



# Queen's Hill Primary and Nursery School

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## Rationale

At Queen's Hill Primary and Nursery School, we believe that English is both a subject in its own right and a medium for teaching and learning across the curriculum. For pupils, understanding language provides access to the whole curriculum. Therefore, fluency in English language is essential for success in all subjects. Literacy is a fundamental life skill; it develops the children's ability to communicate effectively – to listen, speak, read and write for a range of purposes. Children should be able to express themselves creatively, imaginatively and confidently as they become enthusiastic and analytic readers of stories, poetry and drama, in addition to non-fiction and media texts that children are exposed to across the curriculum. At Queen's Hill Primary School we are committed in providing children with meaningful experiences through which to achieve our aims, based on children's interests, the National Curriculum and current affairs. We give children the opportunity to reflect on their own work and the work of others, instilling a critical approach in relation to relevant criteria. We promote a passion for learning, which children will take with them as they continue their learning journey through Queen's Hill Primary and Nursery School and beyond.

## Aims

We promote high standards of language and literacy across the curriculum, in every phase throughout the school. We aim to develop pupils' abilities within an integrated programme of spoken language, reading and writing. Pupils will be given opportunities to interrelate the requirements of English, within a broad and balanced approach to the teaching of English across the curriculum. Opportunities will be planned to consolidate and reinforce taught literacy skills to build confident learners that can apply their English skills in all learning.

We aim for children to...

- Develop a love of literature through widespread reading for enjoyment.
- Read easily, fluently and with good understanding.
- Acquire a wide vocabulary, which they apply in all curriculum areas.
- Develop 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 to meet the needs of a range of contexts, purposes and audiences.
- Be critical learners, reflecting on their own work and the work of others.
- Use discussion in order to learn. Children should be able to elaborate and explain clearly their understanding and ideas.
- Ask thoughtful and purposeful questions, to challenge the views of others or deepen their understanding.
- Become confident speakers and listeners, making formal presentations, demonstrating to others and participating in debate.

## Spoken Language

Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing vocabulary and grammar. It is also essential in supporting their understanding of reading and writing. We shall therefore ensure the continual development of pupils' confidence and competence in spoken language and listening skills throughout the school.

### **EYFS**

At the end of Early Years Foundation Stage (in accordance with 'Development Matters') we aim for children to be able to...

- Express themselves effectively, showing awareness of listeners' needs.
- Use past, present and future forms accurately when talking about different events.
- Develop their own narratives and explanations by connecting ideas or events.

We will achieve these aims using a range of strategies:

- Children will learn different stories, through 'Storytelling into Writing', Pie Corbett's 'Talk for Writing' approach. They will follow the process of imitation, innovation and invention, internalising story structures to help create their own.
- Children will be immersed in a language rich environment, where all staff model accurate Standard English.
- Word of the week – children are encouraged to use this at home and throughout the school day in all curriculum areas.
- Encourage children to ask each other questions, e.g. related to show and tell activities.
- Develop an interest in other languages and making links to our own.
- Role-play to stimulate and experiment with language in a range of contexts.
- Provide a range of resources to reflect current interests and topics.
- Provide stimulating areas of learning, which inspire children to share their interest with others.
- Provide a range of opportunities outside the classroom, e.g. visitors, educational trips.
- Involving parents by setting weekly talk homework, to be reviewed in circle/ nurture time.

### **KS1 and 2**

Spoken language will be taught in accordance with the National Curriculum English Programme of Study for Spoken Language. Pupils will build on the oral language skills that they have developed in preceding years.

We aim for children to be able to:

- Listen and respond appropriately to adults and their peers.
- Ask relevant questions to extend their understanding and knowledge.
- Use relevant strategies to build their vocabulary.
- Articulate and justify answers, arguments and opinions.
- Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.
- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.

- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.
- Speak audibly and fluently with an increasing command of Standard English.
- Participate in discussions, presentations, performances, role play/improvisations and debates.
- Gain, maintain and monitor the interest of the listener(s).
- Consider and evaluate different viewpoints, attending to and building on the contributions of others.
- Select and use appropriate registers for effective communication.

We will achieve these aims using a range of strategies:

- Children will be immersed in a language rich environment, where all staff model accurate Standard English.
- Word of the week – children are encouraged to use this at home and throughout the school day in all curriculum areas, including their writing.
- Children will learn at least one text each half term, through Pie Corbett’s ‘Talk for Writing’ approach. They will follow the process of imitation, innovation and invention, internalising story structures to help create their own. These texts could be fiction or non-fiction.
- Providing debating opportunities throughout the curriculum (KS2).
- Taking part in school productions and show and share assemblies.
- Asking children to develop their own questions as starting points for investigations and to further clarify their understanding.
- Using drama to inspire imagination and rehearse and refine their language skills.

### **Assessment**

In EYFS, children will be assessed against criteria outlined in the Development Matters Communications and Language strand.

In Key Stages one and two children will be assessed against criteria outlined in the English Programme of Study, spoken language section.

### **Inclusion**

Children identified as falling behind their peers will be highlighted by their class teachers. They may have some additional small group input, tailor made to meet their needs. Children may also take part in Talk Boost intervention, which aims to improve vocabulary, attention and listening, sentence building, telling stories and having conversations. The programme, ‘Fast ForWord’ is used for the majority of children across Year 3 which is aimed at developing cognitive skills like memory, attention and processing speed and works from the bottom up, using the principles of neuroplasticity. ‘Fast ForWord’ can also be used across KS1 and 2 for children showing difficulties in listening, memory and spoken language skills. There is also an EAL intervention for children learning English as a second language called, ‘Talking Partners.’

## Reading

We aim for every child to become a fluent reader with a good understanding and a passion for reading outside the classroom as well as inside!

At the end of EYFS we aim for children to be able to:

- Read and understand simple sentences.
- Use phonic knowledge to decode regular words and read them aloud accurately.
- Read some common irregular words.
- Demonstrate understanding when talking with others about what they have read.

Throughout Key Stages one and two, we aim for children to be able to...

- Read fluently and have a thirst for new vocabulary.
- To have a good understanding of what they are reading and writing conventions that authors use.
- To enjoy reading for pleasure.

### **Guided reading**

#### **EYFS**

Guided reading will begin in the Spring term, or earlier if children are assessed as being ready. Children will take part in one guided reading session each week, led by either a teacher or a trained teaching assistant. The group leader will use EYFS planning and recording sheets, to be accessed by the English team.

#### **KS1**

Guided reading will be based on current assessment focuses for reading, until any significant changes are made by the government. Sessions will start as soon as possible in the autumn term, as children's attainment will already be documented through assessment evidence. Children will take part in at least two planned guided reading and shared reading sessions each week. Guided reading is led by the teacher and by a trained teaching assistant. Children are also given the opportunity to apply their reading and comprehension skills independently. All group leaders will record and monitor progress and evaluate learning in each session. Class teachers will be responsible for providing weekly guided reading plans, to be accessed by the English team. Children will have guided reading books to record their learning in both guided sessions and independent tasks. Objectives will be stuck in, to enable accurate assessment. Independent tasks should be linked (where possible), to the weekly text of that group. In year 2, the children are introduced to 'Reading Masters' which teaches children key reading comprehension skills. This begins with vocabulary then progresses onto literal retrieval, inference, author's word choice and finally applying these skills into context.

#### **KS2**

'Reading Masters' and guided reading will be alternated half termly throughout KS2. Reading activities are planned for at least four sessions each week. Within upper key stage 2, we will endeavour for children to be in a teacher/ trained teaching assistant group each week or every two weeks on a rotational basis. Within lower key stage two, children will be in a teacher/ trained teaching assistant group twice each week on a rotational basis. All group leaders will record and monitor progress and evaluate learning in each session. Class teachers will be responsible for providing weekly guided reading plans, to be accessed by the English team.

Children will have guided reading books to record their learning in both guided sessions and independent tasks. Objectives will be stuck in, to enable accurate assessment. Independent tasks should be linked (where possible), to the weekly text of that group. Texts will be chosen to provide opportunities to further expand interest and develop enjoyment, in addition to meeting needs of the reading curriculum.

### **ERIC (Everyone Reading In Class)**

This takes place for half an hour weekly throughout the school which is timetabled by each phase leader. ERIC Time provides children with further opportunity to read for pleasure in a calm and relaxed environment. Teachers join in with this session to show that reading does not end when you leave school! Children are encouraged to read their own reading book, with KS2 children and some KS1 children writing comments in their diary when the session is over. As part of this time, the class teacher will check diaries to monitor reading at home and involvement from parents. Teachers may also take the opportunity to provide children with a range of different texts to read, e.g. newspapers, comics and recipe books.

### **Independent reading, reading homework and reading for a star**

Children's reading ability and progress are monitored regularly, with children being given appropriately matched books from a colour coded scale. Parents are informed that reading forms part of every child's weekly homework and we expect children to read at home 'at least' four times each week. Evidence of this will be recorded by parents (or children in KS2) and signed as evidence that this has occurred. If children have read four times in one week they receive a star in their diary. When they have accumulated stars they receive prizes! The importance of reading at home will also be promoted in a display in each classroom.

Children will be heard read independently at least once a week in EYFS. We endeavour to hear children read independently on a weekly basis in KS1 and KS2, by trained reader helpers, teaching assistants or the class teacher. Some children will be identified as priority readers and will be heard read on a daily basis.

### **Libraries and librarian**

We are very proud of our two libraries at Queen's Hill Primary and Nursery School. Our librarian has worked hard to provide engaging environments that provides children with a range of genres to choose from, including texts from other cultures. Children have the opportunity to request texts, so our collection is kept up to date to engage readers and encourage them to come to the library in their own time. Once per month on a Thursday, children can choose texts from the library bus.

Our school library also boasts a range of texts available to staff within the school to support CPD and an area for parents and carers for supporting development of the whole child.

Each class has dedicated library time. Here, we encourage children to explore different types of texts and also help them become more familiar with library systems such as classification and behaviour. Our librarian also provides tailored reading sessions for selected groups of children in each phase. Our library also offers a variety of resources including educational games, talking pens, multi-language resources as well as computers for research and educational activities. There is an after school reading club 'Chatter book Club', which takes place weekly for all ages of children. The library is also open at lunch times for children to choose reading as a free choice activity. This is very popular!

### **Assessment**

Class teachers will make termly assessments in relation to objectives outlined in the National Curriculum. Progress is recorded on the school's data management system, 'Pupil Asset,' where

teachers can record which key performance indicators (KPIs) have been covered and how securely each child has understood each KPI. Assessment evidence will be gathered from a variety of sources, including test evidence, guided reading observations and recorded activity outcomes.

### **Inclusion**

Children with additional needs are heard read daily. Tailor made support groups may also be created to meet comprehension needs in classes. The Nesy reading program may also be used, to support slower graspers and SEN children, to help with phonological awareness, rhyming skills, syllable division, vocabulary, comprehension and contextual fluency. Our librarian will also lead sessions for identified groups of children, to promote love of literature and target areas of weakness. The programme, Fast ForWord is used for the majority of children across Year 3 which is aimed at developing cognitive skills like memory, attention and processing speed as well as aiming to remediate the underlying difficulties that keep struggling readers and English language learners from making progress. Fast ForWord can also be used across KS1 and 2 for children showing difficulties in reading and comprehension skills.

### **Reading Cafés**

We regard communication and developing a partnership with parents as key in supporting children in making progress in reading. One way that we do this is by organising regular reading Cafés in every phase. Parents and carers are welcomed into a relaxed atmosphere, where the teacher reads a story and children then complete a creative follow up activity with their adult. The cafés help to promote a love of reading and immersion in different texts. They also encourage adults and children to talk about books, helping to further develop their understanding.

## Writing

By the end of EYFS we aim for children to be able to:

- Use their phonic knowledge to write words in ways which match their spoken sounds.
- Write some irregular common words.
- Write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

Throughout Key Stages one and two, we aim for children to be able to:

- Have developed stamina and skills to be able to write at length.
- To use spelling and punctuation accurately in their work.
- To use grammar accurately.
- To be able to write in different forms, such as narratives, explanations, descriptions, comparisons, summaries and evaluations.
- To rehearse their writing skills to consolidate their knowledge and embed understanding.

### **Writing is taught through:**

#### **1. Shared writing that is modelled by the teacher as the expert writer with contributions from the children.**

This is teacher-led writing with children watching and contributing ideas. Shared writing is not exclusive to English sessions and can be taught across the curriculum. The emphasis may be on the generation of ideas, grammatical awareness, spelling and phonics, compositional, transcriptional, presentational and text level skills or other key strategies needed in writing. Not all of these can be modelled in one session, but the teacher as the expert writer leads the cumulative writing process.

#### **2. Guided writing that targets children at their point of writing.**

Guided writing takes place in small groups with a teaching focus using teacher assessments and writing already modelled. Teacher assessments are completed at each writing session and written on planning sheets. The main part of the session is spent by the child writing with the adult intervening as appropriate.

#### **3. Opportunities for developmental writing.**

In the Early Years Foundation Stage children are provided with models of writing, including writing with a purpose and role-play. Opportunities for children to develop their fine motor skills, mark making and give meaning to marks are planned on a daily basis across all areas of the curriculum. Adults model the writing process and give more individualised and small group support to children as they begin to write. Children's own attempts at early writing and mark making should be celebrated and promoted, alongside the direct teaching of the key skills that will enable the children to progress through the stages of writing development. There should be a range of mark making materials both inside and out. In EYFS and KS1, children's writing that needs interpretation should be scribed by a teacher or adult working with the group wherever possible. Children are given the opportunity to talk about the marks they have made and attribute meaning to them. Ideally this is during the English session in KS1.

#### **4. Independent writing.**

Throughout the school, children need opportunities to develop their confidence and practise their writing skills. All writing activities should have a purpose and quality should be promoted through book making, publication or presentation to another audience. Writing is modelled and supported from immersion to quality writing. Independent writing is supported through the use

of dictionaries, word banks, working walls, iPads, talking buttons, Clicker, writing frames or plans and alphabet cards. In the EYFS independent writing is catered for within play, having opportunities for independent writing set up in a variety of learning environments. Within Key Stages one and two, children will have a Big Writing session approximately once every fortnight, where children write independently for a sustained period increased by age and ability. This is then marked in relation to a criterion scale to monitor progress. This can also be used as a 'hot' or 'cold' exercise, to monitor progress throughout a unit of work and measure the impact of teaching. In key stage one each child is given one personalised Big Write target to focus on and in key stage 2, each child is given three personalised Big Write targets to focus on. When children meet their goals, their name is put on the classroom goal display. Each class has its own reward system for achieving Big Write goals.

### **5. Writing environment.**

The school environment celebrates quality writing through displays of work in both handwritten and typed form as well as signs and labels. All classrooms have attractive and well-equipped resources for writing that children can access. In addition, all classrooms celebrate the success and progress of children's writing through a whole class writing display. Opportunities for writing are planned for and accessible throughout the learning environment and school day. Functional and creative writing are demonstrated and promoted by staff and visitors.

### **6. Talk for Writing.**

Talk for Writing enables children to imitate the key language they need for a particular topic orally before they try reading and analysing it. Through fun activities that help them rehearse the tune of the language they need, followed by shared writing to show them how to craft their writing, children are helped to write in the same style. This is based on three stages – imitation, innovation and invention. Activities through which to achieve this include drama, story maps and boxing up techniques.

### **7. Sentence level work.**

Throughout Key Stages one and two, children begin English lessons with a sentence level warm up. Teachers choose from a range of fun resources, such as VCOP and grammar activities, ink waster tasks and activities from Pie Corbett's 'Sentence Writers' book. This approach helps children to practise sentence level skills, which they are encouraged to apply in their independent writing.

### **8. Use of displays and resources.**

Working walls will display up to date work to support children's learning. This could include success criteria, or text marked examples of daily work. Children will be able to use this wall as a tool for their learning. Resources for children to be able to access independently will also be readily available, e.g. VCOP and key word mats, dictionaries, target cards.

### **Assessment**

Teachers will record assessment outcomes at the end of each term. Evidence will be acquired from English books, writing across the curriculum and Big Writing.

### **Inclusion**

Children identified as being slower graspers will be provided additional support to help them make rapid progress. This may take the form of additional provisions in the classroom, or tailor made small groups sessions.

## Phonics and Spelling

Spelling is a developmental process. The stages through which children pass as they develop as spellers are: pre-communicative, pre-phonetic, phonetic, transitional and 'correct'. Spelling is also a visual-motor skill, so we need to provide children with opportunities to develop visual strategies in addition to phonetic ones. At Queen's Hill we have adopted a systematic progressive approach, supporting children when applying knowledge of phonics and spelling independently across the curriculum.

The aims of spelling are:

- To encourage children to look carefully at words.
- To help children understand how the English spelling system works and how the history of our language has influenced how words are spelt today.
- To help encourage children, developing their confidence as competent spellers.
- To develop and extend children's vocabulary.
- To help children enjoy spelling and recognise its value.

### **EYFS**

In the EYFS unit systematic daily phonics is taught, using the Read, Write Inc scheme. Children learn the 44 common sounds in the English language and how to blend them to read and spell. The scheme includes both a reading and a writing focus. It has reading books to enhance phonological knowledge and promote early reading skills through high quality, fun texts. Reading is the key that unlocks the whole curriculum, so the ability to efficiently decode is essential. The R.W.I sessions are expected to occur each day for thirty minutes.

### **KS1**

KS1 follow the Ruth Miskin Read, Write, Inc. programme. Phonics is taught daily for thirty minutes. Read, Write, Inc. is a powerful teaching tool which provides a structured and systematic approach to teaching literacy. It ensures that young children will be well-placed to read and spell words with fluency and confidence by the time they reach the end of KS1. Children are taught in ability groups to ensure that every child learns sounds and spelling rules at the pace that meets their learning needs. In order to diminish the difference, slower graspers, will have additional intervention time in the form of the Read, Write, Inc. 1:1 programme.

### **KS2**

The RWI: Spelling programme teaches sounds and spelling patterns. There are three books in the RWI: Spelling programme. Most children will start on book 1 and then progress onto books 2 and 3. Each year group in KS2 will have a focussed book, to meet the curriculum objectives outlined in the National Curriculum. Differentiation will take place, where children need to be extended to a higher level. Intervention groups will take place for those slower graspers, to support accelerated progress. In order to diminish the difference, slower graspers will follow the 'Sound Discovery' programme.

### **Inclusion**

Children identified as being slower graspers will be provided additional support to help them make rapid progress. This may take the form of additional provisions in the classroom, or tailor made small groups sessions. KS1 use the Read, Write, Inc. 1:1 programme. Nessy is an alternative programme used in KS1. KS2 use the intervention programme, 'Sound Discovery.'

### **Sound Discovery**

At Queen's Hill Primary and Nursery School, we use Sound Discovery as an intervention to support slower graspers in phonetic development. It follows a systematic approach, with a clearly defined and structured progression for learning all the major grapheme/phoneme correspondences:

digraphs, trigraphs, adjacent consonants and alternative graphemes for the same sound. Identified children will be assessed and put onto an appropriate level of the programme, which will be led by a teaching assistant. We aim for each identified child to access at least two sessions per week.

### **Nessy**

We also use the computer program 'Nessy' as an intervention to support children with reading and spelling. Nessy aims to rebuild self-confidence, rediscover self-esteem and establish a love of learning. Nessy learning begins with an assessment to identify areas of need. Once a student has set their own learning objectives, they watch a strategy or rule that explains using humour to reinforce memory. This knowledge is reinforced by a series of games that develop core skills in sequence: phoneme blending, word reading and spelling, rhyming and phonological skills, sentence reading, vocabulary and comprehension. Every computer game is developed to provide a multi-sensory environment that ensures success. Getting a question wrong is never punished but a student is always shown the correct answer. Learning success is motivated with rewards. Nessy programs are always set in an immersive environment, often with a story or quest to complete. This quest helps to maintain motivation and pace the learning to the students' needs. Teachers are then given access to a comprehensive record of data, monitoring student performance over time. There is also an APP available, for children to be able to continue this learning at home.

### **Assessment**

In EYFS, children will be assessed each half term in relation to Read, Write, Inc. targets. KS1 teachers will complete an assessment tracker for each child, which will be updated each half term. On entry into KS2, children will complete a RWI assessment to assess children's spelling needs, which will be monitored termly. Different groups will also conduct their own assessments to show progression within units of work.

## Vocabulary, Grammar and Punctuation

At Queen's Hill Primary and Nursery School, we endeavour to promote children's curiosity about their language and their capacity to learn and reflect, enabling them to develop more control and choice in their own use of language. Grammar helps us to organise and make shape of what we are trying to say, varying for effect and impact. Building this knowledge is best achieved through a focus on grammar within the teaching of reading, writing and speaking. Children should be encouraged to explore this concept through their own speech and writing.

Punctuation helps readers make sense of written texts and helps them to convey their meaning accurately. It chunks texts into meaningful units, making a variety of grammatical boundaries, which are inextricably linked to grammatical structures.

We aim for children to be able to:

- Control and use language to meet the needs of purpose/ genre and audience.
- Control sentence structure for impact.
- Proof read, edit and revise their own writing and the writing of others'.

### **Curriculum Provision**

Grammar and punctuation are taught as part of a planned programme, following the 2014 National Curriculum. It is important to recognise that even though children have been 'exposed' to a concept, they may not have embedded the principle, therefore it is important to revisit objectives from previous years to consolidate knowledge and build on children's understanding. This also applies to children working beyond expectations, where they can be expected to complete activities which deepen their understanding and application of skills.

### **Continuity and progression**

In EYFS, accurate use of grammar in speech and writing is consistently modelled by all staff. Children learn the difference between numbers, letters and words. They learn what makes a 'simple sentence' and are exposed to a range of different punctuation during whole class and small group teaching. Links are also made during reading sessions.

In years 1-6, teachers follow the planned programme of study outlined in the 2014 Primary English Curriculum (SEE APPENDICES).

As an overview, we aim for children to be able to:

- Understand the concept of a sentence and how to represent an idea in each sentence.
- Use different sentence types to structure and connect ideas in a range of ways.
- Add detail using specific nouns and effective verbs. They will also become more familiar with noun, adjectival and adverbial phrases.
- Manipulate sentences within and across paragraphs.
- Make choices to create effects.

**Planning**

The teaching of grammar and punctuation is taught and delivered using a 'balanced' approach, as follows:

- Warm ups/ starters of English lessons
- Spelling/ phonics sessions
- Early morning work
- Homework

**Assessment**

This will be observed in written work and speech. Often, grammar and punctuation will be included in success criteria, for children to self and peer assess against. Opportunities to address any problems or misconceptions are provided through effective marking and AFL.

**Inclusion**

Where limited progress has been made in ability to correctly apply grammar and punctuation to their writing, intervention programmes may be set up, following pupil progress meetings and in consultation with SENCO. Objectives should be differentiated/ chosen from previous year groups at an appropriate level to build knowledge and understanding for identified children. Children over achieving should be expected to complete activities which deepen their understanding and application of skills. This should also happen during whole class sessions as normal class differentiation.

## Handwriting and presentation

At the end of EYFS, we aim for children to be able to...

- Write from left to right, top to bottom.
- To consistently start and finish letters in the correct place.
- To adopt the correct pencil grip.
- To adopt the correct posture.

In Key Stages one and two, we aim for all children to be able to...

- Form all letters correctly, knowing size and orientation of letters.
- Develop a logical, fluent and consistent style of writing.
- Achieve high standards of handwriting and presentation throughout all areas of the curriculum.
- Be encouraged to evaluate their own handwriting and presentation.
- Have a sense of pride in their work.
- Adapt their writing to suit the purpose, e.g. rapid jottings when taking notes, drafting, re-drafting and neatly finished work.

### **Organisation**

In EYFS, handwriting will be practised every day, as part of daily Read, Write, Inc. sessions. Handwriting activities will also be timetabled each week as part of continuous provision. Activities may include practising formation in sand trays, with ribbons or chalks, using playdough to strengthen muscles as part of dough disco/ gym exercise, or using tracing paper to become more familiar with size and formation of letters.

In key stages one and two, handwriting is timetabled in short, regular sessions. These sessions will last for approximately twenty minutes and will take place at least once a week. We follow 'Nelson' handwriting scheme. Upon entry into each new class, teachers will assess children in accordance with Nelson guidance. This will give teachers a benchmark level from which to progress and also identify any gaps that may be present.

Handwriting will follow a progressive approach. Early learners in year one will learn how to form each letter properly and become more consistent in size and orientation. When this has been mastered, children will progress into joining letters as they move into year two. Accurate, joined handwriting is expected by the end of LKS2. Handwriting will be taught to increase fluency. Where possible, we will work in a cross-curricular manner, also combining comprehension and spelling. Handwriting will continue to be taught discretely in UKS2 to practise and refine their skills and also increase speed. In LKS2 children will begin using pen.

### **Assessment**

Teachers will use their initial assessments as a baseline level to monitor progress and support handwriting development. As part of this, there will be a handwriting display in each classroom, showing an example of a child's 'best' handwriting from their Big Writing. This will happen approximately once per fortnight, so children and adults can visibly see the progression. Teachers will complete a relevant assessment form at the end of each term, to enable targets to be reviewed. Assessment also needs to take into account how children are writing across the curriculum, in every lesson.

## **Inclusion**

All children will be part of weekly handwriting sessions. Children that have identifiable gaps will be supported on a small group basis.

Appendix 1 – Curriculum framework

Appendix 2 – Vocabulary, grammar and punctuation programme of study

Appendix 3 – Talk for writing progression of skills