

Hasland Infant and Nursery School

English Policy

Introduction

We live in an environment where text is all around us and we use the fundamentals of reading and writing in our daily lives. We recognise that our children have varied life experiences and the ability to read and write effectively directly impacts their life choices. We understand that reading and writing skills also has a direct impact on progress and attainment in all areas of the school curriculum and also on a child's self-esteem, well-being and motivation to learn. Therefore, we know that children need to develop a secure knowledge of the skills in literacy which follow a clear path of progression as they develop through the school. We believe that the teaching of English develops the children's ability to communicate effectively - to listen, speak, read and write for a wide range of purposes.

Through the learning, developing and mastery of English skills, children are able to express themselves clearly, creatively and imaginatively as writers, become enthusiastic and critical readers of stories, poetry, drama and non-fiction and media texts.

Children gain an understanding of how language works by looking at its patterns, structures and origins and use their knowledge, skills and understanding across a range of different situations.

Intent

- To enable children to use and understand English as speakers, readers and writers.
- To encourage children to be competent, confident and independent in the use of English.
- To develop children's awareness of different audiences and purposes for speaking, reading and writing.
- To encourage our children to use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas.
- To enable the children to acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.
- To enable children to use the English language in all areas of the curriculum and to help children to articulate their thoughts feelings and opinions in order to express themselves and communicate effectively with others.
- To encourage excellence in the subject.
- To support any child experiencing difficulty learning, so that barriers to learning can be overcome.

Implementation

Planning

In the EYFS, both in Nursery and Reception, we follow the Early Years Foundation Stage Framework to ensure continuity and progression from entering Nursery, moving onto Reception and then through to the English National Curriculum in KS1. The early Years Foundation Stage Curriculum is divided into prime & specific areas of learning & development. 'Communication & Language' is one of the three prime areas that are fundamental to, & support the development in all other areas. 'Communication & Language' is made up of the following 3 aspects: listening & attention, understanding & speaking. 'Literacy' is one of 4 specific areas which include essential skills & knowledge. They grow out of the prime areas & provide important contexts for learning. 'Literacy' is made up of the following aspects: reading & writing. Pupil provision is

related to attainment, not age. In EYFS, all aspects of literacy are taught. Children learn through play, speaking and listening activities, teacher modelling, group work and self-direction.

English is a core subject in the National Curriculum. At Hasland Infant school we have created a bespoke, creative curriculum as the basis for implementing the statutory requirements of the programme of study for English in the National Curriculum 2014 in Key Stages 1. Our Creative Curriculum uses drama and the imagination to creatively engage young learners in their learning. We have a two year cycle of long term planning, with an appropriate balance of fiction and non-fiction based themes. Our topics change termly, following a whole school theme and weekly plans ensure that the skills required to successfully complete a piece of writing are systematically taught. Time is built in for children to address misconceptions, build on skills and understanding and practice. Our plans are continually adapted by teachers to suit our children's learning and are very much a working document that shows good ongoing assessments.

Teaching & Learning

At Hasland Infant School we use a variety of teaching and learning styles in our English lessons in order to meet the needs of all our pupils. Our main aim is to develop children's knowledge, skills, and understanding. The curriculum is delivered by a class teacher and is supported by a full time Teaching Assistant. In all classes, learning is differentiated in order to provide work, which builds in the next steps to learning.

In the EYFS and KS1, language and literacy development are incorporated in all areas of learning. Continuous provision is used throughout EYFS and KS1 to provide carefully structured opportunities for children to apply their learning and opportunities are provided for children to communicate thoughts, ideas and feelings. Purposeful provision and role play is used to develop language and imagination. Carefully planned provision in EYFS provide children with the opportunities they need to apply and consolidate their learning through a mixture of teacher-initiated activities and their own child-initiated learning.

In Key Stages 1 children receive a daily English session in which they experience a variety of activities including speaking and listening, reading and writing, grammar, punctuation and spelling activities, (SPaG), guided group, independent work and drama activities.

In all classes, children have a wide range of abilities, and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. Staff have high expectations that all children can achieve their full potential. Teaching Assistants work in class, supporting all ability groups, specific individuals or groups of children, ensuring that work is matched to the needs of the child. Staff provide balanced and varied learning opportunities within the classroom meeting different learning styles. Wherever possible we encourage children to use and apply their learning in other areas of the Curriculum.

An environment is provided which reflects the importance of the English language. Each class has a Topic Working Wall, which builds up during the teaching sequence and is used to support learners to know and remember more. In addition to this, each class has a Literacy Working Wall, which displays current topic vocab and other key language the children need to use to write successfully and a Spelling Wall, which displays sounds taught, alternative spelling choices and words that demonstrate those choices. Children are also provided with opportunities to see adults writing and they can experiment with writing themselves.

Inclusion and SEND

We are an inclusive school where we focus on the wellbeing and progress of every child. All of our children share an entitlement to high quality literacy curriculum which is delivered in a vibrant and creative way. We recognise the fact that we have children of differing special educational needs, disabilities, special gifts and talents, and those learning English as an additional language in all our classes, and so we provide suitable

learning opportunities for all children by matching the challenge of the task to the ability of the child.

Links with the Community

Literacy provides opportunities for children to make links with the wider community. It provides them with the tools, skills and understanding to be able to communicate effectively with others in a variety of ways. School Council gives children opportunities to develop their speaking and listening skills to represent their ideas, discuss opinions and to listen to the views of others on a variety of issues. Members of the local community come in to hear our children read. Children utilize the local area to develop and enhance their topic learning with activities including filming spoken reports about landmarks in Hasland and exploring the local area to compare with other locations. Children use their literacy skills to write to people in the wider world, for example, writing letters to members of the Royal Family.

The Role of the Subject Leader

The literacy leader supports staff to deliver high quality literacy teaching in a way which meets school expectations and is consistent throughout school. They ensure that they are aware of new developments, research and initiatives that would enhance literacy teaching across school and share those with staff in a way that suits our curriculum. The subject leader conducts formal data collection and analysis and feed this back to staff, identifying any areas for development. They support planning where necessary and conduct lesson observations, drop-ins and learning walks to ensure consistency and effective teaching of the subject across school.

Impact

Assessment

Assessment is a continuous process integral to learning and teaching. It is how teachers gain knowledge of their pupils' needs, achievements and abilities, enabling planning and delivery to be more effective, thereby raising attainment for every child.

In the EYFS, pupils' achievements are ongoing and assessed against the Early Learning Goals. All EYFS staff use Assessment for Learning (AfL) techniques and formative assessment occurs daily.

In KS1 continuous assessments of reading and writing progress are made throughout the year. Summative Assessment is carried out every half term, using our school's assessment documented. Children are clear on the learning objectives and the purpose of their writing and they are provided opportunities for pupils to reflect on their own achievements and identifying areas for improvement. Teachers provide feedback to develop children's writing and to move their learning on.

SPEAKING AND LISTENING

Intent

The ability to communicate effectively is a key skill. Speaking and listening skills are vital in a child's development: they enable children to access all learning across the curriculum, they provide children with the tools they need to communicate effectively and they allow children to function properly in society. At Hasland Infant school we aim to develop as fully as possible each child's competence, confidence, fluency and enjoyment in speaking and listening. Speaking and listening activities are embedded throughout the curriculum. The National Curriculum provides expectations for pupils speaking and listening and these are planned throughout the curriculum.

Objectives:

- To help children to articulate their thoughts, feelings and opinions in order to express themselves and communicate effectively with others.
- To encourage children to have the confidence and self-esteem to be confident in their own opinions and be able to express them to others.
- To encourage children to concentrate, interpret and respond appropriately to a wide range of listening experiences.
- To value the contribution of others and take account of their views.

Implementation

Speaking and listening activities are embedded throughout the Curriculum. Children have the opportunity to experience a wide range of texts (deliberately and accidentally) through taught sessions and through the reading corners and role play areas which we encourage to always contain authentic literacy. Children are also given the opportunities for speaking and listening by asking and answering questions, discussion, talk partners, group story sharing, small group speaking and listening intervention activities. Our curriculum planning ensures that there is a clear focus for teaching and that a variety of contexts are used. It ensures that opportunities for drama and group discussion are carefully planned and integrated into other activities. The inclusion of Circle time, which also includes School Council discussions, promotes confidence in speaking and listening. The children also take part in assemblies, Christmas and end of year productions, which provide opportunities for public speaking

As a school, we aim to provide a stimulating environment, which arouses children's interest and curiosity. We aim to provide good role models who can use talk partners effectively and listen carefully to their peers. We ensure we give children thinking time to think and answer effectively and we listen carefully and respectfully with interest to what the children say. We ask open ended questions which support children exploring their ideas and thinking and we give all children equal opportunities to speak

Mathematics

Children use speaking and listening to solve problems, speculate, make decisions and reflect on what is important. These are all characteristics of a good mathematician – along with thinking flexibly, linking ideas and making connections, predicting, drawing conclusions and having the confidence to take risks.

Our Curriculum

Our curriculum gives children a powerful means of expressing themselves and developing their ideas and understanding in a wide variety of situations and curriculum areas. We use drama and imaginative thinking to promote high-quality thinking, discussion and written outcomes. Effective drama and talk activities support the preparation and planning for writing.

The Foundation Stage

In the Foundation Stage we teach English as part of the integrated activities linked to achieving The Early Learning Goals. Speaking and Listening is fundamental to the Communication, Language and Literacy strand of the Curriculum yet also underpins all learning within Foundation Stage. We give all children the opportunity to talk and communicate in a wide range of situations, to respond to adults and to each other, to listen carefully and to practice and extend their range of vocabulary and communication skills. Skilled adults prioritise and understand the importance of high quality interactions as well as back and forth

conversations with children throughout each day. They have the opportunity to explore, enjoy, learn about and use words and text in a range of situations. The children all access role play, small world play and imaginative play, which provide young children with a range of opportunities to develop their speaking and listening skills.

Key Stage One

Role play experiences are further developed through Key Stage One and they are fundamental to the teaching of Literacy. In Key Stage One children use the role play area and small world play to explore a range of imaginative situations linked with stories and the class topic. The rich experience they are given has a huge impact on the written work they produce.

Phonics: Sounds-Write

Through early phonics teaching the children are taught how to listen to sounds in the environment, in words and to each other. Guided and independent activities are provided to encourage the children to develop their early listening skills.

Inclusion and SEND

To ensure that all children are able to achieve their potential in speaking and listening appropriate support is put in place. SALT programmes are completed to enable individuals to address their particular needs. Visual supports are used in classrooms and are used in lessons wherever possible and small group support is put in place to support learners where necessary.

Impact

Speaking and Listening Assessment

Assessment is undertaken against the National Curriculum expectations using informal and formal methods of assessment.

READING

Intent

The importance of reading for children cannot be underestimated. Reading for pleasure can benefit a child's education, social and cognitive development, their wellbeing, and their mental health. We aim for children to develop the habit of reading widely and often, for both pleasure and information. Reading has a high profile at Hasland Infant School. We recognise the value of being able to read throughout nursery and school and we aim to develop each child's ability to read, understand and respond to all types of writing. We also aim to develop a love of reading through exposure to high quality, age appropriate texts. By the time our children leave our school we aim for them to have a love for reading, we want them to be confident readers who choose to read for pleasure and show understanding about what they have read.

Implementation

Reading is effectively taught throughout school through guided reading, individual reading, shared reading and adult modelling. The reading books we use across school consist of decodable books matched to our Sounds-Write Phonics programme.

The school library is well resourced and well used. Each class visits once a week and every child has the opportunity to borrow a book. Each classroom has a Reading Area which provides children with access to collections of carefully chosen books, for example:

- Story books
- Picture books
- Favourite books
- Traditional tales
- Topic related books

The varied selection will also support the children's development of personal book preferences encouraging them to be motivated to read, read widely and develop lifelong reading habits.

As part of our curriculum each class teaches a rhyme of the week, which is learned and then shared with adults at home. Only quality texts and treasured stories are shared with the children. Increasing children's vocabulary and developing speaking and listening skills.

Nursery

How we begin to teach reading in the nursery

- In Nursery children are introduced to high quality texts through **story time**. Often, topics will be built around stories and themes later explored by children through role-play, activities and play provision.
- Children and their parents are encouraged to borrow books to share at home.
- Sounds-Write teaching begins in the Nursery with children being introduced to the initial sounds of words, rhyming and alliteration.
- Nursery staff organise **curriculum information sessions** for parents and carers.
- Children are encouraged to recognise and read their name through self- registration and by finding their name and putting it in the basket when they have had their snack.
- The nursery is a word-rich environment with key areas labeled and words relating to topic being shared.
- Children are introduced to the conventions of books; they are shown that text is read from left to right, are taught to regard the illustrations as an integral to the story, shown how to turn the pages singly etc.

Reception

How we teach reading in Reception

- In Reception, children continue to explore and enjoy high quality texts through **story time**. Often, topics will be built around stories and themes later explored by children through role-play and other provision.
- Children are reminded/introduced to the conventions of books; that text is read from left to right, are taught to regard the illustrations as an integral to the story, shown how to turn the pages singly etc.
- The systematic teaching of Phonics is delivered through the Sounds-Write programme. This builds on what children learnt in Nursery and continues with children being taught the graphemes and phonemes they need to read and write.
- Children are encouraged to read and remember 'sight words'.

- Children are encouraged to recognise and read their name through self- registration; finding their name and putting it in the basket when they arrive in school.
- Reception classrooms are word-rich environments with key areas labeled and words relating to topic being shared.
- Spelling walls are in every classroom and phonic understanding is a high priority throughout the year
- Three time-tabled guided reading sessions begin with every child early in the Autumn term where children will be reading a book matched to their phonic ability.
- Children take home the familiar book they have been reading in school so they can practice at home.
- Reading volunteers also hear individual readers through the week when possible. They all attend training sessions provided by the literacy lead on how to read with children and are given continuous support from members of staff. As part of the training they are given a booklet, which describes how to read with a child.
- Reception staff have robust transition arrangements, which include offering information relating to the curriculum and offering advice about how parents can help at home.

Key Stage 1 Reading

- Throughout Key Stage 1, children are encouraged to acquire a love of books and to develop a respect for them. Books are used to stimulate the child's imagination and to give ideas.
- Children build a sight vocabulary from the structured list of year group words displayed in the classroom, whilst continuing to follow the **Sounds Write** programme. Their sight vocabulary is developed daily.
- **Sounds Write** phonics programme continues throughout Key Stage 1. It focuses on phoneme / grapheme recognition, alternative spellings for each phoneme and the strategies of blending to read and segmenting to spell. Children in KS1 are taught phonics as a whole class and activities are differentiated according to phonic ability and receive 5 x daily 30 minute sessions of focused teaching. Regular assessment ensures children are making progress and misconceptions are addressed.
- All Year 1 children read in a guided reading group x3 per week. These groups are carefully considered and the children read a book carefully matched to their phonic ability. Just like in Reception, the children will then take the same book home to practice reading with their adults.
- All Year 2 children read in guided reading groups x2 per week. As in Year 1, these groups are carefully considered and the children read a book carefully matched to their phonic ability. In Year 2 the children take a separate individual reading book home, which they change as and when necessary.

Every class has a weekly library session and children are encouraged to borrow a book to take home

Small Group Guided Reading

At Hasland Infant School, we have adopted an approach to teaching early reading to children working from the earliest developmental levels to text-literate decoders. Our new clear structured and sequenced approach allows us to target well-matched teaching to individuals and groups to support their progress from EYFS through to the end of KS1.

Every child in Reception and Year 1 take part in three timetabled reading practice sessions a week. (Children in Year 2 take part in two sessions.) This is a dedicated 20 minutes of reading. Teachers 'tap in' to hear

every child read without any distraction three times a week. Every child gets individual attention, and each session has a very clear focus.

Children also benefit from repeated practice in the pre-read part of each session. It helps them become quicker at reading the GPCs, words and tricky words they will find in the book. Their language learning is supported by the introduction of key vocabulary. Teachers use the same strategies as used in the daily phonics lesson sessions which helps reduce cognitive load.

- Read 1: Decoding – this has a clear focus on applying phonic knowledge to word reading.
- Read 2: Prosody – teaches children to read with prosody, so that they learn to read aloud with appropriate meaning, stress and intonation.
- Read 3: Comprehension – the final reading session explores comprehension.

Every Year 2 child takes part in two timetabled reading sessions per week. As in Year 1, they read books matched to their phonic ability but have different focuses. (We have developed a 2 week cycle for Year 2 consisting of four sessions.)

- Read 1: Reading – children will read independently. (Adult will ‘tap-in’ to each child individually.)
- Read 2: Intonation/prosody /expression focus – children will read with a focus on expression and recognising the patterns of stress and intonation in the text.
- Read 3: Retrieval - children will read and then be asked to extract information/facts from the book.
- Read 4: Comprehension (sometimes written) - children will read and then engage in discussions about what they have read, including inference and prediction questions.

Whole Class Guided Reading

In KS1 all children will take part in whole class guided reading as well as their small group guided reading sessions. These planned sessions take place x4 per week and last for approx. 10-15 minutes. The focus of these sessions is that ALL children are involved and are exposed to age-appropriate texts. These texts are carefully chosen by class teachers and are selected from the year group’s ‘Recommended Reads’ (Books for Topics) or from the ‘Treasured Stories’ recommended by the Reading Spine (Pie Corbett). These sessions focus on ‘Time to Read’ and ‘Time to Respond.’ All children work in mixed ability pairs and have a copy of the text, or part of the text during each session. The books are read and explored over a number of weeks (book dependent) so that the children can familiarise themselves with the text and learn and practise all of the skills they require to be a confident reader.

- Session 1 – The children familiarise themselves with a part of the text. In this session there will be a lot of scaffolded teaching. The teacher will read to them, they will read to each other. They will take part in echo and choral reading.
- Session 2 – The children will still have the same text as the previous day and this time there will be a VIPERS focus. E.g. This could be a Vocabulary focus where the children explore certain words. They will be given definitions and will be encouraged to use them in different contexts.
- Session 3 - The children will still have the same text as the previous day and there will be a focus on Intonation/expression/prosody. The teacher will model reading, using the punctuation in the book. The children will be given the opportunity to have a go and practise this themselves.
- Session 4 - The children will still have the same text as the previously used and this time there will be a VIPERS focus. E.g. Prediction.

The teacher will then plan accordingly for the following week and the text may be read in story time. (To where the children have read up to.)

Inclusion and SEND

To ensure that all children are able to achieve their potential in Reading appropriate support is put in place. We have staff employed to read with those who need additional support and enable them to make accelerated progress. Children who are experiencing difficulty in reading may become a 'priority reader', reading more frequently to build confidence and address individual difficulties. We provide adapted materials to support those with visual impairments to ensure they can access the reading materials. Other interventions take place to boost reading development. Phonics booster groups, precision teaching and small groups to develop sight reading and phoneme recognition.

Impact

Reading Assessment

Reading assessment is undertaken against National Curriculum expectations and which links closely with our phonics assessment in order for children to be reading books which match exactly to their phonic ability. From this assessment, children are then grouped into 'Specialist', 'Targeted' or 'Universal' groups depending on their needs and based on accurate and robust phonics assessment. Additional groups take place throughout the week for children who need additional support in phonics and therefore additional reading support.

We have had many unanticipated gains from our new structure to our guided reading programme. These include:

- Children becoming more confident to vocalise and explore voice sounds.
- Children developing their vocabulary, background knowledge, attention, through the application of phonics and reading practice sessions.
- A structured focus on comprehension skills for children who are proficient decoders, but need to develop their reading-for-meaning skills, which in turn develops other aspects of reading fluency, such as prosody, vocabulary knowledge and verbal reasoning.
- Staff passion and aspirations for the use of high-quality texts to support early reading for all children and enthusiasm to teach children to decode as they see the possibilities and successes it supports.
- As well as, of course, many children learning to apply their phonic knowledge to start to read words and books for the first time.

WRITING

Writing is an important skill for children to develop. It enables them to communicate, express themselves and represent meaning. Children want to write and this is shown in early mark making from the day they start in school.

To develop writing skills, writing will be used in every curriculum area. Writing will sometimes factual, sometimes imaginative and sometimes based on our own experiences. Children's work is used to draw other learner's attention to purpose, style, presentation, grammar, punctuation and spelling.

The topic plans for year 1 and 2 have been developed for our school and the writing the children complete always has a clear purpose. The scheme of work for writing is based on the National Curriculum for English.

Intent

For children to be able

- To construct and convey meaning in written language.
- To write in different genres.
- To write for different purposes and audiences.
- To develop a clear, consistent, well-formed handwriting style.
- To confidently use writing to express their ideas.
- To write sentences that are grammatically correct.
- To enable children to write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.

Implementation

How we teach writing:

Nursery

- Opportunities are given to mark make and develop control over a range of mark making equipment.
- Children are encouraged to write their own name.
- Adults model writing and talk about what they are doing.
- Opportunities to write are included in play activities (note books in the home corner, clip boards with the role play garage.)
- Mark making opportunities are rich and varied (writing in glitter using paintbrushes.)

Reception

- Building on the experiences in Nursery, writing opportunities continue to be offered as an integral part of play provision.
- IT programs are used on the IWB to model writing.
- Simple sentences which include CVC words are modeled.
- Teachers work with groups to teach writing.
- Children are encouraged to use their phonic knowledge to write independently as soon as they can.

Key Stage 1

The expectations for writing at the end of Key Stage 1 are set out in the National Curriculum for English.

- Children are taught using the objectives set out in the National Curriculum for English.
- These objectives have been broken down into smaller steps which build towards mastery of the objective.
- The Creative Curriculum uses topics which excite and engage children and give children a real purpose for writing.
- Children learn to write in a range of styles.
- Children learn to write for a range of purposes and audiences.
- Children write on lines.

- Children are given opportunities to write independently through the continuous provision.
- Every child has a topic book which build up to tell the story of the topic.
- Children will be taught to develop their understanding of grammatical concepts and to apply these in their writing.
- Teachers carry out 'action marking' throughout each writing session which the children respond to immediately.
- Children are given opportunities to edit their own writing by using a green pen for our 'always' elements of writing (this varies throughout the year and for each year group). This is scaffolded throughout the year to match the need of the individual child so that every child can be successful when editing their own work.
- The teacher then responds to this in the following days fluency part of the session.

Inclusion and SEND

To ensure that all children are able to achieve their potential in Writing, appropriate support is put in place. Children with fine motor development need will have access to physical literacy and fine motor development activities daily. Every classroom has a 'Funky Fingers' area with activities that are designed for children to access in order to develop their fine motor strength. Other interventions and groups take place in order to boost children's writing development such as precision teaching, additional phonics sessions to improve spelling and handwriting practice.

Impact

Writing Assessment

Children's work is marked and assessed using the school's feedback and marking policy. This consists of the teacher carrying out 'action marking' for each piece of writing which the children respond to instantly. The children are also given the opportunities throughout writing lessons to edit their own writing. They are encouraged to do this independently first and then will be supported by an adult when they will use a green pen to edit the 'always' elements of their writing (things they should always remember, even if it is not linked to the session's learning objective – the teachers follow a marking code for this, which the children are familiar with and which is displayed in each classroom.) The teacher will then use this information to plan the fluency part of the next session where the children will be given the opportunity to practice.

Assessment is undertaken constantly using our school's assessment documents and the teacher will mark this against our school's leveling criteria. This is moderated to ensure accuracy of leveling.

HANDWRITING

Intent

To produce clear, well formed, legible cursive writing that is consistent and neat in appearance

Objectives:

- Teach children to write in a neat (joined where appropriate) style by the end of year 2.
- Encourage children to understand the importance of good presentation and to take pride in their work.

- Enable children to write fluently at an appropriate speed.

Key Skills

- Children should grip the pencil about 3cms from the point so that they can see what they are writing. Their grip should not be too tight as this will prevent fluent handwriting. The pencil should be held in a relaxed grip between the thumb and forefinger. Pencil grips should be used if necessary
- Children should be encouraged to sit with a straight back with their legs under the table and both feet on the floor.
- Paper should be positioned at the correct angle.
- Capital and lower case letters and numerals are clearly shaped, correctly formed and orientated, and need to start in the correct place.
- Upper and lower case letters are accurately produced in one style and used consistently. They are not mixed randomly within words.
- All lower case letters start on the line and 'flicks' are used on all letters. (Continuous cursive)
- Consideration should be given to a left handed child. They may need to sit on the left hand side of the desk. They should be encouraged to keep their elbow into their side and their paper should be placed left of the body.

Implementation

To ensure continuity and progression the school follows the cursive style of handwriting.

Foundation Stage

- All EYFS practitioners are aware of the importance of gross motor development and this is something which is woven through every day learning.
- Children's arm movement and pencil grip is tracked to ensure activities are carefully matched to the children's next stage of physical development to support readiness for writing. Pre writing shapes are used to help assess and understand children's readiness for letter formation.
- Letter formation and orientation are taught at first through play based activities to develop hand-eye coordination and fine motor skills. This will ensure the foundations necessary to ensure developed pencil control and accurate letter formation and spacing.

In Nursery the children are encouraged to:

- Develop gross motor control
- Develop fine motor control.
- Take part in 'squiggle sessions.'
- Use a range of mark making tools such as pencils, pens and crayons, with confidence and enjoyment. (Nip, flick, grip)
- Develop a recognition of pattern.
- Develop a language to talk about shapes and movements.
- Make marks.
- Develop letter-like shapes. (Large and small scale)

In **Reception** the children further develop large and fine motor skills learned through play based learning in nursery and in addition:

- Participate in weekly handwriting sessions.
- Participate in 'Dough Disco' sessions.
- Develop letter formation within Sounds-Write sessions. (Where there will be an emphasis on, and an expectation of presentation.)
- Learn correct letter formation.
- Write their first name, using a Capital letter for the beginning and correct letter formation.
- Children should always write on lines.

Key Stage One

Year One

- Teachers explicitly teach handwriting once a week for 20 minutes. These sessions are based on a commercial handwriting scheme.
- Gross motor and fine motor warm up exercises will take place before every handwriting session.
- The structure of these sessions fit our approach to handwriting and teach the formation of each letter in relation to the letter 'families.' The handwriting skills taught in these sessions are reinforced during our Sounds-Write sessions, where presentation is valued but does not detract from the phonic content of the session.
- Children always write on lined paper.

Year Two

- Teachers explicitly teach handwriting once a week for 20 minutes. These sessions are based on a commercial handwriting scheme.
- Gross motor and fine motor warm up exercises will take place before every handwriting session.
- The structure of these sessions fit our approach to handwriting and follow on from Year 1. They teach the formation of each letter in relation to the letter 'families.' The handwriting skills taught in this session are reinforced during Sounds-Write sessions where presentation is valued but does not detract from the phonic content of the session.
- By Year 2 children are moving towards a joined handwriting style, which is included in handwriting sessions when appropriate.
- Children always write on lined paper.

Inclusion and SEND

Children who have specific difficulties will be supported in the classroom. This may include further support to achieve tasks, extra time to learn and consolidate skills or adapted resources such as triangular grip pencils. Where appropriate, these children will have access to sensory mark making activities.

Impact

Handwriting Assessment

Letter formation and handwriting are continually monitored to ensure good habits are formed early. Assessment is undertaken on an ongoing basis and is considered formally when writing is assessed.

SPELLING

Intent

Learning to spell helps a child to develop a strong connection between the letters and their sounds and learning high frequency 'sight words' (i.e words that can not easily be sounded out) will assist a child in both their reading and writing. By the time most children leave Hasland Infant School they will be able to apply their spelling- knowledge to reading and writing and make appropriate spelling choices based on what they have learned. From the start, children are encouraged to write individual letters and encouraged to spell phonetically. We teach phonics using a linguistic phonics programme called Sounds-Write in EYFS and KS1. This programme is successful in teaching children to read and spell as it starts with what all children know from a very young age – speech sounds. Children then systematically learn how these sounds are coded in our writing.

The four key concepts children need to learn are:

1. letters are symbols that represent sounds
2. sounds can be spelled using 1, 2, 3 or 4 letters
3. the same sound can be spelled in different ways
4. the same spelling can represent different sounds

The three key skills children need to master are:

1. blending
2. segmenting
3. phoneme manipulation

Implementation

Nursery

Children in Nursery are exposed to environmental sounds, rhymes, rhythms, alliteration and oral blending and segmenting as part of daily provision and discreet taught sessions. Children are encouraged to play with sounds, make links and differentiate between the sounds, rhymes and rhythms they hear.

Children in Reception and KS1 have a 30-minute Sounds-Write session every day, in addition to their Literacy lessons. Our daily sessions are fun and involve lots of speaking, listening and games. Children learn to apply their phonic knowledge when reading and writing activities and in their independent learning. Sounds-Write is divided into three units, Initial Code, Extended Code and Polysyllabic Words. Each phase systematically building on the skills and knowledge which has been taught in the previous unit. Throughout each unit children have time to practise and apply the skills needed to read and spell words.

EYFS

Children have daily 30 minute sessions. Throughout the year they will cover the full initial code and practise all 3 key skills whilst learning the 1:1 sound-spelling correspondences and securing their understanding of key concept 1. By the end of EYFS the children should be able to utilise these key concepts and skills when reading and writing.

Key Stage 1

Children have daily 30 minute sessions where they continue to practice all 3 key skills. Throughout Year 1 and Year 2 the children will cover the full Extended Code which focusses on alternative spelling choices and Polysyllabic Words. By the end of Key Stage 1 the children will have learned the necessary spelling patterns as specified by the National Curriculum.

Marking

- The correcting of mistakes is undertaken based on knowledge of what each child would be expected to spell correctly. It will be marked in such a way as to offer help to the child next time and not discourage children from writing.

Resources

- All classes in school will have a spelling display clearly displaying the sounds taught and other phoneme choices. This is a working wall and will be added to throughout the year.
- All classes have spelling mats displaying sounds taught and alternative phoneme choices to enable them to support spelling in writing. These mats will be the same across school to enable continuity.
- KS1 give the children opportunities to 'have a go' using scrap paper provided on tables so the children can 'see which one they think looks right' before committing in their writing.

Impact

Spelling Assessment

The children's ability to spell is regularly checked through the marking of their writing and is a key aspect of Sounds-Write teaching and assessment.