

River Primary School

English Policy

Incorporating: Speaking and Listening, Reading, Phonics, Spelling and Grammar, Writing and Handwriting

Purpose of study

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.

Intent

At River Primary School, we provide all children with a high quality English curriculum which, is engaging, and provides the speaking and listening, reading and writing skills needed to participate fully as members of our society. We recognise the importance of ensuring that all children have a secure understanding of key English skills which they are able to apply across a range of contexts and subjects in order to communicate their thoughts, ideas and knowledge clearly.

The use of high quality, carefully chosen texts, linked to the wider curriculum, underpins our English curriculum and provide children with models of writing, a wealth of vocabulary, opportunities for discussion; sharing thoughts and opinions and the opportunity to make connections across the curriculum. When writing, we recognise that a secure understanding of transcription and composition are the building blocks of writing and use pedagogy effectively to teach these skills, so children can communicate clearly in written form.

Our aim is to develop children's passion and enjoyment of reading so they develop good reading habits for the future. We will ensure children have opportunities to read widely, being exposed to texts from different genres, authors, cultures, periods in history and perspectives to support them in developing a rich cultural capital and knowledge of the world around them. We will ensure, through quality first whole class teaching, that all pupils 'learn to read' and 'read to learn' at an age appropriate level. The children will gain the skills and strategies they need to become fluent and confident readers by developing both their comprehension and decoding skills. We recognise that fundamental reading skills taught, through the focussed teaching of phonics, underpin the development of fluency and comprehension skills. It is our intention, that by the end of their primary school education, all pupils are able to read fluently and with confidence in any subject in their forthcoming secondary education. The development of speaking and listening skills, and the effective use of spoken language, are the foundations for teaching and learning. Our intention is for children to express their

opinions, articulate feelings and listen to and respond appropriately in a range of situations, acknowledging and valuing the views of others.

As a school we:

- Recognise the importance of modelling good English and all staff model speaking and listening skills through their use of standard English, together with writing skills when supporting lessons, and enjoyment of reading through sharing and discussion of books.
- Value collaboration, supporting children to participate in discussions and listen and respond to the views, opinions and ideas of others.
- Extend children's vocabulary through purposeful discussion and interactions between adults and children which develops their understanding of the meaning of words.
- Provide children with opportunities to practice and develop their speaking and listening skills in a range of contexts.
- Ensure the teaching of phonics is lively, interactive and engaging within lessons and is interwoven through each day to ensure retention of knowledge.
- Use the systematic synthetic phonics programme 'Monster Phonics' throughout the foundation stage, key stage one and key stage two, for those children needing additional provision, to support phonetic knowledge and understanding.
- Teach aural discrimination, phonemic awareness and the skills of segmenting and blending so that decoding and encoding skills provide a sound foundation for reading, writing and spelling.
- Ensure that children know the 44 phonemes within the English language, recognise the graphemes within words and associate them with the appropriate phoneme when reading.
- Choose and use high quality stimulating texts for teaching which engage children and provide rich vocabulary and models of grammatical structures which children can then transfer into writing.
- Provide a rich and stimulating reading environment which provides access to a wide range of fiction, non-fiction, poetry, and digital literacy across a range of times and cultures.
- Have an organised and systematic reading scheme which provides a range of reading experiences for the children, whilst ensuring they are reading books that are suited to their needs.
- Recognise that an understanding of spelling and grammar underpins effective writing and consequently teach spelling, punctuation and grammar regularly and systematically throughout the school.
- Use the National Curriculum appendix 1 and 2 as a basis for planning and teaching.
- Equip children with the transcription and composition skills required to effectively communicate their knowledge and understanding in written form.
- Give children the opportunity to apply their writing skills across a range of curriculum areas.
- Use high quality texts and writing models to provide children with examples of grammatical structures and vocabulary to support their progression.
- Use assessment robustly to ensure judgements are accurate and next steps are identified to secure the progress of learners.
- Teach the correct letter formation for each letter, capital letter and numeral to enable children to develop their own style of handwriting as they progress through their later primary years.
- Instil in children the importance of clear and neat presentation in order to communicate meaning effectively.
- Ensure that children of differing abilities are provided with appropriate and achievable goals along with providing specific equipment to support their development where appropriate.
- Recognise and celebrate all our children's achievements, so that they become confident and skilled communicators.

SPEAKING AND LISTENING

We recognise that 'learning through talk' and 'learning to talk' are separate processes. We support children in 'learning to talk' by actively developing their listening skills, modelling and scaffolding use of language and articulation, and support children in participating in discussion: valuing everyone's voice through our school values. Adults provide daily models by choosing and using vocabulary thoughtfully to, not only extend thinking and assess understanding, but to support children in structuring ideas and articulating answers verbally.

At River we:

- Ensure that high quality adult-child interactions, in which adults are talking with children rather than to children, form part of every curriculum lesson.
- Ensure opportunities for peer discussion and collaboration form part of every curriculum lesson.
- Teach and support children in learning the social and language skills needed to participate in discussion.
- Explicitly teach the vocabulary children need to access all areas of the curriculum and provide them with the words they need to share their knowledge and understanding.
- Provide opportunities to talk before writing which may include hot seating, drama, debate and role play in each writing unit.
- Ensure children plan and say what they are going to write before writing; recognising the link between speaking and writing.
- Use strategies from the Language for Learning programme undertaken by all staff.
- Give children the chance to speak in range of contexts: assemblies, school council/ ECO meetings/ parent workshops.
- Provide opportunities for children to orally retell stories, recite poetry and discuss their reading, so they can share and justify opinions about the texts they have read.
- Give children the opportunity to perform through plays, or performance poetry.

READING

Guided Reading

From Foundation Stage to Year 6, we use a whole class approach to Guided Reading to improve reading fluency and comprehension skills using a range of high quality texts, images, picture books and film. To support this, we use 'VIPERS' from Literacy Shed Plus to ensure a range of key comprehension skills are embedded. These sessions also mean that children of all attainment bands are immersed in the same high-quality literature, and the discussions that these texts promote, so all have access to a range of genres and rich vocabulary which will support the development of their literacy skills. Guided Reading lessons are taught daily in Key Stage 1. In Key Stage 2, high quality sessions, focussed on developing key comprehension skills are taught at least three times a week.

[The whole school text map outlines the texts used in each year group. Please see Appendix 2.](#)

What is VIPERS?

VIPERS is not a reading scheme, but a method to support adults in asking comprehension questions to build and develop skills and understanding linked to the 6 reading domains. They are the key areas which children need to know and understand in order to improve their comprehension of texts. Use of the VIPERS question stems across the school ensures a consistent approach using higher order questions covering all reading domains.

V ocabulary	Find and explain the meaning of words in context.
I nterpret	Make and justify interpretations about characters and events using evidence from the text.
P redict	Predict what might happen from the details given and implied in a text.
E xplain	Explain preferences, thoughts and opinions about a text. Identify/explain how information/narrative content is related and contributes to the meaning as a whole. Identify/explain how meaning is enhanced through choice of words and phrases. Make comparisons within the text.
R etrieve	Retrieve and record key information/details from fiction and non-fiction texts.
S equence (KS1)	Order the key events of a story in the correct sequence.
S ummarise (KS2)	Summarise main ideas from more than one paragraph

Lesson structure

There is a specific format for each year group, which outlines the curriculum objectives to ensure all skills are taught. These skills are highlighted weekly, according to what will be taught. The outline of each lesson makes reference to which VIPERS skill is being taught and key questions that need to be asked.

The format of the lesson should be as follows:

Teachers should select vocabulary from the text that should be discussed prior to engaging in each chapter/page to ensure children can access the text. Teachers should support children in applying phonics skills to decode the words and then discuss and clarify the meaning.



SPaG opportunities linked to daily spelling and grammar lessons should be incorporated as part of each lesson to secure children's understanding of grammatical terms, so that they will see these in context and apply them more confidently in their writing.



Teachers model read from the class text in order to help children understand how to use punctuation to support intonation, show an understanding of emotion through expression and model the reading of higher level vocabulary.



There should be an element of peer (paired read) or independent reading as part of every lesson in order to promote decoding skills and fluency. A variety of reading strategies such as choral read, jump in read and echo read can be used to support the development of fluency depending on class needs.



Vipers question stems should be used and referred to in order to secure an understanding of the text and the development of comprehension skills, so children are able to confidently answer questions about that their reading.



A 'response to reading' activity should be planned which allows children to independently practice and develop the key VIPERS skill being taught.



A review of the skills learnt through regular questioning during mini-plenaries and plenaries. Children may also be encouraged to review their thoughts and opinions of the text at these points.

Progression of Reading Skills

We understand that reading skills are progressive. More complex skills (i.e. infer, predict and explain) which require higher order thinking require knowledge based skills (i.e. vocabulary, retrieve, sequence/summarise). Underpinning all skills is decoding which is the basis for any child to then apply reading skills to show an understanding of a text. A child cannot simply be expected to apply a reading skills without a progression of skills, consequently the reading progression documents shown in **Appendix 1** clearly outline the progression of skills in both decoding (word reading and fluency) and comprehension. VIPERS question stems which relate to the different strands of comprehension are clearly shown for each year group.

A long-term overview of texts [**Appendix 2**] shows which texts are used each term and thereby ensures that children have the opportunity to engage with fiction, non-fiction and poetry texts. The text overview also ensures that the texts provide the appropriate level of challenge to build and extend skills. These texts have been chosen to compliment termly topics for each year group and are also assessed to ensure that they offer a rich vocabulary and writing model which will support the development of children's writing skills. Teachers also select a form of digital literacy and multi-media to further develop VIPERS skills whilst engaging the children. Children's learning is recorded in a range of ways including both written activities and, in key stage 1,

AFL [Assessment for Learning] stickers which record children's responses to texts and questions. Recording of understanding is varied and engaging to children.

Home reading

The reading scheme at River is progressive and split into two sections. Children are given a coloured book band with phonically decodable books which are suited to their phonics level. When teacher assessment, based on a range of evidence shows they are ready, they move on to the Accelerated Reader program.

Decodable books

Teachers are responsible for ensuring each child in their class has a home reading book which, not only matches their phonic ability and comprehension skills, but also offers an appropriate level of challenge (90% accuracy). From Foundation Stage, children are not allocated books, but are allowed to choose their own reading book within their coloured book band. In Key Stage 1 children are supported in learning how to make these choices by Teachers or Teaching Assistants, who guide them through discussion about the title, blurb or illustrations. As children change their books with their peers, they begin to share and articulate their views and recommendations. As pupils grow in ability, they become more independent in their choices, however an overview is kept and monitored by teachers. By providing children with access to a range of texts, and through purposeful 'book talk' with adults and peers, children maintain enthusiasm and engagement in reading, whilst also developing their knowledge of genre and authors. When making their choices, children may choose to re-read a book and this is recognised as good practice in order to build fluency and understanding. If a child is not enjoying a text, they are able to change it.

Teachers share reading assessment data with Teaching Assistants and book band levels are reviewed twice a term. Reading levels, through the coloured book bands, are tracked through the class reading tracker which is shared between Class Teachers and Teaching Assistants. When assessing reading on the coloured book bands, VIPERS comprehension questions are used, together with a running record, completed by the class teacher or teaching assistant, to assess fluency. These are then be evaluated by the Class Teacher who identifies when the child is ready to move to the next reading level. At least one running record is completed each term for all children.

In addition to ongoing class reading activities, adults also hear children read their reading scheme book.

In key stage 1, the minimum expectation is that the Class teacher or Teaching Assistant will hear all children read their reading scheme book every two weeks.

In key stage 2, the minimum expectation is that the Class Teacher or Teaching Assistant will hear all children read their reading scheme book at least once each month.

The class reading folder is regularly updated to include assessment information and reading record sheets for each individual pupil [which show their responses to VIPERS comprehension questions](#). These are handed to the next teacher at the end of the academic year.

In key stage 1, reading books are checked on a daily basis, by Teaching Assistants and changed when completed as outlined above. In key stage 2, children use the Accelerated Reader programme and children change their books, when they have completed the relevant quiz. Please see Accelerated Reader section below. Children should read their home reading book every day either to an adult or older sibling (EYFS & KS1) or independently (KS2). Whenever children read at home, they should practise both their decoding and comprehension of the text. Parents and carers are supported in this by VIPERS questions being provided for each book band. When a child moves up a book band, a new [set of questions](#) for that level will be stuck into their home reading record.

When children in Year 2 reach gold level band books, teacher assessment is used to decide when to move children on to the Accelerated Reader programme. Children must show a secure knowledge of grapheme-phoneme correspondence, which has led to reading fluency (90 words per minute) and have demonstrated a good understanding of what they are reading across a range of genres. Teachers will then complete the star reading test with children which will give them their 'ZPD' (zone of proximal development) which gives their starting point and children will then choose books from the library.

Please see **Appendix 3** which shows the book band progression.

Accelerated Reader When children move on to the Accelerated Reader programme, a 'Star Test' is completed each term which gives children their ZPD [starting point/appropriate band] for reading which is then shared with parents through the reading record book. Children choose their Accelerated Reader books from the library. When they have finished the book, they complete an electronic quiz within 24 hours; they are then able to change the book. All children on the Accelerated Programme are given 15 minutes each day, within the class timetable, in which to read their books.

It is the responsibility of the class teacher to monitor the quiz results to evaluate each child's progress within the ZPD to ensure they are reading appropriate books within their level. This is completed every two weeks. Teachers also ensure that children are reading a variety of texts which include fiction and non-fiction. Each term, teachers review the summary report to check children are choosing the correct ZPD. The screening report is reviewed each term to show the children who are 'on watch' or require intervention. These reports are used to support class teacher assessment in identifying the lowest 20% of readers, so that additional provision can be implemented to accelerate progress. From these reports class teachers also identify their focus group to support within guided reading sessions so that they do not fall behind.

Each term, within a staff meeting, teachers analyse the 'growth' report to identify progress between terms, tracking to ensure all are achieving expected progress and those needing support. Key Stage 1 teachers undertake the same evaluation using their reading band tracking grids.

Reading enjoyment

Reading for pleasure is important for educational purposes as well as personal development (Clark and Rumbold, 2006). We encourage reading enjoyment through the use of a variety of stimulating and engaging texts used in both English and Guided Reading lessons. It is the expectation that all teachers read to their classes on a daily basis and this is included within the class timetable; this should include a range of texts including poetry. Children have access to the school library which is used as a curriculum resource during the school day to support learning in all subject areas. Each classroom also provides access to texts which are linked to the termly themes or topic. Enrichment activities such as 'Book Week', 'Take One Book', author visits, buddy reading and book fairs also promote reading enjoyment as do focus displays, for example on rotation on the Bridge Link.

Class book corners are a valued resource which offer a range of fiction and non-fiction texts and provide an opportunity for children to choose a book to read for pleasure. As part of this process, children should also have the opportunity to reflect on and discuss the books they have read so that they are making informed choices and developing and sharing opinions about authors and texts. Book corner books are reviewed and changed each term by Class Teachers, so children always have a variety of texts to choose from.

Assessment of Reading

Reading objectives are assessed formatively using Target Tracker, and both children's verbal and written responses provide formative assessment opportunities which allow teachers to plan lessons that ensure the progression of skills. It is the class teacher's responsibility to ensure accurate assessments of reading and as well as working with children whilst they read, use is made of the data below to support their judgements.

Key stage 1:

- Phonics data including termly phonics assessments
- Book band tracker
- Running records
- VIPERS comprehension sheets and evidence in books

In Key stage 2:

- Outcomes of comprehension tasks
- NFER assessment data
- Accelerated Reader reports
- VIPERS comprehension sheets and evidence in books

Each term, progress in reading is analysed through dedicated time in staff meetings and this is also discussed through target setting and pupil progress meetings, to support action planning.

For children identified as not making the expected progress, and the lowest 20% of readers, additional provision is put in place. This may be in the form of daily or regular reading which can focus on developing children's fluency by applying their phonics knowledge, or developing their comprehension skills through the use of VIPERS questions. Common Exception word recognition activities can also be included as part of this process to improve fluency together. The 'Toe by Toe' reading program can also be used to support learners in Key Stage 2.

A range of texts with different fonts are incorporated into the reading scheme which includes those which are dyslexia friendly. Phonetically decodable texts, based on children's areas of interest, are used in upper Key Stage 2 to engage children. Reading rulers are used to support pupils who have tracking difficulties; these are shared with parents and also used at home.

PHONICS

Phonics is a body of knowledge that is necessary for children to learn to read and spell. Due to the alphabetic code of English (**Appendix 4**), children are taught explicitly the correspondences between letters and sounds (graphemes and phonemes), as well as the skill of blending the individual sounds together to read. The term 'synthetic' phonics refers to the verb 'synthesise', meaning 'to combine'. The skill of segmenting words into their individual sounds is needed for spelling. Word reading and spelling are 'reversible processes'. Reading involves blending sounds to say a whole word; spelling involves segmenting a whole word to identify the sounds in it.

Monster Phonics is the systematic synthetic programme used at River to support phonics teaching.

Teaching Phonics

From their first day in Foundation Stage at River Primary School, children are taught systematic synthetic phonics. Discrete phonics lessons are taught daily across all classes Key Stage 1. In recognition of the importance of phonics teaching, opportunities to consolidate and build on the discrete learning in these lessons are identified and used by class teachers throughout the day and across all curriculum areas. This teaching is also supported within daily whole class guided reading sessions, the structure of which, will include an aspect of children applying decoding skills in order to develop fluency. The timetable for each class in Foundation Stage and Key Stage 1 will include daily opportunities to share a story and read a poem, whilst also providing opportunities for children to sing songs and nursery rhymes. Teacher modelling is used to scaffold learning using the 'my go – our go – your go' model used for grapheme recognition, segmenting and blending.

Phonological awareness.

Phonological awareness is the ability to reflect upon and manipulate the sounds structures of language through word, syllable and phonemes. When beginning in Foundation Stage, the importance of developing children's phonemic awareness is recognised as a secure foundation for learning grapheme - phoneme correspondences.

Before a child can make good progress in learning the written representation of sounds they need to be able to:

- recognise speech sounds as distinct from other environmental sounds
- isolate individual words in speech flow (waddayouwant?)
- recognise that words can rhyme (dock/clock, Jill/hill)
- recognise that words have syllable structure (Pe/ppa/ Pig)
- recognise onset and rime (f-ish ch-ips)
- recognise that words can begin and end with the same sound and have different medial sound(s) e.g. pip, pup, pop
- recognise that words can be broken down into individual phonemes orally (s-p-r-i-ng J-o-sh-u-a)
- blend and segment sounds orally (without looking at letters or words)

Teachers can assess children's phonemic awareness and identify next steps by assessing their ability to blend, segment, isolate phonemes, add phonemes, delete and substitute phonemes, ultimately their ability to

manipulate the sounds they know. All children need to be taught to listen and understand what good listening looks like.

Monster Phonics

At River, Monster Phonics is the systematic synthetic phonics programme used to support phonics teaching. Sounds are categorised into 10 colour groups and each colour has a corresponding monster character. Each monster has a back story and are used throughout the programme. The visual representations of this programme support the children in learning grapheme – phoneme correspondence, whilst also engaging the children in their learning.

A – represented by Angry A

E - represented by Green Froggy

I - represented by Yellow I

O - represented by Miss Oh No

U - represented by Purple U Hoo

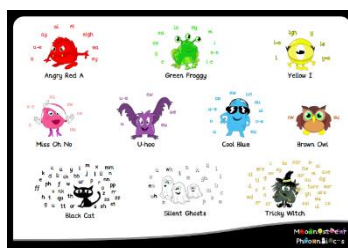
OO - represented by Cool Blue

OW - represented by Brown Owl

The silent letters represented by white silent ghosts

The tricky letters that have changed their sound or grapheme, and that do not fit into any other group are represented by Tricky Witch.

The early graphemes, or initial sounds are represented by Black Cat.



Follow this link to: [Phonics Programme for Schools that makes teaching easier - Monster Phonics](#)

The programme offers resources such as colour coded flashcards, rhymes, songs and visual representations to support teaching. The colour coded ‘monsters’ help children to learn and retain their sound knowledge, acting as a ‘memory hook’, whilst also engaging children’s interest. In following the programme of study in National Curriculum Appendix 1, the SSP provides a structure which, we recognise, supports children in developing their decoding skills and their encoding skills. This supports our learners in building on their phonics knowledge to move into understanding spelling rules, particularly when beginning to learn the prefixes and suffixes in Year 1, further building on this knowledge in Year 2. In this way we follow the statutory programme of study.

Phonics lesson structure

Within each phonics lesson, the objectives are shared by the teacher so that they are understood by the children, using phrases such as, “by the end of this week you will be able to...” or “Today we are learning to...”. Phonics lessons are well paced to ensure that children have the opportunity to practise and apply the skills as soon as possible.

To ensure consistency, each lesson follows the same structure to ensure the focus is on word reading and grapheme/ phoneme correspondence (GPC) learning rather than explanations of activities.

Revisit and review (5 mins) Pupils revise GPCs taught in earlier sessions.

Main Teaching (5 mins) Direct teaching by the class teacher during which pupils are taught new GPC.

Practice (10 mins) Allow time for children to work in learning coach pairs or small groups to support each other in practising the key skill.

Apply (5 mins) Provide children with the opportunity to apply the key skill independently.

Dictation exercises are included as part of our phonics teaching.

Please see **Appendix 5** for bank of activities to support learning.

At River, we recognise the fundamental skills children need before learning phonics

- Spoken language
- Physical activity
- Meta-linguistics
- Forms of print
- Ability to symbolise
- Phonological awareness

Lesson Planning

All phonics lessons are planned following the GPC progression set out in the Monster Phonics SSP and this progression has been linked to our book bands through a colour coded scheme. Class Teachers plan lessons using the lesson plan example given in **Appendix 6** with Monster Phonics resources used to support teaching. To ensure appropriate pace and the active engagement of all pupils, we enrich the programme with carefully chosen activities which meet the criteria set down by the DFE for good phonics teaching. We recognise that the colour coded 'monsters' help children to learn and retain their sound knowledge, however after learning the GPC, children must apply their knowledge by blending and segmenting words which are not colour coded. Monster Phonics texts are included within our reading scheme and there are also teacher copies of Monster phonics books available in the key stage 1 area to support children in applying their knowledge using engaging texts about the monster's adventures.

The table below shows expectations for teaching GPCs

	Autumn	Spring	Summer	End point
FS	<p>Listening Games (3 weeks)</p> <p>Following on from Nursery provision;</p> <p>Children develop listening skills to develop sound discrimination through the use of songs, nursery rhymes, rhythm and rhyme and alliteration. The develop voice sounds and identify different mouth movements.</p> <p>Grapheme focus: Pink level 1 Including VC CVC</p> <p>s,a,t,p,i,n, m,d,g,o,c,k,ck e,u,r,h,b,f,ff,l,ll,ss j v w x y z</p>	<p>Grapheme focus: build on Pink 1 and complete Pink 2</p> <p>zz qu ch sh th(v) th</p> <p>Including CVCC CCVC CCVCC</p>	<p>Grapheme focus: Red and Yellow 1 to reach ARE FS</p> <p>ng,oo, ar, oo(u), ow, ee, ur,ai, or, oa, er</p> <p>igh, air, oi, ear, ure</p> <p>Including CCCVC CCCVCC</p>	<p>Children know pink 1, pink 2, red and yellow 1 graphemes.</p> <p>Children use phonemes to read and spell</p> <p>cvc, cvcc,ccvc,ccvcc ccvc,cccvcc</p> <p>Children read Yellow 1 books</p>
Year 1	<p>Assess and Review previous sets (Autumn 1)</p> <p>and use GAP analysis to teach and secure Pink 1, Pink 2, Red, Yellow 1 graphemes</p> <p>Including CCCVC CCCVCC)</p>	<p>Grapheme focus: Blue and Green.</p> <p>a-e, e-e, i-e, o-e, u-e</p> <p>ea, ir, oe, ou, ow, ue, ew, ie, ore, aw, au, are, ph, wh</p>	<p>Secure understanding and identification of split digraphs.</p> <p>Spelling Appendix 1:</p> <p>Suffix s/es Suffix ing/ed no spelling change suffix er/est no spelling change</p>	<p>Children have secure GPC up to and including green level graphemes.</p> <p>Chn reading orange level books.</p>

	Grapheme focus: Yellow 2 nk, tch, ve, ay, oy		The sound v at the end of words (have, live, give) Compound words Note : prefixes and suffixes included within appendix 1 + 2 are taught within SPAG	
Year 2	Y2 spelling appendix dge, g, c, kn, gn, wr le el il al y al (or) o (u) ey after w a(or) after w or (er) after w ar (or) s (zch) ti i	Y2 Spelling Appendix rules Homophones Vowel suffix Consonant suffix	Y2 Spelling Appendix rules Review Homophones Contractions Possessive apostrophe	End of Key stage expectation Children read and know spelling rules for Year 1/ Year 2 spelling appendix Children have secured fluency reading gold level books with 90% accuracy and have moved on to Accelerated Reader

Decodable books

Decodable books are organised into coloured book bands in the Key Stage 1 area, which match the colours on the grapheme-phoneme correspondence grid (**Appendix 7**) used to track children's progress. The books in each box have been carefully chosen, and organised by phonemes, to support children in applying their phonics, whilst also giving them a variety of genres, texts and reading experiences.

Actions

A multi-sensory approach to teaching phonics is used with actions to help children learn and retain their knowledge of sounds. The same actions are used consistently across year groups and are explained in **Appendix 8**.

Assessment

Formative Assessment.

Rigorous formative assessment is undertaken daily and throughout phonics and guided reading lessons to inform future planning and identify children who may need to 'keep up'. Both Teacher and Teaching Assistant observations in every lesson are essential in assessing learning and identifying learners who may be at risk of falling behind. Additional provision for these children must be immediate and delivered on the same day to ensure they do not fall behind. This is a responsive approach to ensure targeted support is given and can be an extension of the lesson taught in the morning by the class teacher, or may be a revisit of a skill the children have found difficult. The Teaching Assistant will use resources provided by the class Teacher which link to the school SSP, Monster Phonics.

Summative Assessment

Although colour coded words are used as a visual representation to support learning and retention of GPC through the Monster Phonics SSP, assessments must be completed in black and white font to show that children have applied their skills. Retrieval practice forms part of every lesson, with children revisiting previously taught sounds and these should again be assessed using the black font.

Each term, teachers assess children's recall and understanding of the graphemes and phonemes taught so far by assessing children's grapheme recognition, using grapheme cards. Teachers also assess children's application of graphemes taught, by assessing children on reading real words with these graphemes. These should be recorded on the grapheme-phoneme correspondence grid (**Appendix 7**), kept in the class progress folder to support tracking of all children and inform future planning.

Assessment timetable

Beginning of Term 1:

- Grapheme assessment completed based on previous year expectations using GPC grid.
- Read real words containing graphemes taught so far using the school GPC grid.
- Common exception word assessment.

Analysis: This data is used to assess retention of knowledge, identify gaps and inform planning and teaching.

End of every term:

- Assess children in reading graphemes taught using GPC grid
- Read real words containing graphemes taught so far using the school GPC grid.
- Running records completed termly for every child analyse fluency.
- Class teacher and Teaching Assistant to hear each child to read decodable book each term.

Children are assessed on the common exception words taught.

Analysis: Data is used to identify GAPS so they can be addressed and inform next terms planning.

Term 3:

Year 1 / Year 2 practice phonics screen completed.

End of Year:

- Foundation Stage: Grapheme assessment in the form if the phonics check completed.
- Year 1 Statutory phonics screen completed.
- Year 2 Statutory phonics screen completed for children needing rescreening.
- Common exception word reading assessment based on progression undertaken in term 6 and passed to the next teacher.

Common Exception Words

The River Primary School common exception words reading document (**Appendix 11**) outlines the order and expectations for teaching common exception words from Foundation to Year 2. These include the first hundred high frequency words, Year 1 common exception words and Year 2 common exception words. Key words which are the 'exceptions' should be taught with an explanation as to why they are the 'exceptions'. High frequency words which can be 'sounded out' are not included within this list but should be taught within phonics lessons. outlines the order of teaching common exception words. These words are taught separately to phonics lessons and revisited throughout the day and week. Strategies for teaching include word of the day, secret password and 'look, say, cover, write and check'. Words taught are assessed termly and actions taken to support children who have not secured sight recognition of these words. These could include daily practice with word tags or word probes to ensure children do not fall behind.

Links with parents

At Parent Consultations, information is shared with individual parents about their children's phonics learning and key graphemes or words the children are working on. As part of home learning, key graphemes or common exception words are sent home for parents to practice with children. A reading record note for each band is placed in the front of children's reading record books and show the key graphemes children are working on within that level so parents know which sounds to practice. Parent phonics workshops are also held in Foundation Stage and Year 1.

Additional Provision

Children who do not meet the expected standard by Year 2 continue their phonics learning into Key Stage 2 through a programme of additional provision. Monster Phonics intervention resources are used to support sessions using a consistent intervention format across Key stage 2 (**Appendix 9**) Children are tracked through a word reading assessment every two terms, grapheme gaps are identified and used as a focus for planning and teaching the next steps.

SPELLING AND GRAMMAR

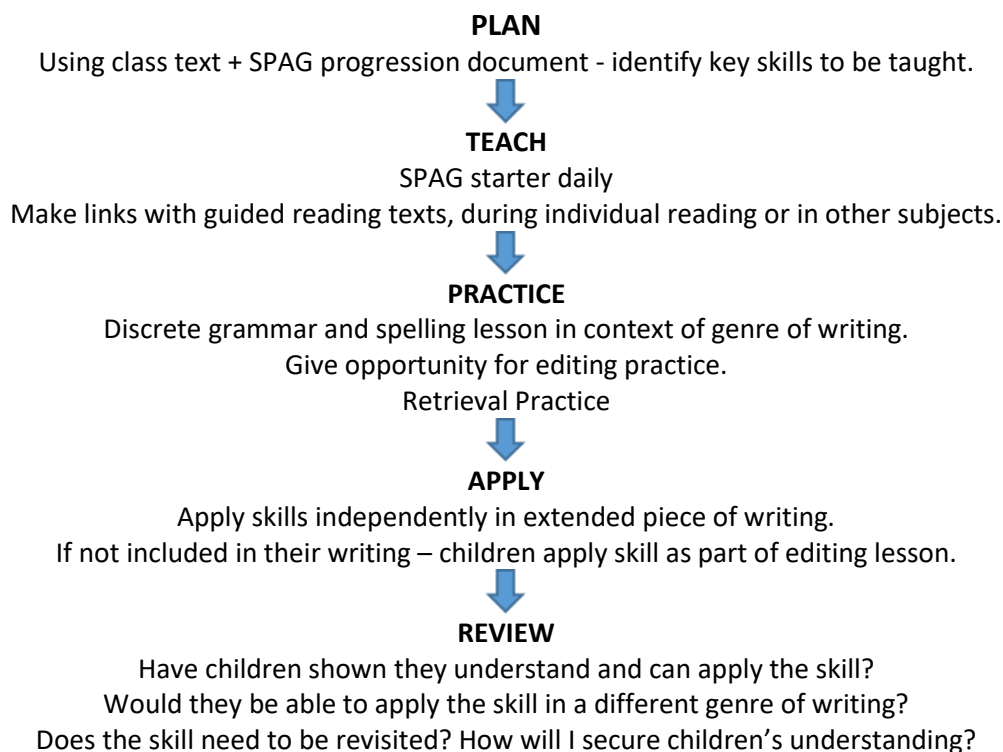
Grammar

We teach spelling and grammar [SPaG] in engaging ways for children from Foundation to Year 6. The use of games, photographs, videos and real life contexts make SPaG engaging and interactive for children. Grammar lessons are planned for using objectives taken from the National Curriculum Appendix 2. Teachers recognise that teaching of spelling and grammar provides the foundation for successful writing and so objectives are taught which link to the genre of writing the children are currently working on. SPaG is taught on a daily basis at the start of every English lesson, however, discrete lessons which teach a key skill to be used in writing are also used to embed a grammatical skill. A writing overview, as shown in **Appendix 10**, is completed by the teacher for each genre of writing, identifying where the key SPaG skill to be taught, learnt and applied in writing is identified and planned for.

For all children, SPaG is reinforced through the reading of their class texts both in English and Guided Reading, whilst links are also made when Teachers and Teaching Assistants hear individual readers. All children are taught how to edit their writing for punctuation and grammar errors or admissions, focussing on the rules that have already been taught, whilst also using their grammatical understanding to make improvements to writing, for example, by varying sentence structure.

Retrieval practice is used to support children to recall key grammatical knowledge through weekly 'four from before' questions.

Planning and Teaching cycle



SPELLING EYFS and KS1

In Key stage 1, through the teaching of phonics, children develop their knowledge of the alphabetic code. They are taught the skills to blend to read and to segment to spell and understand these as a reversible process. The knowledge and skills children acquire to support their development of early reading is equally important to their development as a writer. Children must be given equal opportunities to practise and apply their phonics skills in writing and reading tasks so that they can understand the relationship between decoding skills for reading and encoding skills for spelling. The teaching of spelling is supported through the Monster Phonics programme and the effective and supportive use of scheme materials enhance and vary the activities provided. This also links to National Curriculum Spelling Appendix thus supporting the progression of phonics into spelling in Year 1. A multi-sensory approach is adopted linking the teaching and practice of letter shapes

and patterns with the development of pupils' ability to listen to, and discriminate between, the sounds which make up a word.

Key Stage 2

High quality lessons to teach spelling rules take place as part of the daily SPaG lesson from Year 3. These are taught in a sequential way focussing on the spelling rules for KS2 as outlined in the National Curriculum. For children in Key Stage 2 there is an emphasis on the recognition of letter strings, visual patterns and analogies, the application of spelling conventions, the use of a range of word resources and the morphology of words. It is recognised that some pupils will need to consolidate their phonic knowledge and skills from Key Stage 1. As in Key Stage 1, there is also a focus on developing confidence and independence so that skills are transferred to writing across the curriculum. It is expected that pupils assume increased responsibility by identifying their own spelling errors, spelling patterns and are beginning to make reasoned choices about likely alternatives and using a range of resources (including a variety of dictionaries and word banks) for making corrections.

Classroom displays exemplify a rich environment for language with spelling vocabulary, relative to the rule being taught, being shown. Words taught in spelling rules extend and challenge children's vocabulary appropriately.

Format of a spelling lesson

Revisit/Review

Practise previously learned letters/sounds/tricky words



Teach

Teach a new letter/sound pattern

Teach blending/and or segmentation with letters



Practise

A reading and spelling opportunity linked to the taught letter/sound or family of sounds



Apply

A spelling and reading based activity using one or more high frequency words and the letters/sound pattern learnt during the session.

Assessment

Target Tracker statements are used to support teachers in assessing SPAG and writing assessment frameworks are used to assess children application of skills within writing tasks. Termly moderation supports teachers in tracking and identifying children attainment and progress. Children identified as needing extra spelling support will have strategies put in place to support them, either as an intervention, or within the spelling lesson. Strategies used across the school may include: phonics approaches, the use of clued spelling, daily Look, Say, Cover Write Check or high frequency word probes.

Spelling Support at Home

Parents are made aware of spelling rules through the class pages of the school website. Common exception words and high frequency words that are appropriate to that child are shared with parents at Parent Consultation evening and are also available on the class pages of the school website. Where appropriate, teachers may send home targeted spellings for children to practise.

All children have a Spelling Shed log in and password and can access online spelling games via <https://play.spellingshed.com>. Spelling Shed helps children to practise spelling via a simple game. The game

gives four different degrees of support in the form of difficulty modes; Easy, Medium, Hard and Extreme. Higher levels allow a higher score to be achieved but children can practise as much as they like on lower levels before trying to gain high scores. The scores achieved give a league position and each class has its own league position within a school league and world league. Children are expected to practise this daily at home. Each term, teachers will set individual or group spellings based on both their year group statutory spellings and spelling patterns plus any identified gaps.

WRITING

We understand the importance of developing children's understanding and use of written language so they are effective communicators who can confidently share thoughts, ideas and emotions to others. Our aim is to encourage children to gain pleasure and enjoyment from writing which will stay with them into adulthood. Along with transcription, we understand that composition and coherence of writing is key to children conveying their ideas effectively and so use high quality texts as models of high level language and grammatical structures. A range of stimulus is used to engage children in writing, such as carefully chosen topic linked texts, film clips, pictures, videos and personal experiences. Children are taught a progression of skills, following Appendix 1 and 2 of National Curriculum and are given a wide range of writing opportunities across the curriculum to ensure children are applying key skills in different genres. Children are also given the opportunity to write about their personal experiences at least once a term, so that they can learn to reflect their thoughts and feelings in written word.

Teaching writing.

English is taught on a daily basis and the key skills of transcription and composition are taught within this time, although children will be provided with opportunities to transfer these skills to other curriculum areas. [We expect children to write at length at least once a week. The over view of writing below shows the 'writing journey' and how transcription and composition skills are taught in the lead up to extended writing.](#)

Key Stage 1 and 2 – Use of text to support writing development.

A long-term overview of texts shows which texts are used each term for each year group. This ensures that texts across the school are progressive and that children have the opportunity to engage with fiction, non-fiction and poetry texts as models for writing. These texts have been carefully chosen to compliment termly topics for each year group and are also assessed to ensure that they offer a rich vocabulary, key grammatical structures and writing models.

To enhance this, teachers may use further models of texts which include the genre features, current spelling rules and patterns they are learning, as well as the grammar and punctuation elements they are focusing on. Children are then able to see the genre features, together with the skills they should apply, in context.

We view the teaching and learning of writing skills as a journey where children build upon each skill previously taught, and develop new skills resulting in a final outcome. This 'writing journey' is planned for by class teachers using the writing overview (**Appendix 10**) which outlines the transcription skills which underpin the writing genre being taught, based on the National Curriculum programme of study.

Spoken word

Both teachers and teaching assistants model high quality vocabulary through daily dialogue with children. We recognise that spoken language underpins the development of writing and so accurate grammar and pronunciation is modelled to children verbally, by adults, to further embed accurate sentence structure and spelling for children. This vocabulary is reinforced through the use of the class 'Word Wall' which is broken down into groups of words based on the concept of Language Through Colour. This reinforces an understanding of word classes and grammar to children and ensures children have access to relevant vocabulary for their writing each term.

Across the school, the writing journey is clearly evidenced showing a progression of skills which leads towards a final writing outcome in children's English books.

The writing journey is planned for using the following format with the class text or model used throughout the process.

Overview of writing

Engage and immerse

Use a class text, film, clip, picture, or experience to engage learners.

Identify the genre that children will be writing, giving a purpose and an audience.

Immerse children in the text or model to secure understanding of genre features and develop understanding of cohesion.



Teach vocabulary.

Children collect and practice the use of vocabulary relating to the topic and genre.

Children create word banks, collect vocabulary for working walls

Children practice using vocabulary verbally through speaking and listening activities.



Practice key SPaG skill.

Discrete grammar and spelling lesson in context of genre of writing.

Feedback secures skills and gives opportunity for editing practice

Retrieval Practice

AFL to identify children who have not secured skill.



APPLY in extended writing

Plan and orally rehearse prior to writing.

Apply skills independently in extended piece of writing.



Editing skills

Children read through their writing and edit for grammatical accuracy using pink polishing pen.

Children use the success criteria to edit and improve writing.

Cohesion

We recognise the importance of supporting children in writing coherent written compositions across a range of genres. We support children in developing these skills by:

- Giving a purpose for writing so that children are aware that for each piece of writing there is a reader, thereby developing an awareness of audience.
- Using high quality texts across the curriculum which demonstrate a range of cohesive devices.
- Using coherent teacher models to support understanding.
- Using daily SPAG sessions, together with the school SPAG progression document, to teach cohesive devices, such as coordinating and subordinating conjunctions, fronted adverbials, use of tense
- Supporting children in writing independently and developing their 'author voice' through rich experiences, interesting topics and texts, but also by allowing an element of choice which will engage them.
- Ensuring that during the edit and improve element of teaching, children have the opportunity to read through their writing with a peer or adult, and can be supported in editing their writing to make it more cohesive.

Children need to discuss and rehearse their sentences which is vital stage in being able to write independently and cohesively. Through spoken language and collaborative discussion, children are able to develop their ideas and their own sense of a 'writer's voice'. We encourage children to select independently from the range of punctuation and sentence structures they have been taught to develop cohesive, independent and purposeful writing.

The development of language and vocabulary to impact writing is taught in a range of ways including reading to children (broadening their vocabulary and varying character voices), encouraging children to read dialogue in shared class texts, hot seating, conscience alleys and shared writing.

Assessment of Writing:

Writing objectives are assessed formatively using Target Tracker statements, which allow teachers to plan lessons that ensure the progression of skills for children in their class. It is the class teacher's responsibility to ensure accurate assessments of writing, so writing moderation between year group colleagues is used

together with a formal whole school writing moderation session each term. The focus of moderation is set by the subject leader to ensure that progress and attainment of pupils is accurately tracked. The school has developed writing assessment frameworks for each year group **[Appendix 12]** based on the National Curriculum, which support teachers in undertaking robust assessment of learning, as well as identify next steps to ensure progress. The school actively participates in opportunities to moderate with other schools within the Samphire Learning Hub and those organised by Local Authority English advisors. The school uses Target Tracker to record pupil attainment.

Writing skill development:

When teaching writing skills, teachers use formative assessment to identify the needs of the children and provide them with the support they need to access the English curriculum. In some cases, this may mean a personalised curriculum planned by the class teacher to ensure pupils develop fundamental writing skills. This may be through scaffolding, the use of vocabulary banks, sentence starters or writing frames. These are not to impede children's potential but to enhance their understanding of genre, sentence structure and vocabulary in order to build independence.

Children can be supported in a range of ways to be able to write at length; this may be through the use of scribing or transcribing for children. Their independence is also encouraged through the use of ICT. The programme Clicker supports children in orally rehearsing and recording sentences to listen back to, developing sentence structure, selecting vocabulary from word banks and being able to listen back to their own writing. Children who struggle to retain sentences they have orally rehearsed may record sentences on recording boxes or postcards where they verbally say their sentence to record it and listen back to it as many times as they need to in order to write their sentence.

Early Years and Foundation Stage - Communication, Language and Literacy

From the very start, children in the EYFS stage are given opportunities to speak, listen and represent their ideas in a wide range of activities. We see and treat children as writers from the earliest stage.

Communication, language and literacy is embedded in every part of the EYFS curriculum and forms the basis of their writing skills. They are immersed in an environment that is rich with vocabulary, print and opportunities to communicate. Play is used as the driver to develop communication, language and literacy in our EYFS children.

In the EYFS, children are encouraged to develop communication skills through role play, talk in detail and describe, engage in co-operative play, use their imagination and immerse themselves in the outdoor environment. We understand that these strategies underpin children's verbal communication and in turn develops their written communication as they progress through the EYFS.

Each EYFS classroom has a well organised writing area that includes a variety of writing materials, high-frequency word cards, alphabet cards, interactive displays, messages and examples of children's writing available for the children to use independently and purposefully. There are a variety of different resources for mark making and writing such as large sheets of paper, coloured paper, notebooks, clipboards, whiteboards, pens and paper. Opportunities to listen to each other, stories and rhymes are embedded in the curriculum, whilst puppets, props and small world are available for role-play and, in turn, be a stimulus for writing.

The interactive whiteboard is accessible to the children where children have further opportunities to write and mark make both in teacher led and child initiated learning. Displays celebrate children's achievements and support children's future learning, being interactive where appropriate. Displays include typed and handwritten text and captions from adults and children.

The outside area reflects opportunities inside and provides opportunities for reading, writing and role-play. Activities to develop children's fine and gross motor skills are provided e.g. building wrist strength by twirling ribbon sticks, practising writing patterns with big brushes and water, making letters in the sand, dough disco.

In the EYFS there is a daily whole class phonics session. These are supported by linked independent and guided activities. These are clearly described on planning with the use of learning intention and key questions, along with details of differentiation.

Evidence of children's engagement in writing is reflected in their learning journals or through classroom displays.

HANDWRITING

At River Primary School, handwriting is taught with a sequential, progressive approach. It is a taught skill and it is important that teachers put a high value on teaching and sustaining neat handwriting. Children's self-esteem can be enhanced by showing pride in the presentation of their work, which also shows awareness that writing has purpose, being produced to be read.

We teach children correct letter formation and, when secure, how to join letters and develop good handwriting habits, to aid a fluent and legible style, which may develop to a personal preferred cursive form.

These teaching and learning principles are followed:

- Children experience coherence and continuity in teaching and learning across EYFS, Key Stage One and Key Stage Two.
- Children in Foundation Stage begin the handwriting journey through learning how to print letters using the correct formation. As children move through Key Stage 1 and into Key Stage 2 they are taught the skill of joining letters **only** when letter formation is secure.
- Children are encouraged to use their skills with confidence and pride in real life situations i.e. for a clear purpose
- Teachers and TAs model the correct script and letter formation when writing on the board, when marking and when writing for display purposes (see Presentation Policy)
- Letters should be taught in letter families and follow the progression, as identified in this document.
- Handwriting should be taught explicitly, in short, frequent sessions. (A minimum of 3 per week).
Formation is modelled by the teacher then supervised, so that adults can see how children are forming letters in order to pick up any misconceptions or inaccuracies and give instant feedback and guidance.
- The 'Motor Skills Assessment' should be used as an ongoing assessment tool to identify gaps for individuals. This information is used to support interventions or group teaching and is passed to the next class teacher.
- High expectations of children is maintained across all curriculum subjects including when using whiteboards or paper for individual or collaborative work.
- We do not use a pen licence, but instead encourage children to take pride in their handwriting and presentation by choosing the appropriate writing tool for not only the task, but to suit their needs.

Formation of letters at River Primary School **from Year 1 – not pre cursive FS**

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

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

Handwriting Development

As a young child's body (gross motor skills), hand strength and dexterity (fine motor skills) are developing, they need a range of pencil, crayon and paint brush thickness'. Young children tend to prefer the thicker drawing tools as they can grip them more easily, helping them to mark make.

Vertical drawing and painting surfaces are important in helping young children to develop the wrist strength and flexibility they will need later on to hold a pencil correctly for handwriting. Using plain rather than lined paper is considered best as many children find it less restrictive. Young children, due to the stage of their physical development, use large movements to draw (from the shoulder rather than the wrist) which often creates larger shapes and lines. As their gross and fine motor skills develop so does their pencil grip and ability to draw and write at a small scale, moving more from the elbow and wrist.

Pre – letter patterns

Pre-letter patterns are taught to young children through drawing pictures, patterns and then as letter shapes. Initially taught at a large size to help store them in the motor memory to be recalled later when the child is learning to refine their letter formation skills.

Once a child is ready to start sitting at a desk to write it is important to ensure that the sitting position and table height is correct for them. At this stage they also need to be taught body and paper position for writing at a table.

Depending on the child's age and development stage it may be appropriate to teach them how to form a tripod grip for handwriting. Some children are ready by the age of 4, most by 5 and a few not until they are 6. Age is not an issue; it should be about when they are physically ready.

Forming letters

When beginning to form letters it is recommended that lower case letters are taught first. It is a good idea to use plain paper, as the aim at this stage is to learn how to form the letters correctly not size or neatness, that comes later.

It is better to teach letter formation in groups/families rather than alphabetical order. These groups are based on the orientation and shapes needed to form the letters.

Refining and Joining Letters

As a child's fine motor skills develop it enables them to form smaller more refined versions of the letters and it is more appropriate to use lined paper.

A child is ready to join letters when:

- They have secured the skill of forming letters correctly.
- Letters are of a consistent and suitable size
- Letters are positioned appropriately on the writing line as well as in relation to one another.

The ultimate aim is for each child to develop a good handwriting style; which means;

- They can produce and maintain a good speed
- Have a fluid hand movement which is comfortable
- Letters are of a consistent and appropriate size, positioned correctly
- Handwriting is legible (so others can read it easily).

Consequently, children are taught how to join letters, not by year group, but when it is appropriate for them.

Left handed children and strategies to support.

Teachers should be aware of the specific needs of left-handed children and make appropriate provision:

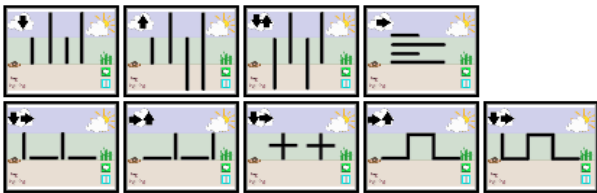
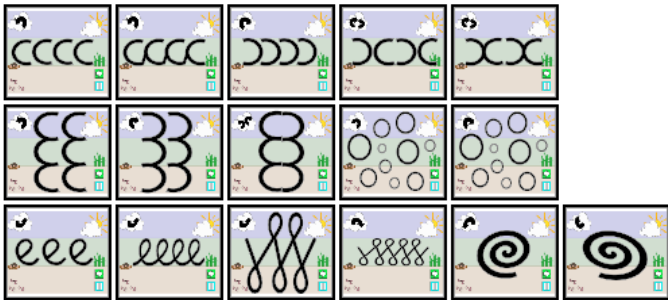
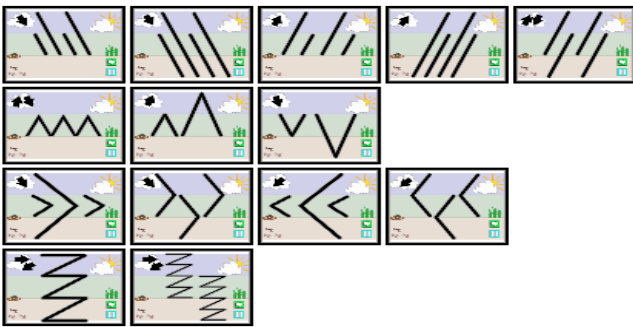
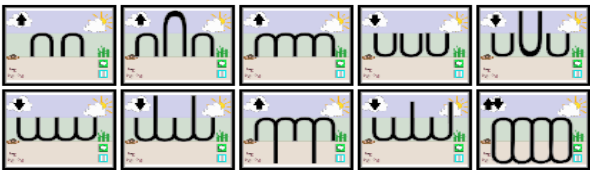
- Children should be positioned so that they can place their paper to their left side.
- Left-handed pupils should sit to the left of a right-handed child so they are not competing for space.
- Extra practice with left to right exercises may well be necessary before children write left to right automatically.
- Letters which have a cross-stroke such as a T, t and f may be formed slightly differently by left-handers, where the cross is formed right to left rather than left to right.
- Teachers should be alert to the fact that it can be difficult for left-handed children to follow hand writing movements when a right-handed teacher models them, so teachers may need to model to individuals or a group of left handed children as necessary.
- Left-handed pens and pencils should be used to support children in developing the appropriate pencil grip and relieve pressure which may be felt when completing extended writing tasks.
- Visual aids such as sound mats and word banks should be placed below the writing page.

Year group	Writing - handwriting
Year R	<p>Year R is not included in the Programme of Study for Key Stages 1 and 2. However, guidance would clearly prepare pupils for the Year 1 statements.</p> <p>Early Learning goal:</p> <p>‘Children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.’</p> <p><i>Development Matters</i> gives the following guidance:</p> <p>30-50 months:</p> <ul style="list-style-type: none"> • Holds pencil between thumb and two fingers, no longer using the whole hand grasp • Holds pencil near point between first two fingers and thumb and uses it with good control • Can copy some letters, e.g. letters from their name <p>40-60 months:</p> <ul style="list-style-type: none"> • Shows preference for a dominant hand • Begins to use anticlockwise movement and retrace vertical movement • Begins to form recognisable letters • Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed <p>Pupils will need to:</p> <ul style="list-style-type: none"> • engage in pre-writing or ‘writing-readiness’ activities • practise holding a writing or drawing implement correctly • practise and enjoy making marks using a variety of materials • make large marks and small marks, using gross and fine motor skills • make patterns such as wiggles, curves, straight lines, zig-zags and circles • practise drawing patterns inside bigger shapes, keeping within the lines • when appropriate, follow the statements for Year 1 below <p><i>Additional information: provide opportunities for the child to hold a range of writing implements correctly, using the tripod grip, before the muscle memory becomes fixed. Develop shoulder movements to encourage upper body strength.</i></p>
Year 1	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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 <i>(according to school policy)</i> • 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. • Non statutory: Handwriting requires frequent and discrete, direct teaching. Pupils should be able to form letters correctly and confidently. The size of the writing implement should allow the pupil to hold it easily and correctly, to avoid forming bad habits. • Left handed pupils should receive specific teaching to meet their needs.

	<p><i>Handwriting should be taught as a modelled, supervised and guided activity, ensuring that pupils do not form habits which are unhelpful later. Correct letter formation and orientation is crucial.</i></p>
Year 2	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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. <i>(Consider how well your pupils are able to successfully master what you are expecting of them at each stage, so that the writing process does not become a barrier to enjoyment and success.)</i> • 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 • Non statutory: <i>They should be taught to write with a joined style as soon as they can form letters securely with the correct orientation.</i>
Years 3 and 4	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • increase the legibility, consistency and quality of their handwriting [for example, by ensuring 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.] • Non statutory: Pupils should be using joined handwriting throughout their independent writing. Handwriting should continue to be taught, with the aim of increasing the fluency with which pupils are able to write down what they want to say. This, in turn, will support their composition and spelling.
Years 5 and 6	<p>Handwriting and Presentation</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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 • choosing the writing implement that is best suited for a task. • Non statutory: Pupils should continue to practise handwriting and be encouraged to increase the speed of it, so that problems with forming letters do not get in the way of their writing down what they want to say. <p><i>They should be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes or a final handwritten version.</i></p>

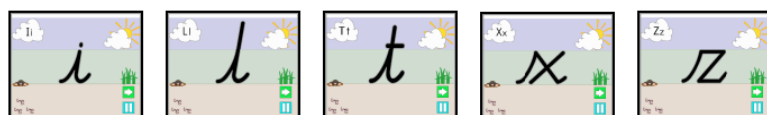
River Primary School handwriting progression

Stage 1: Patterns

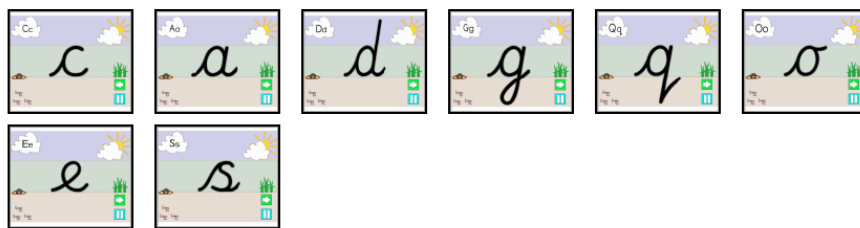
<p>Step 1 straight line letters</p>	<p>l t x z</p> <p>patterns</p> 
<p>Step 2 curves to start</p>	<p>c a e s o d g q</p> <p>patterns</p> 
<p>Step 3 top exit</p>	<p>r v w</p> <p>Patterns</p> 
<p>Step 4 tunnel</p>	<p>n m u h b p</p> <p>Patterns</p> 
<p>Step 5 hooks, loops and lines</p>	<p>j y f k</p>

Stage 2: Single letter formation

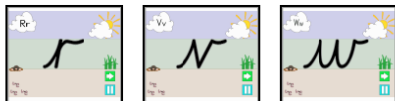
Straight line continuous cursive



Curves to start continuous cursive letters.



Top exit continuous cursive letters



Tunnel continuous cursive letters



Hooks, loops and lines continuous cursive letters .



Capital letters

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

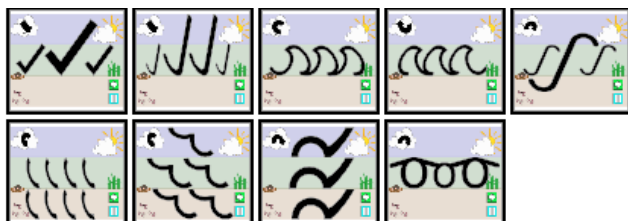
How to join letters.

To join letters, children should write the letters closer together, without lifting their pencil off the paper. The bottom, bottom to "c" shape and "e" bottom joiner animations demonstrate this.

The top joiners tend to be the ones that children find most confusing and difficult to remember.

The joins section of the [pre-handwriting patterns](#) has been designed to help children develop these individual joining strokes.

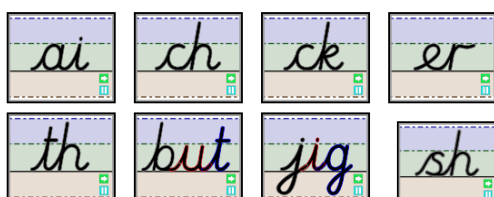
Pre joining patterns



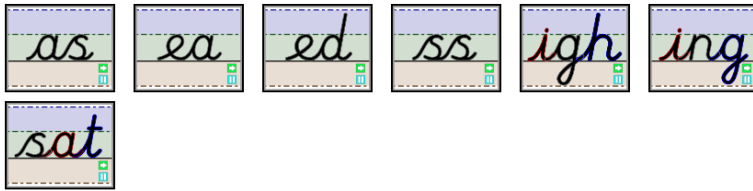
Joining Teaching sequence

Stage 3: joins

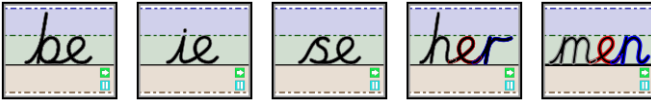
Continuous cursive letter bottom joins



Continuous cursive letter bottom to c shaped letter joins.



Continuous cursive letter bottom e letter joins.



Continuous cursive letter top e letter joins.



Continuous cursive top letter joins



Motor Skills and Letter Formation Assessment.

- This is started in Foundation Stage, where initial assessments are made as part of the baseline.
- In other year groups, this should be used as a starting point for assessing children's motor skill needs.
- Targets should be set for children with identified motor difficulties.
- Teachers are responsible for assessing letter formation on the same document, using the letter formation tab. This should be regularly monitored and updated.
- Through the use of motor skills assessment, areas of need can be identified and specifically addressed through targeted teaching and / or everyday provision.

This can be found on River Staff area of Teams – River Staff – English – Files – Motor Skills Assessment

Appendix Reference:

- Appendix 1 - Reading Progression documents
- Appendix 2 – Whole school text map
- Appendix 3 –Book Band progression linked to phonics
- Appendix 4 – Alphabetic code chart
- Appendix 5 – Activities to support phonics teaching and learning
- Appendix 6 – Model phonics plan
- Appendix 7 – GPC grid
- Appendix 8 – Actions to support the teaching of pure sounds.
- Appendix 9 – Phonics additional provision plan.
- Appendix 10 – Writing overview
- Appendix 11 – HFW/ CEW word teaching progression
- Appendix 12 – Writing assessment frameworks