



## **Little Sutton Primary School** **English Policy**

### **Introduction**

At Little Sutton, our aim is to help children develop fluency in, and a love for, the English language, through the spoken and written word. We recognise that English is a core subject within the National Curriculum and a pre-requisite for educational progress. We value all languages at Little Sutton, as language is essential for social, personal and emotional progress.

Mastery over language empowers children to function effectively in a literate society and to communicate not only at a functional level but also on a creative and imaginative plane.

### **Aims**

We strive for children to be literate. By the age of 11, we aim for children to be able to:

- read, write and speak with confidence, fluency and good understanding, drawing upon a range of independent strategies to self-monitor and correct.
- have an interest in a wide range of reading materials and read spontaneously for enjoyment and pleasure.
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- be familiar with, by understanding the structure and language features of, a range of non-narrative text types and narrative genres.
- be able to model their own writing on these familiar styles and forms according to the context, purpose of, and audience for, their writing.
- draw upon increasing powers of imagination, inventiveness, initiative and critical thinking in all aspects of their literacy experiences, including being reflective writers (writing with a reader's eye and reading with a writer's eye).

### **Objectives**

The English curriculum should enable children to:

- Speak clearly and convey ideas confidently using Standard English.
- Develop their understanding through speculating, hypothesising and exploring ideas, enabling them to clarify their thinking as well as organise their ideas for writing.
- Read fluently, understand extended prose (both fiction and non-fiction) and read for pleasure.
- Write at length, with accurate spelling, punctuation, and correct use of grammar for a range of purposes and audiences.
- Use and acquire a wide range of vocabulary from across the curriculum.

### **Organisation and planning**

Staff work together to plan the overall English programme for the school, using the

National curriculum objectives to drive it, while developing the opportunities for literacy work within the other curriculum areas. The overview of literacy work ensures balance and progression throughout and across the Key Stages. The requirements of the Foundation stage are used as “building blocks” that lead into the National Curriculum.

Staff meetings, including training days, are used to discuss and develop the English curriculum and to ensure there is a consistency of approach, standards and expectations.

Planning for English is carried out year by year, term by term in units and is reviewed regularly to ensure the curriculum is engaging, challenging and provides good coverage of all genres and objectives. Cross-curricular literacy links are identified in the medium term planning and unit plans.

Teachers across each year group use existing medium term planning (put in place by the curriculum team), which can be adapted where necessary, with the support of the curriculum leader if required. The curriculum team and senior management team is responsible for monitoring this planning and providing feedback to the class teachers.

All class teachers are responsible for unit planning, based on their agreed medium term unit plans. They will:

- identify the appropriate teaching and learning strategies required.
- provide a balance and variety of literacy experiences and opportunities within the classroom, both in terms of content presented and organisational learning opportunities employed.
- ensure there is a clear, planned objective for each lesson and there is success criteria provided.
- assess and plan for the specific needs of the class as a whole, plus groups and individuals within the class whilst adhering to the progression laid down within the scheme.

### **Differentiation**

Lessons are differentiated to cater for all needs within the class including gifted and talented; children with special educational needs and disabilities; English as an additional language, disadvantaged pupils etc. Our expectations are that everyone is given the opportunity to achieve their maximum and all children are taught in classes alongside their peers, with work differentiated to their different starting points.

### **Creative curriculum opportunities**

Wherever possible, staff use other curriculum areas to further develop children’s reading, writing and speaking and listening skills. Also, whole school English projects are used to promote a creative curriculum approach and shared texts and resources, where appropriate, are chosen to support other curriculum areas too.

### **Spiritual, Moral, Social and Cultural (SMSC)**

The study of literature requires students to consider the world outside for themselves and open discussion of knowledge acquired is both encouraged and promoted at

Little Sutton. Where appropriate, moral issues are also discussed which may arise in texts shared; some texts for particular year groups are chosen specifically to promote this. Similarly, social issues and cultural issues are also addressed using a similar approach and our reading resources and English units taught are used, where appropriate, to support the SMSC curriculum.

### **Teaching and Learning Strategies**

At Little Sutton we aim to envelop the children in a literacy rich environment that celebrates the joy of language as well as exploring its functionality. All working and resource areas utilise clear labeling whilst we also aim for displays that are interactive and that use language to engage, entertain and inform pupils.

All classrooms have inviting library areas (although size may be constrained by available space) to promote reading as a positive activity and encourage respect and care for books. Children's work in literacy is given status by its inclusion in attractive classroom, corridor and hall displays. In each KS1 and foundation stage classrooms there is a range of purposefully created role-play areas to develop children's speaking, listening, social and writing skills.

Children's efforts and achievements in literacy are celebrated by class teachers frequently sending pupils to share their literacy successes with the curriculum leader and head teacher on an informal basis. An annual World Book Day is held to promote reading across the school community through fun activities and a book fayre. There is a book fayre held during each term which are run by the Year six children. In addition, there is a reading challenge which provides a different challenge for children in each year group and those who successfully complete theirs receive stickers, badges and are entered into an annual prize draw for a substantial book related reward.

With regards to feedback, comments in books reflect the marking policy and are both positive and constructive, offering children specific points to develop and improve their literacy skills, moving them forwards. Children of all ages are also informed of their own writing targets. Each child has targets to work towards and they are reviewed and updated regularly. In Reception children have individualised targets which are also reviewed and updated regularly.

The variety of teaching and learning methods employed at Little Sutton aim to enrich and enhance children's knowledge and understanding of and attitudes towards literacy. A range of opportunities are given for children to contribute to whole class and group work as well as working on an individual basis. Also, at Little Sutton, we strive to embed ICT opportunities into each lesson. We are fortunate to have the use of Interactive White Boards in each classroom and these are used for sharing literacy experiences, such as shared texts and modeled writing. Within English we continue to strive to provide a wide range of ICT opportunities to facilitate and deliver different objectives and are continually updating the software and hardware to support this.

Class work is carefully structured to ensure that it has relevance to all children by supporting all abilities and learning styles. Teachers, teaching assistants and

additional adults support all children through carefully planned opportunities and careful questioning; the selection of text used for whole class work is therefore aimed at upper middle ability group children and is consistent across year groups. As well as this shared experience, involving writing and reading, there are guided activities with the teacher where the activities are more tailored to each group's needs. For example, the selection of group and guided reading books is more closely matched to each group's reading ability. No specific reading scheme is used in isolation as we aim to offer children a broad diet of reading material. Therefore all guided reading books are banded to ensure appropriate selection.

Analysis of formal data, including SATS, along with spelling age, reading age and assessments against meeting end of year expectations is completed by the curriculum team and assessment coordinators; this helps the class teacher to identify individuals and/or groups for targeting with these areas.

As well as the opportunities for discussion presented by work in English and cross curricular activities, provision has been made for all children to participate in planned individual and group speaking and listening opportunities (see Appendix C). Circle Time presents another opportunity to develop the speaking and listening skills of our pupils. A range of drama techniques are used within the classroom as part of English lessons. Sessions for drama in the hall can be negotiated. Drama is also incorporated into class assemblies and school productions.

The high priority given to English is reflected in the school's homework policy. In Foundation stage and Key Stage one, reading, spelling and the learning of key words form a significant majority of the week's homework activities. Similarly in Key Stage two, regular reading and spelling homework is given along with additional English based tasks, some of which are set using a range of software, for example Education City and Bug Club. Additionally in Key Stage two, the independent research projects enable children to apply their reading and writing skills to a cross-curricular focus. At Little Sutton we fully recognise the partnership between home and school in the teaching and learning process. We have home reading record diaries in Foundation stage, KS1 and Years three and four and homework diaries in KS2 for communication between teachers and parents and the uses are identified in the home school agreement.

### **Fieldwork**

Where appropriate, educational visits are planned to support the English curriculum. It is Little Sutton Policy to make a determined effort to widen individual experiences and give meaning and purpose to the activities undertaken, from developing activities within the school grounds to visiting the theatre or cinema.

### **Equal opportunities**

Little Sutton Primary School is committed to ensuring that it meets its specific duties in relation to current equality legislation. All children have equal access to the English curriculum, irrespective of their race, gender and ability. All children cover the content made statutory by the English programmes of Study within the National Curriculum.

Children access the curriculum at the appropriate level, thus ensuring progression and continuity. Differentiation will be used to facilitate access. Suitable resources, including personnel, learning environments and equipment, will be available to enable children access to the learning required.

### **Gifted and Talented**

We acknowledge that we have many children who are more able and working above expected national curriculum levels and recognise the need to ensure that the learning and teaching process is appropriate so that these children do not 'coast' but achieve as they are entitled and deserve. We also understand that a small number of these children are gifted or talented and that even more challenge needs to be provided for these pupils.

### **Special Educational Needs and Disabilities**

Provision for children with Special Educational Needs and disabilities (SENd) will be made in the following ways:

- Differentiated activities will be used to support children of lower ability whilst extending and challenging the more able.
- Analysis of formal tests, including SATS, and writing tracking data by the curriculum team identifies targets groups, including those of higher ability. Those of lower ability are assessed against criteria on the continuum and targets to enable progress are set for the children using this for speaking and listening, reading and writing.
- Teaching assistants and additional adults will be used to support targeted groups and individuals both within the classroom and in withdrawal groups under the guidance of the class teacher to ensure full curriculum entitlement. They are involved in the planning, recording and assessment of children's literacy activities and development via regular meetings with their class teacher.
- Children with learning needs will be identified and have provision made for their particular Literacy needs via their I.T.P. or EHC.
- Parents of children with Special Educational Needs are kept informed of their children's progress in Literacy through their I.T.P.'s and parents are also involved in the review process. They are encouraged to assist in helping their children develop specific Literacy skills.

### **Resources**

#### *Guided Reading Books*

We do not use one structured reading scheme exclusively at Little Sutton as our aim is to introduce children to real books as soon as possible. We have a wide selection of fiction and non-fiction group and guided reading books, some from published schemes, which are coded according to reading level. This enables us to offer a wide reading diet to all of our children and particularly those in need of sideways consolidation. However, when children first join us in Reception and for the first term in Year One (and for longer if class teachers feel it appropriate), children use Oxford reading tree books as both guided readers and home readers, to enable them to be

very familiar with the books and also build their confidence with reading. All reading materials are accessible to the children, who are encouraged to take an active part in the selection of material for their use, particularly those for use in independent activities.

### *Library*

The library is a great resource to use to facilitate many learning opportunities and to which the children have regular access. There is a wide range of both fiction and non-fiction books which are available for the children to borrow and which are also frequently updated. There is also a good range of reference books, including atlases, encyclopedias and dictionaries, which the children can use whilst in the library for research. The fiction books are organized alphabetically, according to the author's name, and the non-fiction books and reference books are organized using the Dewey system. There are posters, books and other task cards available in the library to support the children's understanding of this system. In addition to this, the computer in the library has Junior Microsoft Librarian software on it which is used by the children to issue books and return them and also to find books within the library. Year six librarians are also used throughout the year to support the organization of the library and help other children with the borrowing and returning of books. (Also see our school Library policy for further information)

### *Class Libraries*

Each class has a selection of fiction and non-fiction books, which can be used by the children during browsing and sustained reading sessions as well as being used as home readers. Each class library also has a selection of age-appropriate dictionaries and thesauruses. Books made by the children themselves also form part of this resource.

All class libraries have labelled shelves, classifying the types of material available. Library areas are attractive, with posters and signs encouraging reading on display and we keep these updated with new books also.

### *Reading challenge boxes*

Each class has a set of reading books which enable children to fulfill the requirements of their reading challenge in that year group. Class teachers and children use methods appropriate to the age group to monitor borrowing in the class and this is recorded on reading challenge booklets for individual children.

### *Home Readers*

In Foundation stage and KS1 there are levelled fiction and non-fiction books that the children have the opportunity to take home at least twice a week, which continues in Key Stage Two as appropriate. All children have the opportunity to take home books from the school library as well as the structured scheme of books. In the infants, children can borrow books each week with the help of a classroom assistant. In the juniors, the children have access regularly to borrowing books from both class and school libraries, and for all classes from the reading challenge boxes.

### *ICT*

At Little Sutton, we strive to embed ICT opportunities into each lesson. We are fortunate to have the use of Interactive White Boards in each classroom and these are used for sharing literacy experiences, such as shared texts and modeled writing. Within literacy we continue to strive to provide a wide range of ICT opportunities to

facilitate and deliver different objectives and are continually updating the software and hardware to support this. Bugclub is used throughout the school including as part of homework to support the development of reading.

### **Monitoring and Assessment**

On-going, formative assessment, carried out by the class teacher and, where appropriate, supporting adults is an integral part of their role and is used on a daily and weekly basis to inform future planning for the class as a whole, as well as groups and individual children. This involves identifying children's progress against the learning objectives, determining what children have already achieved and planning to move them onto the next stage of learning. Children are involved in self-assessment of their own achievement and understanding against the success criteria outlined using the objectives.

Formal, summative assessments are carried out at the end of Foundation, Key Stage one and two in accordance with Foundation stage National Curriculum assessment requirements. We also administer assessments at the end of years three, four and five and assessments at the end of year one. The results of these tests, plus data from the year two and six SATs, are analysed by the Curriculum Team in order to identify target groups and areas that require development.

#### *Reading Assessment*

All class teachers and supporting adults involved in the guided reading process keep records of individual children's performance related to specific objectives and assessment foci. In each guided reading session, objectives taken from Classroom Monitor (and the target sheets for each year group) are highlighted following observations of and discussions with the group, and individual children where appropriate. These assessments are kept up to date regularly. From year one onwards, formal summative assessment of reading comprehension is undertaken via SATs tests and other assessments. Reading elements of the children's language and literacy skills are assessed in the first term of the reception class using early learning goal assessments. In addition, children are formally assessed at the end of year one with reading phonically decodable words and again in year two if they do not meet the required standard.

#### *Writing Assessments*

All children regularly complete independent pieces of writing which are assessed by the class teacher each half term against the end of year expectations which are identified in children's books and on classroom monitor. Based on this assessment, children's targets are set for the next half term. Again, the children's writing results are tracked and analysed to ensure the children are making progress and highlighting any children who would need further support.

#### *Handwriting assessments (see appendix D)*

#### *Spelling assessments (see separate spelling policy)*

#### *Reporting Procedures*

Reporting Procedures are in line with DFES regulations. Parents receive an annual written report and are invited to three parental consultations throughout the academic year. Where appropriate, concerns raised by parents or teachers will be discussed.

Regular monitoring of planning, children's books and data is carried out by both the leadership and curriculum teams throughout each academic year, also including pupil conferencing. The outcomes of these are shared with staff and training, support and adaptations are put in place as appropriate.

### **Health and safety**

School visits relating to English will be sanctioned by the Head Teacher and Governors in line with our Educational Visits Policy, subject to a risk assessment and guidance from Birmingham City Council regarding school visits.

### **Safeguarding**

Little Sutton Primary School is committed to safeguarding and promoting the wellbeing of all children and expects its staff and volunteers to do the same. Throughout all lessons, we are therefore committed to fulfil this, as specified in the Safeguarding Policy, part 1, subsection 9.

**This policy was approved by the governing body on 21<sup>st</sup> March 2017**

**This policy will be reviewed March 2020**

## **Appendix A Reading**

Reading is necessary for all aspects of learning throughout the curriculum and for living and working in our society. Our responsibility is not only to develop competence but also to encourage pupils to value books. As each child develops literacy skills at different times throughout the school year, it is essential that we differentiate and provide a cross section of material in a variety of ability and interest levels. By the age of 11 when they leave Little Sutton the majority of pupils will have progressed from dependence to independence as readers.

Our aims for reading therefore are:-

1. To help pupils to read an increasing range of fiction with pleasure, satisfaction and comprehension.
2. To use reading methods appropriate to the material and the purposes for which they are reading with confidence and competence.
3. To use non-fiction books effectively, extracting necessary information.
4. To discriminate, appreciate and evaluate the literature they are reading.

As with all other aspects of the curriculum pupils need to be aware of the purposes to reading. It is important that pupils have an input when selecting material, so that the book becomes something personal and special with the teacher there to guide and advise. Pupils should be allowed to select books that appeal. Children learn to read, not through mastering skills alone, but through learning to combine sub skills into an overall strategy when reading for meaning: fluency and independence develop through cumulative experience of books which they have chosen. This will generate motivation, interest and effective reading.

Through shared reading children can have skills modelled for them and can rehearse skills together. In guided reading smaller groups can be supported to learn new reading skills and reinforce learnt ones. These times can be differentiated to support the needs of each group, through the objective (using statement bank reading records to inform) and reading material used. Through reading experiences in other areas of the curriculum and reading at home, these skills can then be further practised.

Younger or less able children should follow what is being read by finger pointing so that the teacher can check that they are keeping up. As children begin to scan and skim ahead some less able children find it difficult to remember where they are – line guides should be placed above the line being read so they are not “blocking” out the text below.

Guided reading is also a useful opportunity to make observational notes highlighting achievement against identified objectives. It is important to ensure that children are being taught the initial reading development skills right through to the higher order skills. These are outlined in the end of year expectations for each year group and are

assessed on Classroom Monitor. Further training, if needed, will be provided to staff to support this process. This technique is also used during Big Reading. Big Reading is used once a fortnight to promote the enjoyment of reading and also to provide opportunities for children to experience a range of reading activities, ensuring that they have at least one guided reading lesson with a teacher, teaching assistant or additional adult.

### **Appendix B Writing**

The National Curriculum require pupils to write frequently, independently and relevantly in the course of their work in all subject areas. This means that our classrooms must provide many different contexts for writing across the whole curriculum.

The children are taught writing skills and given writing opportunities as specified in the National Curriculum. The word level, sentence level and text level components, along with appropriate grammar, punctuation and spelling objectives, are taught progressively to enable the children to improve as writers. We need to provide opportunities so that children can grow as composers of many kinds, in a range of contexts and for different audiences, giving varied and frequent opportunities to produce meaningful and purposeful texts, both independently and collaboratively.

#### *Big Writing*

We plan units of work for the children (sometimes two or three weeks), incorporating the teaching and learning of different skills leading up to a purposeful writing outcome. During the week, VCOP activities are also built in to improve the children's Vocabulary, Conjunctions, Openers and Punctuation. The class displays support VCOP, incorporating the children's own words that they have used or discovered. At the end of a two week unit, the children are involved in Big Writing which involves two sessions. The first includes short activities to promote VCOP, revision of key features of the text type being taught and planning time for the children's own writing which takes place in the second session. There is a break in between the sessions and the second session is a silent time with a candle lit and classical music played to create a peaceful atmosphere in which the children can concentrate fully on their independent writing. The children are regularly reminded and asked to review their work with regards to VCOP or the different aspects of the success criteria. At the end of the session, the children are given the opportunity to assess their own piece of writing against the success criteria or peer assess with their writing partner.

The processes taught in Literacy lessons are as follows.

Shared reading – Identifying features

Modelling – Teacher verbalising thoughts behind choices of vocabulary, structure etc

Scribing – Children input ideas and teacher scribes them.

Supporting composition – children have a go and come back for almost immediate feedback (e.g. using whiteboards)

Independent and guided writing

Through our teaching we need to ensure that children develop as enthusiastic, confident, fluent, accurate writers. We need to encourage them to-

- use a growing vocabulary and accurate punctuation;
- select an appropriate form and style of writing suitable for the task;
- plan, draft, revise and edit their own writing;
- use subject specific vocabulary to discuss their writing;
- use their imagination, inventiveness and critical awareness when writing and become reflective writers, including reading with a writer's eye;
- apply their writing skills appropriately and effectively in other subjects of the curriculum.

## **Appendix C**

### Speaking and Listening

Children at Little Sutton are given many opportunities to develop their speaking and listening skills. Informal opportunities arise during shared, guided and group reading and writing sessions along with co-operative/collaborative group work across the curriculum.. Staff are encouraged to integrate drama techniques into their English lessons and reading group sessions and drama sessions in the hall can be negotiated. More formal speaking and listening opportunities are encountered during class assemblies, festival celebrations and school productions.

We give children a range of purposes for speaking and listening, using conventions of speech e.g. manners. We encourage using a variety of different sized audiences to contrast purpose. Speaking and listening will sometimes be taught discretely, but more often it will be taught within other areas of the National Curriculum.

Examples of where speaking and listening might occur within the classroom:

- Stories, songs & poems (including performance poetry)
- Storytelling.
- Describing events, observations and experiences.
- Giving reasons for actions.
- Explaining ideas and opinions in discussion and responding to others.
- Planning, predicting and investigating in small groups.
- Presentation to different audiences.
- Reading aloud.
- Imaginative play and role play.
- Drama.
- Hot seating.
- Listening to audio versions of varied texts.
- Class council / school council.
- Circle time.

## **Appendix D – Handwriting**

At Little Sutton we use the Nelson Handwriting scheme and Jolly Phonics in conjunction with Letters and Sounds to facilitate the teaching of handwriting.

### **1. The Infant alphabet and numerals**

These are shown on page 9 (the second set) of the Teacher's Manual and is consistent with Jolly Phonics.

### **2. The basic alphabet used in Nelson joined writing**

This style will be taught in KS2 beginning in Y3 and is still consistent with Jolly Phonics.

These letters are shown on page 9 of the Teacher's Manual.

### **3. The join sets used in Nelson joined writing and the rules for joining**

These can be found on page 9 & 10 of the Teacher's Manual.

## **Organisation**

**Reception** –Teaching patterns and letter formation through Jolly Phonics

**Year 1** - Teaching letter formation through Jolly Phonics (red level pupil book and red level sheets in red and yellow level resources copymasters book for extra support)

**Year 2** – Yellow level Pupil Book & yellow level sheets in in red and yellow level resources copymasters book.

**Year 3** - Pupil Book 1 (purple) & Book 1 Copymasters Worksheets (in book 1 & 2 resources book)

**Year 4** - Pupil Book 2 (blue) & Book 2 Copymasters Worksheets (in book 1 and 2 resources book)

**Year 5** - Pupil Book 3 (green) & Book 3 level Copymasters Worksheets (in book 3 & 4 resources book)

**Year 6** - Pupil Book 4 (orange)& Book 4 Copymasters Worksheets (in book 3 & 4 resources book)

There will need to be flexibility for more able and less able children. Guidance about teaching handwriting generally is in the first section of the Teacher's Book and a page by page guide with suggestions and relevant teaching points is provided for each of the Pupil's Books in the Teacher's Book .

## **Teaching methods**

Nelson emphasises the necessity of the teacher demonstrating the formation of patterns, letters and joins. Teachers need to be **competent in demonstrating**. Children should be supervised and carefully observed while they practise.

## **Terms to use**

Simple technical vocabulary is used in Pupil Books 1-4 . These need to be carefully explained to the children. The term used can be found on page 13 of the Teacher's Manual.

## **Allocating Time**

On the current suggested teaching time for KS1 & KS2 it is 30 minutes and can be taught in conjunction with spellings in one lesson.

**Nelson advises** that there are two point when a greater allocation of time is advisable:

**1. At the very beginning of formal instruction – through Jolly Phonics (and support from Red Book.)** This is because children need to learn the correct way to form all of the letters as quickly as possible otherwise they may try to write letters they have not been taught and so acquire unfortunate writing habits.

**2. When joined writing is taught - Book 1.** Again this is to establish correct procedures.

### **Writing Implements**

**Pre-writing:** finger paints, brushes, chinks, thick crayons, felt-tips, coloured pencils,  
pencils, thick lead pencils & standard lead pencils.

**Red Book:** thick stem pencils & soft black lead / standard pencil

**Yellow Book, 1& 2:** standard pencil

**Book 3 / 4:** fountain/roller ball pen necessary for some work

### **Moving from pencil to pen**

When a child is able to produce neat, fluent joined writing an example of writing should be taken to the headteacher or literacy coordinator. Those able to write in pen will receive a certificate.

### **Paper**

**Red Book:** Further practice on plain and lined paper.

**Yellow Book and in year one:** 6mm lined handwriting books.

**Book 1, 2, 3 & 4:** 4mm lined handwriting books.

### **Posture**

Children need to feel comfortable and relaxed. Children should be encouraged to sit up straight with body slightly inclined towards the table and elbows just to the side of the body.

The table and chair must be suitable size for the child.

### **Position of paper**

**Right - handed writers:** paper should be placed to the right of the centre of the body and should be straight or slightly tilted to the left.

**Left - handed writers:** paper should be placed to the left of the centre of the body and it is helpful to tilt it slightly to the right.

**Left handed children need to sit on the left of right handers to avoid clashes over space.**

### **Pencil grip**

**Right - handers:** Tripod grip, pencil held lightly between thumb and forefinger, about 3cm from the point, with the middle finger providing extra support. The pencil/pen should rest on the end joint of the middle finger. The other two fingers should rest lightly on the paper along with the side of the hand. It is important that the pencil hold is so light and relaxed that the pencil can be pulled out of the grip easily. This is taught through Jolly Phonics as froggy fingers.

The pencil / pen should point along the line of the forearm to the right of the shoulder at an angle of approximately 45°.

**Left - handers:** The method is the same except for the grip should be approximately 4cm from the point to make it easier to see what has been written and avoid smudging work.

As diagonal joins will involve pushing instead of pulling, pencils should neither too hard or sharply pointed. If pens are used they should be rounded or smooth or specially angled.

Additional guidance for helping left-handers can be found on page 19 of the Teacher's Book.

### **Fluency**

At all times the emphasis should be on the acquisition of an **easy rhythmic flow of movement**. Children should be helped to write with fluency and reasonable speed at all stages of instruction, but they should not normally be pushed beyond their natural rate.

There should be smooth, steady and continuous movements from one letter to the next, even when the letters are not joined. There should be no unnecessary jerky or irregular movements. It is more important that children develop a rhythmic flow of writing than producing an exact copy of the model which they are practising. Slow, laboured copying of writing is not an effective method of learning to write.

### **Criteria for assessing handwriting**

At any stage of development the main criteria for assessment should be:

1. Is it formed with the **correct grip** and **correct basic movement**?
2. Is it written **fluently** and **rhythmically**?
3. Is it **legible**?

### **Significant faults**

1. Faulty pencil grip
2. Incorrect formation of letters
3. Reversals and inversions
4. Mirror-writing

Guidance for dealing with these faults can be found on pages 18 of the Teacher's Book.

### **Storage of the Books**

There are 60 copies of each of the Pupil's books Yellow, 1, 2, 3 & 4 and one Teacher's Book for each year group. Please can Team Leaders keep a check on these and keep a record of books borrowed by any other team to ensure books are not lost.

There is one copy of each of the Copymasters which will be stored centrally.

### **Assessments**

The children will complete a handwriting assessment at the beginning of every term from which the teacher will identify three targets for each child to record in their handwriting book which they will work on for the rest of that term.

When a child's handwriting is consistently neat, fluent and confident in style in not only their handwriting books but all curriculum books, then their handwriting will be assessed by the head teacher and if it is of a high enough standard, then they will be awarded their pen pass. Until this point, all children use pencil in their books.

## **Appendix E Spelling**

### **Our Aims**

By the end of Key Stage 2 children will be able to:

- Accurately spell the most commonly used words of the English language.
- Draw on a range of strategies to spell unfamiliar words
- Understand the importance of spelling accurately.

### **Attitude**

Children will be encouraged to develop a positive attitude towards spelling through praising both effort at attempting to spell words and accuracy of spelling.

### **Teaching approach**

Spelling will be taught through the *Look, Learn, Cover, Write, Check* method. In order to aid children's ability to spell they will be taught how to break up words in a way in which makes it easier for them to learn the word and also, through Letters and Sounds, how to word build using the groups of letters. The approach will also include little and often to reinforce the basic phonic and spelling skills.

Through English lessons, phonics and spelling lessons, and targeted time, the children will be taught a range of spelling strategies.

### **In the foundation stage and Key Stage 1 they will be taught to:**

- Write each letter of the alphabet following the groups of letters identified in Jolly Phonics and Letters and Sounds.
- Identify the letter sound and how to form the letter; blend and identify sounds in words using the Jolly Phonics scheme and Letters and Sounds.
- Recognise and use simple spelling patterns.
- Spell tricky words.
- Spell common words
- Spell words with common prefixes and words with endings which change in tense or number, e.g. walk, walked or walkers as identified in Letters and Sounds Phase 6.
- Check the accuracy of their spelling, using word banks and dictionaries.
- Use their knowledge of word families and other words.
- Identify reasons for misspellings.

### **In Key Stage 2 they will be taught to:**

- Sound out phonemes.
- Analyse words into syllables.
- Look for familiar words within the spelling to aid their memory of the spelling.
- Check spellings using word banks, dictionaries and spell checks.
- Apply knowledge of spelling conventions.
- Use knowledge of common letter strings, visual patterns and analogies.
- Revise and build on their knowledge of words and spelling patterns.

They will also be taught:

- The meaning, use and spelling of common prefixes and suffixes.

- The spelling of words with endings which change in tense or number.
- The relevance of word families, roots and origins of words.
- The use of appropriate terminology, including vowel, consonant, homophone and syllable.

The children will learn how to spell specific words. These will include:

- The statutory words which are identified in the English National Curriculum.
- Spellings spelt incorrectly in their own work.
- Words relating to work in science, history and geography.

### **The High Frequency Words for Reception**

- The spelling of the high frequency sight recognition words for Year R will be identified and reinforced through a variety of activities.

### **The High Frequency Words for Years 1 and 2**

- Words from the high frequency words and common exception words for years one and two have been allocated to each year group. These words have been subdivided into terms.
- The children will use the look cover write check approach daily to learn their spellings identified for the week.
- Children will learn five spellings a week. At the start of the week the children will be introduced to the new words.

### **Assessment**

Children will be assessed:

1. Weekly on the spellings learnt for that week.
2. At the end of the half term during which they have learnt their words.

If children spell high frequency or common exception words which they have learnt incorrectly in the course of their writing, they will be asked to correct them. Children will be encouraged to take home and learn words spelt incorrectly at the end of the half terms and terms if appropriate.

### **Years 3, 4, 5 and 6**

- At the start of the each half term, the children will be tested on the allocated statutory words for that half term.
- Any spellings which the child is unable to spell will be highlighted on the child's individual assessment sheet.
- The children will learn five spellings from their list each week.
- The spellings will be learnt using the *Look, Learn, Cover, Write, Check* method daily.
- Each child will be tested by their spelling partner at the end of the week on the spellings learnt.
- If all of the spellings have been spelt correctly, the child will move on to the next five words identified on their list.
- Words which are spelt correctly are learnt again plus additional words to make the total to 5.

Children who have not yet retained words from previous years will continue to work on correctly spelling these words. When children are able to spell the statutory words identified for their year group, they will learn spellings which have been spelt incorrectly in their own work.

### **Management of Spelling Log Book**

For those children who have moved to learning spellings spelt incorrectly in their own work when they spell a word incorrectly in their work the teacher will underline the word and write sp. If it is a spelling the child should know they will be expected to correct the spelling themselves in the margin, using a dictionary if necessary.

Children will list these spellings in a log book. They will learn five of these spellings each week and follow the same procedure as the high and medium frequency words for testing and learning the spellings.

With all spellings in spelling logs, it is imperative that the correct spelling of every word is the only one that the children can refer to.

### **Assessment**

- Children will be tested at the end of each half term on the allocated statutory words learnt during that half term.
- At the end of the academic year the results of the assessment will be passed onto the next class teacher.

If children spell words they have learnt incorrectly in the course of their writing they will be asked to correct them.

In Key Stage 2 the children will practice their spellings daily at an appropriate time, which could be during registration.

### **Spelling Patterns Lesson**

Children will be taught spelling patterns. In Key Stage One these patterns will be taught as part of the English lesson. In Key Stage Two they will be taught within a separate spelling lesson each week.

#### *Foundation Stage and Key Stage One*

The spelling pattern focus will be taken from the appropriate phase in Letters and Sounds, in conjunction with the school's spelling overview for each year group.

#### *Key Stage Two*

The spelling pattern focus will be taken from the school's spelling overview for each year group.

*Teaching Strategy* In the Foundation Stage and Key Stage One the phonemes and digraphs will be introduced progressively, leading to alternative spellings of vowels. These will be reinforced and used through shared texts and modelled work.

|        |    |    |    |           |             |
|--------|----|----|----|-----------|-------------|
| 1. s   | a  | t  | i  | p         | n           |
| 2. c k | e  | h  | r  | m         | d           |
| 3. g   | o  | u  | l  | f         | b           |
| 4. ai  | j  | oa | ie | ee        | or          |
| 5. z   | w  | ng | v  | little oo | long oo     |
| 6. y   | x  | ch | sh | voiced th | unvoiced th |
| 7. qu  | ou | oi | ue | er        | ar          |

long a ai (rain), a-e (take), ay (day)  
 long e ee (seed), ea (read)  
 long i ie (pie), i-e (pipe), igh (night), y (fly)  
 long o oa (boat), o-e (bone), ow (snow)  
 long u ue (Tuesday), u-e (cube), ew (stew)  
 Little oo oo (boot), u (put)  
 Long oo oo (moon), ue (glue), ew (flew) u-e (June)  
 'er' sound er (supper), ir (bird), ur (turn)  
 'or' sound or (fork), au (August), aw (claw), al (talk)  
 'oi' sound oi (coil), oy (toy) 'ou' sound ou (loud) ow  
 (cow)

In Key Stage Two the first part of the lesson will be class taught focusing on ten words showing the spelling pattern. Each word will be introduced by reading the word, discussing its meaning and then focusing on the spelling pattern. The children will then *Look, Learn, Cover, Write, Check* each spelling at the back of their spelling books. Following this, the children will then work on an activity related to the spelling pattern. Guidance for this is identified within the school's spelling overview, with links to "Spelling Bank" and "Support for Spelling" documents. Also children who have struggled with spelling and children with special needs will also continue to use Jolly Phonics and Letters and sounds materials to support their spelling skills.

To reinforce the patterns they will be displayed in the classroom.

### **Time allocation**

Spelling lessons will last 30 – 50 minutes.

### **Spellings Learnt weekly for homework.**

#### **Key Stage 1**

- The children will learn a combination of high frequency and common exception spellings and spelling pattern words starting with five spellings a week in year one moving up to ten spellings a week in year two.
- The children will be tested on the spellings the following week.

#### **Key Stage 2**

- The children will be given a list of ten spellings to learn at home which reinforce the pattern investigated in the spelling lesson.
- The children will be ability grouped and will receive spellings related to the pattern which are appropriate to their needs.
- The children will be tested on the spellings on the following week.

### **Spelling books**

#### **Year 1 and 2**

Look, cover, write check book, Spelling homework and test book, Personal dictionary

#### **Years 3, 4, 5 and 6**

Look, cover, write check book, Spelling test book and a spelling log book. Personal dictionaries will be given as appropriate.

### **Use of Look, Cover, Write, Check book**

The children will look cover write check at the front of their books and the back will contain any assessment sheets.

### **Aids for spelling**

During the course of their writing children will be encouraged to think about their spelling and attempt to spell words initially themselves before seeking help. In foundation stage and Key stage one, there are posters and sound strips featuring the varied phonemes. Dictionaries, word banks, word mats and key words will be provided as appropriate.

### **Personal Dictionaries**

In key stage one they will be encouraged to find the initial letter and, if they can, attempt to spell the letter on the left hand side of the page. The teacher will write the correct spelling on the right hand side. In key stage two the children will be expected to have attempted to spell the word before asking for the spelling.

### **Spelling in Big Writing**

While children will be encouraged to spell words correctly, the emphasis will be on developing the children's ideas during big writing rather than concentrating on spelling unfamiliar words accurately, which would interrupt the flow of writing. The children will be asked to read their work through at the end of a piece of writing and check the accuracy of spellings.

If younger writers become over anxious about spelling they will avoid writing. So at Little Sutton, we focus on spelling skills using encouragement, a positive attitude and differentiated structured activities, in order to build confidence and competence.

In our classrooms there are a selection of dictionaries and thesauruses, which the children are encouraged to use. In KS1, children have their own wordbooks, which they are also encouraged to refer to when they are unsure of a spelling. In classrooms there are word banks, word walls or such like to further support children with their spelling.

Effective use of the drafting technique will also help to develop spelling skills.

Throughout the school, there is a systematic approach to the teaching and learning of spelling, as set out in the spelling overview for the school. A combination of Letters and Sounds using a systematic phonics approach and the objectives from the English National Curriculum have been used as a basis for this progression.

The use of correct spelling is developed and taught through specific marking of work, regular learning of spelling lists according to ability and the encouragement of dictionary use.

To encourage children to become confident, independent spellers, we provide them with these prompts.

What can I do if I'm stuck on a spelling?

- Use a dictionary
- Look in the word bank
- Look at the words around the classroom
- Look in my word book
- Ask a friend
- Think of a rhyming word- is it a word I already know how to spell?
- Have a go – chunk it up and spell each part, listen to the sounds in the word.