



Goldthorn Park

Trust English Curriculum Policy

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Approved on:	
Next Review due:	September 2022

The National Curriculum in English unites the vital skills of Reading, Writing, Speaking, Listening and Drama. Confidence and competence in language use, both spoken and written, are critical to school success, underpinning well-being and independence.

At Goldthorn Park we aim ... *“to provide a happy, stimulating, disciplined and caring environment where pupils are confidently opening up the world of learning”*

English National Curriculum 2014

Purpose of study:

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to write and speak fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

Aims :

The overarching aim for English in the national curriculum is to promote high standards of literacy by equipping pupils with a strong command of the written and spoken word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate. (National Curriculum 2014)

The education inspection framework May 2019, No. 190015

Phonics and reading at Goldthorn Park summary:

	<u>Phonics</u>	<u>Individual Readers</u>	<u>Guided Reading</u>	<u>WCR</u>	<u>Assessments</u>
<u>Purpose</u>	To be able to read and spell using sounds knowledge. To decode, segment and blend words	Individual reading – to monitor reading at age-appropriate level; to monitor fluency and accuracy Reading journals: to develop written response to texts. Home readers.	GR- instructional level texts. To teach specific reading skills.	WCR – Age appropriate text. To teach specific reading skills. English lessons – echo reading to build fluency and stamina and also unpick text features and author intentions.	
<u>EYFS</u>	Bespoke Trust Phonics programme – focus on developing a love of reading. Use rhymes, stories, role play and conversations with adults before teaching of phonemes	Jelly and Bean ORT Floppy's Phonics RWI	Starts in Reception summer term if not earlier	NA	Termly Salford Reading age tests start as soon as able. Phonics assessments when each set of phonemes has been taught
<u>KS1</u>	Bespoke Trust Phonics programme – focus on decoding – reading until Y1 screening and then focus on decoding and encoding for spelling	ORT Colour-banded Book Boxes Floppy's Phonics RWI	ORT	Text being taught in English used to teach reading in WCR	Termly Salford Reading age tests Phonics assessments at least termly but once the learning within a stage has been completed Y1 phonics screening practice and tests
<u>KS2</u>	Bespoke Trust Phonics programme – focus on decoding – reading until Y1 screening and then focus on decoding and encoding for spelling. Main focus on spelling (encoding) but phonics for reading continues for SEND/New to country EAL	ORT Colour-banded Book Boxes	ORT Other age-appropriate texts		Half termly assessments – to evaluate pupils' ability to apply learning from all above in a mixed skill context and independently. Termly Salford Reading age tests Phonics assessments at least termly but once the learning within a stage has been completed

Phonics and reading EYFS and KS1

Reading Intent at Goldthorn Park

The programmes of study for reading at key stages 1 and 2 consist of two dimensions:

- word reading
- comprehension (both listening and reading).

It is essential that teaching focuses on developing pupils' competence in both dimensions; different kinds of teaching are needed for each.

Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics should be emphasised in the early teaching of reading to beginners (i.e. unskilled readers) when they begin their learning journey in Reception class. In EYFS the focus is on building a language rich environment appropriate to the pupil, singing rhymes, talking and sharing conversations, sharing stories, reading for pleasure.

Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure trove of wonder and joy for curious young minds. It is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education.

<u>Intent (curriculum design)</u>	<u>Implementation (method of delivery)</u>				<u>Impact (how progress is measured)</u>	
<p>All pupils follow the amended (June 21) bespoke Trust Phonics programme based upon NC requirements to ensure correct sequence of learning and progression and no gaps for learning. Pure sounds pronunciation. Focus upon phonics for decoding (reading) up to Y1 and then phonics for decoding and encoding (spelling). In Nursery, getting pupils ready to learn – listening and pre-phonics skills are vital. Sharing conversations, stories, singing and using musical instruments to beat a rhythm. Phonic programme progresses into spelling learning – including NC spelling strategies and statutory spelling words. Individual reading – to monitor reading at age-appropriate level;</p>	<u>Phase</u>	<u>Resources</u>	<u>Timetabling/organisation</u>	<u>Home support</u>	<u>Learning environment</u>	<u>Assessment and records</u>
	EYFS	<p>Amended Trust Phonics Programme RWI Resources Jelly Bean phonically decodable Books RWI texts ORT Books in carefully ordered stages After Stage 10 (approx 2S), move to colour-coded book bands in KS2. Teachers use professional judgement – Stage 10 is a guide. GR in KS1: ORT and HA readers</p>	<p>Pre-phonics activities Nursery and daily phonics sessions in Reception when pupils are 'ready'. Pupils begin reading school programme by summer term in Reception at the latest or when ready. Includes GR in summer term. Lowest 20% of readers Reading: 1:1 individual reading with teacher / TA PP reading intervention 1:1 1:1 Intervention reading – identified group from data Lowest 20% readers – word cards & reading (not every day) Story time/shared reading – daily by adults and children Literacy – story focus where possible eg: Rhyme, author focus Thematic – Involves stories across topics PSHE – Story to support discussions Learning linked to book stimulus throughout the year and highly focused on communication and language which is a crucial link in this area. Ability set for phonics across the year group – Year 1: reading focus - Year 2: spelling focus (unless they haven't passed the screening). Children receive weekly phonics-related spellings in all groups. No ARE spellings are given.</p>	<p>Daily phonics communication with parents Reading profiles to share comments Workshops. Parent meetings and newsletters Books sent home daily Phonics workshop held for parents – information and interactive session Phonics programme books sent home to link learning (termly) CVC words/CEW packs to support reading</p>	<p>Reading areas – inviting and has a range of books to access Support resources, prompts, language rich in words/font and verbal communication Reading for pleasure encouraged and modelled Jelly Bean decodable books in reading areas linking to themes enjoyed e.g. Paw Patrol and princesses CEW in EYFS and KS1 Sounds in EYFS and KS1. Letter formation Reading for pleasure box Interactive - Choose/vote for favourite book to be read at the end of the day.</p>	<p>Phonic work is recorded practically. New assessment booklets from EYFS – Year 2 Reading learning is recorded in pupil reading diary/record Class learning journeys show children's communication about texts. Reading records include individual assessments. Reading moderation/Learning journeys share evidence of learning in this area. Interim reading judgements assessed through the year following curriculum. Intervention reading – identified group from data Reading profiles to share comments (include individual reading assessments) Reading books 1 (green group) or 2 depending on child's needs Reading books changed weekly & heard by Teacher & TA on rotation Reading moderation, Salford reading checks, reading assessment directly linked to curriculum age bands. Termly Salford Reading Age tests to start as soon as children are able to access. Monitoring will assess the effectiveness of teaching and learning on pupil outcomes and next steps will be addressed appropriately. Year group moderation and whole school and Trust Moderation to ensure robust judgements. Phonic work is recorded practically and in English books. Early intervention is in place for pupils who need it.</p>

<p>to monitor fluency and accuracy Reading journals: to develop written response to texts GR- instructional level texts. To teach specific reading skills WCR – Age appropriate text. To teach specific reading skills. English lessons – echo reading to build fluency and stamina and also unpick text features and author intentions. Half termly assessments – to evaluate pupils’ ability to apply learning from all above in a mixed skill context and independently.</p>	<p>KS1</p>	<p>have All Star readers GR: KS2: higher ORT Stages (see correlation sheets) Regular Book Audits take place.</p>	<p>Daily English Lesson with phonics/GPS OMS Phonics sessions 3x each week and one spelling (so 4 sessions weekly) in Y1 and 4 weekly sessions in Y2 Daily reading sessions. WCR sessions once weekly in Y2 and in spring term look at past reading papers. Lower ability readers receive additional individual reading up to 3x weekly with T or TA GR sessions (ability grouped start in Y1 from spring term for Red and Blue groups and summer term for yellow and green x2 per week) Y2 all groups at least 1x weekly but some groups up to 4x weekly All pupils to read with T once every 2 weeks but 1x with an adult every week. Lowest 20% readers- more regular reading. Teachers lead guided reading. Big Book (just Year 1) While guided reading is taking place by teachers, TAs complete a ‘big book’ activity with children in class where they share a story (either a book or you tube) and ask children pre-planned questions from the smart and record children’s answers.</p>	<p>Pupil reading diary with home liaison comments section. Each ORT book has a series of relevant questions within it to be answered in children’s comprehension books. Get Caught Reading Competitions, World Book Day celebrations, Termly Book Fairs with designated family browsing times. Home access to Oxford Reading Owl Library. E-Books access and reading activities through Purple Mash. Oxford Reading Buddy – coming soon! Reading Eggs/Eggspress Parent meetings and newsletters Y1 phonics screening meeting in spring term</p>	<p>Class reading area CEW in KS1 Sounds in KS1</p>	<p>Teacher reading record book Log of books children have read Phonic programme record Salford Reading Age tests each term to identify pupils who have a reading age below their chronological age. Phonics is assessed at the end of the teaching section using the school system. They must achieve 80% accuracy before moving their learning onto the next stage. Phonics work in KS1 is not recorded in books, though activity sheets are sometimes used. Any activity sheets used are usually sent home to enable children to continue to practise/learn. Reading work is recorded in English books and comprehension books. Y1 phonic screening preparation and mock tests Monitoring will assess the effectiveness of teaching and learning on pupil outcomes and next steps will be addressed appropriately. Year group moderation and whole school and Trust Moderation to ensure robust judgements.</p>
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Phonics and reading KS2

<u>Intent (curriculum design)</u>	<u>Implementation (method of delivery)</u>					<u>Impact (how progress is measured)</u>
<p>All pupils follow the bespoke Trust Phonics programme based upon NC requirements to ensure correct sequence of learning and progression and no gaps for learning. Pure sounds pronunciation. Focus upon phonics for decoding (reading) up to Y1 and then phonics for decoding and encoding (spelling). Phonics teaching begins from Day 1 in Nursery, getting pupils ready to learn – listening and pre-phonics skills. Phonics to follow – revisit, teach, practise, apply – approach. Planning sheet required. Phonic programme progresses into spelling learning- including NC spelling strategies and statutory spelling words.</p> <p>Individual reading – to monitor reading at age-appropriate level; to monitor fluency and accuracy Reading journals: to develop written response to texts</p>	<u>Phase</u>	<u>Resources</u>	<u>Timetabling/organisation</u>	<u>Home support</u>	<u>Learning environment</u>	<u>Assessment and records</u>
	KS2	Trust Phonics Programme Letters and Sounds resources Jolly Phonics Resources Jelly Bean phonically decodable Books Key character books ORT Books in carefully ordered stages After Stage 10 (approx 2S), move to colour-coded book bands in KS2. Teachers use professional judgement – Stage 10 is a guide. GR in KS1: InFact and Story Sparks books (OUP) and HA readers have All Star readers GR: KS2: higher ORT Stages (see correlation sheets) KS2 Books are book banded and colour coded according to their level of difficulty and age-appropriateness. ORT strands continue through these boxes to provide continuity and structure for those less confident readers who need it. There is a cross-over of systems between Y2/3 to ensure that lower ability readers are supported and higher ability readers are challenged. School offers a wide range of texts to cater for every reading preference: picture	Daily English lesson WCR session x1 weekly Reading for pleasure session daily GR sessions (ability grouped – 1 session per week with an adult) to include pre-planned questions which match the learning focus. Individual reading weekly with an adult SEND / PP and lowest 20% readers x2 weekly with an adult Daily reading with lowest 20% or readers Phonics sessions as needed based upon termly assessments to be decided by YGLs. Cross-curricular reading with thematic, science, RE and across the curriculum. Regular Book/author Weeks are timetabled Interventions sessions organised by teachers as needed.	Pupil reading diary with home liaison comments section. KS2 reading journals for completion at home. Each term has a different reading focus: autumn: inference; spring: vocabulary summer: retrieval. Family support sheets and guidance are provided as well as examples. Pupils are also taught how to complete these journals in school. Get Caught Reading Competitions, World Book Day celebrations, Termly Book Fairs with designated family browsing slots. Home access to Oxford Reading Owl Library. E-Books access and reading activities through Purple Mash. Oxford Reading Buddy – coming soon! Parent meetings and newsletters All children take home two books- one fiction and one non-fiction.	Class reading area Dictionaries and thesauruses in all classrooms. Classroom labels and displays. Class door plates to share texts read in class and advertise that we are a reading school. Bok Flix display World Book Day display Regular sharing on Twitter/website CEW Statutory spelling words in KS2 Letter formation and joins, break letters.	Termly Salford Reading Age tests. Termly phonics and spelling assessments. Children are assessed at the end of each section of phonics on the Trust programme and must achieve 80% + accuracy before being moved on. Termly/half-termly reading assessments using Reading Detectives Resources. Y6 Mock SATS Reading is recorded in English Books, WCR Books, Pupil Reading Journals. Some Year groups have a phonic and spelling book to record their learning. Spelling test book within English lessons Evidence of pupil progress is also recorded in teacher reading record. Early intervention is in place for pupils who need it. Monitoring will assess the effectiveness of teaching and learning on pupil outcomes and next steps will be addressed appropriately. Year group moderation and whole school and Trust Moderation to ensure robust judgements. Teacher record book containing reading AREs

<p>GR- instructional level texts. To teach specific reading skills WCR – Age appropriate text. To teach specific reading skills. English lessons – echo reading to build fluency and stamina and also unpick text features and author intentions. Half termly assessments – to evaluate pupils’ ability to apply learning from all above in a mixed skill context and independently.</p>		<p>books, graphic novels, classic texts, fiction and non-fiction and poetry. Test Base Resources used in Y6 as SATS preparation. <i>School council to carry out a book survey – favourite authors and what kinds of books we would like to see more of in school?</i> Regular Book Audits.</p>				<p>Pupil reading diary Spelling test books Interventions sessions organised by teachers as needed.</p>
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Writing EYFS and KS1

Writing Intent at Goldthorn Park

The programmes of study for writing at key stages 1 and 2 are constructed similarly to those for reading:

- transcription (spelling and handwriting)
- composition (articulating ideas and structuring them in speech and writing).

It is essential that teaching develops pupils' competence in these two dimensions. In addition, pupils should be taught how to plan, revise and evaluate their writing. These aspects of writing have been incorporated into the programmes of study for composition.

Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words. Effective composition involves forming, articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Writing also depends on fluent, legible and, eventually, speedy handwriting. Spelling, vocabulary, grammar, punctuation and glossary The two statutory appendices – on spelling and on vocabulary, grammar and punctuation – give an overview of the specific features that should be included in teaching the programmes of study.

Opportunities for teachers to enhance pupils' vocabulary arise naturally from their reading and writing. As vocabulary increases, teachers should show pupils how to understand the relationships between words, how to understand nuances in meaning, and how to develop their understanding of, and ability to use, figurative language. They should also teach pupils how to work out and clarify the meanings of unknown words and words with more than one meaning. References to developing pupils' vocabulary are also included within the appendices.

Pupils should be taught to control their speaking and writing consciously and to use Standard English. They should be taught to use the elements of spelling, grammar, punctuation and 'language about language' listed. This is not intended to constrain or restrict teachers' creativity, but simply to provide the structure on which they can construct exciting lessons. A non-statutory Glossary is provided for teachers.

Throughout the programmes of study, teachers should teach pupils the vocabulary they need to discuss their reading, writing and spoken language. It is important that pupils learn the correct grammatical terms in English and that these terms are integrated within teaching.

Writing EYFS/KS1

Intent (curriculum design)	Implementation (method of delivery)					Impact (how progress is measured)
	Phase	Resources	Timetabling/organisation	Home support	Learning environment	Assessment and records
<p>Children are immersed in a writing environment right from the start. They are encouraged to write for a wide range of purposes and audiences and quality texts are used as models for writing. Writing prompts and help sheets are displayed and provided to support and scaffold writing at the start of a unit. Our writing curriculum has been chosen based upon: National Curriculum guidelines and expectations Specific cohort needs</p> <p>Life skills and preparation for end of phase assessments and next phase of learning</p> <p>Enabling pupils to access the wider curriculum</p> <p>NB See writing progression of key skills for each year group to support this section. This ensures that the curriculum is sequential and all aspects of learning are covered. Skills are revisited and learning challenged according to pupil needs, but the context of and stimulus for the learning will change to ensure that learning is new, age- and pupil appropriate and current.</p> <p>Writing LTP created each term to show range of genres covered and to include a balance of F and NF each term.</p> <p>Texts and writing stimuli chosen largely to complement thematic learning to maximise learning links, but year groups also use tried and tested text favourites and classic texts to ensure a balanced range of reading. Teachers then create STP to show series of lessons. AREs for each year group detail the learning objectives and skills that need to be learned in each year.</p>	EYFS	<p>Follow progressive bespoke In-school phonics programme (based upon NC requirements and elements of RWI)</p>	<p>Nu – Dough disco, mark making through play, drawing, painting</p> <p>REC - Daily writing sessions, mark making, writing in continuous provision, dough disco</p>	<p>Families are informed and supported through: Termly parent meetings Regular newsletters Family workshops</p>	<p>Language rich appropriate to themes being taught/explored</p> <p>Word Aware wall developed</p>	<p>Practical work</p> <p>Writing AREs/CLL AREs</p>
	KS1		<p>Daily writing sessions</p> <p>Lots of oral rehearsal of writing and whiteboard work prior to writing in books.</p> <p>Weekly spelling tests linked to phonic learning.</p> <p>Morning activity linked to reading and spelling.</p> <p>Writing for purpose and choose engaging, boy-friendly texts and 'cool' male authors. Y2 have a weekly extended English lesson to build stamina and allow time for quality and quantity.</p> <p>Interventions sessions organised by teachers as needed.</p>	<p>Families are informed and supported through: Termly parent meetings Regular newsletters Family workshops</p>	<p>Class displays which celebrate a balance of pupil work and achievement and teaching support materials.</p> <p>Pupil displays showcase high quality written work.</p>	<p>Writing AREs for each year group.</p> <p>One per ability group is highlighted to show coverage of teaching and annotated with B,D,S to show understanding.</p> <p>Writing AREs for each ability group highlighted to show teaching coverage and annotated with stage of development</p> <p>Learning shared in individual English books and learning journeys</p> <p>Able to share these at moderations sessions</p> <p>Golden' writing checklists for each writing stage which detail key writing skills needed and also build up the EOKS writing TAFs. This work is self-assessed and then teacher assessed.</p> <p>Written work is recorded in English books</p> <p>At the end of a writing unit, children complete an independent piece in their 'Special'/'Golden' writing books which demonstrates their ability to apply the learning of that unit and also combine their writing skills. This provides work for moderation and assessment.</p> <p>Weekly spelling tests linked to phonic learning.</p> <p>Interventions sessions organised by teachers as needed.</p>

Writing KS2

<u>Intent (curriculum design)</u>	<u>Implementation (method of delivery)</u>				<u>Impact (how progress is measured)</u>	
<p>Writing LTP created each term to show range of genres covered and to include a balance of F and NF each term. Texts and writing stimuli chosen largely to complement thematic learning to maximise learning links, but year groups also use tried and tested text favourites and classic texts to ensure a balanced range of reading. Teachers then create STP to show series of lessons. AREs for each year group detail the learning objectives and skills that need to be learned in each year.</p>	<u>Phase</u>	<u>Resources</u>	<u>Timetabling/organisation</u>	<u>Home support</u>	<u>Learning environment</u>	<u>Assessment and records</u>
	KS2	<p>Follow progressive bespoke In-school phonics programme (based upon NC requirements and elements of RWI) Progresses into spelling learning – following in-school progressive system including spelling strategies and patterns and statutory spelling words.</p> <p>KS2 phonics/spelling groups based upon age in each year group. SEND pupils in each class will work on ability-appropriate phonics and spelling.</p> <p>GPS taught daily within OMS part of each English lesson. Some discrete SPAG sessions taught as needed.</p> <p>Y6 discrete SPAG lesson weekly.</p>	<p>Daily English sessions each week Phonics/spelling sessions</p> <p>Writing sessions within other subjects across the curriculum</p> <p>Daily English sessions each week Phonics/spelling sessions weekly (amount to be decided by YGL based upon needs of each cohort)</p> <p>Writing sessions within other subjects across the curriculum</p> <p>Writing LTP created each term to show range of genres covered and to include a balance of F and NF each term.</p> <p>Texts and writing stimuli chosen largely to complement thematic learning to maximise learning links, but year groups also use tried and tested text favourites and classic texts to ensure a balanced range of reading. Teachers then create STP to show series of lessons.</p>	<p>Families are informed and supported through:</p> <p>Termly parent meetings</p> <p>Regular newsletters</p> <p>Family workshops</p> <p>Spelling words sent home:</p> <p>Phonic-related spellings linked to the phonics/spelling pattern taught within phonics/spelling group</p> <p>ARE spellings for each year group -within English lessons and based upon the statutory spelling words. NB SEND pupils in a year group may receive a lower age group ARE spellings to suit their needs/ability/support their ILSPs.</p>	<p>Class displays which celebrate a balance of pupil work and achievement and teaching support materials.</p>	<p>Writing AREs for each year group. One per ability group is highlighted to show coverage of teaching and annotated with B,D,S to show understanding.</p> <p>'Special'/'Golden' writing checklists for each writing stage which detail key writing skills needed and also build up the EOKS writing TAFs. This work is self-assessed, peer assessed and then teacher assessed.</p> <p>Reward systems in place: Star Writer awards in each class.</p> <p>Written work is recorded in English books</p> <p>At the end of a writing unit, children complete an independent piece in their 'Golden' writing books which demonstrates their ability to apply the learning of that unit and also combine their writing skills. This provides work for moderation and assessment.</p> <p>Drafting books to collect ideas, make notes to support writing, planning. These books are not formally marked.</p> <p>Regular writing moderation in year groups across phases and across the Learning Trust.</p> <p>Interventions sessions organised by teachers as needed.</p>

Handwriting KS2

Intent (curriculum design)	Implementation (method of delivery)				
<p>Lower case □□□□□□□□□□□□ □□□□□□□□□□□□□□ z</p> <p>Capitals A B C D E F G H I J K L M N O P Q R S T U V W X Y Z</p> <p>Numbers 1 2 3 4 5 6 7 8 9 0</p> <p>Break letters □□□□□□□□ z</p> <p>Eight letters after which no join is made. Joins are not made to or from the letter z.</p> <p>Joins</p> <ol style="list-style-type: none"> diagonal joins to letters without ascenders: □□, □□, □□, □□, □□, horizontal joins to letters without ascenders: □□, □□, □□, □□, □□ diagonal joins to letters with ascenders: □□, □□, □□, □□ horizontal joins to letters with ascenders: □□, □□, □□, □□ <p>Joining sets: Set 1 □□□□□□□□□□ □□□□□□□□</p> <p>12 letters with exit flicks plus s</p> <p>Set 2 □□□□□□□□□□□□□□□□ □□□□□□□□ 19 letters which start at the top of the x height</p> <p>Set 3 □□□□□□ 6 letters which start at the top of the ascender</p> <p>Set 4 □□□□□□ 5 letters which finish at the top of the x height</p> <p>NB See writing progression of key skills for each year group to support this section.</p>	<p>Resources</p> <p>Model letters used (Nelson Handwriting Font)</p> <p>Pencils, pencil grips, writing pens are available.</p> <p>Pens are not used until Year 5 and Year 6, when teachers will judge if and when a pupil's presentation is sufficiently neat to merit writing in pen. Pen licences are awarded to these pupils. Erasers are used but children are encouraged to use them sparingly.</p>	<p>Timetabling/organisation</p> <p>Time allocation</p> <ul style="list-style-type: none"> Teach letter formation alongside phonics in EYFS and KS1 + additional timetable slots specifically for handwriting. Separate daily timetable slots in KS2 and reinforce during phonics, spelling and English lessons and across the curriculum. Short but often is best. Regular practice 	<p>Home support</p> <p>Phonic and letter formation books sent home in EYFS</p>	<p>Learning environment</p> <p>Letter formation lower and upper case and joins information and break letters displayed in all classrooms.</p>	<p>Impact (how progress is measured)</p> <p>Assessment and records</p> <p>Pupil books across all subjects Displays around school</p> <p>Examples of cursive style</p> <p>The cursive style T□□ □□□□□□ □□□□□□ □□□ □□□□□□ □□□□□ □□□ □□z□ □□□.</p> <p>The cursive slanted style T□□ □□□□□□ □□□□□□ □□□ □□□□□□ □□□□□ □□□ □□z□ □□□.</p>

Documents to be read in conjunction with this policy:

English National Curriculum 2014

Progression in skills document for reading and writing.
School Phonics and Spelling Document.
Reading and Writing AREs.
Approximate Reading Books Correlation Chart.
Writing LTPs
Writing STPs
Phonic planning template
WCR planning template
Special 'Golden' Writing checklists

Resources

ORT reading scheme
Jelly Bean reading books
Books from other schemes/programmes
Rising Stars spelling words for KS2: L: autumn; M: spring; H: summer term
Reading Detectives comprehension books
Story spinners - visual Literacy
BFI film clips
Reading journal tasks for each term
Nelson Handwriting