

Stocks Lane
Primary School
English Policy



April 2025

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Aims and vision

At Stocks Lane, 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. Our pupils are encouraged to develop the stamina and skills to write at length, use accurate spelling and punctuation, be grammatically correct, write in a range of ways and purposes including narrative, explanations, descriptions, comparisons, summaries and evaluations and write to support their understanding and consolidation of what they have heard or read. Alongside giving children the technical skills to write, we aim to nurture their creativity and passion. We understand what it is to be a writer and allow children the time and space to develop their own style and confidence.

Within reading, we want children to develop the fundamental transferable skills of reading to enable them to thrive in life. Reading is both a subject in its own right and the medium for teaching; for pupils, understanding the language provides access to the whole curriculum. Our pupils are exposed to a variety of engaging and stimulating texts in order to build a vast bank of vocabulary and support their understanding of the reading material with the intention of developing a wide knowledge base. We strive to ensure that children establish a passion for reading, so that their drive and enthusiasm is an innate part of their learning journey.

Throughout their time at Stocks Lane, we expect that they:

- develop positive attitudes towards books so that reading is a pleasurable activity
- read a varied selection of texts whilst gaining an increased level of fluency and understanding
- develop a range of reading strategies for approaching reading: using and applying phonological, contextual, grammatical and graphic knowledge
- use reading as a means of gathering information to support their learning throughout the entire curriculum
- develop enjoyment and pleasure in writing
- have opportunities to write for a range of real purposes and audiences
- understand the skills and processes that are essential for writing: thinking aloud and re-reading their writing to check their meaning is clear
- when spelling, have opportunities to practise using both their phonics knowledge and develop independent spelling strategies
- when writing, form their letters correctly and confidently, writing with a joined fluent style
- know and use grammar terminology to talk about their writing and how it helps a reader to understand and enjoy what they have written

The Teaching of English

Reading and writing is taught during daily English sessions through contextualised learning linked to a key text. Grammar, language and punctuation skills are taught through analysis of the author's use of effective vocabulary choices, language structures and writing style, and by using the key text as a model during the writing process. Children are given opportunities to imitate the author's style, reflect on why the writing is effective, then practise and develop their own writing style using the skills they have learnt. Links are made across the curriculum to join up learning and make writing meaningful and these skills are woven into a curriculum which promotes a love of

reading and places an emphasis on learning to read early, which then allows our children to read to learn. We use high quality texts and ensure children are exposed to a variety of text types and authors to allow them to find that love for books. In the early stages of reading, we teach children to decode words using phonic skills as their main approach, alongside which we teach sight vocabulary. Once grasped, the focus for developing reading is understanding and comprehension.

Strategies and Planning

As a school, we use the writing strategy which focuses on five key areas:

1. Composition
 2. Vocabulary, grammar and punctuation
 3. Transcription (spelling)
 4. Handwriting
 5. Terminology
- See appendix 1 for the full writing strategy.

Provision and Inclusion

- By recognising that some children may need specific help with their English skills e.g. if they are dyslexic, although they may have other strengths within the subject.
- By giving extra support to children (particularly those with SEND) via targeted interventions or tutoring those who need extra opportunities for reinforcement.
- By ensuring that pupils with particular ability and flair for English are extended through the use of additional, more demanding, open ended tasks and planned challenges within each lesson and, in UKS2 attending greater depth reading and writing sessions.
- By allowing Pupil Premium children to work in small groups and participate in appropriate intervention groups each week to aid their progress and attainment in English.

Approaches to Reading

EYFS and Key Stage 1

Reception: When children finish the induction period they begin Phase 2 of Bug Club Phonics. The sounds are taught in units.

Unit 1: s, a, t, p,

Unit 2: i, n, m, d

Unit 3: g, o, c, k

Unit 4: ck, e, u, r

Unit 5: h, b, f, ff, l, ll, ss

Teachers follow the suggested daily teaching from The Bug Club which involves a lesson introduction, a teaching session which includes learning the new sounds, reading and writing, wrap up and next steps.

When each letter sound is introduced, teachers use the interactive slides and videos to accompany it. There are also language sessions which teach the children the tricky words. Each session contains interactive Whole Class Teaching pages and will also contain links to the photocopiable masters (PCMs) for the session. Teachers can allocate pupil games and the relevant Bug Club Phonics eBooks from the session.

Children then reach Phase 3 and learn digraphs.

Unit 6: j, v, w, x

Unit 7: y, z, qu

Unit 8: ch, sh, th, ng

Unit 9: ai, ee, igh, oa, oo,

Unit 10: ar, or, ur, ow, oi,

Unit 11: ear, air, ure, ur

During phase 2 and 3, children will also learn the letter names using an alphabet song, although they will continue to use the sounds when decoding words.

Children then reach Phase 4.

Unit 12: adjacent consonants (cvcc, ccvc, ccvcc/cccvcc/cccvcc)

This is a consolidation phase and NO new sounds are taught, apart from consonant clusters br, bl, tw, st, sc, fl, fr, gr, gl, pr, pl, etc

It is also when children begin to read, write and spell cvcc and ccvc words such as; help, hold, crab, stop, spin etc. This is also an opportunity to assess children's ability to blend separate sounds together to read words with adjacent consonants.

The Phase 4 Guided blending activity presents the children with 4 words where each phoneme has been separated by a hyphen. They should be asked to say each sound in turn and then blend them to say the whole word. There is a simple warm-up word to familiarise children with what is expected of them.

The Phase 4 Unguided blending activity presents the child with 4 words that they must separate into its individual phonemes for themselves and then blend them to read the word in full. There is a simple warm-up word to familiarise children with what is expected of them.

In Year 1, the children are then taught Phases 5 and 6. This is when children are introduced to split digraphs a-e, e-e, i-e, o-e, u-e. So words such as game, these, like, bone, tune. The split e makes you say the name of the first vowel. They are also taught alternative spellings such as 'e' can be in bed but ee in see, e in he, ey as in monkey. ie as in Bobbie, ea as in sea.

In Reception and Year 1, children have the opportunity to read 1-1 or in a small group with an adult at least once a week. As the children move through the school, opportunities to read independently for a sustained period of time are offered to them.

Pupils who are making slow progress, or with gaps in their phonics understanding, are identified through formative assessment during lessons and intervention is immediately put into place, alongside the usual phonics teaching. This includes activities such as flashcards, precision teaching, reading and writing sounds. Specific phonics interventions are then put in place for extra support with early reading.

We work within all Key Stages to ensure that all pupils who would benefit from extra phonics teaching receive it. Any pupil, who has not reached the expected phonics level by the end of Year 1, as assessed by the national screening check, receives additional phonics intervention within Year 2, so that they can catch up with their peers.

In Year 2 and lower KS2, pupils with major gaps in their phonic understanding are identified and receive additional support where appropriate. Discrete phonics teaching continues into Year 2 and above, and for as long as necessary, for pupils who require extra support and learning time to focus on securing their phonics knowledge.

Guided reading in Reception and Year 1 operates differently to the other year groups as they work in small groups and the texts are matched to their phonics lessons.

From Year 2, Guided Reading sessions are taught daily for 30 minutes where children are exposed to a range of different text types which they are given a week to explore. The teaching of Guided Reading follows the progression as follows:

Monday	Unpicking unfamiliar vocabulary.
Tuesday	Answering a range of fact retrieval questions.
Wednesday	Answering a range of inference questions.
Thursday	Unpicking the text in a deeper manner to answer more detailed inference questions.
Friday	Applying the skills learnt to an unseen text.

Many exciting events and provision are planned within school to promote reading for pleasure including each classroom having an exciting and engaging reading corner and allowing reading for pleasure to be timetabled into the school week. As teachers, we model reading for pleasure and engage with ERIC daily which involves children and adults reading for pleasure for 15 minutes per day. During this time, we encourage book talk to continue to develop that love for reading. Each class also develops their knowledge of poetry by providing the children with a book mark each term with a poem on which they learn and perform. Where possible, visits by: published authors, skilled story tellers, performances by professional theatre groups are organised in addition to making books and the use of drama to illustrate the texts studied.

We encourage all readers to share a book at home with their grown-ups. We believe that this not only helps to develop inferential skills, but also supports a lifelong love of reading. Throughout the Key Stage, children become more independent in recording what they have read in their planners. We recognise the value of adults (both in school and at home) reading aloud to children, in order to improve their grasp of story language; enthuse them with a love of books and to inspire them to become great authors themselves.

Approaches to Writing

We aim to develop the children's ability to produce well structured, detailed writing in which the meaning is made clear and which engages the interest of the reader. Attention is paid throughout the school to the formal structures of English, grammatical detail, punctuation and spelling. Teachers are flexible in their selection of English experts' strategies, such as Talk for Writing, The Write Stuff and using drama to enhance writing, to suit the needs of the children and text type being taught. Teachers model writing strategies and the use of phonics and spelling strategies in shared writing sessions. Shared writing is used to target specific needs of both groups and individuals, whilst children have opportunities to write at length in extended independent writing sessions at regular points during a term.

The children are given frequent opportunities, in school, to write in different contexts using quality texts as a model and for a variety of purposes and audiences. The text types, which are required to be covered by The National Curriculum are outlined in our long-term plans for each year group to ensure that there is a breadth of coverage.

We recognise the important role that computing has to play in our school in the development of English skills. There are many opportunities for children to improve their writing inspired by drama techniques and film clips. Interactive technology is used regularly to enhance the teaching of English and our radio suite is used to encourage children to perform their work termly.

We follow a handwriting policy in school to help children develop fluent, cursive, clear and legible joined up writing (see appendix 2).

Teachers also plan in a range of cross curricular writing opportunities so that children can apply what they have learnt in English lessons across the curriculum to reinforce knowledge.

Approaches to Grammar, Punctuation and Spelling

The teaching of Grammar and Spelling is in line with the requirements of The National Curriculum (2014). Our expectations were created as a whole staff and are outlined in a progression grid. It details the expectations for the teaching of grammar and the agreed terminology (from the NC glossary) which must be used by each year group. Grammar is taught daily and embedded within English lessons linking to the features of the text type that is being studied.

To be able to spell correctly is an essential life skill. When spelling becomes automatic, pupils are able to concentrate on the content of their writing and the making of meaning. Whilst we note that spelling is not the most important aspect of writing, confidence in spelling can have a profound effect on the writer's self-image. We aim to use explicit, interactive teaching using the Spelling Shed which draws children's attention to the origins, structure and meaning of words and their parts, the shape and sound of words, the letter patterns within them and the various ways they can learn these patterns.

In the Early Years and Year 1, daily phonics is the key to the children's learning of spelling. This is taught using Bug Club Phonics in Reception and Year 1. Children are taught to blend sounds to read and segment to spell. At the same time, they learn words which are not phonically regular (common exception words).

From Year 2 and into KS2 the children move towards using their phonic knowledge to help them to understand spelling rules and patterns. Helping the children to understand how to use and apply known spelling patterns (and to develop strategies to tackle tricky words) is the key to helping them to become successful spellers. Spelling skills are taught each week and are also embedded in English lessons so as strategies and rules can be taught in the context of writing.

Assessment

The children at Stocks Lane are formally assessed on a nine-week cycle, however teacher assessment is constant. More formal assessment includes:

- Moderating pupils' work, as a whole staff, at least termly. Levels are agreed between professionals. We seek to moderate with other schools whenever possible.
- Reading and writing assessments are recorded on a tracking system every 8 weeks which is kept updated by the teachers who analyse the data along with the senior management team.

- Pupils on the SEN register are identified and monitored. Progress towards targets in their individual education plan is analysed by teachers and the SENCo.
- Work is assessed via marking and improvements encouraged through our numbered marking system and recording next steps.

Roles and Responsibilities

The Headteacher:

- determines the ways English should support, enrich and extend the curriculum; decides the provision and allocation of resources;
- decides ways in which developments can be assessed, and records maintained;
- ensures that English is used in a way to achieve the aims and objectives of the school;
- ensures that there is an English policy, and identifies the English subject leader.

The English Subject Lead(s):

- inspire colleagues to deliver high quality teaching and learning opportunities;
- analyse data to identify strengths and weaknesses in outcomes; planning for improvement accordingly.
- write, monitor and evaluate an action plan for English for the School Development Plan;
- lead INSET within the school, and investigate suitable courses elsewhere;
- provide technical expertise;
- lead the evaluation and review of the school's English policy.

The Teaching Staff:

All staff are responsible for understanding and agreeing to support this policy and action plans for English so that teaching and learning are effective and there is consistency throughout the school.

The Governing Body:

- receive and analyse reports from the school's leadership on provision, standards of teaching and pupil outcomes in English as part of their strategic monitoring and evaluation role;
- constructively challenge the school and facilitating self-evaluation to help drive further improvement

Parents:

Parents are responsible for supporting their children with home learning activities related to English such as home reading, learning spellings etc. Parents are also responsible for ensuring that all school reading books and resources that are taken home are looked after and returned to school in a suitable condition.

Monitoring and Evaluation

The teaching of English will be monitored through the School Development Plan by the English subject leader in the first instance and then by the Senior Leadership Team and the Head teacher. SATS results are analysed and areas for development prioritised. Governors are kept informed via a subject report as scheduled in the Monitoring and Evaluation programme. The Governor assigned to monitoring English will be kept abreast of developments, progress and changes within the subject.

Inclusion

Our school is an inclusive school. We aim to make all pupils feel included in all our activities. We try to make all our teaching fully inclusive. We recognise the entitlement of all pupils to a balanced, broadly-based curriculum. We have systems in place for early identification of barriers to their learning and participation so that they can engage in school activities with all other pupils. We acknowledge the need for high expectations and suitable targets for all children

The Writing Strategy

At Stocks Lane Primary School we aim to teach the skills of writing and a love of writing so that our children

- develop enjoyment and pleasure in writing
- have opportunities to write for a range of real purposes and audiences
- understand the skills and processes that are essential for writing: thinking aloud and re-reading their writing to check their meaning is clear
- when spelling, have opportunities to practise using both their phonics knowledge and develop independent spelling strategies
- when writing, form their letters correctly and confidently, writing with a joined fluent style
- know and use grammar terminology to talk about their writing and how it helps a reader to understand and enjoy what they have written

Our teaching objectives cover five key areas:

1. Composition
2. Vocabulary, grammar and punctuation
3. Transcription (spelling)
4. Handwriting
5. Terminology

Progression in learning across these key areas looks like this:

Composition						
EYFS I can write simple sentences which can be read by myself and others.	1 I can say out loud what I am going to write about. I can reread what I have written to check it makes sense.	2 I can evaluate my writing with a teacher and other pupils. I can proof read my writing to check for errors in spelling, punctuation and grammar.	3 I can use others' writing to plan my own. I can evaluate my own and others' writing and suggest improvements.	4 I can evaluate my writing and consider the effect of my writing on the reader.	5 I can propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.	6 I can select appropriate grammar and vocabulary, understanding how these choices can change and enhance meaning. I can identify the audience for and purpose of my writing, selecting the appropriate form.
Sentence						
EYFS I can write simple sentences	1 I know how words can go together to make sentences. I use simple sentences and sometimes join them using 'and'	2 I use coordination: or, and, but. I use subordination: when, if, that, because. I can use adjectives to expand my noun phrases to describe and specify (e.g. <i>the blue butterfly, plain flour, the man in the Moon</i>) I can use the four sentence types: statement, question, exclamation, command.	3 I can use conjunctions (e.g. <i>when, before, after, while, so, because</i>), adverbs (e.g. <i>then, next, soon, therefore</i>), or prepositions (e.g. <i>before, after, during, in, because of</i>) to express time, place and cause.	4 I can use preposition phrases to expand my noun phrases. I can use fronted adverbials (e.g. <i>Later that day, I heard the bad news.</i>)	5 I can use relative clauses beginning with <i>who, which, where, when, whose, that</i> , (e.g. <i>the dog, who was hiding under a bush, ran out and scared the neighbour</i>) or an omitted relative pronoun (e.g. <i>instead of the house that he owns, the house he owns</i>) I can use adverbs (e.g. <i>perhaps, surely</i>) or modal verbs (e.g. <i>might, should, will, must</i>) to indicate degrees of possibility.	6 I can use the passive voice to make my writing more effective (e.g. <i>I packed the bags</i> versus <i>All the bags were packed</i>) I can use the subjunctive form to make my writing more formal. I can use an informal tone where appropriate (e.g. when talking to the reader or in dialogue)
Punctuation						
EYFS I can attempt to use finger spaces, capital letters and full stops.	1 I use finger spaces. I am beginning to use capital letters, full stops, question marks and exclamation marks. I can use capital letters.	2 I can use capital letters, full stops, question marks and exclamation marks. I can use commas to separate items in a list. I am beginning to use	3 I am beginning to use inverted commas.	4 I can use inverted commas and a comma after the reporting clause. I put closing punctuation within inverted commas. I can use apostrophes to mark singular	5 I can use brackets, dashes or commas to indicate parenthesis. I can use commas to clarify meaning or avoid ambiguity.	6 I can use a colon to introduce a list and use semi-colons within the list. I can use the semi-colon, colon and dash to mark the break in a sentence (e.g. <i>It's raining; I'm fed up</i>)

	for names and I.	apostrophes to mark where letters are missing and to mark singular possession.		and plural possession. I can use commas after fronted adverbials.		I can use the punctuation of bullet points to list information (refer to grammar dictionary) I can use hyphens to avoid ambiguity (e.g. <i>man eating shark</i> versus <i>man-eating shark</i>)
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Text

EYFS I can develop my own narratives and explanations by connecting ideas and events.	1 I can sequence sentences to form short narratives.	2 I can choose correctly when to use the present and past tense. I can use the progressive form of verbs in the present and past tense where appropriate (e.g. <i>she is drumming, he was shouting</i>).	3 I can use the present perfect form of verbs (e.g. <i>He has gone out to play instead of He went to play</i>). I can begin to use paragraphs to group information. I can use headings and subheadings.	4 I can use paragraphs to organise ideas around a theme. I can choose an appropriate pronoun or noun to avoid repetition.	5 I can use different pronouns and adverbs to build cohesion within a paragraph (e.g. <i>then, after that, this, firstly</i>). I can link ideas across paragraphs using adverbials of time (e.g. <i>later</i>), place (e.g. <i>nearby</i>), tense (e.g. <i>he had seen her before</i>) and number (e.g. <i>secondly</i>).	6 I can link ideas across paragraphs using repetition of a word or phrase, grammatical connections (e.g. the use of adverbials such as <i>on the other hand, in contrast, or as a consequence</i>), and ellipsis. I can use headings, subheadings, columns, bullets or tables to structure my text.
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Transcription (spelling)

EYFS I can use my phonics knowledge to write words which match my spoken sounds. I can write some irregular common words. See long term plan for phonics and spelling.	1 I can spell the Y1 common exception words. I can spell regular plural words ending in -s or -es. I can add -s and -es to verbs (e.g. <i>he walks, he argues</i>). I can add the prefix -un. I can use the suffixes -ing, -ed, -er and -est where the root word doesn't change.	2 I can spell the Y2 common exception words. I know how to spell homophones and near homophones. I can add suffixes (-ness, -er, -ful, -less, -est, -ly, -ment).	3 I can spell many of the Y3/4 common exception words. I can choose whether to use a or an in front of a noun.	4 I can spell the Y3/4 common exception words. I can use further prefixes (<i>dis, mis, in, im, re, sub, inter, super, anti, auto</i>) and suffixes (-ation, -ous, -sion, -sure, -ture, -ssion, -cian). I can choose whether to use was or were in front of a verb.	5 I can spell many of the Y5/6 common exception words. I can create verbs from nouns or adjectives using suffixes (e.g. -ate, -ise, -ify). I can use verb prefixes (e.g. <i>dis, de, mis, over</i> and <i>re</i>)	6 I can spell the Y5/6 common exception words. I can use synonyms and antonyms.
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Handwriting

EYFS I can sit correctly at a table when writing. I can hold my pencil using a tripod grip. I can correctly form my letters.	1 I can write capital and lower case letters. I can start and finish my letters in the right place. I can write numbers 0-9.	2 I can write lower case, capital letters and numbers that are the right size. I can join my letters in the right places.	3 I can use cursive handwriting consistently.	4 My handwriting is cursive and neat (e.g. descenders and ascenders do not touch).	5 I can write cursively at speed whilst still presenting my work neatly.	6 I have developed my own personal style of handwriting.
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Terminology for pupils						
EYFS Letter, word, sentence, write, capital letter, full stop, finger space.	1 Letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark.	2 Noun, noun phrase, statement, question, exclamation, command, main clause, subordinating conjunction, co-ordinating conjunction, compound, adjective, verb, adverb, suffix, tense (past, present), progressive form of verbs, apostrophe, comma	3 Adverb, preposition, conjunction, word, family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas, present perfect.	4 Determiner, pronoun, possessive pronoun, adverbial.	5 Modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity.	6 Subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semicolon, bullet points.

We achieve this through :

- Continuing to teach previous year groups' skills and knowledge as well as current year group's learning so that all primary writing skills and knowledge are fully embedded by the time children leave primary school.
- Giving children plenty of writing opportunities to support with gathering evidence to feed into assessment judgements. In EYFS this should be child initiated as well as supported, whilst in Y1 – Y6 this should be writing that has been carried out as part of normal classroom practice.
- Making key vocabulary from our Literacy text a main focus in both reading and writing lessons
- Modelling to children how to write and how to edit and giving them plenty of time to produce a piece of writing.
- Teaching children clear progression through a writing journey, immersing them in the text/genre and teaching them the skills they need to be able to write their final outcome.
- Giving children time to write the outcome over a few days.
- Following the marking policy which includes next steps.
- Giving children time to respond to marking either immediately or at the beginning of the next lesson.
- Marking writing so that it supports children's editing.

We use these specific strategies :

- 1) Begin with the skills we want to teach the children, identified as part of formative or summative assessment.
- 2) Decide the **writing outcome** and who it is specifically for (**purpose**) and display on our working wall at the beginning of the learning journey.
- 3) Identify 5 key tier two words from the text
- 4) Write our **WAGOLL** based on the main writing outcome, differentiating it where appropriate. In our WAGOLLS, we include examples of grammar we would like children to use, examples of some of the key vocabulary used in context and examples of words using the spelling rules and words from the spelling lists from their year group and previous year groups

- 5) Display our WAGOLL on our working wall at the end of the learning journey and annotate it – this is our success criteria and gives children the **toolkit**.
- 6) We also stick the WAGOLL into children's books so that they children know what they are learning to write. Children annotate the WAGOLL to help them know what they need to learn.
- 7) Our **working wall** is a visual representation of the learning journey and shows what the children are learning to write, who they are writing for, some key vocabulary at the beginning of the journey and our annotated WAGOLL at the end of the journey. The working wall displays the generic headings linked to our three-phase planning – Reading Phase, Toolkit and Writing Phase and will also display the following subheadings - We are writing . . . (e.g. a letter), We are learning to (skill-based objectives) and Why ? The reading phase will display key features of the genre, questions linked to the reading question stems, prediction, sequencing and key vocabulary. The Toolkit phase will feature spelling, grammar and terminology. The writing phase will feature the WAGOLL and planning, drafting, editing and publishing information. In Reception we have all the above headings except the Grammar heading.
- 8) Each class will have a display celebrating writing outside their classroom which will be changed termly.
- 9) We ensure that the working wall is visible to all children in the class and expect all children to use it to enhance their learning.
- 10) We teach from the working wall every day.
- 11) The day's learning will be exemplified on the working wall.
- 12) We **HOOK** children into the unit – this will motivate the children and inspire them to write.
- 13) Using the planning format, we plan a series of lessons based on the key features of the WAGOLL, hooking the children in and immersing them in the genre (which will include other texts). We teach them the grammar, punctuation and vocabulary then support them in the writing phase which should take place over several sessions and include lots of teacher modelling, discussion with peers and teacher, and editing. The focus is on children producing a piece of writing which works well as a whole and engages the reader.
- 14) Throughout the unit, we include lots of modelled, shared, guided and independent writing to support the children with developing the skills they need to become proficient writers.
- 15) Throughout the unit, we give children writing opportunities that will support their main writing outcome and we expect the learning journey to be reflected in children's books – this means that something is recorded in books every day (weekly in EYFS).
- 16) We keep focused on the purpose of the children's writing and value it when it is finished, giving them feedback linked to their purpose if possible.

Writing assessment

- We gather evidence of what children can do through writing that has been carried out as part of normal classroom practice, e.g. end-of-unit writing (at least 2 pieces per half term), writing opportunities throughout a unit and writing in other areas of the curriculum.
- We record the evidence on AP's assessment grids (or the grids linked to the interim assessment frameworks in Y2 and Y6) and use this to inform our judgements on Insight.
- In EYFS, we gather evidence from child initiated and adult focused learning and record what children can do on Early Essence.

Writing moderation

- Teachers moderate writing across school and the Partnership every term, using staff meeting time.
- The English team moderate a cross section of pupils from each year group every term.

Appendix 2

The Handwriting Policy

Introduction:

At Stocks Lane Primary School, we recognise that handwriting is an important life skill. Children's ability to write fluently depends on a good foundation of taught handwriting in the early years of their education.

We believe that neat and well-formed handwriting and neat presentation of written work helps to raise standards. We feel that pupils take more pride in their own work and have a sense of ownership of their work.

As a school, we adopt the cursive style of handwriting. This is based on the following principles:

- Letters are produced in a flowing movement, which helps develop a "physical memory" of how each letter is written, making it easier to produce the correct letter shape.
- There is a clearer distinction between capital and lower-case letters.
- The continuous flow of writing ultimately improves speed and spelling.
- Cursive handwriting involves no relearning as with printing and then joining later.

Aims:

- To raise standards in writing across the school.
- To have a consistent approach to handwriting and therefore presentation across EYFS, Key Stage 1 and Key Stage 2.
- To adopt a common approach towards modelling handwriting by all adults, on Interactive Boards, display and resources.
- To teach children to use a neat, fluent and legible style with correctly formed letters.

Curriculum Provision:

Handwriting will be taught regularly through short, focussed sessions until the end of Year 4 for a minimum of 2 X 15 minutes sessions per week, and may be linked with spelling or grammar objectives. Teaching will generally occur outside of English lessons, although shared and guided writing also provides opportunities for the modelling and monitoring of handwriting. Handwriting practice and interventions will take place in Yr 5 and 6 where necessary.

Teaching and Learning:

Handwriting is a movement skill and therefore the agreed cursive style needs to be modelled through explicit teaching. It is not sufficient for children to copy models or use worksheets. A mixture of whole class, small group and individual teaching is planned to meet children's needs. We base our teaching on the Letter Join scheme of work using the four principal joins. See Appendices for joining groups and break letters.

Patterns relating to letter formation will feature in Reception and Key Stage 1 as well as the correct formation of numbers.

Children will be taught correct letter formation in Reception class and continue to in Year 1. The children will begin to use cursive handwriting once this is secure. Correct joins orientation, formation and proportion will continue to be taught in Year 2 and consolidated in Years 3 and 4. In Key Stage 2 children will work towards producing a fluent, consistently formed style of cursive handwriting with equal spacing between the words and letters.

The size and spacing of lines on paper will be determined by class teachers and the SLT and will be determined by when the child or children are ready to move onto larger or smaller spaced lines.

Throughout the school, children will be taught technical terms and vocabulary in order to support the development of their handwriting, e.g. ascenders, cursive, clockwise, vowel, joins. In Reception and Key Stage 1, children will learn a "patter" to enable correct formation of numbers. See Appendix.

All children will be taught to get ready for handwriting by ensuring that they adopt the correct pencil grip, posture, book/paper positioning and warm up where necessary.

Teaching Sequence (see appendix 3 for order of letters)

- Hand and finger strength
- Physical preparation
- Tracing
- Patterns
- Over teacher's writing (highlighter)
- Under teacher's writing (directly under words – write in large letters, leave large spaces between words)
- Independence

Techniques for teaching letter formation

- Model good handwriting all the time
- Demonstrate
- Talk through the process
- Encourage children to verbalise the process
- Children form letters in the air

- Finger trace over tactile letters
- Write over highlighter pen (or dotted letters)
- Draw round templates
- Write in sand with finger or stick
- Write with chalk on chalkboard
- Wax resist letters
- Form letters with pegs on pegboard
- Form letters with beads in plasticine
- Finger trace the outline of letters on the back of the person in front of you

Getting ready to write

Seating and posture

- Chair and table should be at a comfortable height
- The table should support the forearm so that it rests lightly on the surface and is parallel to the floor
- Encourage children to sit up straight and not slouch
- The height of the chair should be such that the thighs are horizontal and feet flat on the floor
- Tables should be free of clutter
- Rooms should be well lit
- Left handed pupils should sit on the left of their partners

For right handers

- Hold lightly between the thumb and forefinger about 3cm away from the point
- The paper should be placed to the right tilted slightly to the left
- Use the left hand to steady the paper

For left handers

- Hold lightly between thumb and forefinger resting on the first knuckle of the middle finger
- Hold about 3cm from the tip
- The hand should be kept below the writing line
- The paper should be tilted slightly to the right at about 20 - 30°
- Use the right hand to steady the paper

NB It is very important that a right-handed child is NOT seated on the left-hand side of a left-handed child as their elbows will collide!

The Learning Environment:

Throughout the school displays should show a mix of handwritten and word-processed labels or wording in order to give a high profile to developing a neat, legible cursive style. The selected font will be Twinkl cursive non-looped.

Inclusion and Equal Opportunities:

Some children will need more support in order to write legibly and fluently, e.g. by using a pencil grip or a writing slope. Provision for this will be made within the class. It is important to analyse children's handwriting where there are difficulties, in order to identify common errors which can be worked on one at a time. Some children may have specific difficulties that affect their handwriting. Teachers should liaise with the SENCo to develop a programme for the individual child. There are also certain circumstances where some children with fine motor difficulties or SEND may achieve their pen license at different stages to other children.

Celebration and Motivation:

Staff will ensure that handwriting is promoted by:

- Celebrating handwriting of a high standard, including homework, in whole class situations.
- Children achieve their handwriting license by taking a 5 minute test to showcase their handwriting and if the criteria are met then they are given a 'license' and a pen to use in lessons (except maths).
- Displaying written work with annotated comments recognising achievement.
- Using joined, legible and consistently formed handwriting on Interactive Whiteboards, in books, on flip charts, displays etc.

Provision for children who join the school with a different style of handwriting:

Children joining the school may already have developed their own style of handwriting. Neat and legible handwriting will be acceptable, but handwriting interventions may be put in place if this is not the case.

Parents:

It is important that parents and carers are informed about our approach to handwriting and what they can do to support their child. Families will be given our leaflet "Supporting your child with handwriting" which outlines guidance for each year group. Parents will be encouraged to support their children to take pride in their handwriting when completing homework.

Further Information:

Further details on any aspect mentioned here can be found in the Appendices to this policy.

Monitoring and Evaluation:

This will be undertaken by the class teacher and will be assessed as part of on-going class assessments. Once a child had been awarded their handwriting license, points up to a maximum of 12 may be given to children if their handwriting and presentation declines in their work. Teachers will monitor the points and the child will have their license revoked and use pencil again, until they show that they can consistently use the correct formation and presentation of writing again.

Handwriting and presentation will be monitored by the Senior Leadership Team on a regular basis through Learning Walks, lesson observations and book scrutinies. Feedback will be shared through Key Stage Meetings to ensure that the policy leads to good practice.

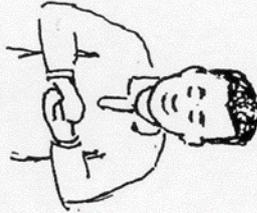
Handwriting Appendices

Here's a warm up that's great for posture and a positive attitude. Use it before cursive handwriting lessons and during the lessons. It's refreshing and can be done even in a crowded class. If it's manageable, let your students jump in place first.

APPENDIX 1



Push palms



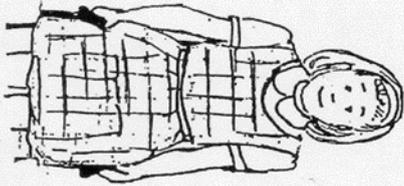
Pull hands



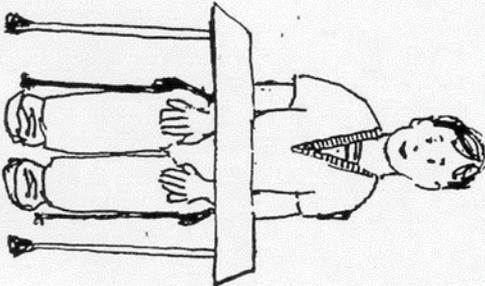
Hug yourself tightly



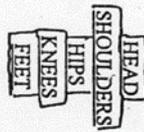
Reach high, one hand, then other
Reach - make circles in the air



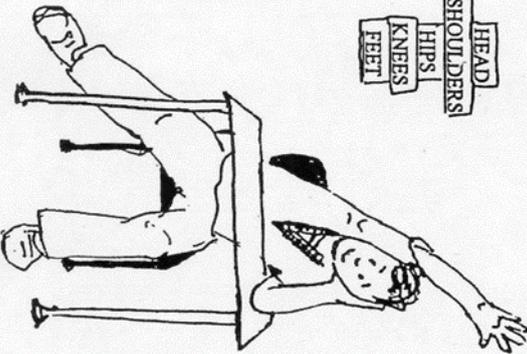
Pull up on chair



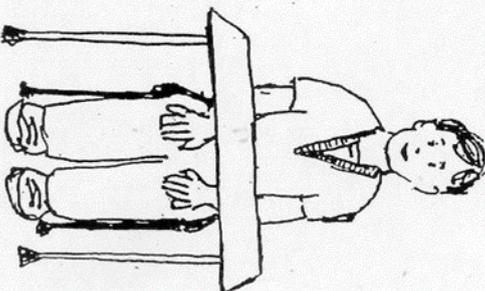
* Stack your blocks



* BLOCKS



Assume an outrageous posture



Stack your blocks again!

Get ready for handwriting – pencil grip, posture, book/paper positioning, warm up etc.
<http://www.teachhandwriting.co.uk/handwriting-warm-up-exercises.html>

Appendix 2 examples of letter and number formations

Lowercase letters:

abcdefghijklmnopqrstuvwxyz

Cursive :

abcdefghijklmnopqrstuvwxyz

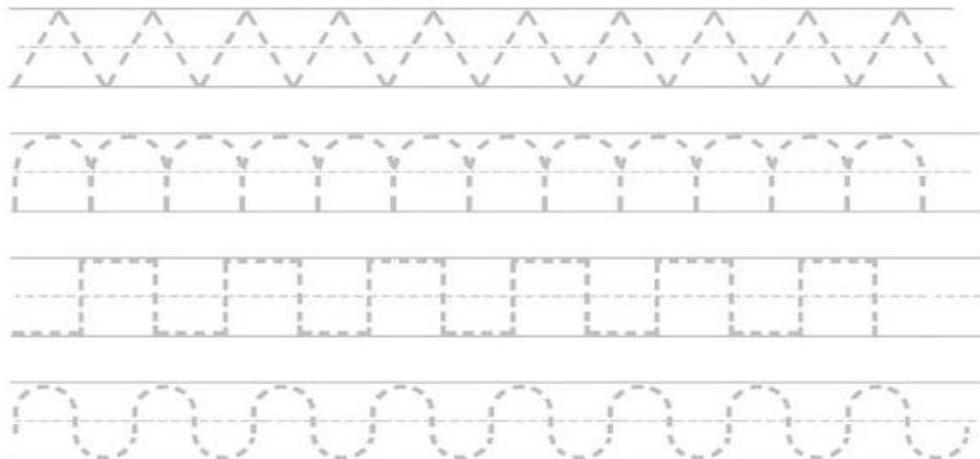
Capital letters:

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

Numbers :

1 2 3 4 5 6 7 8 9 0

Handwriting Patterns should be taught regularly before and alongside letter formation. Patterns help children learn the shapes and strokes needed to correctly form letters.



Patter for Number Formation:

0	Round and round and round we go, when we get home, we have a zero.
1	Number 1 is like a stick, one straight line that's very quick.
2	For number 2, go right round, then make a line across the ground.
3	Around the tree and around the tree, that's the way we make a 3.
4	Down across and down to the floor, that's the way to make a 4.
5	Go around and then you stop, finish the 5 with a line on the top.
6	Down we go and make a loop, number 6 makes a hoop.
7	Across the sky and down from heaven, that's the way we make a 7.
8	Make a "s" and then don't wait, go up and join to make an 8.
9	Make a loop and then a line, that's the way we make a nine.

Appendix 3

The Four Joins:

- Join 1- these letters all join in a similar way to letters without ascenders: a,c,d,e,h,I,k,l,m,n,s,t,u
- Join 2- these letters all join in a similar way to letters with ascenders:
a,c,d,e,g,i,j,m,n,σ,p,q,r,s,u,v,w,x,y
- Join 3- these letters all join in a similar way with horizontal joins: f,h,k,l,t
- Join 4- these letters all join in a similar way with horizontal joins to letters with ascenders: f,σ,r,v,w
- Break letters: These letters do not join onto the **next** one: b,g,j,p,q,x,y,z
- Capital Letters do not join.

Order of teaching

Single letters (Reception and Year 1)

- c a d g q σ
- e s f
- i l t
- u y j k
- r n m
- h b p
- v w x z

Supporting activities

- tracing patterns
- tracing
- copying over (letters, numbers and words)
- copying under (letters, numbers and words)

Joins for Year 2 and going into Year 3

Introduction of the four handwriting joins

- First join: un um ig id ed eg an or ing ung
- Second join: ch sh th tl ll ill sli slu ck ack st sti unk ab ef ik
- Third join: od re ve oon oom
- Fourth join: wl vl of ff fl flσ
- Practice the break letters: b p g q y j z x
- Practice capital letters

Supporting activities

- Match and copy captions
- Trace and copy patterns
- Copy words/ copy sentences
- Write out menu
- Copy poem

- Alphabetical ordering

Joins Year 2 and Year 3 (going into Year 4)

Revision

- Practice the break letters: b p g q y j z
- Practice capital letters

Further practice of the four handwriting joins:

- in ine
- ut ute
- ve vi
- ok oh
- sh as es (practising two ways of joining the letter s)
- ri ru ry (practising joining from the letter r)
- oa ad as (practising joining to and from the letter a)
- ee ea ed (practising joining from the letter e)
- ow ov ox (practising joining from the letter o)
- ky hy ly (practising joining to the letter y)
- ha ta fa (practising joining to the letter a)
- od oo og (practising joining from the letter o)
- er ir ur (practising joining to the letter r)
- ai al ay
- o you oi
- re oe fe (practising the horizontal join to the letter e)
- fu wu vu (practising the horizontal join to the letter u)
- ot ol ok (practising joining to ascenders)
- ai al ow ol (practising all the joins)

Supporting activities

- copy words
- copy sentences
- copy poems
- match questions to answers
- copy jokes
- make and copy compound word

Year 4

- ning ping ting
- oc od oo
- ake ome are
- fla flo fle
- who wha whe
- ie in il
- inly ky ny
- ap ar an
- ick uck ack
- practise writing with a slope

- he
- we
- re
- fte fir fin
- wra wri kni (silent letters)
- ii ll tt rr nn mm cc oo dd ss ff ee
- ew ev ex (spacing)
- th ht fl (proportions)
- ac ag af
- Capital letters
- Decorated capital letters
- Practicing with punctuation ! ? - " " , ' ,

Supporting activities

- Copy words, sentences, poems
- Trace and copy
- Copy tongue twisters
- Copy instructions

Year 5 and Year 6

As all joins have been specifically taught, handwriting should continue to be practiced throughout all daily writing activities. If a child is having difficulties, then specific interventions should be incorporated to help the child achieve their best. Practice can be in the form of:

- Ensuring letters are consistent in height and size
- Practicing with punctuation
- Practicing break letters
- Practicing spacing within words
- Developing fluency
- Practicing printing
- Practicing presentation
- Practicing speed writing
- Revision
- Looking at different handwriting styles

Technical terms to teach children:

- The word **cursive** means joined.
- The letters *b, d, h, k, and l* are called **ascenders**. The top of the letter should reach very close to the top of the line (it shouldn't touch!). The letter **t** is **not an ascender**.
- The letters *g, j, p, q and y* are called **descenders**. The flourish these letters have goes below the line.
- **t** is an unusual letter – a three quarters letter, rather than an ascender

Stocks Lane Primary School

MARKING AND FEEDBACK POLICY

Introduction

Marking complements and assists teaching and learning. It serves as a tool for assessing individual progress and school performance. Marking should be utilized as a diagnostic tool to inform children and staff of the next steps needed in the pupils' learning to improve their work. The school policy will provide standardization and consistency of practices throughout the school. The implementation of the policy is the responsibility of all staff.

The nature of marking in the Early Years Foundation Stage:

Due to the nature of the curriculum in the EYFS and the age and developmental stages of the children, there are a variety of methods that are used to inform pupils and other stakeholders of the children's progression in learning, along with their next steps. Marking and assessments take the form of longer formal observations and shorter informal observations which are recorded by hand or using the Early Essence ICT package. Statements from the EYFS profile are stuck into pupils' books and highlighted when achieved. Direct feedback to pupils about their work takes the form of positive verbal feedback, where the child will have the chance to respond to it immediately. Speech bubbles are completed by staff when pupils respond verbally and are stuck into books to complete the marking and feedback cycle.

The nature of marking in Key Stages One and Two:

Marking is informative using simple codes and more detailed marking is given verbally. However, all work is acknowledged by a simple tick.

Marking may be completed by the teacher or teaching assistant:

- To indicate achievement in relation to the learning objective or the success criteria
- To show children how they can improve their work
- To enhance the child's self-esteem through positive feedback
- To aid teacher assessment

In order to support the moderation process using independent editing, after the Autumn Term, all marking codes must be at the bottom of the page underneath the work, as opposed to throughout the writing.

Marking can be completed by the children (self or peer marking):

- To encourage independent learning through self-checking
- To edit and up level pieces of work
- To be more critical in their approach to their work
- To aid teacher assessment

Entitlement

The implementation of a positive marking policy will assist in the assessment of each child's work and the delivery of the National Curriculum.

Practices and Procedures

Marking undertaken by the teacher

Marking codes (see Appendix 1) are used to inform pupils about minor errors in their written work. Teachers also complete a 'Lesson Marking Sheet' pro-forma (see Appendix 2) and allocate a number to the piece of work to inform pupils of their next steps, before ticking to acknowledge that it has been read. Detailed feedback is then delivered through a dialogic discussion with the pupil or pupils at the start of the next lesson in order for pupils to correct these errors or to edit and improve their work in more detail. Where necessary, the pupil will move onto a challenge or be further supported by the teacher or teaching assistant to immediately address the misconception, thus aiding the continuity of the pupils' learning process.

Marking serves as a permanent record for the child, teacher and parent and outside agencies, when required.

Written

All teachers mark in green pens. Pupils respond to the marking using a red pencil for revising smaller errors or classroom pencils or black handwriting pens (if the child has achieved their license) for redrafting larger portions of work.

Written marking takes the form of the marking codes, ticks and a number system. Codes are introduced towards the end of the Foundation Stage and are developed as children progress through the school.

Corrections

Not every mistake will be corrected. To correct everything (particularly spelling mistakes) can be seen as counterproductive to a child's motivation; particularly if the child has SEND.

The point of teacher written corrections is to point out to children their mistakes so that they can learn from that correction, particularly with spellings. For re-draft and/ or display purposes children's work may be copied out, spell-checked and amended to produce a 'polished piece'.

The marking of written work will vary with the development of the child and the use of marking codes and verbal feedback will reduce the amount of written feedback in books. As children develop, they are encouraged to become more independent learners and use check lists (success criteria), their Writer's Toolkits and other classroom resources to enable them edit as they work. Independent writers will draft and self-check their work for the teacher to mark.

Giving children the time to make improvements

Marking is only productive, and children can only learn from it when they are given time to respond to the teacher's comments (verbal or written) and make further necessary improvements to their work within a short turn-around period. Time is given in the next lesson for children to review their work in light of the verbal feedback and marking codes, either with the teacher, a teaching assistant or with a learning/ talk partner.

Recognition of Achievement

Children are encouraged to celebrate one another's achievements within class groups (using the visualizer and peer discussions) and within special assemblies. Children are commended with 'Star of the Week' in our weekly celebration assembly. Achievement is also recognized by sending the child to the headteacher or to other teachers for praise and work may be displayed on the 'Golden Work'

board.

Marking undertaken by the pupil

Verbal

Through discussion either with another pupil or an adult the child is able to amend, correct or enhance their work. Children are encouraged to read their work aloud, either to themselves or to talk partners in order to make improvements.

Written

This varies with the development and the ability of the child. Young and less able children would not be expected necessarily to re-write all of their work. Independent writers will draft and self-check their work for the teacher to mark. The use of checklists, Toolkits, classroom resources and success criteria are used to support the child in identifying areas where improvements can be made. Any relevant mistakes not identified by the child will be highlighted by the teacher so that further corrections or improvements may be made.

Self and peer assessment

In order to further develop children's independent working skills and become reflective and critical thinkers, children may be asked to self-assess through using the familiar symbols and the number system on their work in order for the teacher to assess their level of understanding in a particular topic. Pupils may also assess their peer's work and give verbal or written feedback. They will always be mindful of respecting others' work and being a supportive critical friend.

Assessment

Marking forms an integral part of the assessment of all subjects within the National Curriculum - see Assessment Policy.

Appendix 1

Writing Marking Codes

Our Writing Marking Code	
✓	Correct
X	Think again
<u>and</u>	Delete
?	Meaning is unclear
NP	New paragraph
∧	Missing word
<u>siad</u>	Spelling mistake
○	Punctuation error
I	Independent work
S↑	Lots of adult support
S↓	Some adult support

Maths Marking Codes

Our Maths Marking Code	
✓	Correct
X	Think again
<u>and</u>	Delete
?	Meaning is unclear
<u>tryangle</u>	Spelling mistake
I	Independent work
R	Additional resources used E.g 100 square, number line
S↑	Lots of adult support
S↓	Some adult support
SM	Self Marked

Pupil Self-Evaluation Codes

Our Marking Code

1. I am ready for a challenge!



2. I can check and correct before my challenge.



3. I can use 3B4ME to correct before I move on.



4. I need some help from an adult.



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Stocks Lane Lesson Marking Sheet

Lesson Title: Date:

Work and Praise to give to:		1. These pupils need a challenge:
Presentation in books: +ve	-ve	2. Small errors to be corrected independently:
Notes for next lesson:		3. These children need support/ an additional input at start of next lesson:
Outline of the intervention to deal with misconception:		4. These pupils need an immediate intervention for misconception:
Other:		

