



# Forest Hall Primary School

## ENGLISH POLICY

### Purpose

At Forest Hall Primary School, every child has the right to a broad and creative English curriculum, where they enjoy lessons and make progress. 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.

### Aims

Through our English Curriculum at Forest Hall Primary School, we aim that all pupils:

- read easily, fluently and with good understanding and enjoyment
- 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.

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum English Document (2013) and in the Communication and Language and Literacy sections of the Statutory Framework for the Early Years Foundation Stage (2014). Core requirements in each document must be covered throughout the teaching year. Our English curriculum is enriched with the use of Read, Write Inc in EYFS and KS1, Literacy and Language and Fresh Start in KS2, and elements of Talk for Writing across the school.

### Roles and Responsibilities

**The Governing Body** – The English Literacy and Language governor is responsible to ensure that English is being taught as part of the National Curriculum and EYFS curriculum.

**Headteacher** – The Headteacher is responsible to ensure that English is being taught as part of the National Curriculum and EYFS curriculum, and monitoring how English is embedded across curriculum areas. The Headteacher is also responsible for monitoring progress and attainment in English.

**Subject Lead** – The subject lead is responsible for strategic subject planning alongside the Headteacher, and monitoring that English is being taught as part of the National Curriculum and EYFS curriculum. They will monitor progress and attainment across the whole school and feedback to the Headteacher. They will produce and implement an English development plan and monitor progress against this. They will attend appropriate network meetings/ training and keep staff up to

date with relevant information. The English Lead will offer support to all members of staff in their teaching, planning and assessment of the English Curriculum, including organising staff training and resources.

**Teaching Staff** – All teachers are responsible for teaching the appropriate objectives for their year group in the English Curriculum and EYFS Curriculum, and making meaningful English links across other subjects. They will follow whole school approaches outlined in this document. They are responsible for monitoring and assessing pupil progress across all of the aspects of English.

**SENDCo**- The SENDCo is responsible for the co-ordination of provision for children with special educational needs and disabilities. She will liaise with teaching staff and parents/carers in identifying need and organising support so that pupils will make progress and improve their skills. This could involve completing an Early Help Assessment. (EHA)

**Teaching Assistants** – With direction from the Headteacher, Phase Leaders and Class Teachers, Teaching Assistants are responsible for implementing whole school approaches outlined in this document and focused interventions with the pupils that they are working with.

**Parents and Carers** – Parents are responsible for supporting the English Policy and their children through homework as described in this document, and encouraging them to make progress in the subject.

## **Spoken Language**

Spoken language underpins the development of reading and writing and we believe that ‘...what a child can say today, he can write tomorrow’. Teachers throughout our school will therefore ensure the continual development of pupils’ confidence and competence in spoken language and listening skills. This includes pupils:

- listening and responding appropriately
- asking relevant questions
- explaining understanding and discussing misconceptions
- developing vocabulary and grammar
- preparing ideas before they write
- developing skills in discussion and debate
- using Standard English.

All children will be encouraged to develop a sense of audience and purpose using spoken language and they will have the opportunity perform to a variety of audiences including their own class, children of varying ages, adults and the whole school in class assemblies.

## **Reading**

**The main reading scheme followed at Forest Hall in Reception and Key Stage One classes is Read Write Inc Phonics ( RWI).** There are also materials available in school from other schemes such as Oxford Reading Tree which are all banded to offer a range of books at the same stage of reading ability.

All pupils at Forest Hall Primary School should see themselves as readers. They are encouraged to read widely across both fiction and non-fiction in order to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. This is enhanced with the use of our whole school Literature Spine (see Appendix A). The importance of reading for pleasure will be reinforced through special events such as book fairs, book days, visiting authors, reading challenges and drama productions.

***Read Write Inc phonics (RWI) is the main programme used in school to deliver the teaching of phonics.***

<https://ruthmiskin.com/en/find-out-more/parents>

## **EYFS**

- In Foundation Stage, children will develop their communication, language and literacy skills on a daily basis in both adult led and child initiated activities.
- Pupils are introduced to high quality literature, including traditional stories, well-loved stories, contemporary fiction, non-fiction and poetry.
- A key bank of texts for each year group is established so that pupils can become familiar with a range of structures, building their fluency and confidence when reading.
- Pupils are exposed to printed and written text through a language-rich classroom environment.
- Reading areas and book corners will be designed to be accessible to all children in each classroom.
- Classes visit the school library once a week.
- Pupils are introduced to and learn patterns of texts through Talk for Writing.
- To start pupils' journey in becoming independent readers, phonics are taught every day through listening to, and building an awareness of, sounds in music, words, sentences, stories, role-play and games. Aspects of the Read, Write, Inc. Scheme are introduced in Nursery when the Nursery practitioners judge that pupils are ready, generally from after Easter onwards.
- From Reception, all pupils take part in daily discreet systematic and synthetic phonics lessons using the Read, Write, Inc. Scheme.
- Pupils in Reception will begin taking home books from the school reading scheme and/or ditties which complement the phonics taught. Parents are encouraged to write comments in the children's reading records and this is used a form of communication between home and school.

## **KS1**

- During KS1, teachers will build on work from EYFS, ensuring that pupils can sound and blend unfamiliar printed words quickly and accurately, using the phonic knowledge and skills that they have already learnt.
- Pupils will learn new phoneme-grapheme correspondences and common exception words through the continuation of daily Read, Write, Inc. sessions. Pupils are set in groups to best match their individual needs.
- Children will be taught to make use of all appropriate strategies to help them read independently and with understanding, and will also be helped to develop different reading styles to enable them to read a wide range of texts.
- On Fridays, all children will be taught by a teacher in a mixed ability 'Big Writing' lesson, with an emphasis on engaging in and responding to, quality literature at an age-appropriate interest level.
- Pupils continue to learn and recite texts through Talk for Writing.

- When pupils reach the expected standard in reading, they participate in a more structured approach to English. The Literacy and Language scheme is used to support the delivery of the English curriculum from Y2 onwards.
- Pupils become familiar with a bank of texts which contain traditional/classic stories, well-loved stories, contemporary fiction, non-fiction and poetry.
- Pupils' vocabulary will be expanded through emphasis on adventurous words and phrases found in texts read.
- When a new text is introduced, it is contextualised with detail about the author and the time in which it was written.
- Literacy skills are developed across the curriculum including reading for pleasure through our school's thematic approach, and texts used to inform in a variety of subjects, including the use of ICT.
- Cross curricular displays will feature books and vocabulary that are appropriate to the topic and age of the children.
- Each class has a time each day when quality texts are read to and enjoyed by the children. Each class also visits the school library once a week.
- Pupils will have ample practice in reading books that are closely matched to their developing phonic knowledge and knowledge of common exception words. Reading scheme and book banded 'real' books continue to be shared in guided reading sessions and sent home to consolidate, including pupil choice where appropriate.
- Pupils not making expected progress in reading are to be given help and support within the classroom and through targeted intervention where appropriate.
- All children will be supported in their aim for the expected level in the Year One phonic screening check and KS1 reading SAT.

## KS2

- In Key Stage 2, pupils will have daily English Lessons which include starter activities focusing on grammar, punctuation and spelling.
- Lessons are planned to have meaningful cross-curricular links with the half-termly theme, and include use of the Literacy and Language scheme at least three times per year.
- Pupils read and listen to books written at an age-appropriate interest level, including classic fiction and poetry, well-loved stories and poetry, contemporary fiction and poetry, and non-fiction.
- Pupils continue to learn and recite texts through Talk for Writing.
- When a new text is introduced, it is contextualised with detail about the author and the time in which it was written.
- The teaching of comprehension strategies will take precedence over teaching word reading directly; however pupils' understanding of words must be developed through acquisition of a varied and adventurous vocabulary.
- Pupils continue to take part in guided reading sessions weekly, using whole books or extracts and continue the school reading scheme and book banded 'real books'.
- A shared class novel is read for ten minutes at a time throughout the day, so that pupils meet books and authors that they might not choose to read themselves.
- Each class visits the school library at least once a fortnight.
- Literacy skills are developed across the curriculum through our thematic approach and a range of reference texts (including dictionaries) are used to read to inform.
- Cross curricular displays will feature books and vocabulary that are appropriate to the topic and age of the children.
- Provision is made for children who require extra support through intervention programmes such as BR@P and Inference Training, and differentiated class teaching. It is essential that pupils whose decoding skills are poor are taught through a rigorous and systematic phonics

programme so that they catch up rapidly with their peers in terms of their decoding and spelling.

- All children will be supported in their aim of reaching the expected standard in the end of KS2.

## Writing

Children at Forest Hall Primary School write every day. Effective composition involves forming, articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Writing also requires fluent, legible and eventually, speedy handwriting, which is taught and embedded through our school Handwriting Policy (see Appendix B).

## EYFS

- The appropriate development age in the EYFS curriculum informs planning for learning activities.
- Pupils in EYFS will build an understanding of the relationship between the spoken word and the written word; they use their phonic knowledge to write words which match their spoken sounds.
- Through making marks, drawing and personal writing, children ascribe meaning to text and attempt to write for various purposes.
- Teachers model writing through whole class and group writing opportunities and this forms the basis of learning.
- Using Talk for Writing strategies, pupils will retell stories and create story maps to develop their understanding of structures.
- Writing materials are always available for the children in their child-initiated learning.
- Pupils develop their writing with large motor control activities, moving on to writing patterns, then on to letter formation.
- When pupils are familiar with phonics and letter formation, they are encouraged to attempt a more focused form of writing using the initial, end and medial sounds in words, learning high frequency words and make phonic attempts at 'brave' writing.
- Pupils' writing is celebrated through display and reading work aloud.
- Pupils will learn to read and spell the appropriate words from Forest Hall Primary School's 'Sight Vocabulary' list.

## KS1

- Teachers promote a positive attitude to writing.
- Pupils will build upon their learning using Read Write Inc. Get Writing! and within planned writing opportunities in English lessons.
- They compose individual words and sentences orally and then write them down, building to more extended pieces of writing as they develop stamina.
- Teachers model writing through whole class and group writing opportunities and this forms the basis of learning.
- From discussion with the teacher, pupils will have a clear focus on the intended audience and purpose when they write.
- Using Talk for Writing strategies, pupils will use learnt structures to innovate and invent their own texts.
- Big Writing is planned in English for pupils to undertake once per week.

- When completing an extended piece of writing, pupils will have the opportunity to rehearse what they will write through simple planning, and make additions, revisions and corrections through proof-reading and self/peer-assessment.
- Pupils' writing is displayed and celebrated, including opportunities for pupils to read their work aloud to an audience.
- Spelling and grammar will be taught as per the statutory requirements laid out in the National Curriculum (2013) Appendix 1 and Appendix 2, and the agreed use of Forest Hall Primary School's 'Expectations for Spelling' (see Appendix C) and allocated use of common exception Words (see Appendix D).
- Pupils will be given opportunities to apply and practise their spelling by writing simple dictated sentences that include words taught so far.
- Pupils will have opportunities to write for a range of real purposes and audiences as part of their work across the curriculum, including the use of ICT.
- Extended cross-curricular writing opportunities will be undertaken at least twice over a half term, which will feed in to writing assessments.

## **KS2**

- Teachers promote a positive attitude to writing.
- Teachers are responsible for creating and developing a unit of work which is cross-curricular and includes a range of meaningful writing opportunities.
- In every extended piece of writing, pupils will plan, draft, write and edit their work, with time to reflect on their learning through self/peer-assessment.
- Teachers model writing through whole class and group writing opportunities and this forms the basis of learning.
- From discussion with the teacher, pupils will have a clear focus on the intended audience and purpose when they write.
- Using Talk for Writing strategies, pupils will use learnt structures to innovate and invent their own texts.
- Big Writing is planned in English for pupils to undertake once per week.
- Teachers will ensure that pupils build on what they have learnt, particularly in terms of the range of their writing and the more varied grammar, vocabulary and narrative structures from which they can draw to express their ideas.
- Spelling and grammar will be taught as per the statutory requirements laid out in the National Curriculum (2013) Appendix 1 and Appendix 2, and the agreed use of Forest Hall Primary School's 'Expectations for Spelling' (see Appendix C) and allocated use of common exception Words (see Appendix D).
- Pupils will be given opportunities to apply and practise their spelling by writing simple dictated sentences that include words taught so far.
- Pupils' writing is displayed and celebrated, including opportunities for pupils to read their work aloud to an audience.
- Pupils will have opportunities to write for a range of real purposes and audiences as part of their work across the curriculum, including the use of ICT.
- Extended cross-curricular writing opportunities will be undertaken at least twice over a half term, which will feed in to writing assessments.

## **SEND**

**At Forest Hall all pupils will be supported towards developing their knowledge, skills and understanding across the curriculum.**

Some pupils will join school with a special educational need and/or disability already identified and for others needs may become apparent over time. Pupils may overcome difficulties with short term additional support or an intervention programme and some pupils may need a long term differentiated programme of work plus additional support to meet their needs and make progress. School staff will work with parents/carers (and outside agencies if appropriate) to provide support for the pupil to make progress from the school SEND budget allocation. For some pupils with greater need it may be necessary to apply for an Education, Health Care Plan to fund support.

- In KS1, pupils whose decoding skills are poor are taught through a rigorous and systematic phonics programme so that they catch up rapidly with their peers in terms of their decoding and spelling.
- All children will be supported in their aim for the expected level in the Year One phonic screening check and KS1 reading SAT.
- All children will be supported in their aim for the expected level in the Year One phonic screening check and KS1 reading SAT.
- In all classes, pupils not making expected progress in reading are to be given help and support within the classroom and through targeted intervention where appropriate.
- In KS2 provision is made for children who require extra support through intervention programmes such as BR@P and Inference Training, and differentiated class teaching.

**J. Fairley**  
**English Lead**  
July 2017

Reviewed and ratified February 2018  
To be reviewed February 2020

	Traditional Tales and Fairy Stories/Classics	Well Loved Stories and Poems	Contemporary Fiction and Poems	Non-Fiction/Topic Links
Nursery	Cinderella Goldilocks and the Three Bears Snow White and the Seven Dwarves The Three Billy Goats Gruff Sleeping Beauty Rapunzel The Three Little Pigs  Selection of nursery rhymes	We're Going on a Bear Hunt by Michael Rosen and Helen Oxenbury The Gruffalo by Julia Donaldson Rosie's Walk by Pat Hutchins Come on Daisy by Jane Simmons Elmer by David McKee How to Catch a Star by Oliver Jeffers Hairy MacClary by Lynley Dodd Dear Zoo by Rod Campbell Mog and Meg by Helen Nicol and Jan Pienkowski Peace at Last by Jill Murphy Oliver's Vegetables by Vivian French Owl Babies by Martin Waddell	Lunchtime by Rebecca Cobb Oh No, George! By Chris Haughton I Don't Want to be a Pea! By Ann Bonwill The Google-Eyed Goats by Steven Davies Arthur's Dream Boat by Polly Dunbar The Odd Egg by Emily Gravett Ernest by Catherine Rayner The Adventures of the Dish and the Spoon by Mini Grey	One Year with Kipper by Mick Inkpen Honey Biscuits by Meridith Cooper and Alison Bartlett Eddies's Garden and How to Make Things Grow by Sarah Garland
Reception	The Princess and the Pea Hansel and Gretel The Enormous Turnip The Gingerbread Man The Little Red Hen The Magic Porridge Pot Little Red Riding Hood	The Huge Bag of Worries by Virginia Ironside and Frank Rogers Worried Artyur by Joan Stimpson and Jan Lewis Each Peach Pear Plum by Alan Ahlberg Mr Grumpy's Outing by John Burningham Can't you Sleep Little Bear? By Martin Waddell and Barbara Firth The Very Hungry Caterpillar by Eric Carle Not Now Bernard by David McKee Farmer Duck by Martin Waddell Not a Stick by Antoinette Portis Max by Bob Graham Handa's Surprise by Eileen Browne	Captain Finn and the Pirate Dinosaurs by Giles Andreae and Russell Ayto Beware of the Storybook Wolves by Lauren Child The Troll by Julia Donaldson Superkid by Claire Freedman Cats Ahoy! By Peter Bently The Somethingosaur by Tony Mitton Solomon Crocodile by Catherine Rayner Puffin Peter by Petr Horocek Shhh! by Sally Grindley and Peter Utton	Just Ducks by Nicola Davies Actual Size by Steve Jenkins Who am I? By Moira Butterfield What do you do with a Tail like this? by Steve Jenkins and Robin Page
Year One Key Stories Fairy Stories Traditional Tales	Tom Thumb The Ugly Duckling The Pied Piper The Emperor's New Clothes Puss in Boots	Oi! Get off our Train! By John Burningham Dinosaurs and all that Rubbish by Michael Foreman Where the Forest	Traction Man is Here by Mini Grey The Paper Dolls by Julia Donaldson Black Dog by Levi Pinfold	Fairytales News by Colin and Jacqui Hawkins Meerkat Mail by Emily Gravett Dear Bear by Joanna

Rhymes and Poems Non-Fiction	The Elves and the Shoemaker  The Quangwangle's Hat by Edward Lear and Helen Oxenbury	Meets the Sea by Jeannie Baker Mister Magnolia by Quentin Blake Where's my Teddy? By Martin Waddell The Hunter by Paul Geraghty Dogger by Shirley Hughes The Three Little Wolves and the Big Bad Pig by Eugene Trivizas and Helen Oxenbury The Lighthouse Keeper's Lunch by Ronda Armitage	Limelight Larry by Leigh Hodgkinson The Big Adventure of the Smalls by Helen Stephens The Rhyming Rabbit by Julia Donaldson Wolf Won't Bite by Emily Gravett The Heart and the Bottle by Oliver Jeffers Stanley's Stick by John Hegley	Harrison Me... Jane by Patrick McDonnell
Year Two Classic and Contemporary Poetry Wider Range of Stories Fairy Stories Traditional Tales Non-Fiction	Beauty and the Beast by Michael Morpurgo Aesop's Complete Fables Jack and the Beanstalk Rumplestiltskin  The Owl and the Pussycat by Edward Lear	Willy the Wimp by Anthony Browne The Rainbow Fish by Marcus Pfister Man on the Moon by Simon Bartram Katie Morag by Mairi Hedderwick The Whale's Song by Dyan Sheldon and Gary Blythe Flat Stanley by Jeff Browne The Owl who was Afraid of the Dark by Jill Tomlinson and Paul Howard Jim and the Beanstalk by Raymond Briggs Amazing Grace by Mary Hoffman Charlie and the Chocolate Factory by Roald Dahl The True Story of the Three Little Pigs by Jon Scieszka Oh, The Places You'll Go by Dr. Suess	The Cherry Tree by Ruskin Bond On the Way Home by Jill Murphy Meow Ruff by Joyce Sidman Mia's Story by Michael Foreman The Lost Happy Endings by Carol Ann Duffy and Jane Ray A Dark, Dark Tale by Ruth Brown The Language of Cat by Rachel Rooney Anna Hibiscus' Song by Antinuke and Lauren Tobia Hermelin by Mini Grey The Secret of Black Rock by Joe Todd Stanton	Little Mouse's Big Book of Fears by Emily Gravett Weasels by Elys Dolan Can we Save the tiger by Martin Jenkins
	Classic Tales and Poems	Well Loved Stories and Poems	Contemporary Fiction and Poems	Non-Fiction
Year Three Poetry Plays Reference Books Dictionaries Fairy Stories Myths and Legends	Pippi Longstocking by Astrid Lindgrin  The Little Prince by Antoine de Saint-Exupery	Buried Alive by Jacqueline Wilson School According to Humphrey by Betty G. Birney Mustard, Custard, Grumble Belly and Gravy by Quentin Blake and Michael Rosen The Stinky Cheese Man and Other Fairly Stupid Tales by Jon Scieszka Voices in the Park by Anthony Browne	Dead Man's Cove by Lauren St. John A Boy and a bear in a boat by Dave Shelton One Dog and his Boy by Eva Ibbotson The Day the Crayons Quit by Drew Daywalt The Gift by Carol Ann Duffy and Rob Ryan Leon and the Place Between by Angela McAllister The Pirates Next Door by Jonny Duddle	Dotty Inventions and Some Real Ones Too by Roger McGough How Dogs Really Work by Alan Snow Beware of Boys by Tony Blundell The Egyptian Echo by Paul Dowswell The Guinness Book of Records Stone Age Boy by Satoshi Kitamura

<p>Year Four Poetry Plays Reference Books Dictionaries Fairy Stories Myths and Legends</p>	<p>Cinderella: A Fairy Tale by Charles Perrault and Loek Koopmans The Brothers Grimm by Michael Foreman and Brian Alderson Seasons of Splendour: Tales, Myths and Legends of India by Madhur Jaffrey and Jamie Hogan</p>	<p>Night of the Gargoyles by Eve Bunting and David Wiesner Don't Tell the Teacher by Gervase Phinn The Firework Maker's Daughter by Phillip Pullman The BFG by Roald Dahl The Iron Man by Ted Hughes The Tunnel by Anthony Browne Operation Gadgetman by Malorie Blackman</p>	<p>Hetty Feather by Jacqueline Wilson and Nick Sharratt Play Time by Julia Donaldson The Coat by Julie Hunt Journey by Aaron Becker Cloud Tea Monkeys by Mal Peet and Elspeth Graham Farther by Grahame Baker-Smith Greenling by Levi Pinfold The Miraculous Journey of Edward Tulane by Kate DiCamillo</p>	<p>Secret Book of Trolls by Danny Willis A Roman Rescue by Kelly Gerard The Most Magnificent Think by Ashley Spires</p>
<p>Year Five Poetry Myths and Legends Traditional Stories Modern Fiction Fiction from our Literary Heritage Books from Other Cultures and Traditions Plays Non-Fiction Reference Books Dictionaries</p>	<p>Persephone by Sally Pomme Clayton The Highwayman by Alfred Noyes and Charles Keeping Five Children and It by E. Nesbit Jim: A Cautionary Tale by Hillaire Belloc Snow White by Phillip Pullman</p>	<p>Percy Jackson and the Lightning Thief by Rick Riordan The Diary of a Wimpy Kid by Jeff Kinney Dragon Rider by Cornelia Fluke Coraline by Neil Gaiman Street Child by Berlie Doherty Billionaire Boy by David Walliams</p>	<p>Journey to the River Sea by Eva Ibbotson The Tin Forest by Helen Ward The Girl with a Brave Heart by Rita Jahanforuz and Vali Mintzi There's a Boy in the Girls' Bathroom by Louis Sachar The Lost Thing by Shaun Tan</p>	<p>Can we Save the Tiger? by Martin Jenkins War Game by Michael Foreman The Vanishing Rainforest by Richard Platt and Rupert van Wyk The Wonder Garden by Jenny Broom Shackleton's Journey by William Grill The Willow Pattern Story by Allan Drummond</p>
<p>Year Six Poetry Myths and Legends Traditional Stories Modern Fiction Fiction from our Literary Heritage Books from Other Cultures and Traditions Plays Non-Fiction Reference Books Dictionaries</p>	<p>Beowulf by Michael Morpurgo Jabberwocky by Lewis Carroll Ted Hughes Collected Poems for Children The Hound of the Baskervilles by Arthur Conan Doyle Plays of William Shakespeare</p>	<p>Holes by Louis Sachar Cosmic by Frank Cottrell Boyce The Machine Gunners by Robert Westall Stormbreaker by Anthony Horowitz Friend or Foe by Michael Morpurgo The Boy in the Striped Pyjamas by John Boyne</p>	<p>Ruby Redford Look into my Eyes by Lauren Child A Monster Calls by Patrick Ness The Matchbox Diary by Paul Fleishman The Wolves in the Walls by Neil Gaiman and Dave McKean Slog's Dad by David Almond Rose Blanche by Ian McEwan Erika's Story by Ruth VanDer Zee</p>	<p>Taff in the WAAF by Mick Manning and Brita Granstrom Viking Boy by Tony Bradman</p>



## **APPENDIX A – Literature Spine**

### **Literature Spine 2017**



## APPENDIX B – Handwriting Policy

# Handwriting and Presentation Policy

### Purpose

To teach handwriting patterns, routes and styles so that the children can produce a legible and quickly formed style of handwriting and to present it with pride to communicate meaning effectively and easily to the reader.

Handwriting is part of the programme of study for English in the National Curriculum 2014.

Children must be taught:

how to hold a pencil/pen  
to write from left to right and top to bottom of a page  
to start and finish letters correctly  
to form letters of regular size and shape  
to put regular spaces between letters and words  
how to form lower and upper-case letters  
how to join letters

### Aims

Children at Forest Hall Primary School will;

Understand the importance of clear and neat presentation in order to communicate meaning clearly and effectively

- Take pride in the presentation of their work
- Be able to write quickly and legibly to express their thinking across the curriculum
- Know and be able to demonstrate letter routes and capitals used at Forest Hall Primary School
- Develop a fluent, joined handwriting style adequately spaced and positioned on the line from Y2 onwards

### Responsibilities

#### Class Teachers

All class teachers are responsible for teaching their children how to develop a legible and swift handwriting style, monitoring routes, position on the line and relative size.

Handwriting should be taught and practised frequently and some children may need additional practise to improve their style and speed so as not to impact negatively on their ability to express their thinking in writing.

#### Teachers and Teaching Assistants

All adults writing in school should use the school style of printing, cursive writing and numerals as role models for the children.

***Written comments in books should be made neatly, in the school style and of the size expected by the age group.***

Staff are to mark and give written feedback in the same colour ink per book, preferably black.

### **Governors**

The English Literacy and Language governor is responsible to ensure that handwriting is being taught as part of the National Curriculum and EYFS curriculum.

### **Parents and Carers**

Parents and carers should be given a copy of the school handwriting style so that they can support their children in writing tasks, using the correct style at home.

### **Getting started**

#### **a) Posture**

In order to produce neat handwriting children must adopt the correct posture, sitting upright at a table with their back supported and both feet positioned flat on the floor.

Left handed children may prefer to angle their paper / book to the right and are best to sit to the left of a right handed child to allow sufficient space.

(Writing activities also take place when children are lying on the floor or standing up – this guidance is for designated handwriting sessions.)

#### **b) Equipment**

There are good quality pencils and pens in school provided for use by the children.

EYFS children can use thicker or triangular HB pencils

KS1 children use ordinary HB pencils for writing (red top) and begin to use pens for 'special' pieces of work.

**KS2 children write using blue Berol handwriting pens from Y3 onwards. The children have a provisional 'pen licence' in Y3 until their competence in cursive writing is celebrated by awarding the Handwriting Gold Licence (HGL) when they consistently demonstrate legible, fluent, cursive handwriting of an appropriate size and position on the line.**

They continue to use pencil in Maths and for note taking in Jotters or planning.

**Handwriting Books with specially ruled guide lines are to be used from Y2.**

**Guide line cards to be made available for children to place under unlined paper.**

Lined books are available for different year groups with the line width reflecting the expected size of the handwriting. (Most children reduce the size of their writing as they progress through the school so it is best to start with large print.)

15mm Reception

12 mm Key Stage One

8mm Key Stage Two

Print

*No 'hats' on capital I and J*

abcdefghijklmnopqrstuvwxyz

ABCDEFGHIJKLMNOPQRSTUVWXYZ

### **Cursive**

*The printed form of capitals is used*

*The first letter is placed close to the capital and the diagonal flick can join the capital to the first letter*

*Break letters: x and z which can be joined by proficient handwriters but are acceptable without joins*

### **Letter families**

c o a d g q e

r n m h p b k

i j l k h t f

v w

u y

s

f

*nb if flicks and loops are added in cursive writing certain letters such as h,l,b,k and f can belong to more than one letter family.*

### **The 4 basic joins:**

1. Diagonal joins to letters without ascenders e.g. in, at, ce
2. Diagonal joins to letters with ascenders e.g. at, el, id
3. Horizontal joins to letters without ascenders e.g. on, we, ro, vi, fi, rs, ve
4. Horizontal joins to letters with ascenders e.g. od,

### **Size and spacing**

- In EYFS children are encouraged to leave a 'finger space' between words. As children progress through school they leave a space the size of a fat letter 'o' between words.
- Children are to be taught the relative size of medial letters, ascenders and descenders

Ascenders should all be the same height, ditto descenders

Ascending loops cross at the same height as the top of a medial letter.

Descending loops cross on the line or at the base of a medial letter

t crosses at the same height as the top of a medial letter and should be ideally halfway between a medial and ascender 'they'

Cursive f joins at the same height as a horizontal join

- Children are to be taught to start writing at the margin and return sweep to the margin at the end of a line.
- Numerical dates to be written in the margin
- Question numbers to be written in the margins
- Titles to start from the margin. If children understand capitalisation use this in titles or first letter and proper nouns have capital letters
- A line to be left underneath the title which should be underlined. (*Start in Y2*) Subtitles may be underlined too.
- Completed work to be ruled off across the page including the margin, when feedback tasks have been completed as part of Stars and Steps, prior to writing date and LI of next piece of work.
- When written work is being completed over several days, a small line may be drawn midway across the middle section of the line to denote the work covered in that session.
- Paragraphs to be indented, not lines left between paragraphs.

- Children in KS2 are to be able to use different forms of handwriting for different purposes (eg print for labelling maps or diagrams, a clear, neat hand for finished presented work, a faster script for note taking.)
- ***The top line on a page is to be written on - continuing work as well as for titles***

## **Knowledge, Skills and Understanding**

### **EYFS**

Use a pencil, and hold it with a *comfortable and effective grip* to form recognisable letters most of which are correctly formed in the school style. Developing position on a line.

### **Year One:**

All upper and lower-case letters are correctly formed and orientated with spaces between words and positioned on a line.

### **Year Two:**

Write legibly, using upper and lower-case letters appropriately and correct spacing within and between words.

Begin to use a joined script and be able to form and use the four basic handwriting joins.

### **Year Three**

Pupils should be using joined handwriting throughout their independent writing. Handwriting Gold Licence to be earned and awarded by end of Y3.

### **Year Four**

Consolidate relative sizes, position on a line, speed and fluency. All independent writing to be joined.

### **Years Five and Six**

Pupils should continue to practise handwriting and be encouraged to increase the speed of it.

They should be clear about what standard of handwriting is appropriate for a particular task (e.g. quick notes or a final handwritten version).

They should also be taught to use an unjoined style (e.g. for labelling a diagram or data, writing an email address, or for algebra) and capital letters (e.g. for filling in a form).

Presentation to conform with expected school standard.

Handwriting skills can be practised incidentally in activities and also as focused handwriting sessions.

Sessions can be used to complement or reinforce spelling patterns but specific letter families and joins must be explicitly demonstrated, taught, practised and corrected.

The amount of time given to teaching and learning letter routes and sizes is relative to the age and competence of the child. Children in Reception will spend time daily in developing routes whereas Y5 may spend just 20 minutes per week.

Sessions should be short, snappy and fun. KS1 should practise handwriting at least 3 times per week. Children's handwriting is best corrected with them if possible but incorrect routes should be modelled by the adult and then practised 3 or 5 times by the child.

### **Suggested structure of a handwriting session:**

Check your posture: are you sitting ready to write?

Get your hand ready to write: large arm movements anti clockwise, wiggle fingers, exercises (see *Pirate Writing sheet*)

Teacher demo writing pattern (relevant to routes)

Children copy, may use coloured pencils

Teacher model and demo letter route, talking children through.

Children do it in the air with the teacher (sky writing), close their eyes & repeat in the air,

*On each other's backs, on their hands...*

Then on paper x3 or x5.

*Tip: never ask children to complete whole line of letters/joins as form usually deteriorates after about 7.*

Older children may use the method to correct troublesome routes or sizes but write words, copy poems from previously prepared photocopies on handwriting lined paper. (Make curricular, topic links)

Sessions should be fun, varied and multi-sensory. Evidence is needed of handwriting development but various materials and mark making tools can be used in EYFS, foam, sand, white boards can be used, felt tips on large sheets of paper etc.

### **Assessment**

Teachers assess handwriting development through evidence in handwriting books and also writing across the curriculum. Monitoring development is age specific occurring more frequently in EYFS and KS1 to inform planning and next steps for improvement.

A piece of handwriting is formally assessed each year in the Autumn and Summer terms as a record of handwriting development from Y1 to Y6.

### **Equal Opportunities**

We ensure that each individual child receives an equal learning experience regardless of ability, culture and gender.

CM Parker January 2017

## APPENDIX C – Spelling Expectations



### Spelling Expectations

March 2017

We aim at Forest Hall Primary School for our pupils to become *independent spellers*. The following expectations should be consistently applied to work towards this.

#### Planning/Assessment

- In KS2, RWI spelling is to be planned and taught Monday to Thursday with completed unit tests.
- Focus on Common Exception Words rather than 'Core Vocabulary'. Allocate the cross year group spellings to each class but ensure Year 4 and Year 6 have covered the all of the words. Group words into spelling patterns where appropriate, and teach together. The words can be compiled into half termly lists and assessment grids using the 'core vocabulary' format.
- Every year group must have a weekly spelling test using a phonic/spelling pattern focused upon that week and at least three common exception words. Spellings should be differentiated to meet the needs of the children in your class, offering some elements of success as well as challenge. If a spelling is marked incorrect in a test, pupils should write that word three times using LSCWC. Pupils should be achieving a target amount of correct spellings (usually around 70%, 7/10) in a test and if they do not they can go to a lunchtime 'spelling club' to go over and rewrite them using LSCWC and add them to their word log.
- Spelling assessments linking to the new curriculum (including common exception words) should be updated for individuals throughout the year and used to 'close the gap'.

#### Classroom Display

- Speed sounds chart with any additional spelling patterns displayed.
- Tricky common exception words should be displayed as mnemonics on the classroom wall.
- Topic related word displays, including Maths.
- In KS1, an alphabet frieze.
- Core vocabulary posters of local places and family names.
- Prompts to promote what to do when pupils can't spell a word and encouraging independent spelling.

*N.B. Not all of these displays should be word processed. Pupils need to also see well modelled handwriting on display*

## Classroom Environment

- Dictionaries on every table.
- Common exception words are to be displayed on tables and in word logs for pupils to reference.
- Individual Speed Sound charts where appropriate.
- Topic related word mats where appropriate.
- 'Have a Go' paper for pupils to practice writing their words before applying them in their work.
- Personal word logs, alphabetised for pupils to record the correct spelling of words they find difficult.

## Marking

- RWI phonic spellings (KS1) and RWI spellings (KS2) must be checked and ticked by a teacher to ensure rigour of pupil self marking.
- Approximately 3-5 incorrect spellings identified in pupil's work, with the opportunity given to look, say, cover, write and check three times. These must then be transferred to the personal word book.
- Errors in common exception words **must** be corrected and practised in pupils' books (up to 5).
- Pupils should be encouraged to underline any 'wobbly words' that they would like you to check to then transfer to their word book.
- If a spelling error occurs even though that word is displayed or part of the title, pupils must write it 3 times and transfer it to their word log.
- If a spelling error is persistently reoccurring pupils must stay in at playtime and work on their spellings.



## APPENDIX D – Common Exception Words Allocation

### Common Exception Word Allocation

Year 1 Common Exception Words				
the	a	do	to	today
of	said	says	are	were
was	is	his	has	I
you	your	they	be	he
me	she	we	no	go
so	by	my	here	there
where	love	come	some	one
once	ask	friend	school	push
put	pull	full	house	our

Year 3 Common Exception Words		
appear	imagine	February
breathe	favourite	forwards
believe	describe	grammar
disappear	address	guard
extreme	difficult	heart
increase	suppose	calendar
complete	opposite	ordinary
consider	possession	peculiar
remember	possible	popular
quarter	pressure	particular
learn	different	regular
purpose	century	library
heard	continue	
answer	group	

Year 2 Common Exception Words		
door	floor	poor
because	find	kind
mind	behind	child
children	wild	climb
most	only	both
old	cold	gold
hold	told	every
everybody	even	great
break	steak	pretty
beautiful	after	fast
last	past	father
class	grass	pass
plant	path	bath
hour	move	prove
improve	sure	sugar
eye	could	should
would	who	whole
any	many	clothes
busy	people	water
again	half	money
Mr	Mrs	parents
Christmas		

interest	fruit	
experiment	eight	
perhaps	eighth	
purpose	reign	
arrive	straight	
surprise	strange	
guide	weight	
height	separate	

Year 4 Common Exception Words		
Earth	occasionally	length
early	circle	history
breath	certain	often
learn	recent	minute
heard	medicine	material
heart	exercise	natural
through	decide	probably
though	centre	knowledge
thought	bicycle	potatoes
although	sentence	build
enough	notice	
famous	experience	
various	question	
woman	position	
women	mention	
busy	special	
business	naughty	
accident	caught	
accidentally	thought	
actual	important	
actually	therefore	
occasion	strength	

Year 5 Common Exception Words		
accommodate	desperate	marvellous
accompany	determined	muscle
according	develop	necessary
achieve	dictionary	neighbour
aggressive	environment	occupy
ancient	equipped	opportunity
appreciate	equipment	parliament
attached	especially	programme
available	excellent	queue
average	explanation	recognise
awkward	familiar	recommend
bargain	forty	relevant
bruise	frequently	restaurant
category	harass	sacrifice

Year 6 Common Exception Words		
amateur	government	secretary
apparent	guarantee	signature
committee	hindrance	sincere
conscience	leisure	sincerely
conscious	mischievous	stomach
controversy	nuisance	sufficient
criticise	parliament	temperature
disastrous	privilege	thorough
embarrass	profession	twelfth
exaggerate	pronunciation	variety
existence	rhythm	yacht
foreign	rhyme	

cemetery	identity	shoulder
communicate	immediate	soldier
community	immediately	suggest
competition	individual	symbol
convenience	interfere	system
correspond	interrupt	vegetable
curiosity	language	vehicle
definite	lightning	