

English Working Policy

Date reviewed: February 2020

Reviewed by: ARi, EOW and SVi

The whole policy is under review 2019-2020 with support from RED leader in terms of suggesting a spiral bound booklet detailing a complete overview of English at ICP.

Intent

At Iceni Academy Hockwold we believe that reading, writing and communication are key life skills. Through the English curriculum children will be supported to develop the skills and knowledge that will enable them to communicate effectively and creatively with the world at large, through spoken and written language. We also intend to foster enjoyment and appreciation of literature and its rich variety and provide opportunities for the development of children's skills across all areas of the primary curriculum.

This policy should be read in conjunction with the following policies and documents:

- Assessment procedures
- Curriculum policy
- Curriculum guidance
- EYFS policy
- Teaching and learning procedures
- SEN offer
- Special Educational Needs and Disability policy
- Greater Depth
- Planning

These can be found on our website: <https://icenihockwold.attrust.org.uk>

At Iceni - Hockwold, we intend:

- To provide a rich and stimulating language environment, integrating reading, writing, speaking and listening, drama and role play.
- To provide an environment where pupils are encouraged to construct and convey meaning, both in speech and writing, of factual, imaginary and personal experiences.
- To provide opportunities for pupils to become confident, competent and expressive users of the language with a developing knowledge of how it works.
- To provide opportunities for pupils to be reflective users of language, able to analyse and evaluate its main features.
- To foster an enthusiasm for and love of reading for life.
- To encourage pupils to present their ideas in a variety of forms, both in English and across the Primary Curriculum.

Pupils will:

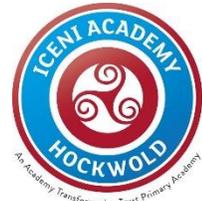
- read and write with confidence, fluency and understanding, orchestrating a range of independent strategies to self-monitor and correct.
- have an interest in books and read for enjoyment
- have an interest in words, their meanings; developing a growing vocabulary in spoken and written forms.
- Understand the importance of being able to write using Standard English
- understand a range of text types and genres - being able to write in a variety of styles and forms appropriate to the situation.
- be developing the powers of imagination, inventiveness and critical awareness.
- have a suitable technical vocabulary to articulate their responses.

Greater Depth children:

In line with our *Greater Depth* document, to be found on our website, we know that all children of any ability can master skills needed to help them progress - there is no ceiling to this. Our intent with children who exhibit real flair, passion and aptitude for English is to help them achieve breadth of understanding in every year group, leading to increased standardised scores 110+ in their SATS.

Next step for English:

With the intention to bring more children on to being *Greater Depth*, and all children to become more secure with the skills and knowledge required to be better writers and readers, I intend to trial from now (and then roll out for September) a new and improved whole school approach to the teaching of reading and writing. We have embedded the initiatives designed to address the areas for improvement as identified by QLA of Year 6 and Year 2 Reading SATS over the last two years at Icen-Hockwold (such as Reading Fluency once a week, the BEAR Project, Daily Word Ninja and Vocabulary Building). We have also designed, as a teaching staff, a bespoke topic-linked English Long Term Plan that has been audited by the English Subject Leader to ensure coverage of the National Curriculum and progression in year and across years. The next step is to focus on reinvigorating, and make consistent, the delivery of our English LTP but based on Jane Considine's *The Write Stuff* and *Hooked on Books* strategies - I have attended both courses and have a vision for which parts will work in our mixed age class structure.



Implementation and Subject Organisation

At Iceni-Hockwold, the English Curriculum is delivered using The New Curriculum (2014), and is embedded throughout all areas of the Primary National Curriculum. The Early Years Foundation Stage ensures continuity and progression from the Foundation Stage through to the National Curriculum.

- Children are taught in groups organised by age and differentiated according to ability.
- English is taught a minimum of 1 hour per day and the use of literacy skills and knowledge are actively encouraged and planned for in other areas of the curriculum.
- Planning in the Foundation stage is based on the Early Learning Goals.
- We have written our own bespoke English Long Term Plan for KS1 and KS2 ensuring coverage of the National Curriculum and drawing on cross-curricular topics to enrich the children's learning where appropriate.
- In addition to English lessons, 20 minutes every day is devoted to the learning of phonics through the Letters and Sounds program and SPAG. This happens between 9.10 - 9.30am.
- Children will be involved in appropriate intervention programmes where necessary, e.g. Sound Discovery, Lexia, Spelling WASP and Reading Fluency. Candidates for intervention are identified using assessment data and incorporated into the Provision Map which is updated every half term.
- Teaching Assistants are deployed based on the needs of the individual children and, where necessary, the Subject Leader will deploy bespoke TA INSET to ensure all staff can support children with phonics, spelling, grammar and punctuation in lessons.
- Adult volunteers are encouraged to support the teaching of English, subject to training by qualified staff. We have signed up with the Schoolreader scheme and one volunteer is with us 6 hours per week, for example, and has received training on how to support each class most effectively.
- Acquisition of skills, knowledge and excellence in English is rewarded on a weekly basis via the Wicked Writer and Star Reader badges in Celebration Assemblies; work is displayed for one week in the corridor. In addition, BEAR Project bears for completing each child's individualised reading pathway are given in this assembly along with any children achieving their Pen License (see below).

Regarding Subject Leader overseeing progression across all strands:

The Subject Leader has worked with all class teachers to ensure that our topic-enriched English curriculum covers all objectives of the National Curriculum and that progression can be seen within an academic year and across all year groups. The work ensuring this progression is in table form inter-weaved throughout this document.

The Subject Leader has been on writing and reading courses: The Write Stuff and Hooked on Books by Jane Considine; as a Subject Leader, ideas have cherry-picked from these course materials and combined with strong practices already established at Iceni-Hockwold, for example Cold then Hot Writing in Beech Class.

For **Impact** please see summary statements for Reading, Speaking and Listening and Writing at the end of this document.

Reading



Intent:

At Iceni-Hockwold we value reading as a vital life skill and we are dedicated to enabling our children to become lifelong readers. We believe reading is key for academic progress and so we take a holistic approach to the teaching of reading through the following implementation.

Implementation:

Phonics

Children learn phonics, using the 'Letters and Sounds' scheme. 'Letters and Sounds' is split into six phases:

- **Phase 1:** usually taught in nursery, concentrates on environmental sounds.
- **Phase 2:** based around initial sounds, and is taught in the reception class.
- **Phase 3:** learning digraphs, tricky words and reading captions.
- **Phases 4-6:** taught in Years 1 and 2, although those children who are ready can move into these phases earlier.

The children are encouraged to use the skills taught in Letters and Sounds in other lessons reading. Children are assessed regularly to make sure they are ready for the next phase. More information about Letters and Sounds can be found by searching on Google.

"Phonics (letters and the sounds that they make) is taught well overall. Teachers encourage pupils to use their phonics skills to sound out unfamiliar words in order to read them and to break words down into their separate sounds in order to spell them."

Ofsted, 2016

Reading Schemes

A range of reading schemes are used at the primary site which include 'alphablocks' (linked to the Letters and Sounds phase). All schemes are levelled, so children go through Phonics Bug phases, Project X, Pocket Tales and Rapid Readers; once the pupils have gone through the levels they become move on to the BEAR Project - see below.

Reading related events: activities are regularly run during the school and some are part of the school calendar, e.g. World Book Day and Reading Café events. For Reading Cafés a class's parents/carers are invited in to school to share reading and enjoy practical activities based on the class reader for that term.



Willow Class Reading Café: All Around the World activities.

Reading in EYFS

The schools who make the most progress have reading at the heart of their curriculum with children reading out loud frequently with carefully selected books.

Bold Beginnings, November 2017

A rigorous approach to the teaching of reading develops learners' confidence and enjoyment in reading. At the early stages of learning to read, reading materials are closely matched to learners' phonics knowledge.

Ofsted Education Inspection Framework, May 2019

At Icení Hockwold, in our EYFS class, the children read in a variety of different ways:

- During ERIC each morning, the children read with their parents. These books consolidate phonics learning, taught in phonics time, based on the Letters and Sounds programme.
- Staff listen to children read at least once a week, more often if the child does not read at home.
- Children have daily phonics sessions, where they read a sentence based on the sounds they have been learning. These sessions are ability taught after assessing children on the phonetic knowledge acquired.
- We have a 'Book of the Week' where children can listen to an audio story and follow the words in the book.
- We have a story each day. The books have been specifically chosen from 'The 100 books your child should read before they are 5'.
- Sharing books are chosen from the school library and sent home each week. This gives parents the opportunity to read a variety of books with their child.
- We run a phonic workshop to explain how to read phonetically and have an 'open house' policy for parents to ask questions during ERIC.
- We run Reading Cafes for parents to come in and enjoy a book and activities with their child.
- Sentence strips are around the classroom for children to read in their own learning, gaining team points when they read them to an adult.
- Reading badges are awarded each week to a member of the class who has tried really hard with their reading in school.
- The reading raffle scheme remains popular. This allows children to be rewarded for reading at home to parents. They get a raffle ticket every time they read at home and one ticket is drawn at the end of the week. The winner receives a bag of sweets!

Shared Reading:

ERIC - Everyone Reading in Class

Many thanks for parent and carer support with this, it is a fantastic opportunity for every child to read in the class setting, either to the adult who brought them in or silently while they wait for a member of staff to read with them.

What a good ERIC session looks like:

- Children arrive at 8.30am to maximise reading time and impact on learning
- Children are focused on reading with their adult
- Adults are focused on reading with their child
- The classroom is quiet enough to hear music playing and promote reading progress
- Staff are able to read with those children who are without an adult
- The bell goes at 8.45am: adults leave and the teaching day begins promptly

In Oak Class, we are extremely grateful to the parents who have agreed to help with guided group reading on a daily basis. Oak children must be sorted and reading in their group once they arrive in school, preferably at 8.30am. Miss Rickards will be working on quick 1 minute Reading Fluency exercises with all children on a rota basis in this time.



Shared reading occurs in our daily ERIC (Everyone Reading in Class) sessions. Parents are invited to read with their children every day in class from 8.30-8.45am before the school day starts. Where a parent is unable to attend, reading groups are set up (particularly in Oak Class) to ensure the opportunity to share reading is available for every child.

Further opportunities for shared reading with an adult in school are available through teachers, TAs and our association with the Schoolreader volunteer scheme. **Reading Fluency from Reading A-Z** is now a weekly session with our volunteer from this scheme for all children Year 1 and upwards.

In addition, KS2 shared reading is based on one quality text used in lessons, for a half or a whole term, and linked to the topic for that term, providing cross curricular learning opportunities.

Home Reading and Reading Raffle: Regular home reading with a competent adult is an expectation for children throughout the school. Parents are actively encouraged to read to their children, regardless of age, through school communications and parental engagement events. All children are required to read 3 times each week with a competent reader at home in KS1, 5 in LKS2 times and 7 in UKS2 (The children in Oak themselves have chosen 7 reads per week as they feel that's the best way to get their bears!).

Reading records are provided to each child and checked regularly by staff. Children who are not reading regularly at home will be provided opportunity to read at least once per week with a competent adult during school hours.

To encourage children to read at home we run a Reading Raffle system, where a child can earn a raffle ticket when they read and have their book signed by a family member. (Up to 14 tickets per week) On Friday all of the tickets are collated and drawn out with one winner from each class receiving a bag of sweets.

World Book Day:

Staff and children alike, we love to celebrate WBD at Iceni-Hockwold. This year we will be coming as our favourite BEAR book character and, in the run-up to the day, we will be encouraging children to be 'Caught in the Act' of reading in peculiar, but safe, places.



Last year's World Book Day celebrating our favourite Julia Donaldson characters

The B.E.A.R. Project (Be Excited About Reading)



Intent: The basic idea is that the children are challenged to read ever more challenging books in exchange for a reward - a bear with the school logo on it. In addition, Y5/6 children reaching the end of the final challenge by May 2020 will be invited to join a weekly Book Club led by the Subject Leader once the Biscuit Boosters have finished for the SATS. We will also have a 'Most Avid Reader' prize in the end of year assembly.

Implementation: Each teacher will place each pupil on the pathway most appropriate (but also challenging) for each child. Checks will be made by teachers and Subject Leader on appropriate choice for each child's book using the strategy of counting 100 words and there being no more than 5 mistakes across those hundred words.

The pathways (see overleaf) will be named rather than numbered so each child will be working from their own starting point (and hopefully accelerating quickly). Based on QLA from the reading SATS, it is clear that one of the main issues for our children is knowing the definition of more tricky vocabulary; additionally, it is very clear who the avid readers are based on the words and sentence structures they use in their own writing.

TAs plus our Schoolreader volunteer will do checks on the child's understanding when a child finishes the book.

When a BEAR Project book is started and goes home, a slip for inside the book is filled in which explains the agreement between the teacher and the child regarding how long it will take to read the book; then parents know too.

What if a child gets hooked on an author or series?

Our priority is to encourage the children to read a range of different books and authors but we don't want to discourage them falling in love with certain books/authors/characters etc. Therefore we allow 3 books from the same author/series can be included in the overall total.

BEAR Project Pathways - intentionally named rather than per year group

Pathway	Approximate Year Group	Dot Colour	Target	Target Date
Bookworm	Year 2 + exceptional Y1	Green and red	10 books shared with an adult (green) plus 5 books read aloud to an adult (red)	July 2020
Wordsmith	Year 3	Orange	10 books read aloud to an adult including 2 non-fiction	July 2020
Scholar	Year 4	Blue	15 books read to self and aloud to an adult including 5 non-fiction	July 2020
Literati	Year 5	Yellow	20 books read to self and occasionally to an adult including 7 non-fiction	July 2020 33 weeks ending 11/7/20
Professor	Year 6	Yellow	25 books read to self including 10 non-fiction and 3 children's classics.	May 2020 26 weeks ending 18/5/20
Associate (added Feb 2020 after 1st Professor bear achieved)	Year 6	Silver star	Any yellow sticker books plus classics such as Pride and Prejudice, Oliver Twist, A Midsummer Night's Dream, A Room with a View.	Through until the end of Year



One impact:

Caught in the act! Book recommendations from one BEAR-booker to another.

BEAR Project book selection

Please note that the books listed below have all been purchased by the Friends of Hockwold Site Association but the KS2 list has been augmented by us trawling the Library for challenging books we already had in stock. This is in addition to FOHSA donation of a substantial amount of money during the academic year 2018-2019 to re-invigorate our non-fiction selection based on a review by the Norfolk Library Service in January 2019.

Bookworm for sharing

Not now Bernard by David McKee
 The Tiger Who Came for Tea by Judith Kerr
 Stick Man by Julia Donaldson
 The Rainbow Fish by Marcus Pfister
 Paddington by Michael Bond
 Dogger by Shirley Hughes
 The Storm Whale by Benji Davies
 Peace at Last by Jill Murphy
 Toys in Space by Mini Grey
 Sophie's Snail by Dick King Smith

Bookworm for reading aloud

Traction Man by Mini Grey
 The Owl Who was Afraid of the Dark by Jill Tomlinson
 The Colour of Home by Marry Hoffman
 He Rainbow Bear by Michael Morpurgo
 Deep Sea Diary by Simon Bartram
 What's Under the Bed? By Mick Manning
 A Planet Full of Plastics by Neal Leyton
 The Enchanted Wood by Enid Blyton
 Space Rockets by Dominic Walliman
 Hotel Flamingo by Alex Milway
 The Hodgeheg by Dick King Smith
 George's Marvellous Medicine

Wordsmith

The Boy Who Grew Dragons by Andy Shepherd
 The Iron Man by Ted Hughes
 The Hundred Mile an Hour dog by Jeremy Strong
 Gangsta Granny by David Walliams
 Varjak Paw by S F Said
 Harry and the Poisonous Centipede by Lynne Reid Banks and Tony Ross
 The Sheep-Pig by Dick King-Smith
 The Abominables by Eva Ibbotson
 Journey to the Centre of My Brain by James Carter
 Jelly Boots, Smelly Boots by Michael Rosen and David Tazzyman

Scholar

The Butterfly Lion by Michael Morpurgo
 James and the Giant Peach by Roald Dahl
 The Apprentice Witch by James Nicol
 Please Mrs Butler by Alan Ahlberg
 The Firework Maker's Daughter by Phillip Pullman
 The Accidental Prime Minister by Tom Mclaughlin
 The Queen's Nose by Dick King Smith
 Real-Life Mysteries by Susan Martineau & Vicky Barker
 The Legend of Podkin One-Ear by Kieran Larwood & David Wyatt
 The Train to Impossible Places by P G Bell & Flavia Sorrentino

Literati and Professor

Journey to the River Sea by Eva Ibbotson
 The Parent Agency by David Baddiel
 Skulduggery Pleasant by Derek Landy (first book of a series)
 Young James Bond: Silverfin by Charlie Higson (first book of a series)
 Kesuke's Kingdom by Michael Morpurgo
 Wonder by RJ Palacio
 Alex Rider: Stormbreaker by Anthony Horowitz (first book of a series)
 Warriors: The Broken Code by Erin Hunter (first book of a series)
 Artemis Fowl by Eoin Colfer (first book of a series)
 Ingo by Helen Dunmore (first book of a series)
 I am Malala by Malala Yousafzai
 Percy Jackson and the Lightning Thief by Rick Riordan (first book of a series)
 Harry Potter and the Philosopher's Stone by JK Rowling (first book of a series)
 Mini Shakespeare books illustrated by Quentin Blake
 Holes by Louis Sachar
 United as One by Pitticus Lore (first books of a series)
 A Series of Unfortunate Events by Lemony Snicket (first book of a series)
 Ottoline and the Yellow Cat by Chris Riddell
 Northern Lights by Philip Pullman (first in a trilogy)
 Inkheart by Cornelia Funke (first in a trilogy)
 Murder Most Unladylike by Robin Stevens (first book of a series)
 Journey to Jo'burg by Beverley Naidoo
 The Silver Sword by Ian Serraillier
 The Explorer by Katharine Rundell
 London Eye Mystery by Siobhan Dowd
 Letters From the Lighthouse by Emma Carroll
 Poem for Every Day of the Year compiled by Ally Esiri
 Wild Boy by Rob Lloyd Jones (first book of a series)
 Knife by RJ Anderson (first book of a series)
 Swallows and Amazons by Arthur Ransome
 Alice's Adventures in Wonderland by Lewis Carroll
 The Hobbit by JRR Tolkien
 The Secret Garden by Frances Hodgson Burnett

Little Women by Louisa May Alcott
Asterix by Rene Goscinni
The Jungle Book by Rudyard Kipling
The Railway Children by E Nesbit
Anne of Green Gables by LM Montgomery
The Tale of Emily Windsnap by Liz Kessler (first book in a series)
The Adventures of Huckleberry Finn by Mark Twain
The Wind in the Willows by Kenneth Graeme
Treasure Island by Robert Louis Stevenson
Mary Poppins by EL Travers
Tom's Midnight Garden by Philippa Pearce

Each class has a subdivided folder with a sheet for each child in order to record the books going home, the timescale for reading them and the return date.

The Teaching of Reading: We have moved away from small group guided reading to whole class discrete teaching of reading. Please see our KS1 and KS2 LTP. In addition to at least one lesson of the teaching of reading per week, the expectation is that reading is happening in every lesson.

On the next pages you will see how the Subject Leader has ensured that all of the National Curriculum plus strategies from Jane Considine's Hooked on Books course and associated materials demonstrate coverage and progression.



Speaking and Listening

Intent: We intend for speaking and listening opportunities to permeate all aspects of the curriculum and school life. Our big push this academic year is to ensure staff and children are aware of dialectical issues such as 'We was going swimming' and 'I done my homework' and that children know to write using Standard English.

The Speaking and Listening strands are:

- Speaking;
- Listening;
- Group Discussion and Interaction
- Drama

The National Curriculum for Years 1-6 requires children be taught 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.

Implementation

Speaking and Listening across the curriculum:

Planning in other parts of the curriculum will provide opportunities for speaking and listening, e.g. through group work and presentation. Other opportunities will be provided in assemblies and whole class activities, e.g. Show and Tell, Vocabulary Building, Sharing Assembly, presenting Harvest poems in the Church, RSHE lessons, Cultural Capital Family Time, School Council, Spanish lessons. In Acorn, the children talk to the whole class about where Benny and Blossom have been whilst staying with them; in Willow Class the children regularly play 'In my bag I packed.....' In Beech Class, children are encouraged to listen to each other and start their own speaking with: 'Following on from what ??? said....' and in Oak the children enjoy oral retelling of stories.

Drama:

We use Rising Stars Vocabulary Builder each week across the whole school. This creates teachers many opportunities to teach through drama in order to help children comprehend tricky new words. Children act and narrate EYFS/KS1 Christmas plays; KS2 have bespoke Christmas plays written for the children taking into account differentiation but encouraging all children to speak.

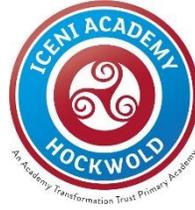


KS2 Christmas production 2019: Norbert the Christmas Dragon

Standard English

With our big push on children being able to use Standard English in their speaking and writing (and without causing offence to families brought up with various dialects) several staff were given use of Standard English as a target for Performance Management. The impact of this is noted at the end of this document.

Writing



Intent:

At Iceni-Hockwold we believe that children should be able to communicate their ideas, knowledge and emotions through their writing. We want our pupils to acquire a wide vocabulary which they use in their own work independently along with a solid understanding of grammar and punctuation. We want the children to write clearly, accurately and coherently, adapting their style in and for a range of contexts, purposes and audiences. We believe that all children should be encouraged to take pride in the presentation of their writing, in part by developing a good, fluent, cursive handwriting style before they leave for secondary school.

We believe that good writers come from being good readers; Greater Depth writers come from being avid readers. Please see our work on reading to understand the impact of our initiatives on writing.

Good writers refine their own work over time and so we want to encourage our children to identify their own areas for improvement, editing their work effectively during and after the writing process. This is done with either 1-to-1 marking during lesson time with the child themselves leading the conversation, or independently against a set of criteria for those headed towards Greater Depth.

At Iceni-Hockwold, we don't put a ceiling on what children can achieve in writing; this can be seen in our Learning Objective 'Paddling-Swimming-Snorkelling-Diving-Scuba' system as detailed in our Planning policy document which allows children of all abilities to keep moving forwards.

Implementation:

Writing in English Lessons

At Iceni Hockwold, the expectation is that all children write in every lesson so that their writing skills are practised and there is significant evidence from all lessons to demonstrate, for external moderation and internal standardization, a rich and varied use of their acquired writing knowledge and skills across all subjects.

Please refer to the Long Term Plan in the appendix which shows how reading and writing are deliberately fused together in English lessons - one inspiring the other. Each half term, KS1 and KS2 children will explore one poetry, one fiction and one non-fiction text type. Typically, children will begin by visiting the text type via the teaching of reading skills; then children will build towards an extended piece of writing in that style.

On the next pages you will find tables detailing progression within and across year groups for writing.

SPaG sessions: children in KS2 have daily 20 minute SPaG sessions to cover the requirements of each year group. One session a week will deliver the spelling test as above and then move onto learning spelling strategies and patterns, augmented by the **Rising Stars Vocabulary Builder** sessions.

In KS1 and KS2, spellings are issued and tested weekly. They are issued from each child's own differentiated spelling booklet taken from the New Curriculum's word list. By the end of Year 6 the expectation is that all children will have finished Spelling Booklet 6; those children not on course for this target receive intervention.

Kung Fu Punctuation and Daily Word Ninja

In addition, KS1 children begin the day with Punctuation Kung Fu whilst KS2 children start with the Daily Word Ninja: a single tricky word is given (often based on a word they will be using during the day or has been identified as a tricky topic word) and they write a definition, synonyms, antonyms, word morphs (prefixes and suffixes) and finish with writing a sentence using the word. The words are then displayed in the classroom and children are encouraged to use them in their own writing across the curriculum.

Handwriting: please see Handwriting Policy below from January 2018, reviewed June 2018, July 2019 and February 2020.

**Handwriting Policy from January 2018,
reviewed June 2018, July 2019 and Feb 2020**

Intent: Our aim is for children to develop legible, fluent, efficient handwriting.

Implementation: In its most basic form, our handwriting policy is as follows:



EYFS: learning correct letter formation which closely resembles the print they will be learning to read. Capital letters are also taught in both EYFS and Phase 3 of Letters and Sounds.
Year 1 onwards: cursive handwriting. Format on large orange pencils in the staffroom and classrooms.

We follow these handwriting schemes:

EYFS	'Fine Motor Skills' by Mark and Katy Hill, Twinkl resources and Jolly Phonics sheets. Pencil Control Sheets and Letter Formation Worksheets a-z published by Twinkl. Lower case letters are taught first in explicit handwriting sessions, then upper case (although capitals will be taught as the need arises when writing sentences in curriculum lessons).
Willow Beech Oak	Collins Treasure House Handwriting workbooks 1-6 by Sue Peet when ready Continuing using the same schemes as Beech Class and only moving on when ready. Our whole school aim is for children's handwriting to be consistent in size, joined, legible and fluent by the end of year 6.



In handwriting, as in other skills, children will develop at different rates; for that reason, it is important that there is a consistent style of handwriting throughout the school, and that all staff consider themselves to be teachers of handwriting, with a clear understanding of the progression of skills, and of how to remedy errors. The different elements of handwriting need to be taught and practiced. Early intervention is essential at every stage, to prevent the acquisition of bad habits which are difficult to correct.

The following is a brief outline of our agreed policy:

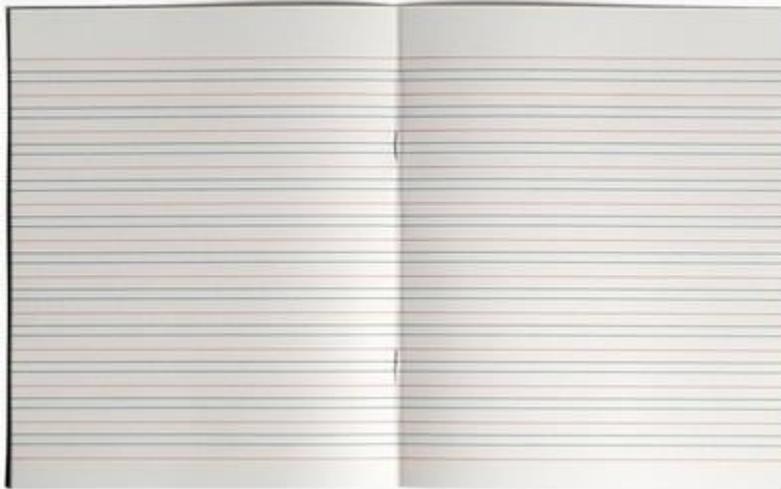
Gross and fine motor skills: activities to develop gross and fine motor skills are essential to the development of good handwriting.

Posture: children should be taught the importance of sitting upright and correctly on their chair, with their feet on the floor.

Pencil grip: children should use a tripod grip, and be given constant reminders until this is established. Triangular section pencils and shaped pencil holders are available in school for children who find them helpful.

Position of paper: left handed children should be encouraged to tilt their paper slightly to the right to improve their view of what they are writing, and to reduce smudging later on when they write in ink. Right handed children may find it helpful to tilt paper slightly to the left. Paper should be steadied with the free hand.

Paper: early writers will write on unlined paper and small white boards with chunky black board-writers so that they are able to write at a size appropriate to their needs. As soon as children are beginning to control the size of their writing, they will be given lined paper and exercise books, to encourage the correct placing of letters on the line. Lines at an interval of 15mm will be standard in EYFS and Year 1, 10mm in Year 2 and 8mm or 10mm in KS2, although some children may have different needs. In Willow Class, children practice in the following handwriting books to give further support for the relative heights of parts of the letters:



Lines at an interval of 15mm will be standard in EYFS/KS1, and 8mm or 10mm in KS2, although some children may have different needs.

Where work is redrafted and presented for display, children may use plain paper and guidelines, with the same line spacing

Correct letter formation: children are taught to form letters correctly, paying attention to the starting point for each letter, the direction of pencil movement, the shape and orientation of the letter, and the relative heights of the body of each letter, and any ascender and descender. Our policy is to teach a letter shape which closely resembles print for early readers.

Joining letters: children should be introduced to joined handwriting as soon as they have mastered the shape of individual letters. They will begin by joining vowel and consonant digraphs, to facilitate the recall of spelling patterns.

Correcting mistakes: use of rubbers is to be discouraged except in the case of work in pencil for display. Otherwise, mistakes in pencil or ink should be crossed out using a single horizontal line, and the whole word rewritten.

Writing implements linked to assessment: when children have achieved legible joined handwriting in pencil in Beech Class they will progress to using a blue ink rollerball pen, supplied by school which will then be used for all written work in school. In Oak Class, children may use a blue biro and/or may bring in a pen of their own choosing if it is deemed to improve the presentation of their handwriting. No gel pens.

Pen License criteria:

Children receive their Pen License which is much-coveted by the children. Individual children will need to achieve the following:

- Consistent cursive handwriting with correct lead-ins and flicks
- Consistent size of handwriting with lower and upper case letters in proportion to each other
- Ascenders and descenders are parallel.

Pen License procedure:

1. Give children who are ready for the pen licence 'L-Plates' for a week while they try out 5 different types of blue pen - one a day until they find the one they write best with (children definitely have a best-pen-to-work-with).
2. There will then be a 2 week trial with that pen.
3. If the criteria above are still in place, a license is given as a Celebration Assembly item.
3. If they slip back into bad habits then in a jovial fun way, they get a warning and if they don't improve again they have to bluetac their pen to the working wall for a day or two and earn their pen back!

Ink: blue ink will be used throughout the school.

Further help and guidance can be sought from the English Subject Leader or from the SenCo.

Impact of our English Curriculum as of February 2020

As of July 2020, impact data will be available for our new initiatives whilst in year data is available now

Reading

Our school community is BUZZING about reading through the BEAR Project. 3 children have received their bears already - a HAPS, MAPS and LAPS child. The impact is for children of all abilities and this was its intent. Parents of reluctant readers are coming to us and telling us that their children are far more focussed on their reading in the evenings and that there are fewer 'struggles' parents are finding to get their children to read at home.

Children's written work is beginning to show signs of children of all abilities using more sophisticated vocabulary and more interesting sentence structures.

QLA from the 2019 Reading SATS told us that it was imperative we work on children's understanding and use of vocabulary. To this end, the introduction of Daily Word Ninja in KS2 has increased vocab choices in children's writing but has also meant that, when answering questions on reading papers, children are more able to recognise and use synonyms when describing word meaning.

Speaking and Listening

With a big push on Standard English being able to be spoken given dialectal issues with phrases like: 'We was going swimming' and 'I done my homework', the school staff have made considerable effort to ensure children are able to write in Standard English. Misconceptions are being challenged and this is evidenced in marking.

Writing

The number of children on track for Greater Depth in writing in every year group has increased considerably this year. For example, 2 out of 10 children were awarded Greater Depth for Year 6 SATS in 2019 whereas this year there are 5 out of 13 on track to achieve this.

The impact of the new Pen License procedure is yet to be seen having been re-vamped February 2020.

Impact as shown by in year data can be found in the Subject Leader folder which is updated each half term.