged to link what they read or hear to their own experiences becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics*
- recognising and joining in with predictable phrases*
- learning to appreciate rhymes and poems, and to recite some by heart*
- discussing word meanings, linking new meanings to those already known*

They understand both the books they can already read accurately and fluently and those they listen to by drawing on what they already know or on background information and vocabulary provided by the teacher. They check that the text makes sense to them as they read, and correcting inaccurate reading. They discuss the significance of the title and events and make inferences on the basis of what is being said and done. They predict what might happen on the basis of what has been read so far and participate in discussion about what is read to them, taking turns and listening to what others say. They can explain clearly their understanding of what is read to them.

WRITING YEAR 1

Pupils write from memory simple sentences and spell correctly words containing familiar phonemes, common exception words and the days of the week. They name the letters of the alphabet in order, distinguish between alternative spellings of the same sound and apply simple spelling rules. They add some prefixes and suffixes where no change is needed to the root word. Pupils can write numbers, upper and lower case letters using the correct orientation. Pupils can write a short narrative joining words and clauses using 'and'. They are using spaces between words and using punctuation such as, capital letter, full stop, question mark and exclamation mark. They use a capital letter for names of people, places, the days of the week and personal pronoun 'I'.

READING YEAR 2 Pupils apply phonic knowledge and skills as the route to decode words. They respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. They read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute. They sound out most unfamiliar words accurately, without undue hesitation, blending the GPCs that have been taught. They read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. They read most words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings. They read accurately most words of two or more syllables that contain taught GPCs. They read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s). They read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words. They re-read these books to build up their fluency and confidence in word reading. Children develop pleasure in reading, motivation to read, vocabulary and understanding by:

- listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
- being encouraged to link what they read or hear read to their own experiences
- becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
- recognising and joining in with predictable phrases
- learning to appreciate rhymes and poems, and to recite some by heart
- discussing word meanings, linking new meanings to those already known

They understand both the books they can already read accurately and fluently and those they listen to by:

- drawing on what they already know or on background information and vocabulary provided by the teacher
- checking that the text makes sense to them as they read and correcting inaccurate reading
- discussing the significance of the title and events
- making inferences on the basis of what is being said and done
- predicting what might happen on the basis of what has been read so far
- participate in discussion about what is read to them, taking turns and listening to what others say
- explain clearly their understanding of what is read to them.

WRITING YEAR 2 Pupils write from memory simple sentences and spell correctly words containing phonemes for which one or more spellings are known. They segment spoken words into phonemes and representing these by graphemes, spelling many correctly. They distinguish between homophones and near homophones and apply spelling rules. They are learning to use the possessive apostrophe e.g. the girl's book. They can spell many common exception words and some words with contracted forms. They add the suffixes ment, ness, ful, less and ly to spell some longer words. Pupils can write numbers, upper and lower case letters using the correct orientation and the correct size relative to one another. They write letters using some of the diagonal and horizontal strokes needed to join letters. Pupils can write for different purposes including narratives, personal experiences, real events and poetry. They plan what they are going to write, writing down their ideas and new vocabulary. They evaluate and reread their writing to check it makes sense and check for any errors. Pupils are using different forms of sentences in their writing (statement, exclamation, question and command) and can demarcating most sentences with capital letters and full stops and with some use of question marks and exclamation marks. They are using some expanded noun phrases to describe and specify, and they consistently use the past and present tense mostly correctly. They are able to use subordination (using when, if, that, or, because) and co – ordination (using or, and, but)