



English Policy

Effective September 2022



Contents:

Page 3 – Introduction

Pages 4-7 – Reading

Pages 7-9 – Writing

Pages 9-10 - Spoken Language

Pages 10-14 - Handwriting

Pages 14-18 - Spelling

Pages 19-27 – Appendices

Pages 28-29 – Policy Review Form



Introduction

The 2014 National Curriculum states:

“English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write 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 who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.”

It goes on to say:

“The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, 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”*

At Summerlea School we seek to endorse these overarching principles through our English curriculum and this policy provides information about how this is achieved. This policy should be read in conjunction with our Teaching and Learning policy, SEND policy, Homework/Home Learning policy, Assessment and Feedback policy and Subject Leader policy.



Reading

Aims

Our aims are for all children at Summerlea to:

- Become confident, fluent and expressive readers;
- Read for enjoyment across a range of genres;
- Read for pleasure as well as for information;
- Read and respond to a wide range of different types of literature;
- Understand the layout and how to use different genres and text types;
- Understand and apply their knowledge of phonics and spelling patterns and use this to decode words with accuracy;
- Build their bank of sight words to enable fluent reading;
- Have an interest in words and their meanings, developing a rich and varied vocabulary;
- Become familiar with a range of authors and identify and respond to their literary techniques.

At Summerlea School, children will be taught the skills and strategies to read fluently and for meaning through a range of activities. These may include:

- Shared Reading, using a big book or text on the interactive whiteboard, with small groups or the whole class;
- Guided Reading of the same text in small groups, including teaching a range of reading strategies and comprehension;
- 1:1 reading with a school adult;
- Daily phonic activities/lessons (EYFS and Key Stage 1);
- High quality texts are used to support our topics
- Daily whole class story time in which the class teacher or LSA reads to the class;
- Weekly library slots;
- We celebrate Poetry Day and World Book Day involving a range of book related activities;
- Extra activities to raise the profile of reading, such as workshops for parents/carers and Book Fairs;
- Reading for pleasure opportunities;
- KS1 reading incentive- children are encouraged to read at home as many times as possible in order to earn reading certificates based around a space theme. These are then presented in an assembly to promote a love of reading and reading at home;
- Whole Class Reading of the same text;
- Answering comprehension activities and questions based around the reading domains (author choice, vocabulary, compare, contrast, comment, retrieval, inference and prediction) including opportunities to perform and review;
- Accelerated Reader programme (Key Stage 2);
- Golden Book Box in EYFS and KS1 to promote reading for pleasure at home.



Teaching and Learning of Reading

We believe that the teaching and learning of reading should be a positive and enjoyable experience that should be taught systematically and consistently across the whole school, with a shared technical reading vocabulary, which will allow children and adults to have discussions around reading.

Children should be taught the full range of reading strategies including: phonic knowledge (visual information); grammatical knowledge (structural information); word recognition and graphic knowledge (visual information); contextual knowledge (meaning), with a focus on self-monitoring and self-correction leading to independence through daily phonics sessions in EYFS and KS1 and whole class reading sessions in KS2.

Curriculum planning

Our long-term curriculum map incorporates a literature spine of high-quality texts from a range of authors and reflects different text types to drive exciting and good quality written outcomes. This ensures that our children are exposed to a wide range of authors, styles and texts throughout their time at school and provided a broad and balanced reading 'diet' for every child.

Through exposure to these texts written by key authors children learn about different writing styles and techniques, making connections and comparisons between texts as well as reading for pleasure.

The Reading Environment

Every class has access to a book corner (EYFS and KS1) or a class library (KS2) that invites children to come and read a variety of texts for pleasure and enjoyment. Book corners are inviting and well-maintained offering a variety of fiction and non-fiction texts.

Every class also has high quality texts available that reflect the current year group topic/theme.

Classes also display a poster of the overarching big question and key text(s) they are covering every half term on their classroom door.

Book Talk

'Book-talk' is the ability to talk about books and at Summerlea School we ensure high quality texts are used and shared with the children in order to have an in-depth discussion about the book. It helps children to gain confidence with their own ideas and interpretations and to talk in great depth about a text, deepening their understanding and moving comprehension skills forwards.

Practice Books

At Summerlea School we have a range of fully phonetically decodable books (Collins Big Cat Phonics) to ensure that all children are reading books that are closely linked to their reading ability.

These practice books are differentiated according to phonic phase, ranging from Phase 1 wordless texts in order to develop literacy rich conversations to Phase 6 texts incorporating alternative graphemes. Once the children begin Year 3 they then move on to our Accelerated Reader programme and will continue to access this throughout Key Stage 2.



Accelerated Reader

We have chosen to run the Accelerated Reader programme in Key Stage 2 (Years 3 to 6) due to the benefits it has proven to have on reading motivation and progress. Accelerated Reader helps teachers to support and monitor children's reading and progress. It encourages children to read independently and at their own level and pace. Children enjoy choosing books which match their interests and abilities.

After finishing a book, children take a short multiple-choice online quiz. This checks if the child had read the book and understood it. Quizzes are usually taken in the classroom during designated reading time and books each child can select from are adjusted accordingly.

Role of Parents and Carers

At Summerlea we want all children to love reading and be able to talk about books they have enjoyed or learned from. Reading and understanding a full range of text types and authors will not only bring pleasure but can also develop comprehension, spelling and writing skills. Our homework/home learning policy asks parents to encourage their children to share and talk about texts with them, visit their local library, hear them read, read to them and enjoy the time they spend together sharing a love of books.

We provide our children with home/school reading record books from EYFS up until the end of Year 5 and parents and carers are encouraged to write a comment inside and to sign these when they hear their child read or when they share a book together to help inform teacher assessment. Book bags are purchased by ~~FOSS~~ the Summerlea PTA and provided for every child as they enter school in Reception. Various reading for pleasure activities are planned in across the year to raise the profile of reading at home such as the Golden Book Box in EYFS and KS1, Scholastic Book Fair in the autumn and spring terms and the local library's summer reading challenge.

Assessment and Record Keeping

Assessment is used to inform the planning and teaching of reading. We assess reading strategies as well as reading comprehension.

Reading assessment at Summerlea School takes various formats:

- Children in EYFS and KS1 are assessed regularly against the phonics phases and re-grouped as appropriate;
- Phonics Assessment trackers;
- Reading book trackers;
- Reading record books (EYFS to Year 5);
- Yearly phonics screening check at the end of Year 1, which is then repeated at the end of Year 2 for those children who didn't meet the threshold mark;
- **Optional** SATs Reading Test at the end of Key Stage One (Y2) and **compulsory SATs Reading Test at the end of Key Stage Two (Y6);**
- ~~NFER or Rising Stars~~ **Star Reader** reading assessments on a termly basis;
- Reading Jotters to capture work from whole class reading sessions (Introduced part way through Year 2 and KS2);
- **Regular** Accelerated Reader quizzes ~~and Star Reader termly assessments;~~



- ~~KPIs (Key Performance Indicators) are used alongside reading~~ Babcock **reading** assessment materials by teachers to regularly assess reading against key reading objectives for each year group (Y1-Y6).

Pupil progress meetings, between class teachers and the Headteacher or a member of the Leadership team take place towards the end of every half term, in which children's progress, attainment and next steps are identified and discussed including action-planning to address any concerns and help close gaps.

Writing

Aims

Our aims are for all children at Summerlea to:

- Write with confidence, flair and imagination;
- Understand and apply their knowledge of phonics and spelling in their writing, using strategies that work for the individual child;
- Understand how to write in a range of genres using the appropriate style, structure and features;
- Plan, draft, revise and edit their own work, and learn how to self and peer-assess against the success criteria;
- Develop a technical vocabulary through which to understand and discuss their writing;
- Develop their imagination, creativity, expressive language and critical awareness through their writing.
- Develop their own unique writing style.
- Develop a love for writing and to write for pleasure in a variety of different purposes.
- Write for sustained periods of time, writing with focus and enjoyment.
- Make choices about what they write and how they present their ideas.

Writing at Summerlea School is taught daily from Early Years to Year 6 across a range of subjects. We aim, wherever possible, to create cross-curricular writing opportunities, as we believe that in order for children to see themselves as successful writers they need to have regular opportunities to write for a purpose.

Summerlea Writing Process

This year we have introduced a new writing process, which is taught from Y1 to Y6 (see Appendix C). Our new Summerlea writing process focusses on the importance of immersion, skill building, planning, demonstration writing, drafting, editing, publishing and reasoning for writing.

Writing Purposes:

Alongside the Summerlea Writing process we also follow the four purposes of writing: inform, entertain, persuade and discuss (see Appendix D). Through the four writing purposes text types, text features, grammar, vocabulary and punctuation are focussed on.

- In KS1 Inform and Entertain are the two focus purposes;
- In KS2 all four purposes are covered.



Vocabulary, Grammar and Punctuation:

We are a school that aims to create confident and effective communicators and readers. Through our vocabulary, grammar and punctuation teaching our aims are to:

- Ensure that every child in our school is able to understand and react to punctuation when reading as well as understand where/where not to apply them in their writing;
- Ensure that all children are aware of correct English grammar, having a secure grasp of these linguistic skills both orally and in any form of written work;
- Develop effective and confident speakers and story tellers with excellent vocabulary, dictation and grammar.

Freedom of Choice

As well as following the Summerlea Writing Process, we also recognise and value the importance of children making their own decisions and choices when writing. As such, we regularly give our pupils the opportunity to write for a range of purposes, in a variety of styles and to make choices about how to present their written work.

Teaching expectations:

- One taught spelling session a week following the Twinkl Spelling programme (KS1) and our own spelling programme of study (KS2) see Appendix G;
- Weekly spelling quizzes (in KS2, previous weeks spelling words will be tested to ensure spaced practice and retention)
- Daily practice of spellings;
- Daily Phonics sessions (EYFS - KS1);
- Daily phonics sessions for children in KS2 who require further phonic support;
- Spelling lists/ key words to take home and learn;
- Displays of year group specific key words/ spellings on the English working walls;
- Displays of phase specific graphemes that have been taught in all EYFS and KS1 classrooms and where appropriate in KS2;
- Modelling correct vocabulary orally;
- Topic based vocabulary will be displayed on working walls;
- In-depth word-based lessons looking at patterns;
- Teaching the children how to use dictionaries and thesauruses;
- Writing will take place daily in every classroom which will also encourage pupils to practise correct grammar in a range of genres;
- Punctuation will be taught discreetly and as part of literacy lessons in all classes;
- Grammar will be a key focus in conversational English, with teachers re-modelling correct grammar when needed. There will be opportunities for public speaking in each class in a variety of contexts e.g. Assemblies, show and tell time, learning buddies, talk partners;
- All children will be fully included in all aspects of SPAG teaching and will be appropriately supported and challenged by teachers and support staff;



- Children who are consistently struggling to retain knowledge of spelling patterns, grammatical concepts and punctuation devices in either a discreet or contextualised setting (putting concepts into practice in writing tasks) may be identified for additional support such as pre-teaching or Literacy interventions;
- All children will publish all or part of every piece of writing **within a unit**.

Assessment:

- **Optional** KS1 SATs Grammar Tasks and Tests are taken by Y2 in the Summer Term;
- KS2 SATs Grammar Tests are taken by Y6 in May;
- KPIs (Key Performance Indicators) are used alongside Writing Babcock assessment materials **are used** by teachers to regularly assess pieces of writing against key writing objectives for each year group (Y1-Y6);
- NFER/Rising Stars spelling and grammar assessments each term (Y1-Y6);
- Early Years use a 'best fit' model when assessing writing against the EYFS curriculum. Children are regularly tracked using Development Matters throughout the year;
- Independent writing folders in KS1.

Spoken Language

Aims

Our aims are for all children at Summerlea to:

- Be able to communicate effectively in a range of situations and on a variety of subjects;
- Be able to explain and express their ideas, views and feelings using a broad and rich vocabulary;
- Be able to take part in discussions and debates;
- Listen attentively to the views of others and respond appropriately by asking questions based on what they have heard.

Spoken Language is taught throughout the curriculum at a level appropriate to the pupil's age and stage of learning. Children will build on the oral language skills that have been taught in previous years. Opportunities will be made for children to work in groups of different sizes including pairs, small groups, large groups and whole class. They will be taught to take turns, listen to others and know when and how to participate constructively in conversations and debates. Teachers will support the development of a broad, rich and varied vocabulary in order to discuss a wide range of topics and concepts. The children will receive constructive feedback on their spoken language and listening skills in order to help them improve their overall language knowledge, skills and understanding.

EYFS:

Communication and Language is a prime area in the Early Years and a large emphasis is placed on developing speaking, listening and understanding skills during the first year of school. Teachers and support staff use the EYFS Framework to support the development of language for



communication and language for learning.

Children will have opportunities to:

- Listen and respond to stories;
- Share their experiences with adults and each other including taking part in 'Show and Tell', discussing their feelings and experiences in circle times as well as opportunities for conversation and discussion during self- initiated activity time;
- Role-play activities;
- Opportunities for turn taking and problem solving;
- Free-flow activities pursuing their interests;
- Work in pairs and groups during self- Initiated activity time;
- Helicopter stories.

Key Stage 1 and 2:

The development of effective Spoken Language skills continues throughout the school and is guided by the 2014 National Curriculum document for Key Stages 1 and 2. Talk is essential for the development of children's learning and all of our children are encouraged to express their views in an appropriate manner. At Summerlea School we celebrate 'spoken language' and encourage children to engage in debates and conversation as well as take part in public speaking opportunities such as assemblies. Much talk happens incidentally in the classroom and encouraged when children are exploring a new idea or concept. However, some activities may be planned specifically to give children opportunities to develop specific skills.

These can include:

- Structured discussions and debates;
- Drama;
- Presentations including assemblies;
- Talk partner work;
- Storytelling;
- Activities through our Summerlea Writing Process;
- Pupil Council.

Handwriting

Aims

At Summerlea School we are very proud of our pupils' handwriting and take particular care in our cursive/joined-up handwriting style. We use Letter-join as the basis of our handwriting policy that covers all the requirements of the 2014 National Curriculum. Children are taught how to form the cursive letters at the end of EYFS and in KS1. When they are able to form **all** cursive letters correctly and consistently (starting from Year 2) children will then be taught how to join-up the letters. At the beginning of EYFS, and in some individual cases in KS1, children will learn to accurately form letters first through printing before moving on to learn cursive formation.

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

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

As a catalyst to speedy handwriting we encourage parents and carers to use the Letter-join resources at home and can arrange for free access to the Home Edition of Letter-join.

School aims

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

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

Method

Our teachers are encouraged to use neat, joined-up cursive writing for all handwriting tasks including modelled writing, marking and comments.

Consistency throughout the school

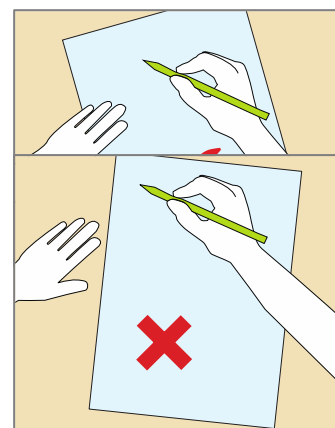
Pupils should experience coherence and continuity in the learning and teaching of handwriting across all school years and be encouraged to take pride in the presentation of their work. Our aim is to help pupils enjoy learning and developing their handwriting with a sense of achievement and pride. We also follow a handwriting progression throughout the school (see appendix A and B) to ensure consistency across year groups and progression from EYFS to Year 6.

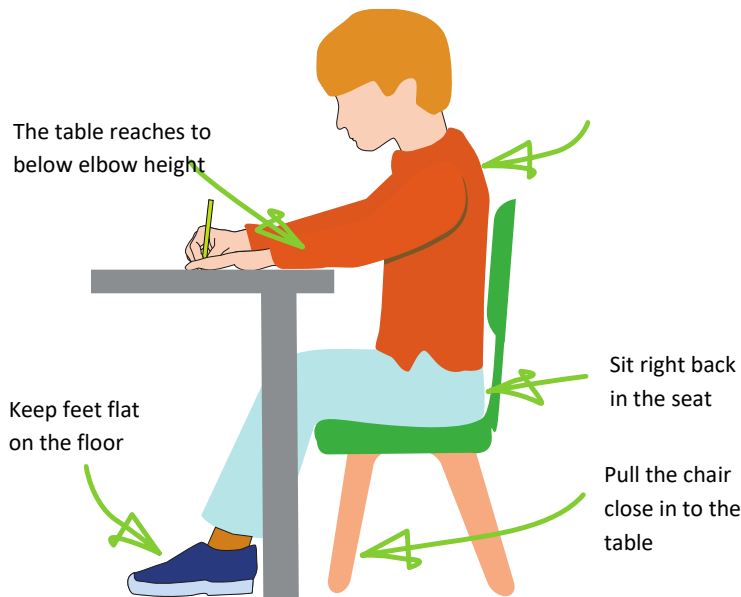
a b c d e f g h i j k l m n o p q r s t u v w x y z
0 1 2 3 4 5 6 7 8 9 10

Correct posture and pencil grip for handwriting

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

Sit with a straight back, not leaning over the page





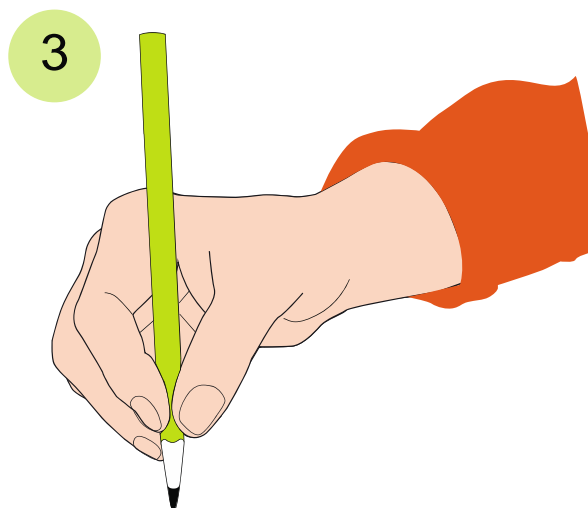
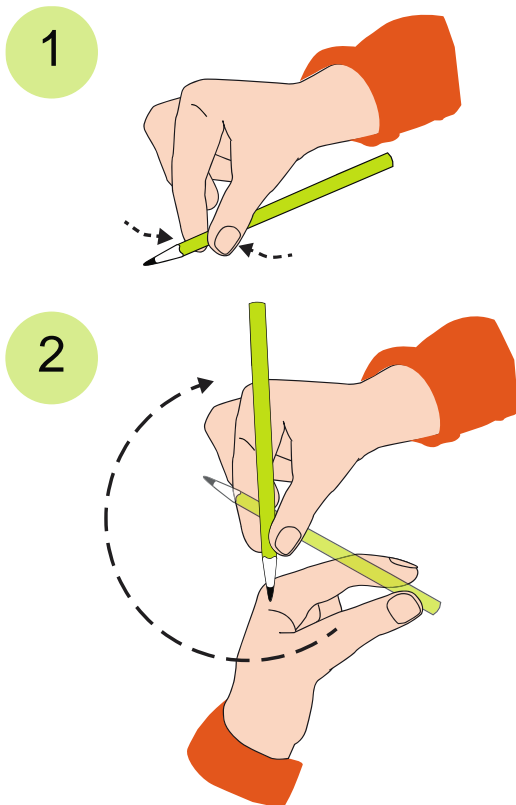
Paper position for right-handed children.

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

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

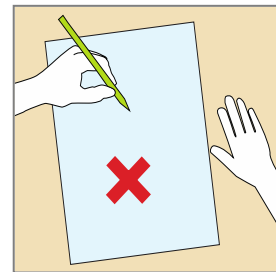
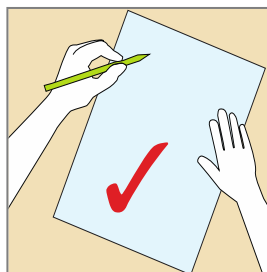
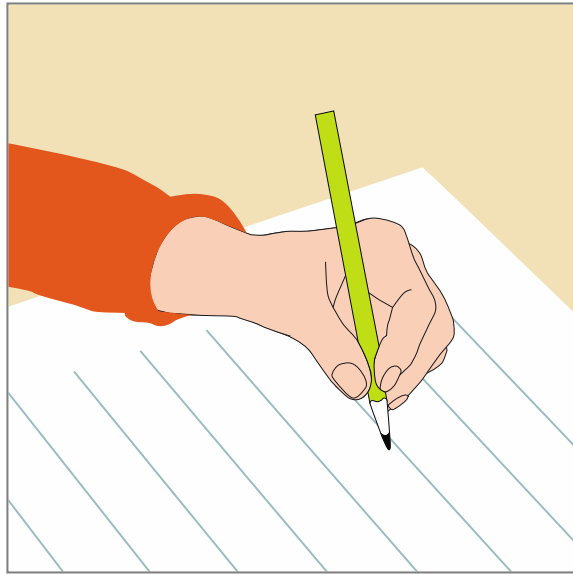
2) With your free hand, spin the pencil from underneath.

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



LEFT-HANDED CHILDREN

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



Paper position for left-handed children.

- 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.

Inclusion

Children whose handwriting is limited by difficulties with fine motor skills, including left-handed children, and children with special educational needs, will be given additional adult or targeted support to help achieve their optimum handwriting level.

Writing tools

Initially, in EYFS the children are encouraged to self-select a writing tool / medium of their choice (felt tip pen, crayon, paint, writing in sand) in order to motivate them to write and develop fine motor control. The children are then encouraged to start handwriting using a handwriting pencil or pen.

Handwriting in EYFS

- Sit in the correct position and hold a pencil correctly to allow fluid movement of the nib.
- Improve fine and gross motor skills by enjoying drawing pre-cursive patterns in a variety of writing



materials such as playdough, air writing, sand trays, felt pens, crayons, pencils, IWB, iPads/tablets.

- Hold a pencil in an effective manner for writing and be encouraged to correct any errors in grip or stature.
- Initially, understand that printed letters start at the top
- Once developmentally ready, understand that letters are written on a base line and that all cursive letters 'start on the line' and 'end with a hook'.
- Form printed letters, capital letters and numerals.
- Begin to form some recognisable cursive letters by the end of EYFS.
- Understanding different shaped letter families.

Handwriting in Key Stage 1

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

Handwriting in Key Stage 2

Improve quality, speed and stamina of handwriting.

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

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

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

Spelling Policy

At Summerlea School, we believe that the ability to spell enables our pupils to become more effective writers. When spelling becomes automatic, more thought and creativity can be put into the exact content



of what is written. Pupils can channel their time and energy into the skills of composition, sentence structure and precise word choice. Learning to spell is a process of learning and then applying patterns to new words. It is important that all members of staff are fully aware of, and understand, the way in which spelling is taught, so that our approach is implemented consistently to ensure continuity and progression in children's learning. Although guidelines for the teaching of spelling are outlined in this policy, it is essential that these are adapted to meet the needs of individual pupils, taking into account the ways in which they learn best

Aims

At Summerlea School we aim to:

- Raise the profile of the teaching of spelling and to raise the overall standard of spelling across the school.
- Provide opportunities to review and recall their learning- teachers must provide opportunities to consolidate learning throughout each week.
- Teach spelling in context- links to the oral use of the word and the formation of the word as a whole (handwriting).
- Ensure that letter orientation and direction is accurate so that children can concentrate on the order of the letters, rather than the formation of them- accurate spelling and accurate letter formation go hand-in-hand.
- Help and encourage children; developing their confidence as competent spellers, because the ability to spell words correctly is often closely associated with good self-esteem.
- Develop and extend the children's vocabulary through shared, guided and independent spelling activities
- Help children enjoy spelling and recognise its value.
- Teach children how to use a dictionary and thesaurus efficiently.
- Provide a point of reference for teaching and support staff, for when they are planning the delivery of spelling skills/rules
- Ensure continuity in practices and progression in spelling skills.

Teaching and Learning

- Spelling is the application of visual memory. As teachers, we must strengthen pupils' visual memories before we can expect them to become successful learners.
- Spelling must be taught in context – linked to the oral use of the word and the formation of the word as a whole (handwriting)
- Accurate spelling and accurate letter formation go hand-in-hand. As teachers, we must ensure that letter orientation and direction is accurate so that children can concentrate on the order of the letters, rather than the formation of them.

Phonics (EYFS and Key Stage 1)

In EYFS and Key Stage 1 we use the Twinkl Phonics Scheme for planning and delivery of phonics sessions. All phonic lessons form the structure of 'Introduce, revisit, teach, practise, apply.'



The Early Years Foundation Stage

Emphasis within the Foundation stage is on systematic, multi-sensory, high quality phonics work, which is embedded within a rich language experience.

Rhyme is important in developing children's phonic skills in reading. This is how they develop phonological awareness and sensitivity to the patterning of rhyming words. Nursery rhymes and alliteration also help children to focus. Children make more sense of the task of segmenting words if they use their phonics knowledge.

High Frequency Words

Throughout each phase, children will be taught to read on sight and spell high frequency words (for the phase they are at). These words will be a mixture of decodable and tricky.

Tricky Words

These are words which cannot be spelt using phonic knowledge alone at the phase they are introduced. (Words with unusual spelling for sounds.)

Children begin learning single phonemes alongside the Twinkl actions to support the teaching of phonics in the autumn term. Phonics lessons are active, fun and multi-sensory.

The children are grouped according to phonic knowledge and their ability to segment and blend. All of the children start their phonic journey in Phase 1 where they learn to recognise rhyme and alliteration, moving on to Phase 2 where they learn the individual phonemes and graphemes, up to Phase 5 where they begin learning alternative pronunciation for graphemes.

Year 1 and Year 2

Each child will have their own spelling book to work in and will follow the programme run from the whiteboard. The children will be taught regular spelling sessions every week in Years 1 and 2. Different techniques and activities are used to practise the spelling of High Frequency Words.

Within each spelling session the children are taught:

- How to break up words into their correct graphemes by using sound buttons.
- Root words with prefixes and suffixes.
- Mnemonics and strategies for learning irregular words.
- How to identify quickly their own frequently misspelt words.

They will also practice these spellings at other opportunities during the school week, for example during guided group reading activities.

The children are helped to embed new knowledge by articulating their learning at every step. Building on the approaches introduced in EYFS, there is an emphasis on developing confidence and independence. It is expected that pupils assume increased responsibility by identifying the highlighted spelling errors in their



work, making reasoned choices about likely grapheme alternatives and using a range of resources (dictionaries, word banks and written corrections on post it notes) for making corrections.

The Twinkl Spelling Programme (KS1 and KS2)

In Key Stage 1 and 2 the Twinkl Spelling Programme is used as a basis for planning and delivery of spelling sessions and teaches the children to apply spelling rules and patterns in to their writing. The Twinkl Spelling Programme:

- Delivers a manageable tool for meeting the requirements of the 2014 National Curriculum
- Has a clear progression through blocks of teaching units across the year
- Comprehensively explains how to teach spelling effectively.
- Meets the requirements of the National Curriculum, which have been organised into strands and then broken down into termly overviews.

Each lesson is approximately 20 minutes long, but lesson plans are flexible so that the teaching can reflect the extra time needed on a teaching point if required.

The Supporting Resources saved on 'New Staff Shared' can be used as appropriate to adjust the pace and focus of the lesson. Each lesson clearly signposts when additional resources from the Programme can be used. Supporting Resources include a ready-made PowerPoint, word lists, which can be printed and made into flashcards or used in classroom displays, and pictures. They also include games and quizzes. The Resources are featured in individual year group's planning folder on 'New Staff Shared', which can be copied and pasted to be used on classroom whiteboards and in other documents.

Teaching sequence

The programme has been written broadly following a teaching sequence for spelling, whereby each new concept is taught, practised and then applied and assessed.

Learning Strategies

The following learning strategies will be taught to the children –

Alongside the Twinkl spelling programme teachers are expected to adapt the lesson plans accordingly, depending on the needs of the individual class. Multi-sensory, fun activities are also expected to be taught alongside the plan provided by Twinkl. These may include:

- Quick write;
- Drawing around the word to show the shape;
- Drawing an image around the word;
- Pyramid words;
- Rainbow writing;
- Using syntactic, semantic and orthography skills to unpick and explore new vocabulary;
- Silly sentences;
- Bubble writing / graffiti;



- ‘Ransom’ words using cuttings from newspapers or magazines etc.

Alongside the Twinkl scheme, staff are encouraged to use other resources to enhance the teaching and learning of spelling. ‘Spelling Frame’ is a free online resource, which provides the children with practice and tests for the statutory spelling lists in the National Curriculum.

Spelling Programme of Study (KS2)

Teachers want their pupils to become fluent and effective writers: accurate spelling is a means to that end. Competent spellers need to spend less time and energy thinking about spelling to enable them to channel their thoughts into the skills of composition, sentence structure and precise word choice.

Our balanced spelling programme includes five main components:

- Understanding the principles underpinning word construction
- Recognizing how these principles apply to each word, in order to learn how to spell words
- Practising and assessing spellings
- Applying spelling strategies and proofreading
- Building pupils’ self-images as spellers.

Our spelling programme gradually builds pupils’ spelling vocabulary by introducing patterns or conventions and continually practicing those already introduced. Experience has confirmed that lively, focused sessions are more enjoyable and effective than an occasional skills session. Spelling strategies need to be taught explicitly and applied to high frequency words, cross-curricular words and individual pupils’ word. Proofreading should be taught during shared and guided writing sessions and links should be made to the teaching of handwriting.

Our two week spelling cycle has been developed in order to embed spelling patterns laid out in the National Curriculum. It has been structured to include teacher led activities, the exploration of etymology and building on children’s prior knowledge acquired through phonetic knowledge. It also provides opportunity for the children to complete engaging activities as well as the application of the new words learnt in sentence contexts. The cycle also denotes the use of ‘spaced retrieval’ in order to ensure the spellings are embedded to long term memory by testing outside of the two-week cycle. Many patterns are revisited throughout Key Stage 2.

See Appendix G

Parental Involvement

Spelling Homework (Key Stage 1)



5 words will be given out every week in a small yellow book. The spellings will be from the pattern that is being taught that week. The children will practise these spellings in school and we ask that you also spend some time practising them at home too. ~~We will test the children on all the words given out over a half-term at the end of that half-term.~~ We will test children every week on their week's spellings. For information, the common exception words for your child's year group will also be attached to the front of their spelling book.

Spelling Homework (Key Stage 2)

~~8 10~~ words will be given out every week in a small yellow book ~~(or planner in Year 6)~~. The spellings will be from the pattern that is being taught that week. The children will practise these spellings in school and we ask that you also spend some time practising them at home too. ~~We will test the children on all the words given out over a half-term at the end of that half-term.~~ every week on spellings taught previously to support long-term retrieval. For information, the common exception words for your child's year group will also be attached to the front of their spelling book.

Monitoring and Evaluation

It is the responsibility of the English Team to develop good spelling practice in school and assist staff in this area with the support of the Head teacher and leadership team. The English Team will also monitor the impact of this policy and evaluate how it works in practice. This may be achieved through:

- Leading/organising staff meetings to give in-house Continuing Professional Development for staff, especially new staff
- Sharing new resources and ideas
- Talking to staff about spelling in their phases
- Talking to children about spelling – attitude and approach in all areas
- Book/work scrutiny to see the development and progression across the school

Appendix A

<p>EYFS</p>	<p>Develop skills:</p> <ul style="list-style-type: none"> • good gross and fine motor control including pencil control • a recognition of pattern • a language to talk about shapes and movements • Printed letters initially
<p>Year 1</p>	<p>Revision:</p> <ul style="list-style-type: none"> • single letters • good gross and fine motor control including pencil control
<p>Year 2</p>	<p>Revision:</p> <ul style="list-style-type: none"> • good fine motor control including pencil control • joins: in, am, ab, ch, oa, wo, wh, ob • single letters • capital letters
<p>Year 3</p>	<p>Revise: un, um, ig, id, ed, eg, an, or, in, ch, sh, th, tl, il, ill, sli, slu, ck, ack, st, sti, ink, unk (Y2)</p>

	Single letters: b, p, g, q, y, j, z, o, a, s, t
	Main letter joins: in, ine, ut, ute, ve, vi, ok, oh, you, oi, Joining to and from: s: sh, as, es, r: ri, ru, ry, er, ir, ur, a: oa, ad, as, ai (<i>with ascenders/descenders</i>): ha, ta, fa, al, ay, ag e: ee, ea, ed, (<i>practicing horizontal join to e</i>): re, oe, fe o: ow, ov, os, (<i>with ascenders/descenders</i>): ot, ol, ok, og, od y: ky, hy, ly, u: fu, wu, vu (<i>practicing horizontal join to u</i>)
Year 4	Revise: in, ine, ut, ute, ve, vi, ok, oh, you, oi (Y3)
	Main letter joins: ning, ping, ting, cod, ake, ome, are, fla, flo, fle, who, wha, whe, inly, ick, uck, ack, fte, fir, fin Silent letters: wra, wri, kni Double letters: tt, ll, oo, pp, ss, Spacing: ew, ev, ex Proportions: th, ht, fl Punctuation: ! ? " () £
Year 5 and 6	Revise (Y5): ning, ping, ting, cod, ake, ome, are, fla, flo, fle, who, wha, whe, inly, ick, uck, ack, fte, fir, fin (Y4)



	<p>Recap main letter joins from Year 3 and 4 (Autumn Term):</p> <p>ning, ping, ting, cod, ake, ome, are, fla, flo, fle, who, wha, whe, inly, ick, uck, ack, fte, fir, fin</p> <p>in, ine, ut, ute, ve, vi, ok, oh, you, oi</p> <p>Recap harder letters and words (from LetterJoin):</p> <p>l, y, g, q, b, p, k, v, s, r, f, z, x</p> <p>yell, eye, jaw, jay, gag, going, quay, queen, kept, vans, rest, fox, zoo, oxen, fuzzy</p> <p>Dictation:</p> <p>Children to work on dictation materials with a focus on speed and accuracy.</p> <p><i>* Children that have reached the expected handwriting standard will continue to develop their handwriting through the use of dictation exercise (iPads with earphones).</i></p>
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Appendix B

Early Years and Key Stage 1 Handwriting Progression

Areas covered:

The children will be taught:

- Movements to enhance gross motor skills such as air-writing, pattern making, dancing (EYFS).
- Exercises to develop fine motor skills such as making marks on paper, whiteboards, sand trays, iPads and tablets (EYFS).
- Letter learning to familiarise letter shapes, formation and vocabulary (EYFS).
- Gross and fine motor skills exercises (KS1).
- Cursive/printed handwriting reinforcement, learning and practice (KS1).
- Numerals and capitals: where and when to use, learning and practice (KS1).

Overall outcomes:

EYFS

- Hold a pencil in an effective manner for writing and be encouraged to correct any errors in grip or stature.
- Understand that printed letters start at the top and cursive letters are written on a base line and 'start on the line' and 'end with a hook'.
- Begin to form some recognisable letters (printed and cursive by the summer term), capital letters and numerals.
- Understanding different shaped letter families.

KS1:

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

All children will be taught/ recap each individual letter construction at the beginning of the year. Targets can then be set from this assessment.

Key Stage 2 Handwriting Progression

Areas covered:

Handwriting sessions will be taught 3 times a week for approximately 15 minutes. Where possible, handwriting will incorporate weekly spelling practice.

- Joining to and from ascenders and descenders
- Maintaining consistency throughout the curriculum
- Horizontal and diagonal joins
- Double letters
- Punctuation

Overall outcomes:

Children will have full knowledge and ability of the different forms of handwriting for different purposes:



- Neat, joined, cursive letters for writing passages and large amounts of text, lists and letters.
 - Printed or capital letters for posters, notices, headings, labelling, and form filling.
 - Speedy handwriting for note-taking and dictation where neatness is not as important and shortcuts, such as + instead of 'and', can be used.
-
- Quality: Ensure letters are consistently sized with equal word spacing and that ascenders and descenders are parallel and do not touch words on the lines above and below.
 - Speed: Improve speed of handwriting to allow creative writing to take precedence over the task of handwriting and be able to take 'quick notes' at a faster pace.
 - Stamina: Have the strength and mobility to be able to write for longer periods of time without fatigue.

Year 3 and 4

- Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.
- Increase the legibility, consistency and quality of their handwriting

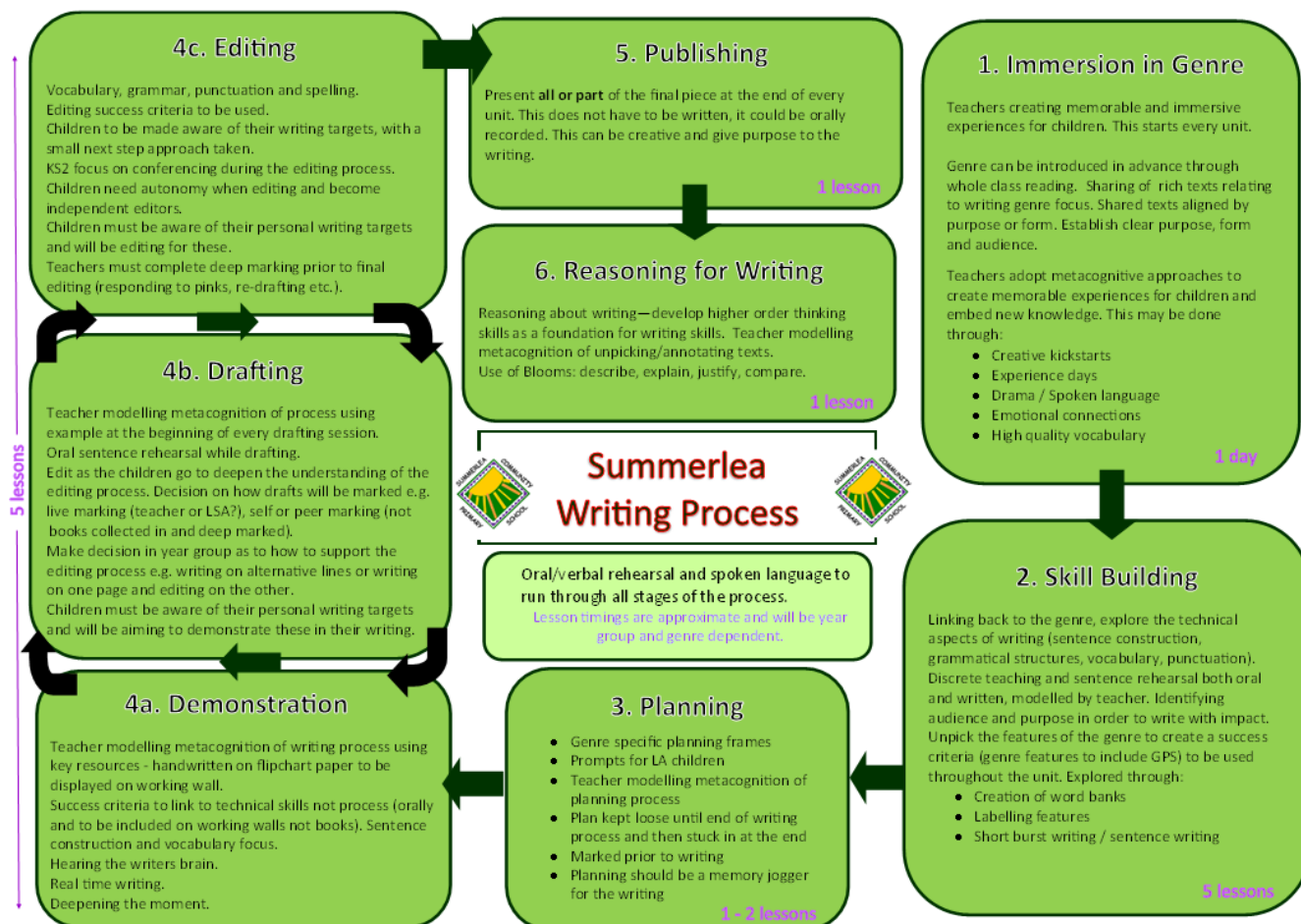
Year 5 and 6

- Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.
- To use and unjoined style, for example, for labelling a diagram or data, writing an email address, or for algebra and capital letters, for example, for filling in a form.





Handwriting application:

- Staff will monitor the use of the new cursive handwriting scheme across the whole of the curriculum to ensure the children are applying this new handwriting style in all areas of writing.
- Staff will model cursive writing in every lesson where applicable.
- All children will recap each individual letter construction at the beginning of the year. Targets can then be set from this assessment.

Appendix C:



Appendix D:

	 Writing to entertain	 Writing to inform	 Writing to persuade	 Writing to discuss
Year 1 & 2 (KS1)	Story Description Poetry	Recount Letter Instruction		
Year 3 & 4 (LKS2)	Narrative Description Poetry	Explanation Recount Biography Newspaper	Advert Letter Poster	
Year 5 & 6 (UKS2)	Narrative Description Poetry	Reports Biography Newspaper Essay	Advertising Speech Campaign	Argument Newspaper Review

Appendix E:

Writing genre: _____

Purpose and audience

Who are you, as the writer (authorial intent)? _____

Who are you writing for (audience)? _____

Why are you writing this (purpose)? _____

Circle one: Inform Persuade Entertain Discuss

What are the key features of this type of writing?

- _____
- _____
- _____
- _____

Our Writing Process



```

graph TD
    1[1. Immersion in Genre] --> 2[2. Skill Building]
    2 --> 3[3. Planning]
    3 --> 4a[4a. Demonstration]
    4a --> 4b[4b. Drafting]
    4b --> 4c[4c. Editing]
    4c --> 5[5. Publishing]
    5 --> 6[6. Reasoning for Writing]
    6 --> 1
    4b --> 3
    4c --> 2
    
```

Oral/verbal rehearsal and spoken language to run through all stages of the process.

Appendix F:

Progression of phonics

Twinkl Phonics Level	Number of Teaching Weeks	Recommended Year Group (UK schools)	Age of Children
Level 1	36	nursery/preschool	3-4
Level 2	7	reception	4-5
Level 3	12	reception	4-5
Level 4	5	reception	4-5
Level 5	30	year 1	5-6
Level 6	30	year 2	6-7

Appendix G:

Approach to spelling in KS2

- Spellings are mapped out in the 'Spelling Programme of Study'
- Year groups to cover the year group spellings in class – teacher led following guidance provided
- Backfilling of spellings for threshold pupils to be delivered through targeted intervention
- Those working below the ARE to have bespoke spellings, which will be set and assessed weekly by the TA

Week 1					Week 2			
30 mins	15 mins	15 mins	15 mins	15 mins	15 mins	15 mins	15 mins	15 mins
Rule / pattern introduced – handwriting focus – Definitions given	Games/ activities	Gamification activity	Words in context – dictation/grammar	Previous weeks spelling test	Recap the spelling rule	Emerging - Reinforcement	Confident - Words in context - grammar	Tic-tac-toe
Homework – Follow the current rule. See P.O.5 and include the statutory lists for Y3/4 and 5/6.								

Week & Session	Time	Year 3	Year 4	Year 5	Year 6 – Up to Spring 2	
Week 1	1	30	Introduce spelling rule or pattern, apply - handwriting focus. Potential to expose pupils to words not on the spelling list in the exploration phase – Definitions to be given New words to be given for homework books Words to be put on Dojo.			
	2	15	Teacher-led activity chosen from the activity bank. Children working towards understanding the rule and working with many words under the rule.			
	3	15	Use of gamification – <u>Wordwall</u> activity.			
	4	15	Children to write single clause sentence with an expanded noun phrase. Target words underlined. Peer marked at end of session.	Dictation: Three single clause sentences with an expanded noun phrase and prepositional phrase. Target words underlined		
	5	15	Previous weeks spelling words tested to ensure spaced practice and retention. Scores to be recorded on the flipchart			
Week 2	1	15	Recap the spelling rule – teacher led. Identify tricky spellings along with most appropriate spelling strategies. Children to practice on whiteboards. Can use a small interim assessment based on 5 random words from exposure list			
	2	15	Emerging	Confident	Emerging	Confident
	3	15	Single clause sentence with spelling word.	Multi clause sentence with coordinating conjunction FANBOYS	Single clause sentence with spelling word	Multi clause sentence with coordinating conjunction FANBOYS
			Multi clause sentence with subordination ISAWAWUBUB	Multi clause sentence with subordination ISAWAWUBUB, to include fronted adverbials with commas.	Single clause sentence with spelling word	Multi clause sentences which include subordination: <ul style="list-style-type: none">• ISAWAWUBUB• Fronted adverbials• Relative clauses• Parenthesis• Varied clause position
	4	15	Tic-tac-toe activity.			
5	15	Dictation using spelling words. 1 – expanded noun phrase 2 – fronted adverbial 3 – co-ordinating conjunction				





Policy Review Form

Please complete this section when reviewing and updating this document.

Author	Name Hayley Conrad	Date September 2018
Reviews	Name Hayley Conrad Louise Crook & Becky Kerrison- Pierce Hayley Conrad & Louise Crook Louise Crook	Review Period: Annually September 2019 October 2020 November 2021 September 2022
Information Source	Name	Date
Change Control	Sections Amended Reading, Writing & Spelling The Reading Environment Assessment and Record Keeping Handwriting – Aims Letters and Sounds – Year 1 and Year 2 Spelling Homework – KS1 and KS2 Minor additions under Reading 'Practice Books' added Minor additions under Writing 'The Write Stuff (Year 2, Year 3 and Year 4)' added Minor additions under Handwriting Minor additions under Spelling Policy Minor additions under Appendix B P.10 all children will publish writing once a term	Author & Date Hayley Conrad – Sept 2019 LC & RK-P – Oct 2020 LC & RK-P – Oct 2020 LC & RK-P – Oct 2020 LC & RK-P – Oct 2020 LC & RK-P – Oct 2020 LC & HC – Nov 2021 LC & HC – Nov 2021 LC & HC – Nov 2021 LC & HC – Nov 2021 LC & HC – Nov 2021 LC & HC – Nov 2021 LC & HC – Nov 2021 LC – May 2022



Change Control

Sections Amended

Minor amendments under
Reading
New Appendices C, E & F

Author and Date

LC – Sept 2022

LC – Sept 2022

LC – Sept 2023