



## Elmgrove Primary School and Nursery English Policy

June 2020

Next review June 2022

### **Aims:**

At Elmgrove Primary School, we aim to develop pupils' abilities in English within an integrated programme of Speaking and Listening, Reading, and Writing. Pupils will be given opportunities to communicate for a range of purposes, listen effectively and demonstrate an understanding of what they hear. Children are enabled to express themselves creatively and imaginatively as they become enthusiastic and critical readers of a range of genre.

Reading and Writing are important life skills and as such we aim to develop the children's love of English through the books we study and to form a strong foundation, which will enable the children to listen and communicate effectively throughout their lives.

### **Objectives:**

Through the teaching of English at Elmgrove Primary School, we aim to:

- Provide high quality English education for all children in the school, which is inclusive of all abilities, genders or ethnicities and which fulfil the requirements of the National Curriculum and the Foundation Stage Curriculum.
- Develop children's abilities through an integrated programme of Speaking & Listening, Reading and Writing
- Provide differentiation in this programme where required, in order to meet the needs and potential of every child.
- Enable all children, as far as they are able, to reach the nationally expected levels in Reading and Writing and Grammar.
- Enable children to speak clearly and audibly, to take account of their listeners and to adapt their speech to a wide range of situations.
- Use drama and role play where appropriate, to give the children contextual experiences in which to learn.
- Foster an interest in texts of different genres and an appreciation of the value of books for learning and enjoyment.
- Nurture an enjoyment of writing and develop recognition of its value.
- Provide children with the experiences necessary to develop a wide vocabulary.
- Make children aware of the need to adapt their writing to a target audience and become proficient in doing so.
- Create a mutually supportive environment, where children become skilled at evaluating and improving their own and others' work.

### **Teaching and Learning:**

We believe that all adults who teach the children must work together to plan, deliver and monitor the teaching of English in order to ensure that expectations are high and that children are able to attain to the best of their ability.

This is achieved by utilising a range of different teaching approaches, according to the topic, task, individual needs, prior learning and ongoing assessment of progress.

Writing is taught using adapted units of work from the Wordsmith Scheme, alongside units developed by class teachers. This has been achieved with guidance from the English Subject Leaders, which ensures that the children are covering the various elements of the English National Curriculum. The units of work are based around a rich variety of texts and activities which include speaking and listening, role play and debate where appropriate. The planning is adapted to suit the needs of the children, whilst ensuring a consistent approach across the year group. English books are used from Year 1 to Year 6, while cross-curricular pieces of writing are often included in a topic book.

Grammar, Punctuation and Spelling are taught across the school as part of English. Explicit Reading lessons are delivered as well as lessons where reading gives rise to the consolidation of other English learning.

The needs of minority groups are being met by a range of strategies, including texts that represent our diverse world and author studies using texts from different cultures.

Children are taught in a variety of ways to maximise learning, including, where appropriate, whole-class teaching, which is employed at some point in most lessons in order to facilitate explicit teaching of the learning objectives. This approach also allows for whole-class discussion and interaction.

Children will sometimes be paired or grouped during an English activity for the purposes of differentiation of the task by ability, for structured peer-interaction or for targeted adult intervention.

### **Differentiation:**

The progress of children is monitored on an ongoing basis. Assessment for learning is used throughout a unit of work and individual lessons to ensure that the children are provided with appropriate challenges and support. Differentiation is identified in the planning for each unit and children are made aware of their Steps to Success.

### **Intervention:**

We aim to provide an English curriculum for all children in a way that means they can achieve their potential. Our aim is to do this primarily through Quality First Teaching. Where appropriate, it may be that intervening support may be facilitated by having individual children, or small groups of children, working with an adult. This adult may be the class teacher, a teaching assistant or another specialist adult. Where it is not the class teacher, the adult will be briefed by the teacher and have access to the planning. Wherever possible, it is implemented in an inclusive way, within the class setting, as we believe that is when the intervention is most effective.

### **Intervention programmes:**

If appropriate, children who are assessed at a level below the attainment for that year group are placed on targeted intervention programmes which are matched to their needs. These programmes are typically taught by Learning Assistants who have been trained in the appropriate intervention.

The children's progress in reading is tracked every half term, though formally reported twice a year in line with the school's assessment procedures. Targeted intervention is provided to meet the needs of the cohort. The progress of the children in intervention groups is reviewed every half term in order to either modify the direction or change the groups of children receiving the intervention. The school currently uses accurate assessment of the children's learning on Target Tracker to tailor and deliver interventions where appropriate for Key Stage 1 and Key Stage 2.

Where appropriate, children in Key Stage 2 are also taught phonics based around Letters and Sounds and the Phonics Bug that is used in KS1. Children who enter our school with little or no English are taught to read in a small group every day by a member of staff in the EAL team.

### **Foundation Stage:**

In the Foundation Stage, Language and Communication, and Reading and Writing are incorporated into all areas of learning. Opportunities are provided for children to communicate thoughts, ideas and feelings. Purposeful role play is used to develop language and imagination. Children are given opportunities to share and enjoy a wide range of rhymes, songs, poetry and books. An environment is provided which reflects the importance of language through signs, notices and books. There are writing areas in all the Foundation Stage classrooms where children can experiment with writing.

Teachers model writing during role play and as part of more focused activities. There are daily phonics sessions in Reception which follow 'Letters and Sounds' and utilise Phonics Bug. Children who are ready to read will begin to read using the reading scheme and all children will take home a book from the library. This system will be reviewed as our school moves into a new build.

### **Reading:**

We provide a variety of genres and level of reading books to meet all needs. We value the involvement of parents and actively encourage all family members to be involved in the child's reading development.

Our aims for teaching reading can be found in our Reading Policy [\(See Appendix A\)](#)

### **Handwriting:**

Our aims for handwriting are set out in a separate policy. [\(See Appendix B\)](#)

### **ICT**

ICT is used across the school to complement the teaching and learning of English. The children will have opportunities to use ICT to reinforce their knowledge of SPAG, to create presentations or to do research for their writing. The children are able to read books on their computers and tablets using the 'Bug Club' reading programme.

### **Home Learning:**

English Home Learning is given weekly to children from Years 1 to Year 6 and provides opportunities for the children to practise and consolidate their English skills. All children are expected to read or be read to daily as part of their homework. They will also have weekly spellings to learn, which are linked to the National Curriculum spelling objectives for each year group.

### **Governors:**

The designated link governor will arrange to meet with the curriculum English subject leader at least twice a year to find out about the school's systems for planning work, supporting staff and monitoring progress. They will discuss how the standards of achievement are changing over time and talk to pupils about their experiences of the curriculum area.

### **Parents and Carers:**

The School aims to involve parents and carers in their children's learning as much as possible and to inform them regularly of their child's progress in English. Parents and Carers have the opportunity to meet with their child's class teacher at least twice a year during parents' evening when they will be informed of their child's progress and given ideas as to how they can support their child at home. Parents receive an End of Year Report at the end of the Summer term which gives information on their progress and attainment in English.

A number of parent workshops are organized during the year to keep parents informed of the expectations of the curriculum and to provide ideas for supporting their child at home.

### **Staff Development:**

Staff training is planned for each year as part of the strategic development of the school. It is an integral part of the school development plan and builds on the skills and knowledge of the teachers.

### **Assessment:**

Teachers monitor progress and adjust their teaching in accordance with the assessment at the beginning of each unit. Writing is assessed using the statements from the National Curriculum and the pupil tracking grids on Target Tracker. Teachers use their professional judgement as to whether they have achieved the statements. The staff meets termly to moderate writing and to assess writing in their teams. Additional time is now being provided in both KS1 and 2 to allow staff to moderate on a termly basis in teams, e.g. Year 1 and 2 together and Years 3/4 and Years 5/6 together. Formal assessment is carried out twice a year and these assessments are used to help inform the teacher assessment. Self-assessment and peer assessment are built into the planning and used consistently across the school.

### **Inclusion**

English in our school is carefully planned to ensure that the work is accessible to all groups of children and that children are challenged to achieve their full potential.

### **Monitoring and Review**

English Subject Leaders will monitor the English policy and liaise with other curriculum leaders. English Subject Leaders will report to the governing body on the effectiveness of the policy annually and if necessary, make recommendations for further improvements.

Policy written May 2020

Review date June 2022

## **Appendix A**

### **Elmgrove Primary School and Nursery**

#### **Reading Policy**

**May 2020**

At Elmgrove Primary School and Nursery, we believe that the ability to read is fundamental to pupils' learning across the curriculum and reflects their ability to be independent learners.

Reading development is closely related to that of Speaking and Listening and of Writing, so by reflecting upon and talking about the stories and texts they encounter, the children are able to make sense of their own experiences of the world and their place in it. It is our aim that, by the end of their primary education, all pupils at Elmgrove Primary School are able to read fluently and with confidence, in all subjects and be able to read a range of genres.

#### **Our Aims:**

- To teach the essential skill of reading and develop this to a high standard for all pupils.
- To promote a culture of reading for learning and reading for pleasure.
- To facilitate independent learning and progress across all areas of the curriculum.
- To recognise the value of parents or carers as essential components in supporting and developing children's reading skills and love of reading
- To monitor and assess children's progress in reading and identifying those who require extra support and intervene at an early stage.

### **UNICEF Articles:**

As a Rights Respecting School, we uphold the articles from the United Nations Convention on the Rights of the Child. These articles underpin our Reading policy:

**Article 3 (best interests of the child)** The best interests of the child must be a top priority in all decisions and actions that affect children.

**Article 28 (right to education)** Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.

**Article 29 (goals of education)** Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

### **Guidelines:**

There is a whole-school approach to the teaching of reading which reflects the needs of the children and the requirements of the National Curriculum and the EYFS Development Matters.

### **EYFS:**

In the EYFS, the children are introduced to a wide range of reading material which complements the topics that they are learning, their current interests and the need to provide them with a variety of genres. We have a range of ways in which we promote reading:

- Having enthusiastic staff who share their passion and excitement of books with children.
- Book corners that are stimulating as well as being accessible for children
- Using core books to plan for children's interests and class topics.
- Children have the opportunity to read to an adult using levelled reading books once a week.
- Children can choose a new book twice a week, as well as taking a story book home.

- Reading records communicate reading progress between home and school, and include teachers' and parents' feedback.
- Having a range of quality books available in the classroom.
- Having opportunities for independent writing in the classroom.
- Using story props, story sacks, role play areas and displays to enhance core books.
- Having well planned, shared reading sessions that all practitioners are confident to take part in.
- Opportunities for children to learn from clearly modelled 'reading behaviours', for example, the recognition that print conveys meaning, the left to right directionality of English text, the purpose of punctuation and so on.
- Involving parents in understanding the importance of early literacy through parents' workshops
- Opportunities to retell and to act out stories using props and story maps.
- Weekly visit to the school library.
- Reception use "Bug Club" whereby children access a range of texts to read at home. Bug Club is an online reading scheme with a personalised website area for each child. It is to be used as well as the printed books we already have in school, but gives the children the chance to read e-books at the appropriate reading level.

### **Phonics:**

At Elmgrove, we follow the 'Letters and Sounds' phonic programme. We use the 'Phonics Bug' reading scheme, alongside the interactive teaching programme to facilitate the teaching of phonics. We also use resources from [phonicsplay.co.uk](http://phonicsplay.co.uk) to support the teaching of phonics.

This process begins in Nursery where the children are taught to listen and hear sounds in the environment and follow Phase 1 of Letters and Sounds. They begin Phase 2 when they are able to hear sound patterns and make rhyming strings. Phonics is taught daily in Reception where the children are assessed regularly every half term on both their phonic knowledge and the 'tricky words'. Intervention groups are quickly set up for those children who are falling behind. Parents are given ideas to support their child's learning at home through the home learning sheet which is sent home weekly and also through workshops which provide practical advice and activities.



All the children will be able to choose a class library book to take home and they will be given an individual reading book when they are assessed as being 'ready to read' by their class teacher. Children will be read a wide range of stories and non-fiction texts by their class teacher and all the classrooms have an attractive book area when the children can read books independently.

### **Key Stage 1:**

As the children move into Key Stage 1, they will continue to follow the 'Letters and Sounds' phonics programme. 'Phonics Bug' is successfully used to support the teaching of phonics across Key Stage 1 where the children are grouped across their year group according to the phonic phase that they are in. Children are assessed regularly and children who are not making progress are put on a phonic intervention programme.

The children in Key Stage 1 follow the Rigby Star reading scheme. They will read to an adult fortnightly in school and take a book home to read with their family. The reading experience of the children is also enhanced as they are all allocated books on 'Bug Club' which they can enjoy reading electronically at home.

The children are assessed regularly and the children who are falling behind in their reading are given appropriate intervention.

The children have a reading record book which forms a link between home and school and in addition to this, there are parent workshops which keep the parents informed of ways that they can help their child at home.

All the classrooms have a reading area which contains an appropriate range of reading material which is changed every term. The children can choose a book to take home from their class reading areas.

### **Key Stage 2:**

All the children in Key stage 2 have access to 'Bug Club' which supports their reading and provides a wide range of both genres and authors for them to read. The children will also visit the library at least once a week to choose a book to read both in school and at home. The books in the library are well-organised and the librarian is skilled in directing the children to an appropriate range of reading material for their age and reading ability.

The children across Key Stage 2 also take part in daily Destination Reader sessions where they are exposed to the seven strands of reading and how to apply these to texts study. The strands are: Clarifying, Predicting, Questioning, Making Links, Inference, Summarising, and Evaluating.

In Lower Key Stage 2, children will continue to read to an adult once a week. They will also be given a book at the appropriate level to take home to read. They are encouraged to comment on their book in their reading diaries.

In Upper Key Stage 2, the children will be reading a library book independently and the choice of books will be monitored by the class teacher to ensure that their reading is being extended. Both Lower Key Stage 2 and Upper Key Stage 2 complete Destination Reader lessons every day, though Year 6 adapt their study to complement the need for explicit comprehension sessions.

Access to Phonics is given to Key Stage 2 children who are below the appropriate phase and also to children who are 'New to English'.

### **Class Reading:**

As referenced, throughout Key Stage 1 and 2, all classes will be involved in reading activities in some capacity once a day. Throughout the week every child will experience a range of the following activities:

- A focused reading session with the class teacher or TA
- A focused phonic, spelling or grammar session
- An independent reading activity
- Reading comprehension activities linked to their reading and other curriculum areas.

In Key Stage 1, the Rigby Star Guided Reading scheme is used along with resources from Collins Big Star and Oxford Reading Tree and in Key Stage 2, classes complete Destination Reader

All the classes have access to appropriate books which are provided by the school library service and our own library and support their topic work.

### **Teaching Reading:**

All the teaching staff are aware of the importance of the teaching of reading and work to foster a love of reading in their children by sharing books that they enjoy as part of their classroom practice.

The teaching of reading will include:

- The teaching of phonics
- Questioning about character, story, events, structure and plot
- Developing an awareness of the layout and features
- Making predictions about the story

- Explicit and implicit teaching of the Destination Reader strands
- Developing decoding skills for unfamiliar words
- Awareness of the reading and spelling of common exception words or tricky words
- Deducing meaning from the context and from previous experience
- Scanning the text for information and to support comprehension
- Discussing the effectiveness of the chosen language and the style of the author
- Encouraging clear speaking and expression when reading the texts aloud.
- Providing opportunities for the children to self-assess their own reading and to write book reviews to share their opinions with others

### **Additional Needs and EAL:**

All children have the right to develop a love of reading and to access a range of books for pleasure.

Those children with English as an additional language or children who have an action plan with targets relating to reading may have specific additional activities which will aid the development of their reading. These activities will either be done individually or in a small group supported by a TA.

More able readers are also extended through small group work and targeted activities during the teaching of reading.

### **Home-School Reading:**

We foster a wider family involvement in the children's reading routines by keeping them informed of their child's progress in reading and by having reading workshops which give them ideas on ways that they can help their child to become a confident reader, who understand what they are reading. The children are asked to read at home as part of their home learning and the parents are encouraged to comment in the reading diary.

### **Information and Communication Technology:**

All the children have access to quality on-line reading materials through 'Bug Club'.

They have an individual user name and password and the texts can be accessed at school or at home. Children who have no internet at home can use the ICT suite at lunch time to read their books. The teachers issue a selection of books and monitor the children's progress.

**Assessment:**

The teachers assess the children during their Reading sessions and from formal assessments completed against the curriculum objectives. These are then transferred to Target Tracker where their progress can be monitored.

**Equal Opportunities:**

We endeavour to create an environment where all children can develop as readers. We provide the children with experiences of a wide range of texts from a variety of cultures and traditions. The subject matter will be carefully selected to appeal to a wide range of interests and preferences for both boys and girls.

**SMSC:**

We aim to include SMSC throughout all areas of the curriculum as well as the Rights and Responsibilities. Pupils' spirituality is developed by giving them the opportunity to reflect on their learning. Speaking and listening activities help to promote the pupil's moral development by respecting others' points of view. Children are expected to work in different groups which help to develop their social skills. We also aim to develop pupils' cultural development by gaining an appreciation of their own language and culture as well as that of others through the books that we read.

**Role of the English Leaders**

To develop and review the policy

To monitor the planned and taught curriculum

To organise and review resources and update when necessary

## **Appendix B**

### Elmgrove Primary School and Nursery

#### Handwriting Policy

May 2020

#### **Rationale**

When communicating ideas in writing, it is important that children use a handwriting style which is neat and legible. The skill of handwriting needs to be actively taught. At Elmgrove Primary School and Nursery we are following the 'Letter Join' scheme. Using a handwriting scheme ensures that there is consistency in the way writing is taught across the school. This will raise the standard of presentation and develop confidence, accuracy and fluency in writing.

#### **Aims**

To develop a joined confident handwriting style that is legible and fluent.

To provide equal opportunities for all pupils to achieve success in handwriting

To promote a positive attitude towards handwriting

To encourage the children to take pride in their work

To present work neatly for a variety of different audiences

## **Development of teaching handwriting**

On entry to Reception, children are involved in a variety of activities to develop essential pre-writing skills in line with the Foundation Stage curriculum.

It is important for the children to develop their gross motor skills which they will need to master before they can begin to develop their fine motor skills.

The children should have opportunities to run, jump, climb, make patterns with ribbons, make patterns in the air and on large surfaces. They should be able to master up and down movements, curly or round movements and zig-zag movements. It is important to reinforce the vocabulary of movement whilst the children are making letter shapes.

To develop fine motor skills ready for writing, the children should be given opportunities to make patterns with peg boards, use tweezers to pick up and sort small objects, manipulate play-dough, use paint brushes and learn to cut out with scissors

The children must be taught the correct pencil grip in order that they can become confident, fluent writers.

The children need to experience a multisensory approach to handwriting where there is a link between learning to write the letter shapes and the teaching of phonics.

As soon as the children are secure in the formation of the letters, they should be taught to join the letters of the CVC and tricky words that they are learning.

When the children are writing they should be taught to sit correctly to make writing easier.



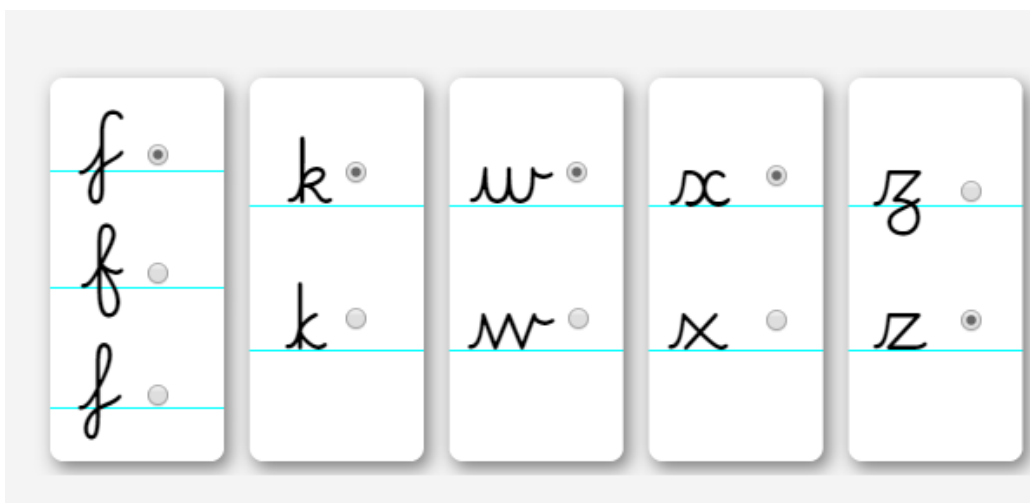
# Handwriting Policy

Here at Elmgrove Primary School, we are very proud of our pupil's handwriting and take particular care in our cursive/joined-up handwriting style. We use Letter-join as the basis of our handwriting policy that covers all the requirements of the 2014 National Curriculum.

Handwriting is a basic skill that influences the quality of work throughout the curriculum. At the end of Key Stage 2 all pupils should have the ability to produce fluent, legible and, eventually, speedy joined-up handwriting, and to understand the different forms of handwriting used for different purposes.

We aim to make handwriting an automatic process that does not interfere with creative and mental thinking.

As a catalyst to speedy handwriting we encourage parents and carers to use the Letter-join resources at home with the log-in details that they have been given.





## School aims:

We aim for our pupils to develop a neat, legible, speedy handwriting style using continuous cursive letters that leads to producing letters and words automatically in independent writing.

By the end of Year 6 pupils will understand the importance of neat presentation and the need for different letterforms (cursive, printed or capital letters) to help communicate meaning clearly.



## Method:

Our teachers are encouraged to use neat, joined-up cursive writing for all handwriting tasks including report writing (when not word-processed), marking and comments.

### ***Consistency throughout the school:***

Pupils should experience coherence and continuity in the learning and teaching of handwriting across all school years and be encouraged to take pride in the presentation of their work. Our aim is to help pupils enjoy learning and developing their handwriting with a sense of achievement and pride.

## Handwriting frequency

Handwriting is a cross-curriculum task and will be taken into consideration during all lessons. Formal teaching of handwriting is to be carried out regularly and systematically to ensure Key Stage targets are met.

### **FOUNDATION:**

For our youngest pupils we teach handwriting on a daily basis for 20 to 30 minutes which will include the following;

- Movements to enhance gross motor skills such as air-writing, pattern making, dancing.
- Exercises to develop fine motor skills such as making marks on paper, whiteboards, blackboards, sand trays, iPads and tablets.
- Letter learning to familiarise letter shapes, formation and vocabulary.

### **Years 1 to 3:**

Tuition will continue with three to five weekly lessons of around 30 minutes covering:

- Gross and fine motor skills exercises.
- Cursive handwriting reinforcement, learning and practice.
- Numerals, capitals and printed letters: where and when to use, learning and practice.

### **Years 4 to 6:**

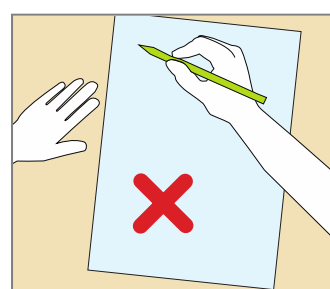
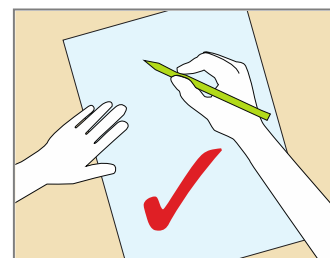
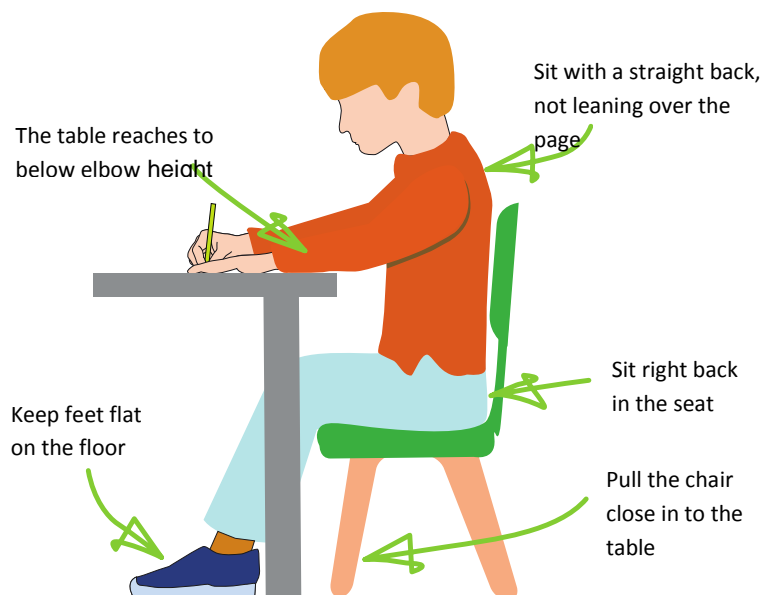
More advanced handwriting techniques will be taught during two or three weekly lessons of 30 to 45 minutes teaching:

- Cursive handwriting re-enforcement.
- Form-filling/labelling using printed and capital letters.
- Dictation exercises to teach the need for quick notes and speedy handwriting writing.

# Correct posture and pencil grip for handwriting

Pupils should be taught to sit correctly at a table, holding a pencil comfortably and correctly.

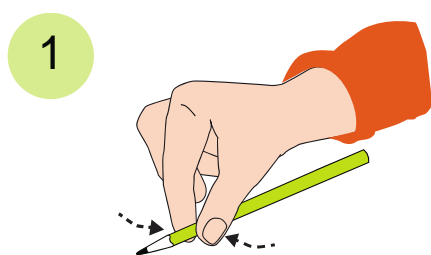
## SITTING POSITION



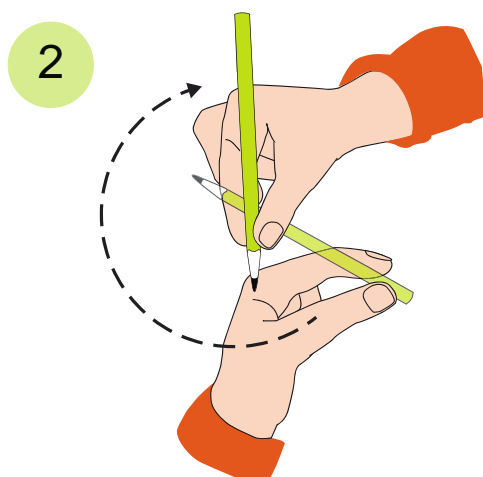
**Paper position for right-handed children**

## THE TRIPOD PENCIL GRIP

Both right and left handed children should be encouraged to use the tripod grip which allows the pen/pencil to be held securely whilst allowing controlled movements of the pen/pencil nib.

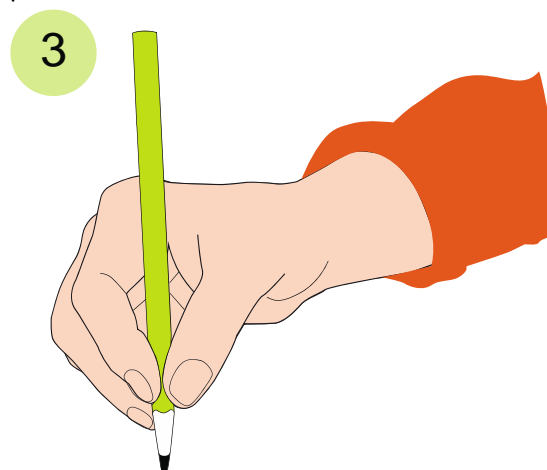


1) Grip the pencil with your index finger and thumb with the nib pointing away.



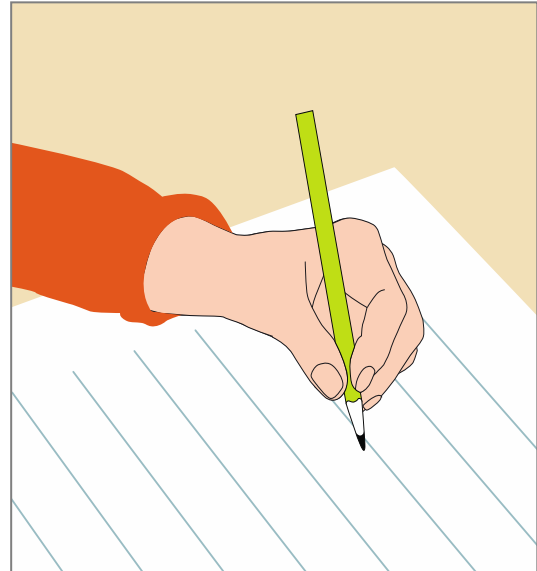
2) With your free hand, spin the pencil from underneath.

3) Use your middle finger to support the underside of the pencil.

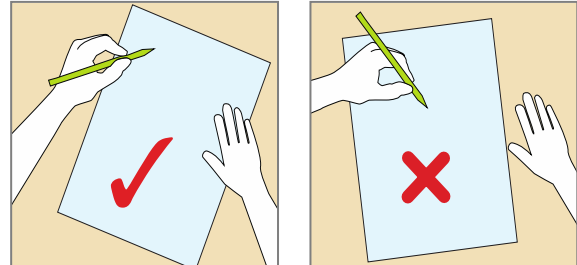


## LEFT-HANDED CHILDREN

Left-handed children may find it difficult to follow right-handed teachers as they demonstrate letter formation (and vice versa). Teachers should demonstrate to left-handers on an individual or group basis.



- Left-handed pupils should sit to the left of a right-handed child so that they are not competing for space.
- Pupils should position the paper/book to their left side and slanted, as shown.
- Pencils should not be held too close to the point as this can interrupt pupils' line of vision.
- Extra practice with left-to-right exercises may be necessary before pupils write left-to-right automatically.



**Paper position for left-handed children**

## INCLUSION

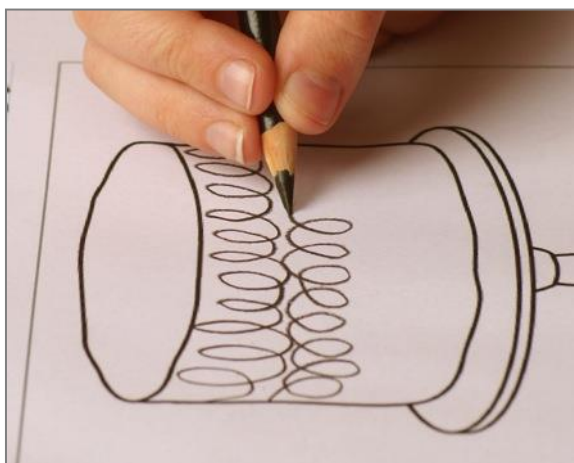
Children whose handwriting is limited by problems with fine motor skills, including left-handed children, and children with special educational needs, will be given one-to-one tuition to help achieve their optimum handwriting level.

## PENS AND PENCILS

Children are encouraged to start handwriting using a soft pencil. When fine motor skills have been established a handwriting pen can be used. More competent pupils can use a ballpoint pen.

# Key Stage Teaching

## FOUNDATION

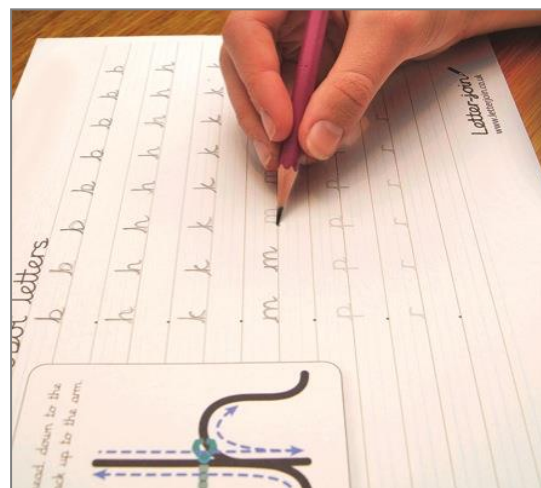
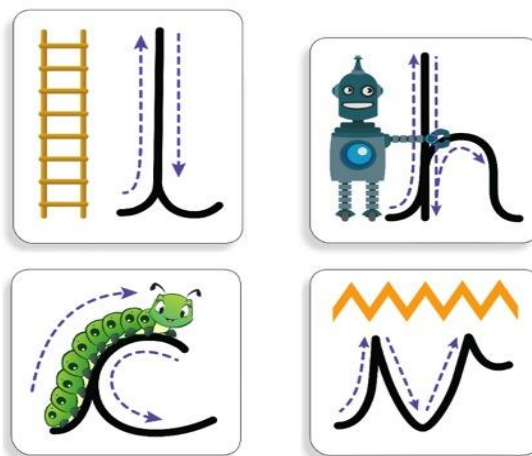


- Sit in the correct position and hold a pencil correctly to allow fluid movement of the nib.
- Improve fine and gross motor skills by enjoying drawing pre-cursive patterns in a variety of writing materials such as modelling clay, air writing, sand trays, felt pens, crayons, pencils, IWB, iPads/tablets.
- Understand the language needed to describe pencil movements in preparation



## RECEPTION

- Hold a pencil in an effective manner for writing and be encouraged to correct any errors in grip or stature.
- Understand that letters are written on a base line and that all cursive letters 'start on the line' and 'end with a hook'.
- Begin to form some recognisable joined-up cursive letters, capital letters and numerals.
- Have an understanding of writing their own name.
- Understanding different shaped letter families.



# Key Stage Teaching

## KEY STAGE 1



- Write legibly using upper and lower case letters with correct joins.
- Ensure that letters sit on the base line and are consistent in size with ascenders and descenders that are the correct length and formation.
- Leave the correct space between words.
- Form capital letters and use where appropriate.
- Form numerals that are consistent in size and sit on the base line.
- Begin to form printed letters and understand when they are to be used.
- Improve the speed of writing and begin to write automatically so promoting creativity in independent writing.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Parts of a Flower

Put the labels into the correct places:

1. Stigma	3. Ovary	5. Pollen tube	7. Anther	9. Petal
2. Style	4. Ovule	6. Reseptacle	8. Filament	10. Sepal

Letter-join  
Joined-up handwriting made easy

## KEY STAGE 2

Improve quality, speed and stamina of handwriting.

- **Quality:** Ensure letters are consistently sized with equal word spacing and that ascenders and descenders are parallel and do not touch words on the lines above and below.
- **Speed:** Improve speed of handwriting to allow creative writing to take precedence over the task of handwriting and be able to take 'quick notes' at a faster pace.
- **Stamina:** Have the strength and mobility to be able to write for longer periods of time without fatigue.

### Dictation Exercises

Easy practice	Harder exercises	More challenging
A selection of CVC words, a list of numbers and an easy poem.	A list of phrases, easy sums and a three-verse poem.	Shopping list, complex numbers and a written passage.
<p>dog hill bus</p> <p>24 37 92</p> <p>I can eat a bun. Put it in my tum. Open up the top. Sip on my pop.</p>	<p>Over the hill.</p> <p>2 + 1 = 3</p> <p>A six an and That seldom stand still. It made a nice house. Inside a hill. Nice little ant!</p>	<p>4 small salomas 12 medium barn eggs</p> <p>29-10-2003</p> <p>My birthday is Scotland but at work I moved south for Luncheon. I have lived there since then, other than</p>

Have full knowledge and ability of the different forms of handwriting for different purposes:

- Neat, joined, cursive letters for writing passages and large amounts of text, lists and letters.
- Printed or capital letters for posters, notices, headings, labelling, and form filling.
- Speedy handwriting for note-taking and dictation where neatness is not as important and shortcuts, such as + instead of 'and', can be used.

Letter-join

An easy poem

Firstly, listen to the poem at normal speed:

Secondly, listen to the poem a third of a time, pausing if necessary. Write down what you hear leaving gaps if you miss anything.

Third, listen to the poem again at normal speed and fill in any gaps you have left.

Finally, click here to see the written text.

I can eat a bun.  
Put it in my tum.  
Open up the top.  
Sip on my pop.

## **PENCIL GRIP:**

As referenced above, children should use a tripod grip. Children should be shown how to place their pencil on the table in front of them with it pointing towards their bodies and to then pick it up and allow the pencil to fall back into the tripod grip.

By the end of Reception, the children should have been introduced to all the letters' shapes and the majority of children should be able to write their names and simple sentences.

In Reception, the children will be using a variety of types of paper and writing frames to write on.

The children should have handwriting exercises for up to five minutes every day.

## **LEFT-HANDED CHILDREN:**

Make sure that left-handed children should sit on the left of right-handed children.

The way in which they are to be supported is detailed in the figures above.

## **YEAR 1:**

All children will continue to write with a pencil and they will begin to write on lines, consolidating the letter formation with particular attention to ascenders and descenders. The writing will continue to be linked to the phonic programme and also to the spelling of tricky words. The children will begin to make joins in their handwriting. Digraphs will be taught as a joined unit

The correct formation of capital letters will also be taught.

## **YEAR 2:**

Children will use handwriting books to learn to form lower case letters which are of similar size and they will become more confident in their ability to join their letters when they are writing. They should be taught to write capital letters of the correct size to complement the lower case letters. The spacing between the words should reflect the size of the letters.

By the end of Year 2, the children should be developing a cursive style.

## **YEARS 3-4:**

The children should be using cursive writing in all their work and developing fluency. Phonics, spelling and grammar should be taught in conjunction with handwriting practice.

Children should be using pencils to write unless they have been given a pen licence. Upon receiving this, they can use pen in all their work except Mathematics.

A pen licence will be awarded to children who meet the following criteria. The phase leaders will have the final say over the pen licence awards. The licence will be given out in assembly together with a handwriting pen.

### **Handwriting Pen Licence Criteria**

- All handwriting is joined correctly using diagonal and horizontal strokes
- The handwriting must be neat with ascenders and descenders used correctly in all writing not just in English.
- The handwriting must have been neat in all work for at least half a term before the pen licence is issued.
- Letters and words must be appropriate in size and position with no variation.
- The handwriting must be consistent and fluent
- The class teacher and the phase leader will make the decision on whether a pen licence should be issued.

## **YEARS 5-6:**

Children should be developing the speed at which they can write. They should be clear about the standard of handwriting that is appropriate to use for a particular task. They should also know when it is appropriate to use print instead of a cursive style to make the presentation of their work appropriate to the genre they are working in.

### **HANDWRITING ASSESSMENT:**

Handwriting is assessed on an ongoing basis as part of the assessment of writing based on the National Curriculum requirements for each phase.

### **INCLUSION:**

The vast majority of pupils are able to write legibly and fluently. However, some pupils need more support and teachers of children, whose handwriting is limited by problems with fine motor skills, should liaise with the SENCO to develop a programme designed for the individual child.

## **THE ROLE OF PARENTS AND CARERS:**

A copy of the handwriting policy will be made available to parents on the school website together with a copy of the font and the directions for joining letters. Parents will be informed of the progress that their children are making in handwriting at the regular parents' evenings.

Parents should encourage their children to use appropriate handwriting when they are completing their home learning.

## **EQUAL OPPORTUNITIES:**

Teachers take full account of children's individual differences including cultural background, ethnicity, age and gender. Teachers plan experiences appropriate to meet the needs of the children and encourage them to reach the highest possible standards.

## **MONITORING:**

The Year Group Leaders and the Senior Leadership Team in liaison with the Head Teacher will monitor this policy

They will:

- look at medium term plans.
- attend PPA sessions
- hold informal discussions with staff.
- look at children's recorded work and ephemeral evidence.
- look at assessments
- look at displays around the school.
- check resources.

## **Review**

This policy was written in May 2020 and will be reviewed every two years.

Review date: June 2022



