



Cotwall End Primary School

Cotwall End Road, Sedgley, Dudley, West Midlands, DY3 3YG

Tel: 01384 818730 Fax: 01384 818731 Email: info@cotwall.dudley.sch.uk

## POLICY AND PROCEDURES

Title	English Policy
Purpose	To set out school policy to promote high standards of language and literacy.
Policy author	Mrs Sullivan, Mrs Wilkes, Miss Kaur, Mrs A Hardeman and Mrs Mitchell
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1	September 2017	Update of Reading and Writing expectations	Mrs Sue Sullivan
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Signed by Chair of Governors/Headteacher	

# **Cotwall End School English Policy**

## **Purpose of studying English**

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading, in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

## **Aims**

The overarching aim for English in the National Curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The National Curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

## **Planning**

Our planning will be in line with the National Curriculum and will reflect a broad range of genres. Each week, differentiated objectives and learning outcomes will be chosen for different ability groups within each class. The teacher should indicate suitable activities to match these objectives on their planning. At Cotwall End all attempts are made throughout all foundation subjects to provide a Literacy rich curriculum, therefore opportunities providing meaningful links to topic areas will be made to ensure that the children always write for purpose and that children remain highly motivated.

## Teaching Reading

All pupils read and study a wealth of texts throughout their time at Cotwall End School. Reading is taught through a variety of ways; focussing on the development of different aspects of reading.

### **Home Reading - Picture Books, Phonic Books, Oxford Reading Tree and Accelerated Reading Book Bands:**

- Beginning with simple picture books in Reception; through phonics based schemes (such as Bug Tree) that match the phonetical development of the pupil; to Oxford Reading Tree; and finally onto the Accelerated Reading Programme which uses 'real' books.
- The purpose of these books and the phonics lessons delivered is to develop pupils' fluency and retrieval skills.
- Our highest ability pupils who read fluently and have reached ORT Stage 11 in either EYFS or KS1, sit the STAR Reader Assessment on-line test which gives an indication of the reading band range on which they should be placed.
- Pupils are placed at the middle of the range and a running record undertaken to check that placement is correct. Every child should be able to read between 90-95% of the words fluently – any lower and they are reading at frustration level and any higher the text is too easy, necessary modifications of the reading band are then made. This test is then repeated each term and the level adjusted according to performance and based on teachers' and teaching assistants' professional judgement. Pupils complete an on-line quiz after finishing each book. If they score 60% or above three times on this level, they will then be moved up. Pupils are encouraged to read a range of fiction and non-fiction books in each stage.
- In KS2, all pupils reading at ORT Stage 7 are tested using STAR Reader and started on the Accelerated Reading programme - this is lower than in KS1 due to the pupils' increased maturity and language development. As stated above, the reading band range is checked and adjusted according to a pupil's ability and fluency and a running record check undertaken to ensure that the correct reading band for each pupil is selected. The test is then repeated each term and reading bands are adjusted accordingly.
- The school actively encourages pupils to read outside of school to practise what they have been taught and a reward system is in place for those who do. For those who do not, the regular retesting of the pupils reading fluency and retrieval skills, through the STAR Reader Assessment, ensures that they are not being held back by not reading as often at home. Teachers and Teaching Assistants also use their professional judgement to ensure that pupils are moved on at an appropriate pace. For example, a pupil in Year 5 may take a number of weeks to read a book with a high word count; they will not then be expected to read two further books at this book band before being allowed to move on, providing that they score well in the quiz.

## **Guided Reading Lessons**

- The purpose of Guided Reading Sessions is to develop those higher order reading skills that enable pupils to gain a deeper understanding of what they have read. This includes:
  - Comprehension of texts
  - Prediction
  - Inference
  - Language use
  - Theme of texts
  - Comparisons
  - Summarisation
  - Conventions and rules of text types
- The Accelerated Reading Band may differ within Guided Reading Groups as these are based on pupil's higher order reading skills and not on their ability to read fluently and retrieve information.

## **Shared Class Book**

- Every class has a shared class book which may have initially been selected by the teacher, but then goes on to pupil led texts.
- Each day a period of time is given for the class to share this book in a calm and relaxed environment, purely reading enjoyment.

## **Foundation Stage Guidance**

- Children listen to and are encouraged to join in with simple stories, rhymes and syllable work.
- In Pre-school the emphasis is on embedding the Phase 1 of Letters and Sounds.
- Children are encouraged to look at meaningful print in the environment to help them to understand the concept of a word and to give meaning to what they see.
- Reception children begin to learn one of the 42 phonemes this is added to a sound book which allows the child to reinforce the phoneme at home.
- Once the first set of phonemes have been taught the children begin to read, blend and decode words in shared times, through activities both child and adult initiated and with Word Box words that are sent home so parents can practice this skill with their child.
- Children are also introduced to High Frequency words and Tricky words at a rate of four per week and again reinforcement of these is through a range of both child and adult initiated play.
- When all 42 sounds have been introduced (approx 6-8 weeks) and the teacher feels the child is beginning to blend and segment simple CVC words and beyond, they are given an Oxford Reading Tree book to apply their skills and share with parents. An adult in the setting will hear the children read on an individual basis and progress is recorded.

- A reading area is clearly visible in the Foundation Stage settings but reading is encouraged both in and outdoors and through many different activities.
- Children are encouraged to look at stories and their different components through story bags and role play.
- Children are encouraged to use a range of books in their play. For example, stories from other cultures and non-fiction books.

### Key Stage 1 Guidance

- The letter and sounds programme is used throughout KS1 in the form of daily phonics which are taught separately to the English sessions after initial assessment. The children continue to reinforce their phonic knowledge from previous years and learn about alternative and more complex spelling rules. They are encouraged to apply their learning through a range of activities to include activities, problem solving, dictionary work and reading and recognising words containing the spelling pattern and / or rule.
- Once phonics is secure, pupils move on to daily spelling activities.
- Two, one-hour Guided Reading lessons will take place each week. The teacher and TA will hear two ability groups read in each lesson. All pupils will, therefore, read as part of a guided group once every week with the teacher and once every week with the TA. There will be questions and discussion around the meaning, structure and genre of the text, as well as a focus on word decoding. After each session the teacher or TA will briefly record the session on the Guided Reading sheets and place a sticker, date and the title of the book in each child's reading record. During independent work, pupils will be given activities to reinforce, assess and/or further develop reading skills taught. All work is to be completed in English Skills Books and this work is to be marked by the teacher.
- Each child will have the opportunity to read their home reader on a weekly basis to a T.A. However, Pupil Premium children, pupils in the lowest 20%, EFSM, reluctant readers and pupils who are not supported to read at home will be heard more frequently, e.g. through an intervention programme.
- From Year 2, the children begin to locate their next book with guidance from the teacher and / or T.A. A diagnostic comment will be made in each child's reading record alongside a brief comment for staff in the class / group reading folder which stays in school.
- Each KS1 classroom has a designated reading area and the children are encouraged to enjoy a range of books suitable for their age and reading abilities, in their own time and as extension activities to lessons. There is a range of texts to include fiction, non-fiction, dictionaries, thesauruses and collections.
- Teachers will endeavour to link reading material used in class to their topic being studied to make the texts more meaningful.
- The teacher will lead shared reading sessions with a whole class, in which they read and analyse a text together.
- Teachers will also read to the class daily, purely for enjoyment; to expose all pupils to more challenging and lengthier texts and to foster a love of reading.

## Key Stage 2 Guidance

- The teacher will lead shared reading sessions with a whole class, in which they read and analyse a text together.
- Every child will participate in a guided reading session led by a teacher or teaching assistant each week. There will be careful questions before, during and after the sessions to ensure focused learning based on developing identified reading skills. After each session the teacher or TA will briefly record the session by placing a sticker, date and title of the book in each child's reading record and by annotations on a Learning Objective sheet in English skills books. During independent work, pupils will be given activities to reinforce, assess and/or further develop reading skills taught. All work is to be completed in English Skills Books and this work is to be marked by the teacher.
- Once pupils read with a degree of fluency, they will take part in the Accelerated Reader Programme, where their reading level will be assessed by taking a STAR Reader on-line test, so that they can access books of a suitable level. After reading each book, children will take a quiz to test their comprehension skills and will move on to the next text level if they achieve a score of 60% or higher. Children will be tested termly on the STAR Reading test to make a summative assessment of their progress. (See Home Reading section for further detail.)
- New library/reading areas have been set up in the KS2 building to encourage independent reading and reading for enjoyment.
- Pupils will record all of their reading in their Reading Record and parents/carers will be encouraged to make evaluative comments in the log as well.
- Where it seems helpful, the teacher will attempt to integrate reading opportunities with other curriculum areas, in order to make the reading meaningful to the children.

## Rewards for Reading Outside of School

Reading Reward points will be collected for every parent/carer/other adult signature collected in the pupil's Reading Record. These points can then be exchanged for prizes in the Reading Swap Shop. Pupils can decide if they want to accumulate their points for better prizes, like a tea party, or exchange them more regularly for items of stationery etc. Additionally, pupils are rewarded for the number of words that they have read which is collated through the Accelerated Reader Programme and accumulated every time a pupil completes an on-line quiz.

## So how can parents / carers help?

We ask that parents hear their child read as often as possible (**at least** twice a week) and sign their reading record to show this. This can be as little as ten minutes of quality reading time,

but it is important that, as well as hearing their child read aloud, they ask them questions about what they have read. If they have older siblings (of high school age or older), then they are also allowed to sign the reading records. The children also do not necessarily need to read a fiction text (story), instead they can read an information book, leaflet, local newspaper or even a magazine. As long as they are gaining information and can answer questions on what they have read, then it all helps! As pupils get older, they should also be encouraged to make their own comments about what they have read.

## Writing

### Foundation Stage Guidance

Every opportunity is provided for mark making and early writing. Pupils are encouraged to write every day for a wide range of purposes from lists and labels to instructions and stories. Additionally, opportunities are given for pupils to mark make using a range of media including pens, pencils, paints, finger painting, squeeze bottle writing, chalks, etc.

Writing is encouraged through:

- Shared writing with an adult
- Practising writing the daily sound on a sheet which is then taken home and reinforced.
- Sensory inputs such as anti clockwise movements in the air with ribbons, shaving foam and using the invisible pen.
- Lots of modelling from adults
- The encouragement of indoor and outdoor mark making in writing, drawing and painting activities
- Using writing in children's everyday play. For example, making a shopping list, taking orders to labelling models.
- All pupils are taught to form letters using a cursive script as used across the whole school. Only pupils with identified SEND may be taught how to print, if advised to do so by the School's SENCO.
- Children are encouraged to write their own names, labels, captions and to form simple sentences when they are ready.
- Children are encouraged to write using a range of large and small scale movements through a variety of physical activities.
- The focus is on basic punctuation - capitals and full stops when the children are ready.
- Once pupils are beginning to form recognisable words and sentences, they will be given an English Skills book for recording.

### Key Stage 1 Guidance

- All children will produce at least one piece of independent writing each week.
- Each classroom, within KS1, will have an English working Wall for modelled writing. The children will be encouraged to generate adventurous vocabulary on a regular basis and challenged to use in this in their own writing.

- Shared writing is taught through modelling and pupils are encouraged to verbally construct and up level sentences based on high frequency words and tricky words taught that week.
- In classrooms, the focus for each Phonics group is displayed and referred to during shared writing sessions when appropriate.
- In Year 2 a simple planning structure is introduced to the children and they use this before embarking on pieces of independent writing or writing of a more sustained level. Modelling and magpieing are common features used by the teacher to demonstrate the writing process.
- Whenever possible, writing is integrated with other curriculum areas, in order to make the writing meaningful to the children. In KS1 this is usually through Topic based work.

### Key Stage 2 Guidance

Pupils will have opportunity to write an extended piece of writing during a two week period to include drafting and redrafting work for improvement. They will, of course, also write for other purposes in other subject lessons.

Within English lessons, the children will:

- **Deconstruct** the features of a genre by analysing examples.
- **Practise skills** pertinent to the genre (this will include work on sentence construction, vocabulary, spelling and handwriting).
- **Plan** their own piece of writing (this may include story boards, story-telling or drama) and pupils in Year 5 and 6 will have the opportunity to set their own criteria for success.
- Watch the teacher **model** how to write in the chosen genre.
- **Write** their own composition.
- **Evaluate and improve** their writing and the writing of others through peer assessment.
- Where it seems helpful, the teacher will attempt to integrate these writing opportunities with other curriculum areas, in order to make the writing meaningful to the children. ICT may be used to develop or present written work, in cases where it enhances its delivery or engages the children more actively.

Extended pieces of writing (Big Write) must be thoroughly marked and a Gap Task set each week for pupils to complete in order that they build on existing skills and improve the standard of their work.

### Spelling, Punctuation and Grammar Guidance

Year Group	Word	Sentence	Text	Punctuation	Vocabulary
1	Regular <b>plural noun suffixes</b> -s or -es [for	How <b>words</b> can combine	Sequencing <b>sentences</b> to	Separation of <b>words</b> with spaces	Letter capital letter



	example, <i>dog</i> , <i>dogs</i> ; <i>wish</i> , <i>wishes</i> ], including the effects of these suffixes on the meaning of the noun	to make <b>sentences</b>	form short narratives		word singular plural sentence punctuation  full stop
	<b>Suffixes</b> that can be added to <b>verbs</b> where no change is needed in the spelling of root words (e.g. <i>helping</i> , <i>helped</i> , <i>helper</i> )	Joining <b>words</b> and joining <b>clauses</b> using <i>and</i>		Introduction to capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b>	question mark  exclamation mark
	How the <b>prefix</b> <i>un-</i> changes the meaning of <b>verbs</b> and <b>adjectives</b> [negation, for example, <i>unkind</i> , or <i>undoing</i> : <i>untie the boat</i> ]			Capital letters for names and for the personal <b>pronoun</b>	
Year Group	Word	Sentence	Text	Punctuation	Vocabulary
2	Formation of <b>nouns</b> using <b>suffixes</b> such as <i>-ness</i> , <i>-er</i> and by compounding [for example, <i>whiteboard</i> , <i>superman</i> ]	<b>Subordination</b> (using <i>when</i> , <i>if</i> , <i>that</i> , <i>because</i> ) and <b>co-ordination</b> (using <i>or</i> , <i>and</i> , <i>but</i> )	Correct choice and consistent use of <b>present tense</b> and <b>past tense</b> throughout writing	Use of capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b>	Noun noun phrase statement question exclamation command compound
	Formation of <b>adjectives</b> using <b>suffixes</b> such as <i>-ful</i> , <i>-less</i>	Expanded <b>noun phrases</b> for description and specification	Use of the <b>progressive</b> form of <b>verbs</b> in the <b>present</b> and <b>past tense</b>	Commas to separate items in a list	suffix adjective

		[for example, <i>the blue butterfly, plain flour, the man in the moon</i> ]	to mark actions in progress [for example, <i>she is drumming, he was shouting</i> ]		adverb verb tense (past, present) apostrophe comma
	Use of the <b>suffixes</b> <i>-er, -est</i> in <b>adjectives</b> and the use of <i>-ly</i> in Standard English to turn adjectives into <b>adverbs</b>	<b>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</b>		<b>Apostrophes</b> to mark where letters are missing in spelling and to mark singular possession in nouns [for example, <i>the girl's name</i> ]	
Year Group	Word	Sentence	Text	Punctuation	Vocabulary
3	Formation of <b>nouns</b> using a range of <b>prefixes</b> [for example <i>super-, anti-, auto-</i> ]  Use of the <b>forms</b> <i>a</i> or <i>an</i> according to whether the next <b>word</b> begins with a <b>consonant</b> or a <b>vowel</b> [for example, <i>a rock, an open box</i> ]  <b>Word families</b> based on common <b>words</b> , showing how words are related in form and meaning [for	Expressing time, place and cause using <b>conjunctions</b> [for example, <i>when, before, after, while, so, because</i> ], <b>adverbs</b> [for example, <i>then, next, soon, therefore</i> ], or <b>prepositions</b> [for example, <i>before, after, during, in, because of</i> ]	Introduction to paragraphs as a way to group related material  Headings and sub-headings to aid presentation	Introduction to inverted commas to <b>punctuate</b> direct speech	Preposition conjunction word family prefix clause  subordinate clause direct speech consonant consonant letter vowel vowel letter  inverted commas (or 'speech marks')

	example, <i>solve</i> , <i>solution</i> , <i>solver</i> , <i>dissolve</i> , <i>insoluble</i> ]		contrasted with <i>He went out to play</i> ]		
Year Group	Word	Sentence	Text	Punctuation	Vocabulary
4	The grammatical difference between <b>plural</b> and <b>possessive</b> –s	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher</i> expanded to: <i>the strict maths teacher with curly hair</i> )	Use of paragraphs to organise ideas around a theme	Use of inverted commas and other <b>punctuation</b> to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, "Sit down!"</i> ]	determiner pronoun possessive pronoun adverbial
	Standard English forms for <b>verb inflections</b> instead of local spoken forms [for example, <i>we were</i> instead of <i>we was</i> , or <i>I did</i> instead of <i>I done</i> ]	<b>Fronted adverbials</b> [for example, <i>Later that day, I heard the bad news.</i> ]	Appropriate choice of <b>pronoun</b> or <b>noun</b> within and across <b>sentences</b> to aid <b>cohesion</b> and avoid repetition	<b>Apostrophes</b> to mark <b>plural</b> possession [for example, <i>the girl's name, the girls' names</i> ] Use of commas after <b>fronted adverbials</b>	
Year Group	Word	Sentence	Text	Punctuation	Vocabulary

5	<p>Converting <b>nouns</b> or <b>adjectives</b> into <b>verbs</b> using <b>suffixes</b> [for example, <i>-ate; -ise; -ify</i>]</p>	<p><b>Relative clauses</b> beginning with <i>who, which, where, when, whose, that,</i> or an omitted relative pronoun</p>	<p>Devices to build <b>cohesion</b> within a paragraph [for example, <i>then, after that, this, firstly</i>]</p>	<p>Brackets, dashes or commas to indicate parenthesis</p>	<p>modal verb relative pronoun relative clause parenthesis bracket dash cohesion ambiguity</p>
	<p><b>Verb prefixes</b> [for example, <i>dis-, de-, mis-, over- and re-</i>]</p>	<p>Indicating degrees of possibility using <b>adverbs</b> [for example, <i>perhaps, surely</i>] or <b>modal verbs</b> [for example, <i>might, should, will, must</i>]</p>	<p>Linking ideas across paragraphs using <b>adverbials</b> of time [for example, <i>later</i>], place [for example, <i>nearby</i>] and number [for example, <i>secondly</i>] or tense choices [for example, he <i>had</i> seen her before]</p>	<p>Use of commas to clarify meaning or avoid ambiguity</p>	
Year Group	Word	Sentence	Text	Punctuation	Vocabulary
6	<p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, <i>find out – discover; ask for – request; go in – enter</i>]</p>	<p>Use of the <b>passive</b> to affect the presentation of information in a <b>sentence</b> [for example, <i>I broke the window in the greenhouse</i> versus <i>The window in the greenhouse was broken (by me)</i>].</p>	<p>Linking ideas across paragraphs using a wider range of <b>cohesive devices</b>: repetition of a <b>word</b> or phrase, grammatical connections [for example, the use of <b>adverbials</b> such as <i>on the other hand, in contrast, or as a consequence</i>], and <b>ellipsis</b></p>	<p>Use of the semi-colon, colon and dash to mark the boundary between independent <b>clauses</b> [for example, <i>It's raining; I'm fed up</i>]</p>	<p>Subject object active passive synonym antonym ellipsis hyphen colon semi-colon bullet points</p>
	<p>How words are related by meaning as synonyms and</p>	<p>The difference between structures typical of</p>		<p>Use of the colon to introduce a list and use of semi-colons within lists</p>	

	antonyms [for example, <i>big, large, little</i> ].	informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: <i>He's your friend, isn't he?</i> , or the use of <b>subjunctive</b> forms such as <i>If I <u>were</u> or <u>Were they to come</u></i> in some very formal writing and speech]	Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]	<b>Punctuation</b> of bullet points to list information	
				How hyphens can be used to avoid ambiguity [for example, <i>man eating shark</i> versus <i>man-eating shark</i> , or <i>recover</i> versus <i>re-cover</i> ]	

## Handwriting

Handwriting is a movement skill and one which is best taught directly by demonstration, explanation and practice. It is the aim of the school that every child should be enabled to develop a fluent, legible style of handwriting. Capital and lower case letters should be used appropriately and the letter size should be consistent. We will provide opportunities for children to develop, practise and perfect skills and provide targeted support to any child experiencing difficulty.

At Cotwall End Primary School we have adopted the **cursive writing** approach to teaching handwriting. Pupils are taught cursive script from pre-school and through into Reception and beyond. Cursive letters are formed by each letter starting from the same point on the line and forming words without taking the pen off the paper.

### Benefits of Cursive Writing:

- 1) Letters are produced in a flowing movement, which helps the development of a physical memory of how each letter is written.
- 2) Letters all start in the same place and flow from left to right, which reduces the likelihood of reversal mix-ups such as b/d and p/q.
- 3) Because of the smooth flow, writing soon becomes quicker and easier.
- 4) There is no messy transition stage when children move from print to a joined style.
- 5) A cursive style of handwriting is recommended by the [British Dyslexia Association](#).

## **Scheme of Work**

The scheme of work which is used to introduce children to joined writing is based on the handwriting objectives of the National Literacy Strategy and Developing Early Writing. We believe that the best way to teach handwriting is not through the use of worksheets but through the effective and consistent modelling by a member of staff of letter formation and joins. All classrooms are expected to display examples of the cursive script and members of staff are expected to model cursive handwriting whenever their writing is to be seen by a child (on whiteboards, marking etc.).

## **How Handwriting Is Taught at Cotwall End Primary School Foundation Stage and Key Stage 1**

When children first enter Foundation Stage they are encouraged to mark make in as many ways as possible. As soon as children are beginning to write recognisable letters (for example, in their name) they should be introduced to the correct letter formation and encouraged to use this all the time. Habits in incorrect formation made at this stage can be difficult to rectify later on.

Children will be encouraged to use the correct sequence of movements beginning with large movements (eg whole arm movements in PE) in as many different ways as possible – in sand, in paint, water etc. This development of gross and fine motor skills may need to be continued right until the end of Key Stage 1 or further.

In Foundation Stage children will be taught to write letters using the correct sequence of movements in the four main groups – Curly Caterpillar letters (c, o, a,d, g and q), Long Ladder letters (l t, b, k, h), One Armed Robot letters (r, n, m, i, j,u w and p), and the Zig Zag monster letters (z and v). The letters which do not naturally fall into the above groups are taught separately (e, f s x). Once children are completely secure in the correct formation of these letters they may be introduced to the lead-in line (children call this the “swoosh”). This may happen later on in Y1. Once children are secure at this stage they will be able to move on to joining letters. It is expected that most children should be able to do this by the beginning of Y3.

At this early stage of developing handwriting, it should be taught in very small Groups, so that supporting adults may ensure that correct formation is being used and incorrect habits not developed.

Handwriting sessions should be planned in to English lessons, with further opportunities to practise whenever possible. Incorrect letter formation should be corrected whenever a child is working with an adult, even if this is not the focus of the session.

In Year 1, a minimum of one hour should be devoted to the teaching of handwriting each week, this may be as one lesson or broken into shorter lessons according to the needs of the cohort. In Year 2, a minimum of two 30 minute sessions should be included in their English planning.

Pupils in Years 1 and 2 will be awarded a ‘Pen Licence’ for fluent cursive script. Any pupil struggling with letter formation will participate in the Get Moving Intervention Programme.

## **Key Stage 2:**

Handwriting will be taught each week and linked to the week's phonics and spelling focuses, until the majority of pupils within the year group are forming their writing correctly and neatly. Children who struggle with this will receive intervention in small groups (including developing fine motor skills) as necessary, or individually with a Teaching Assistant. Handwriting should then be monitored, with children being encouraged to use neat, correctly joined writing in order to achieve their 'Pen Licence.' As in other areas of the school incorrect formations or joins will be addressed by adults whenever they are seen.

### **Year Group End of Year Expectations**

It is expected that by the end of the academic year, the average child will have achieved the following targets:

#### **Years 5 and 6**

- Write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.
- Write increasingly legibly, fluently, and with increasing speed, by choosing the writing implement that is best suited for a task.

#### **Years 3 and 4**

- Increase the legibility, consistency and quality of his/her handwriting e.g. by beginning to ensure that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.
- Increasingly use the diagonal and horizontal strokes that are needed to join letters and begin to understand which letters, when adjacent to one another, are best left unjoined.

#### **Year 2**

- Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.

#### **Year 1**

- Form lower-case letters in the correct direction, starting and finishing in the right place.

### **Handwriting Scheme - FS/KS1**

1. Teach all lower case letters individually in these families or groups (using "mantra" from FS). Once the basic letter shape itself is formed correctly using the correct direction, shape, relative size and relative position (e.g. on the line, beneath it etc.) a "swoosh" (a lead in line) can be taught. The capital letter can be taught alongside each lower case letter. Letters can be taught separately, however digraphs and trigraphs should always be modelled and demonstrated as joined (e.g. sh, th, ch etc.) so that children are aware that these letters are working together to make the sound. As much as possible handwriting should be taught in very small groups so that children are observed forming the letters to ensure that incorrect habits are not being picked up or reinforced.

#### **Group 1 - "Curly caterpillar letters"**

c o a d g q

Group 2 - "Long ladder letters"

l t b k h

Group 3 - "One armed robot letters"

r n m i j u w p

Group 4 - "Zig zag monsters"

z v

Group 5 – letters which do not naturally fall into the above groups

e f s x

2. Once children are secure and are habitually forming the separate letters correctly they can be taught the joins as follows:

- Diagonal joins to letters without ascenders
- Key words which use this join – is, as, us, up
- Horizontal joins to letters without ascenders
- Key words which use this join – out, with, on, was
- Diagonal joins to letters with ascenders
- Key words which use this join – it, at, all
- Horizontal joins to letters with ascenders
- Key words which use this join – of, when, old, other

3. Once children are able to join letters correctly there should be less need for focused, small group handwriting practice and children can be given time to practise developing their handwriting's neatness and efficiency. How letters and numbers should be written in KS1.

**Lower case letters**

a b c d e f g h i j k l m n o p q r s t u v w  
x y z

**Capitals**

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

**Numbers**

1 2 3 4 5 6 7 8 9 0

Formation of letters in KS2:

abcdefghijklmnopqrstuvwxyz



## Speaking and Listening

### Foundation Stage

Communication and Language Development is an integral part of all areas of learning. Children are encouraged to use language for an increasing range of purposes and to sustain attentive listening, responding to what they have heard with relevant comments, questions or actions. They are encouraged to talk about things that are of particular interest to them and to link statements. Activities and props are used to promote taking turns in conversation and listening to others. Children are encouraged to speak clearly and audibly with confidence and control and to show awareness of the listener. Speaking and listening skills are developed in one to one, small, whole group and child initiated sessions, in activities such as listening to, and joining in with stories, songs, rhymes and poems.

### Key Stage 1

Speaking and Listening is a key part of all areas of the curriculum. In Key Stage 1 children are taught to: speak clearly, fluently and confidently to different people; speak with clear diction and appropriate intonation; choose words with precision; organise what they say; focus on the main point(s); include relevant detail; and take into account the needs of their listeners. They are taught to: listen; understand and respond to others; sustain concentration; remember specific points that interest them; make relevant comments; listen to others' reactions and ask questions to clarify understanding; identify and respond to sound patterns in language. The speaking and listening environment will ensure there are plenty of opportunities for children to communicate, respond and listen to others. We are aware as a school that in the Black Country many of our children have strong dialects and this may impact on their writing and spelling, so all staff will encourage children to use Standard English in all aspects of their learning.

### Key Stage 2

Speaking and listening will be taught across the curriculum. Children will be taught how to listen actively and to question and comment on what they hear. They will be taught to speak formally and informally in a way which makes sense and engages the listener. Focused talk will be an essential tool in organising their ideas for writing and understanding what they read. P4C sessions will also be taught to encourage children to think deeply about a range of challenging topics, listening to the opinions of others and responding, giving clear justification for their thoughts.

Pupils also have the opportunity to participate in Class assemblies, productions and church services where they talk and act in front of adult audiences.

## Essential Learning Objectives

### Writing

#### Composition

- To write with purpose appropriately.
- To use imaginative description.
- To organise writing.
- To use paragraphs.
- To use sentences appropriately.
- To create cohesion within their writing.

#### Transcription

- To present neatly.
- To spell correctly.
- To punctuate accurately.
- To proof read, redraft and edit individual work

#### Analysis and Presentation

- To analyse writing (including grammar).
- To present writing.

### Reading

- To read words accurately.
- To understand texts.

#### Communication

- To listen carefully and understand.
- To develop a wide and interesting vocabulary.
- To speak with clarity.
- To tell stories with structure.
- To hold conversations and debates.

## Assessment

### Foundation Stage

- Tapestry (a program used on the tablets) is used for formative assessment, where staff will photograph children taking part in activities, add comments and then assign this skill to a particular learning area.
- The children will also take part in summative assessments, where their phonics, sight word recall and number skills will be assessed.
- By the Summer Term all pupils will be aiming to record their written work in an English Skills Book.

### Key Stage One

- Children will take part in a phonic assessment at the end of each term to ensure that they are progressing through each stage and that they are in the appropriate ability group.
- Writing will be teacher assessed at the end of each term. Pupils' independent written work will be moderated against the expectations for their Year Group.
- Reading will be teacher assessed at the end of each term. Pupils' independent reading attainment will be moderated against the expectations for their Year Group.
- Pupils with a reading age of over 7 years will also be assessed through the Accelerated Reader on-line quizzes.

### Key Stage Two

- In Lower KS2 pupils will be assessed by Teachers. Teachers may support their judgements through summative assessment Reading tests.
- Children will be given a formal assessment in Reading and SPAG in Year 6 and at the end of Year 5.
- Writing will be assessed at the end of each term. Pupils' independent written work will be moderated against the expectations for their Year Group.