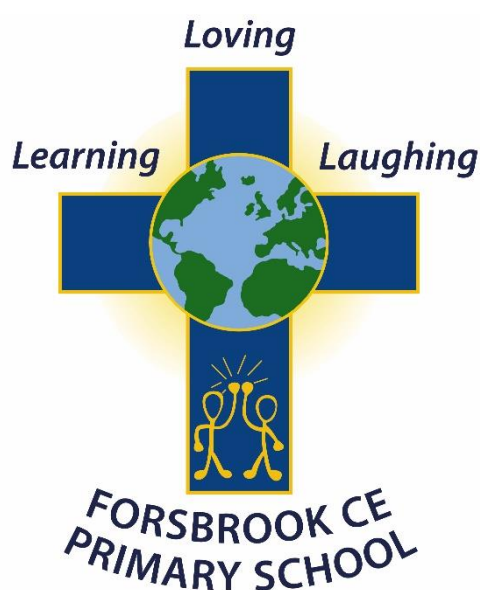


FORSBROOK C.E. (C) PRIMARY SCHOOL

Policy: ENGLISH

Reading, Writing, SPAG, Handwriting and Spelling



<u>Adopted:</u>	Spring Term 2021
<u>Co-ordinator:</u>	Mrs K Cooke
<u>Next Review Date:</u>	Autumn 2021

PHILOSOPHY & AIMS

At Forsbrook CE Primary School we firmly believe that literacy is a significant life skill that is crucial to participating fully as a member of society. We aim to enhance the abilities of all children in our school to communicate their ideas effectively through language and writing. We also believe that by developing the reading and listening skills in our pupils they will become the effective communicators of the future.

Aims

We aim to develop pupils' abilities within an integrated programme of Speaking & Listening, Reading & Writing. Pupils will be given opportunities to develop their use, knowledge and understanding of spoken and written English within a broad and balanced curriculum, with opportunities to consolidate and reinforce taught literacy skills.

Our pupils will have:

A love for reading where pupils choose to read frequently for enjoyment and Information.

The ability to read easily, fluently and with good understanding.

A strong command of the written and spoken word in order to communicate and respond effectively.

A high awareness of audience and the ability to adapt their language and style for different purposes/genres and audiences.

An interest in words and their meanings to acquire a wide vocabulary.

A good understanding of grammar and punctuation.

Legible cursive handwriting style.

The confidence and competence to produce high quality writing and solve problems through the application of knowledge and skills.

Be developing the powers of imagination, inventiveness and critical awareness.

Inclusion Statement

Every child is given the opportunity to be included in all aspects of school life and in all areas of the curriculum. Teaching and learning in the school ensures that all children are set suitable learning challenges. A broad range of teaching styles are adopted in response to diverse learning needs. We make every effort to overcome potential barriers to learning and assessment for individuals and for groups of children. We aim for Forsbrook CE Primary School to be a learning environment for nurturing and developing the whole child.

Equal Opportunities

We have high expectations for all children. Our aim as a school is to ensure that all children have equal access to a rich and rewarding curriculum for English, and that they experience this curriculum in ways that are appropriate for their needs, regardless of gender, ethnicity, or any other determining factors. Every effort will be made to ensure that the methods and materials used are free from prejudice or bias against any particular group. Resources will actively promote an awareness of the diverse nature of the world around us. Children, for whom English is an additional language, are supported in their use of English and will be given opportunities to make use of their home language to assist their learning and to add to the resources of the classroom.

Special Educational Needs

Situations may arise in which individuals need to work at a level above or below that of the rest of their peer group, or may need special assistance to accomplish particular tasks. This will become apparent through teachers' use of an on-going observation and assessment or assessment prior to a child coming to our school. Where children are thought to need additional help, teachers go through a referral procedure consistent with the Code of Practice on the Identification and Assessment of Special Educational Needs. Parents are informed of any decisions made. Children with EHC Plans for learning are supported as instructed by their individual targets. It is for class teachers to decide how to best target their support in liaison with the SENCO.

Statutory Requirements

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum in England: English Programmes of Study – Key Stages 1 and 2 (2013) and in the Communication and Language and Literacy sections of the Statutory Framework for the Early Years Foundation Stage (2017).

In the Foundation Stage (Reception) children are given opportunities to:

Speak and listen and represent ideas in their activities;
Use communication, language and literacy in every part of the curriculum;
Become immersed in a language rich environment.

At Key Stage 1 (Years 1 and 2) children are given opportunities to:

Learn to speak confidently and listen to what others have to say.
Learn to read and write independently and with enthusiasm.
Learn to use language to explore their own experiences and imaginary worlds.

At Key Stage 2 (Years 3-6) children are given opportunities to:

Learn to change the way they speak and write to suit different situations, purposes and audiences.
Read a range of fiction, non-fiction and poetic texts and respond to different layers of meaning in them.
Explore the use of language in literary and non-literary texts and learn how the structure of language works (using grammatical terminology).

SUBJECT ORGANISATION

Foundation Stage

In Foundation stage (nursery and Reception) children have daily discreet phonics lessons. Children have opportunities to develop their communication, language and literacy skills on a daily basis through both adult led and child initiated activities.

Key Stage 1

In Key Stage 1 daily discreet phonics lessons (Letters and Sounds) which continue and are taught in age related ability groups, while children have daily Literacy lessons with an emphasis on real texts. Children take part in both guided and individual reading sessions and have regular story times to develop a love of reading. Literacy skills are developed across the curriculum. Provision is made for children who require extra support through intervention programmes and differentiated class teaching and extended Letters and Sounds sessions. A short 20 min lesson of handwriting is taught weekly following the 'Letterjoin' programme.

Spellings are taught and revisited 5 times per week as follows:

Mon – Teach	Tues - Registration
Wed – Practice	Thurs - Registration
Fri – Apply	

Children receive a half termly spelling crib sheet which detail the spelling rules, key words and common exception words being covered. These are also shared on the school website.

Key Stage 2

In Key Stage 2 Children have daily Literacy Lessons including grammar for writing. Additional literacy sessions include daily guided reading, handwriting, class novel which is read at the Teacher's discretion at a time throughout the day and spelling. Literacy skills are developed across the curriculum. Provision is made for children who require extra support through intervention programmes and differentiated class teaching. A short 20 min lesson of handwriting is taught weekly following the 'Letterjoin' programme (see Handwriting policy). Pens can be used from Y4, 5 & 6 for final draft writes only unless a pen licence has been authorised. Spellings are taught and revisited 5 times per week as above.

Children receive a half termly spelling crib sheet which detail the spelling rules, key words and common exception words being covered. These are also shared on the school website. (See spelling section)

SPEAKING & LISTENING

The Four Strands of Speaking and Listening: Speaking; Listening; Group Discussion and Interaction, and Drama permeate the whole curriculum. Interactive teaching strategies are used to engage all pupils in order to raise reading and writing standards. Children are encouraged to develop effective communication skills in readiness for later life.

Opportunities to develop these skills include: class assemblies, talk partners, drama and a performance each year. Children who require extra support in speaking and listening may benefit from the expertise of a Speech and Language Therapist. We recognise the need for all pupils to speak, read and write Standard English fluently and accurately, while acknowledging that a pupil's own dialect, or other language is of prime importance. It is our school policy to model our own language to the children which encourages Standard English both in speaking and writing.

Differentiation

There are children of differing ability in all classes at Forsbrook CE Primary School. We recognise this fact and provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies. In some lessons, we do it through differentiated group work, while in other lessons we ask children to work from the same starting point before moving on to develop their own ideas. We use teaching assistants to support some children and to enable work to be matched to the needs of the individual.

READING

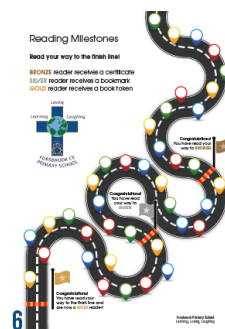
Teachers model reading strategies during shared sessions, whilst children have the opportunity to develop reading strategies and to discuss texts in detail during guided reading sessions. Independent reading provides time for both assessment and 1-1 teaching. Daily discreet phonics lessons in Reception and KS1 enable children to decode efficiently. Staff follow 'Letters and Sounds' programme for the planning and delivery of phonics lessons. Phonics teaching interventions are continued into KS2 for those children who are identified as still having gaps in knowledge at the end of KS1.

A range of rich, reading material, including the Oxford Reading Tree scheme, is used to support early readers as well as quality texts for guided reading. Teaching assistants and trained volunteers support reading activities to ensure that children have more frequent opportunities to read with adults.

Children in the Foundation Stage class take home a levelled book from school according to their ability. Parents are encouraged to hear their child read the book at least 4 times per week. Each child has a home-school reading record that teachers and parents can use to share information about a child's reading.

We still encourage all readers to share a book at home with their grown-ups. We believe that this not only helps to develop inferential skills, but also supports a lifelong love of reading. Throughout the Key Stage children become more independent in recording what they have read in their reading journals. We recognise the value of adults (both in school and at home) reading aloud to children, in order to improve their grasp of story language, enthuse them with a love of books and inspire them as writers. We ask that children read at least 4 times per week. Diaries are checked on a Friday morning, where we issue a reading stamp at the bottom of the page if they have read at least 4 times. This then gains them a star on

the 'Reading Road to success'. For every week children read at least four times, they will take another step along the road. When they eventually get to the bronze finish line, they will receive a certificate. Their next goal is then silver, where they will receive a special book mark, and then Gold. This is the ultimate goal, where they receive a book token.



Accelerated Reader

AR is part of the Renaissance Reading software package adopted by the school to encourage and improve reading, measure growth of the individual reader and to provide quality reading for all. It allows for personalised learning targets to be set up and for progress to be easily monitored. Children from Y1 to Y6 will choose a book at their own level and read it at their own pace. When finished, they will take a short quiz, in school, on the computer. Passing the quiz is an indication that they have understood the book.

AR gives both children and teachers feedback based on the quiz results, which the teacher then uses to help your child set goals and direct ongoing reading practice. Pupils using AR are encouraged to progress at their own pace and they have personalised targets based on their reading ability. The aim of AR is for all children to succeed in achieving their targets.

Every child taking part in AR will complete an online STAR reading test at the beginning of this year and each half-term. It is a twenty-minute multiple choice reading assessment completed individually on the computer. Questions continually adjust to the children's responses so if their response is correct, the difficulty level is increased. If they miss a question or give an incorrect answer, the difficulty level is reduced. The STAR reading test, along with teacher judgement assists us in identifying a child's ZPD (Zone of Proximal Development) range. The children will refer to this as their 'ZONE'.

The school has now colour coded all the classroom books and the guided reading books (fiction and non-fiction) according to their ZPD number. A ZPD can change throughout the year based on STAR reading tests, professional judgement and quiz results.

Yellow	0.1 – 1.9	Red	4.0 - 4.9
Green	2.0 - 2.9	Purple	5.0 - 5.9
Blue	3.0 - 3.9	Black	6.0 +

When a child has finished reading a book, they will be given time to take a quiz independently on the computer. We aim for all quizzes to be taken within 24 hours of finishing a book.

WRITING

We aim to develop the children's ability to produce well-structured, detailed writing in which the meaning is made clear and which engages the interest of the reader. Attention is paid throughout the school to the formal structures of English, grammatical detail, punctuation and spelling. We value the importance of writing for a purpose. Therefore, the children are given frequent opportunities in school to write in different contexts using quality texts as a model and for a variety of purposes and audiences.

There are many opportunities for children to improve their writing which include the process of first to final draft, understanding the editing and proof-reading process and having the opportunity to work on many grammatical features early in the academic year to create a writer's 'tool kit'. Children are taught cursive handwriting script from Reception and complete a 20-minute handwriting lesson each week, following the 'Letterjoin' programme. Children work hard to achieve a pen licence in school, this encourages them to take care in their presentation and pride in their work. We also award a 'writer of the week' trophy in celebration assembly to one child who has been chosen from those nominated by the teachers.

SPELLING

Foundation Stage

The emphasis at this stage is multi-sensory linking the teaching and practising of letter shapes and patterns with the development of pupils' ability to listen to, and discriminate between, the constituent sounds which make up a word. Much of this occurs through games and activities which encourage focused listening in music, dance and physical education, as well as literacy activities where there is a focus on rhyme, rhythm and alliteration. Pupils learn at an early stage how to discriminate and make connections between sounds used in reading (phonemes) and letters (graphemes) used in spelling/writing. They learn 'tricky' words and practise them in their reading and writing. Letters and Sounds sessions are taught for 20 min every day

Year 1

The Progression in Letters and Sounds programme continues to be taught on a daily basis for 20 minutes in Year 1. For spelling purposes, the emphasis is on the pupils' ability to segment words into phonemes (sounds) for writing matching the most likely grapheme/s (letter/s) to each phoneme by accessing the alphabetic code. In addition, the pupils learn how to spell a number of tricky words, high frequency words and common irregular words as listed in the programmes of study to enable them to write fluently. They are taught how to use a simple dictionary, a range of word banks and their knowledge of word families. By the end of Year 1, the expectation is that most children will be secure at Phase 5.

Year 2

Year 2 build upon Year 1 teaching methods. Additionally, Year 2 pupils begin to investigate and learn to use common spelling patterns and frequently used prefixes as well as inflectional endings in their own writing. Phase 6 phonics from the 'Letters and Sounds' programme of study are delivered for 15-20 minutes on a daily basis.

KS2

An investigative approach is taken to the teaching of spelling in Key Stage 2, in line with the spelling objectives in the 2014 English curriculum. Where appropriate these are supported by '*No Nonsense Spelling*'. Spelling sessions take place daily to ensure children have the opportunity to practise and embed new spellings. Within the teaching of spelling, there should be opportunities to:

- Revisit, explain, use
- Teach, model, define
- Practise, explore and investigate
- Apply, assess, and reflect

Children use a Spelling Journal which provides the opportunity for pupils to record their learning, refer back to previous spellings and enables us to share our pupils' learning with their parents.

Application of Spelling in Writing

Children's growing understanding of spelling rules is only valuable if they go on to apply it in their independent writing. Children should be able to spell an ever increasing number of words accurately and to check and correct their work. This process is supported through:

- Shared writing: the teacher demonstrates how to apply spelling strategies while writing, and teaches proofreading skills.
- Guided and independent writing: the children apply what they have been taught. This is an opportunity to think about the whole writing process - composition as well as spelling, handwriting and punctuation.
- Marking the children's work: the teacher can assess their progress and ability to understand and apply what has been taught and then identify targets for further improvement.

- Teaching and practising handwriting: learning and practising a fluent joined style will support the children's spelling development.

Marking of spellings

Pupils' work is sensitively marked to enable all aspects of their creative writing to be assessed, particularly the use of interesting vocabulary that they may not necessarily have spelt correctly but have 'had a go' at. Wherever possible, spelling errors are tackled with pupils present. In every year we have 'Non-negotiables'- these are words we expect the children in this year group to be able to spell consistently and will need to practice if they are misspelt.

Year 1 and Year 2

Teachers underline three misspelt words in Key Stage 1 as appropriate using the initials 'sp'. Pupils are given time to amend any spelling errors and write the correct spelling out three times. Children are encouraged to use 'spelling pattern' word mats and 'high frequency' word lists to support them with their spellings.

Year 3, Year 4 and Year 5

In LKS2 and Year 5 teachers continue to underline three misspelt words using the initials 'sp'. Building on from KS1 pupils, children are taught how to use dictionaries effectively and acquire the correct spelling. Children then proceed to write the revised spelling three times and insert it into their 'word book' for future reference.

Year 6

In Year 6 teachers promote children to self- correct their own spellings. Children are given time to proofread their writing, identifying any incorrect spellings and underlining appropriately. The children then actively seek out how to spell these words correctly, using strategies previously taught in preceding year groups. Children then proceed to self-edit the error and duplicate the modified spelling three times at the end of their piece of writing. These words are also transferred into their 'word book' for them to refer back to.

Spelling word books

In Years 2 to Year 6, all children will be given a spelling 'word book' which will move with them throughout the school. This book will remain in school and children will use it to record particular spellings they need to focus on in their work.

Monitoring

The school monitors the teaching of spelling using the following strategies:

- Lesson observations by the Subject Leader and Senior Leadership Team
- pupil interviews
- evaluating pupils' progress through book scrutinies and assessment

Homework

Spelling lists are sent home at the beginning of each half term. These spelling lists indicate which spelling patterns children are learning in school along with common exception words. Examples of spellings are sent home that link directly to the spelling patterns taught that week. Tests contain a mixture of spellings that are sent home and other words that contain the spelling pattern. This is so we can assess children's understanding.

KS1 will be tested on up to 10 spellings each week whilst KS2 will be tested on up to 20 dependent on the pattern. Parents are informed each week of their child's results and are notified of any incorrect spellings their child may have made and encouraged to continue to.

HANDWRITING - Letterjoin



Handwriting

At Forsbrook CE Primary School we are very proud of our pupil's handwriting and take particular care in our cursive handwriting style. We use Letter-join's on-line handwriting resource as the basis of our handwriting policy as it covers all the requirements of the National Curriculum.

Aims:

- To develop a neat, legible, speedy handwriting style using continuous cursive letters, which leads to producing letters and words automatically in independent writing.
- To establish and maintain high expectations for the presentation of written work.
- For pupils to understand, by the end of Year 6, the importance of neat presentation and the need for different letterforms (cursive, printed or capital letters) to help communicate meaning clearly.



Expectations

All teaching staff are encouraged to model the cursive style in all their handwriting, whether on whiteboards, displays or in pupils' books.

Consistency throughout the school

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

Handwriting frequency

Handwriting is a cross-curricular task and will be taken into consideration during all lessons. Formal teaching of handwriting will be carried out through at least one 20-minute discrete lesson each week to ensure Key Stage targets are met.

Pens and pencils

Children will start handwriting using a soft pencil. When fine motor skills have been established a handwriting pen can be used. More competent pupils can use a handwriting pen. Pen licences will be given from Y4 when children demonstrate the ability to write fluently and legibly.

Inclusion

For children who experience handwriting difficulties due to fine motor development, including those who are left-handed and those with special educational needs, the appropriate additional support will be put into place.

Handwriting at Home

Pupils are encouraged to practise their handwriting at home by using the Pupil log-in for Letter-join. Teachers can set specific tasks such as:

- Magic Patterns
- Magic Words
- PhonicsMatch
- Word Search
- Word Bank
- Write it Right!



Children can also watch the word and letter animations and practice and explore other handwriting resources on Letter-join.

Key Stage Teaching

Early Years

For our youngest pupils we teach short handwriting lessons on a daily basis, which will include the following:

- enhancing gross motor skills such as air-writing, pattern-making and physical activities
- exercises to develop fine motor skills such as mark-making on paper, whiteboards, sensory trays, iPads, tablets, etc.
- becoming familiar with letter shapes, their sounds, formation and vocabulary
- correct sitting position and pencil grip for handwriting



Module 1 for EYFS teaches pre-cursive patterns and cursive, lower case letters. It starts with Getting Ready for Handwriting including fine and gross motor skills warm-up exercises, correct sitting position and tripod pencil grip.

The first module is divided into three sections covering:

- pre-cursive patterns
- easy letters and words
- harder letters and words

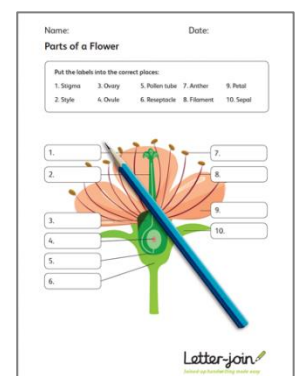
At the end of this module, children should be able to recognise and form all the lowercase letters of the alphabet and write words using the correct joining techniques.



Key Stage 1: Years 1 and 2

Teaching progresses from five short, to two longer lessons per week:

- continuing with gross and fine motor skills exercises
- strengthening cursive handwriting, learning and practice
- numerals, capitals and printed letters; where and when to use, learning and practice
- KS1 SATs SPaG exercises



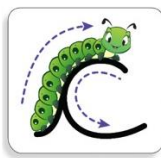
Module 2 for Year 1 contains lessons for teaching how to write capital letters, printed letters, numbers and symbols, whilst reinforcing cursive handwriting using Letter-join's on-line and printed resources. It is divided into three sections covering:

- capital letters
- printed letters
- numbers and symbols

On finishing this module, children should be confident in writing all the capital and printed letters, numbers and symbols and start to become familiar with their use.



Module 3 for Year 2 includes lessons to improve letter formation and orientation of letters through regular practice and to support spelling, grammar and punctuation in readiness for KS1 SATs. The sections in this module cover:



- letter families
- high frequency words
- joining techniques
- sequencing sentences
- dictation exercises
- times table facts
- SPaG practice for KS1 SATs

With the regular handwriting practice throughout this module, children should now be developing the fluency and speed of their writing.



Lower Key Stage 2: Years 3 and 4

Handwriting lessons will continue twice a week in Lower Key Stage 2.

Module 4 for Year 3 is targeted at children in lower KS2 where pupils should be using a cursive style throughout their independent writing in all subjects, helping to refine their handwriting in line with the requirements of each lesson. This module covers topics such as dictation, double letters, number vocabulary, palindromes, tongue twisters, MFL (French and Spanish), onomatopoeia, simile and statutory spellings.

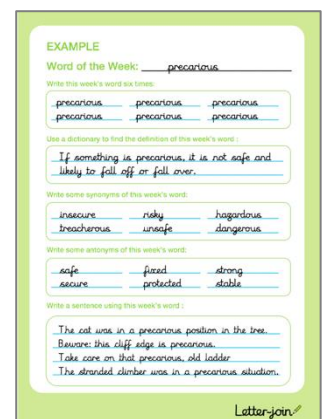


Completion of Module 4 should ensure improvement in the legibility, consistency and quality of the children's handwriting through a variety of resources which link handwriting to other areas of the curriculum.

Module 5 for Year 4 focuses on using handwriting practice to support other subjects in the curriculum and, at the same time, builds on fluency and consistency. This module aims to promote meaningful links with other subjects such as English, maths, science, geography, French and Spanish. Making such links enables children to apply the skills they are learning in context and also provides depth to the curriculum.

Learners will continue to build on producing fluent, consistent and legible handwriting through the regular practice offered in this module's lessons.

On concluding this module, children will have practised applying size-appropriate handwriting to all areas of the curriculum whilst maintaining fluency and legibility.



Upper Key Stage 2: Years 5 and 6

More advanced handwriting techniques will be taught during two weekly lessons:

- reinforcing cursive handwriting across the curriculum
- form-filling/labelling using printed and capital letters
- dictation exercises promoting quick note-taking and speedy handwriting writing skills
- KS2 SATs SPaG practice



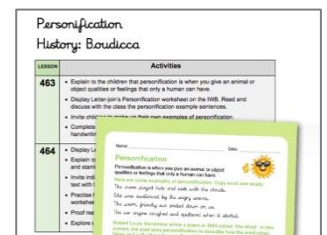
Module 6 for Year 5 continues to build on combining fluent handwriting with other subjects across the curriculum.

In this module, learners will have plenty of opportunity to develop the stamina and skills to write at length, with accurate spelling and punctuation. With Letter-join's wide range of resources they will be able to work towards producing consistently neat and well-presented handwriting in all curriculum subjects.

On completing this module, children should be producing cursive writing automatically, enabling them to focus on the content of their work rather than the process of writing.



Module 7 Year 6 presents learners with a range of tasks where they have to decide on an appropriate style of handwriting. Promoting speedy, fluent writing continues to be a strong feature. Challenging dictation exercises will refine pupils' revising and checking skills as well as boosting their handwriting speed, stamina and fluency. A range of curriculum-based worksheets will give pupils the opportunity to practise writing at length.



Module 7 also contains a series of worksheets to aid KS2 SATs SPaG revision. They are designed to support year 6 pupils in meeting expected standards for spelling, punctuation and grammar, with lots of SPaG preparation and plenty of handwriting practice.

By the end of this module, children should be able to adapt their handwriting for a range of tasks and purposes and to create different effects. They should be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes, a final handwritten version, an un-joined style or capital letters. All of these writing styles are covered in this module.

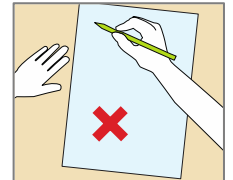
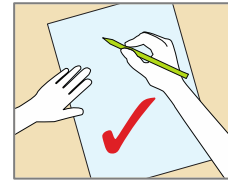
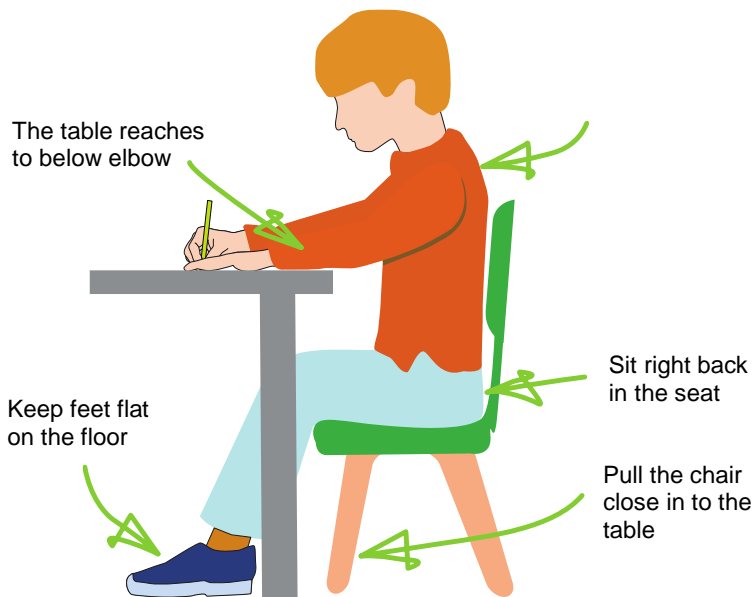


Correct posture and pencil grip for handwriting

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

SITTING POSITION

Sit with a straight back, not leaning over the page

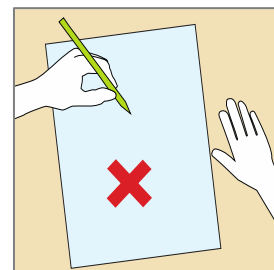
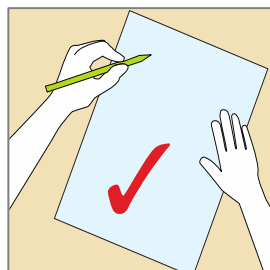
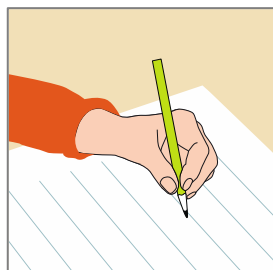
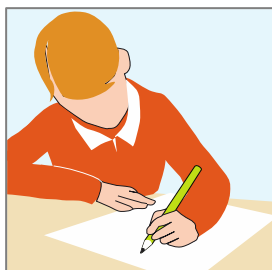


Paper position for right-handed children.

LEFT-HANDED CHILDREN

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

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



Paper position for left-handed children.

The Tripod Pencil Grip

Both right and left handed children will be encouraged to use the tripod grip which allows the pen/pencil to be held securely whilst allowing controlled movements of the pen/pencil nib. We use the Tripod Grip Rhyme:

Right-handed pencil grip



Point away the pencil,



Pinch it near the tip,



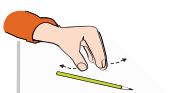
Lift it off the table,



Spin it round...



Left-handed pencil grip



Point away the pencil,



Pinch it near the tip,



Lift it off the table,



Spin it round...



Forsbrook style of letter formation

At Forsbrook we have adopted the following cursive letter formation to use when teaching handwriting throughout the school. This formation will be modelled by all teaching staff and accompanying fonts will be used across other subject areas to show consistency of approach.



PRESENTATION

Staff should focus on the following guidelines to ensure consistency, taking into account age and ability of children where necessary.

General guidance

- All work should be dated. Dates will be underlined.
- Worksheets and maths books – short date – e.g. 13.06.18 - Exercise books - Monday 13th June 2018
- All work should have a title related to the LO (learning Objective) and skills. This will be written on the line below the date.
- Work will be written in pencil or handwriting pen.
- A line will be missed to show a break in paragraphs.
- In extended writing, children will be encouraged to write a line, miss a line to allow room for marking and editing.
- Pencil will be used for all drawings and diagrams and for work in maths books. Diagrams will be labelled in print.
- Mistakes will be crossed out with a straight line (ruler)
- Teacher handwriting will reflect the school style in books, on whiteboards and on displays
- In maths books children will be taught to write one digit in one square. Squares will decrease in size as children progress through school.
- Editing and alterations in response to marking and feedback will be done in coloured pencil or blue pen.

EYFS and KS1

In the EYFS a range of writing and mark making equipment will be used to develop early writing skills, on both large and small scale. Initial mark making will be encouraged then children will be taught to write from left to right, starting at the side of the page or margin and resting letters on lines. Children will write in pencil. Work will be dated with a title. This may be stuck in or written by an adult initially, but children should be encouraged to try to write their own date and title when appropriate and by the end of Year 2.

KS2

Pen licences will be given from Y4 when children demonstrate the ability to write fluently and legibly. Children can work in pencil in maths books and when producing notes. Children write from the edge of the page or margin. Titles should be written on the line below the date and be underlined. A line should be missed after the title before starting work. Mistakes should be crossed out with one line. Rubbers may be used when producing final drafts or 'best work'. Final draft of extended writes may be written in pen from Year 4 upwards.

General Marking

Teacher handwriting and presentation in all comments should reflect school policy. Comments about handwriting should be added at the end of pieces of work, if this is part of the lesson focus, as well as guidance on how to improve, e.g. additional letters/joins etc to practice.

Marking Extended Writing

Teachers will mark first drafts using pink and green highlighters. Pink for 'think' and Green for 'seen'. Pink

marking should be at a minimum but concentrate on the main areas for improvement through the editing and re drafting process. Green should highlight where excellent examples of the success criteria has been met. Spellings should be addressed in accordance to the spelling policy but time should be given for children to address their misconceptions (see editing stations / process).

Displays

Children's handwriting should regularly form part of displays and children should be encouraged to redraft work for display purposes. Any written work displayed should be of the highest standard that individuals can manage.

Any handwritten signs etc should reflect the school's handwriting policy. Children can be introduced to a range of fonts and styles through displayed work.

Books

Children should be expected to keep books well presented. They should not 'doodle' on covers or pages. Where necessary, worksheets should be trimmed to fit inside of books before being stuck in.

Monitoring

Presentation and handwriting will be monitored regularly by the senior management team. The Literacy subject leader will report on handwriting and presentation as part of the annual subject audit and set targets as part of the whole school action plan, if necessary. The governors will monitor the policy and guidelines and review these regularly. Monitoring will be done through lesson observation, work scrutiny, sampling and moderation of pupil writing, data analysis and through monitoring of planning.

ADDITIONAL INFORMATION

Cross-curricular writing opportunities

Teachers will seek to take advantage of opportunities to make cross-curricular links. They will plan for pupils to practise and apply the skills, knowledge and understanding acquired through literacy lessons to other areas of the curriculum, with a particular focus in our school of writing through all subject areas where the same standard of writing is expected as seen in Literacy books.

Assessment and Target setting

Work will be assessed in line with the Assessment Policy. SATs results are published in accordance with Government legislation.

Inclusion

We aim to provide a curriculum for all children, so that they achieve as highly as they can in English according to their individual abilities. We will identify which individuals or groups of pupils are under-achieving and take steps to improve their attainment. Children working at greater depth will be identified and suitable learning challenges provided.

Equal Opportunities

Forsbrook CE Primary has universal ambitions for every child, whatever their background or home circumstances. Children learn and thrive when they are healthy, safe and engaged.

Role of the subject leader

The Subject Leader is responsible for improving the standards of teaching and learning in Literacy. This will be through monitoring and evaluating Literacy, having a clear understanding of the progress of pupils and pupil groups, ensuring there is a quality learning environment, taking the lead in policy development, auditing and supporting colleagues in their CPD, purchasing and organising resources and keeping up to date with recent Literacy developments.