

*Blacko
Primary School*

<http://lancashire.schooljotter.com/blacko>

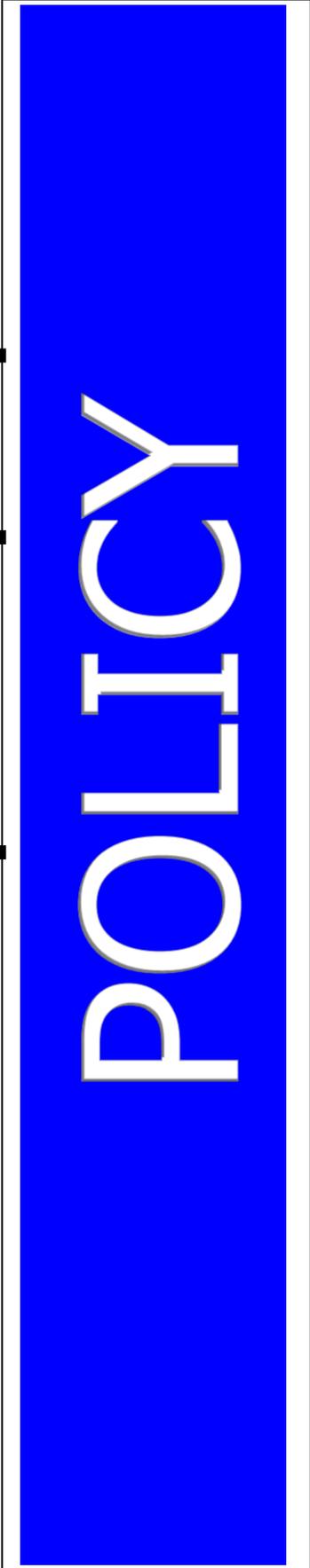
ENGLISH POLICY

UPDATED: November 2018

COORDINATOR: MR. JACKSON

REVIEW: November 2019

– unless any statutory updates



POLICY

Contents Page

Mission Statement:.....Page 4

Aims and Objectives:.....Page 4 and 5

Teaching and Learning Styles:.....Page 5 and 6

English Curriculum Planning:.....Page 6

Implementation of the English Policy:.....Page 6 to 9

Homework:.....Page 10

Contribution of English to Teaching in Other Curriculum Areas:.....Page 10 and 11

Assessment and recording:.....Page 11 and 12

Inclusion:.....Page 12

Resources:.....Page 12

Monitoring and Review:.....Page 13

Handwriting Mission Statement:.....Page 14

Handwriting Aims and Objectives:.....Page 14 and 15

Handwriting Teaching and Learning Styles:.....Page 15 and 16

Implementation of the Handwriting Policy:.....Page 16 and 17

Handwriting End of Year Expectation:.....Page 17

Rewarding personal Achievements in Handwriting:.....Page 18

Teaching Handwriting to Children with special Educational Needs:.....Page 18

Handwriting Inclusion:.....Page 18

Handwriting Resources:.....Page 18

Mission Statement:

Our aim is to provide a happy, pleasant and stimulating environment where relationships between all members of the community - children and adults - are based on mutual trust, understanding and respect. The family feel of our school helps each child to develop his/her own personality in a secure and caring environment where we are mindful that toleration and respect of others are necessary attributes in a modern British civilised society.

Aims and Objectives:

The study of English at Blacko Primary School develops children's abilities to listen, speak, read and write for a wide range of purposes, using language to learn and communicate ideas, views and feelings in line with the new national curriculum. It enables children to express themselves creatively and imaginatively, as they become enthusiastic and critical readers of stories, poetry and drama, as well as non-fiction and media texts. Children gain an understanding of how language works by looking at its patterns, structures and origins. Children use their knowledge, skills and understanding in speaking and writing across a range of different situations and subjects.

The aims of English are:

General

To ensure all staff, children, parents/carers and Governors are aware of the aims for learning and teaching English at Blacko and that these are currently applied.

School Staff

- To enable children to speak clearly and audibly in ways which take account of their listeners;
- To encourage children to listen with concentration in order to identify the main points of what they have heard;
- To enable children to adapt their speech to a wide range of circumstances and demands;
- To develop children's abilities to reflect on their own and other's contributions and the language used;
- To enable children to evaluate their own and others' contributions through a range of drama activities;
- To enable children to evaluate their own and others' contributions through a good quality peer marking;
- To develop confident, independent readers through an appropriate focus on word reading, pleasure and motivation to read, participation when reading, retrieving and recording information from non-fiction texts and evaluating the impact of the author's use of language;
- To encourage children to become enthusiastic and reflective readers through contact with challenging and lengthy texts;
- To help children enjoy writing and recognise its value;
- To enable children to write with accuracy and meaning in narrative and non-fiction;
- To enable children to access the English national curriculum within their individual learning journey;
- To develop self-reflective learning; and
- To increase the children's ability to use planning, drafting and editing to improve their work.

Children

- To develop an enjoyment of learning through practical activity, exploration and discussion;

English Policy

- To develop confidence and competence in the skills of speaking and listening, reading and writing;
- To develop the ability to communicate effectively in a variety of forms;
- To develop the skills of communication through speaking and listening in a range of contexts;
- To develop the range of skills required in reading for children to read for meaning, understanding and enjoyment;
- To become involved within their own education, identifying areas of strength and improvement; and
- To develop a range of skills in writing across the whole curriculum.

Parents and carers

- To be understanding and supportive of our aims in learning and teaching English;
- To attend and contribute to Teacher Consultation Meetings;
- To support their children with English homework activities (please refer to Homework Policy);
- To praise their children for the good things that they do in English;
- To help develop a pleasure for reading with their children; and
- To communicate and work with the school whenever further support is needed to develop their children's English skills and understanding.

Governors

1. The designated link governor will:

- Meet with the curriculum Subject Leaders at least once a year to find out about;
 - a) the school's systems for planning work, supporting staff and monitoring progress;
 - b) the allocation, use and adequacy of resources; and
 - c) how the standards of achievement are changing over time.
- Visit School and talk to pupils about their experiences of the curriculum area;
- Promote and support the positive involvement of parents in the curriculum area;
- Attend training and other events relating to the curriculum area; and
- Report jointly with the Subject Leaders
 - a) to the governing body with recommendations, if appropriate, once a year.

2. To be understanding and supportive of our aims in learning and teaching English and review the English Policy regularly.

Teaching and Learning Styles:

At Blacko Primary School we use a variety of teaching and learning styles in English lessons. Our principal aim is to develop children's knowledge, skills, understanding in English. We do this through daily lesson that have well balanced proportion of whole class and group teaching, using technology to deliver engaging lessons. During these lessons' children experience a whole class shared reading or writing activity, a whole class focused word or sentence activity, a guided group, paired, supported or independent activity and a whole class session to review progress and learning. They can experience a wide range of texts and use a range of resources such as dictionaries, thesauruses, technology and phonic resources to support their work. Children use a wide range of technology resources in English lessons where it enhances their learning, as in drafting their work and using multimedia to study how words and images are combined to convey meaning; they use moving images, such as short films, to evoke greater use of emotive language. Wherever possible we encourage children to use and apply their learning in other areas of the curriculum.

At Blacko Primary School there are children of differing ability in all classes. We recognise this fact and provide suitable learning opportunities for all children by matching the challenge of the task or

outcome to the ability of the child. We achieve this through a range of strategies. In some lessons we do it through differentiated group work or support provided, while in other lessons we ask children to work from the same starting point before moving on to developing their own ideas. We use classroom assistants to support children's progress and English.

We hold a Friday celebration assembly every week, awarding 4 children across the school a writing award. This allows children of differing abilities to be praised for small and big steps of progression in their English education.

English Curriculum Planning

English is a core subject in the national curriculum. We use the national curriculum outcomes and Lancashire KLIPS as the basis for implementing the statutory requirements of English. Each class has the opportunity for an extended 'Big Write' every alternate week. This encourages pupils to aim for high levels of spelling, punctuation and grammar usage in all their writing across the curriculum. Blacko uses a fiction, non-fiction, poetry and 'live' English scheme of work called Wordsmith, however we additionally use Inspire Education. There is an emphasis on speaking and listening, talking for writing, performance poetry and drama. They use films and highly visual interactive books which allow great scope for developing children's visual literacy skills. These schemes are correlated to all U.K. curricula.

We carry out the curriculum planning in English in three phases (long term, medium term and short term). Our yearly teaching programme identifies the key objectives in English that we teach to each year.

Our medium-term plans, which we base on the national curriculum outcomes, give details of the main teaching objectives for each term. These plans define what we teach and ensure an appropriate balance and distribution of work across each term. The English subject leader is responsible for keeping and reviewing these plans.

Implementation of the English Policy

The Early Years Foundation Stage

- Children follow the Early Years Foundation Stage Curriculum. The children can talk and communicate in an increasing range of situations and to practice and extend their range of vocabulary and English skills;
- English is planned on a half termly basis and assessed using the criteria from the Early Learning Goals;
- English is taught both as a discrete subject and within the whole Early Years Curriculum to give children opportunities to use their English skills in real life situations; and
- In addition to the English teaching there are also daily systematic synthetic phonics sessions.

The English National Curriculum

- KS1 and KS2 school staff use the objectives from the English National Curriculum to support their planning for English. Which are then integrated into the topic planning, where possible;

English Policy

- Objectives for the short-term planning are taken from the National Curriculum outcomes within the year group's expectations;
- The short-term plan lists specific learning objectives that are to be covered and the success criteria to support both children and adults in assessing their work; and
- Teaching and learning are differentiated to best match the needs of the class or group and the individuals within it; within the context of the aspect of English that is being taught.

Key Stage 1 and Year 3 Organisation

- Children use English skills daily throughout the whole curriculum;
- The children in KS1 and year 3 are read with between 2 to 3 times a week in a guided group. The children in KS1 also read on a one to one with an adult at least once a week; and
- In addition to the English teaching there are also systematic synthetic phonics sessions using 'Phonics Bug', which has been developed using the recommendations of the Rose Report and Letters and Sounds documents.

Key Stage 2 (year 4, 5 and 6) Organisation

- Children use English skills throughout whole curriculum.
- In Years 4-6 children are set for English into ability groups or mixed ability when regular writing lessons are identified and planned for; and
- Children in years 4-6 each have a target set by their classroom adults for English. This is done through their diagnostic marking which clearly identifies the next stages of learning in English for that child. These are used to personalise learning and support all children in making progress.

Speaking and Listening

- The development of good Speaking and Listening skills is seen as key to developing good general English skills. As such children are explicitly taught how to be good speakers and good listeners as a discrete aspect of English and across the full English Curriculum, the full academic curriculum and the wider curriculum.
- There are many and varied opportunities for the direct teaching of Speaking and Listening skills, both explicitly in English related sessions and across the full curriculum. These include:
 - a) focusing children's responses using speaking frames;
 - b) by ensuring that each adult and child provide good role models;
 - c) teaching the children, the difference between standard and non-standard forms of spoken English and when each of these can be appropriately used;
 - d) ensuring opportunities and 'scaffolding' for discussion, individually, in pairs and in groups;
 - e) teaching children about how to be a good listener and insisting that children employ these skills at appropriate points during any teaching session and in their interactions with children and adults across the School; and
 - f) Providing pupils with a verbal role within their education and school life. Providing opportunities where children can debate different topics.

Reading

- Reading is a vital life skill. We hope that by teaching the children at Blacko Primary School to read at age appropriate levels they will be able:

English Policy

1. to enjoy books and other written media;
 2. to access information; and
 3. to follow written instructions in all curriculum areas and the environment around them.
- There are many and varied opportunities for the teaching of Reading skills, both explicitly in English related sessions and across the full curriculum. These include:
 1. the teaching of Phonics;
 2. basic sight vocabulary;
 3. the teaching of Reading in KS1 and KS2 (daily in either class or set groups);
 4. Shared Reading and Guided Reading in English lessons and within other curriculum areas;
 5. reading to the children modelling appropriate Reading skills;
 6. every class being read to by their teacher regularly; either a single story or longer text, which would be read over a period of time;
 7. teaching the children age appropriate skills to be able to read for both comprehension and inference;
 8. using opportunities in all subject areas to teach and apply Reading skills;
 9. Children to take home reading books, which they are encouraged to share with their parent/carers; either being read to or reading to the adult. This practice begins in Foundation Stage and continues through KS2.
 10. The school has a variety of reading scheme books that are classified using the London Institute of Education 'Book Banding' guidelines. Children move progressively through the colours within the guidelines until they become 'confident readers.
 11. Guided reading operates daily, for half hourly sessions in KS1 and 20 to 30 minutes' sessions in KS2. The children take part in a wide variety of reading activities such as; reading their reading scheme book, practicing their phonics, playing word games and completing activities based on the book they are reading.
 - In Years 3, 4, 5 and 6 children have timetabled Reading time where the class will read a whole class text. In these sessions, teachers must choose one of the following ways to manage and teach reading in their classroom:
 1. Whole class Guided Reading using a whole class text for the whole of the session;
 2. Whole class Guided Reading for the first 10 minutes of the session followed by a whole class Guided Reading Activity;
 3. Whole class Guided Reading for the first 10 minutes of the session followed by differentiated Guided Reading Activities;
 4. Whole class Guided Reading, some children reading independently up until a certain point in the text e.g. end of each chapter and then completing an independent activity whilst the teacher works with a small, focused Guided Group. Other adults must also be used to take another Guided Group within the class;
 5. Whole class or differentiated Guided Reading Activity based on the whole class text;
 6. Sharing of a big book with the teacher/adult modelling reading skills.

Writing

- Writing is a vital life skill. It is often the way judgments are made about an individual e.g. their academic achievements, a job application and when they communicate through letter. Even

though there are ever increasing mediums for written communication e.g. text, email, emojis etc... It is still necessary for children to be able to communicate using a good standard of written English. We hope that by teaching the children at Blacko Primary School to write at and beyond their age appropriate levels they will have the skills to be able:

1. to understand the importance and purpose of formal and informal written language;
 2. to communicate in standard written form;
 3. to express themselves creatively and encourage reflection about the content of their work; and
 4. to organise their thoughts and ideas logically that are appropriate for their intended audience.
- There are many and varied opportunities for the teaching of Writing skills across the Blacko curriculum. These include:
 1. uniting each of the elements of English; speaking and listening, reading and writing, and making explicit links between these;
 2. the teaching of spelling in line with the English National Curriculum including the learning of weekly spellings (Years 1-6); understanding how to and being able to use a dictionary; the highlighting and use of subject specific language; and use of children's individual spelling journals;
 3. the teaching of grammar in line with the English National Curriculum;
 4. the teaching of punctuation in line with the English National Curriculum ensuring that the use of appropriate punctuation is insisted upon across the whole curriculum when a written response is required from the children;
 5. the daily modelling of handwriting and regular teaching of it in English related sessions and across the full curriculum.
 6. each teacher finding an appropriate stimulus for writing within the text-based learning, topic themes and individual lessons that are taught which will engage, motivate and provide the children with a real purpose and audience for their writing and ensure that the children have experiences of writing different genres;
 7. Shared Writing and Guided Writing within English sessions and other curriculum areas as appropriate;
 8. providing opportunities every two weeks, for the children to write at length independently which teachers assess using the Lancashire KLIPS and national curriculum expectations for each year group, and feed back to the children about what they did well and how they need to improve;
 9. Children's writing targets are indicated through teacher's diagnostic marking which will also indicate a child's next steps;
 10. the use of Writing Frames, at appropriate times, within all writing sessions across the curriculum; and
 11. and teaching the children the difference between standard and non-standard forms of written English and when each of these can be appropriately used;

Homework (please see the School's Homework Policy for more information)

- English Homework is set for children in Years Reception-6 each week;
- Homework provides opportunities for children to; and

- a) practice and consolidate their skills and knowledge;
 - b) develop and extend their techniques and strategies; and
 - c) prepare for their future learning through out of class activities and homework.
- There are several generic ability appropriate Homework activities for children in English including daily reading with parent/carers, learning phonics, learning tricky words and spellings and real life speaking and listening tasks.

Contribution of English to Teaching in Other Curriculum Areas

The skills that children develop in English are linked to and, applied in, every subject of our curriculum. The children's skills in reading, writing, speaking and listening enable them to communicate and express themselves in all areas of their work in school. Development in writing skills across subjects are celebrated by incorporating cross curricular writing in a weekly writing awards assembly.

Maths

English contributes significantly to the teaching of mathematics in our school. Children in the foundation stage develop their understanding of number, pattern, shape, space and position by talking about these areas with adults and other children. Children in Key Stage 1 meet stories and rhymes that rely on counting and sequencing. Children in Key Stage 2 are encouraged to read and interpret problems in order to identify the mathematics involved. They explain and present their work to others during plenary sessions and they communicate mathematically through the developing use of precise mathematical language.

Computing

The use of technology enables children to use and apply their developing skills in English in a variety of ways. Younger children use technology as a source of information and as a way of enabling them to present their completed work effectively. Older children use the internet when searching for information about a different part of the world, or when using processing software to design a class newspaper. Children use their planning and proofing tools in a word processor when checking their draft work. The use of iPads and built in recording software encourages improved speaking and listening skills and evaluation of writing. We encourage all children to use technology as a resource for learning, whenever they feel it appropriate. Kindles are present in classroom along with kindles.

Personal, social and Health Education (P.S.H.E)

English contributes to the teaching of personal, social and health education. We encourage younger children to take part in class and group discussions on topical issues. In all key stages Newsround is used as a topical starting point to debate current issues around the world. In their science work they talk about findings that improve their health and about rules for keeping them safe around the school. Older children research and debate topical problems and events and present their findings using various computing methods, such as multimedia presentations. They discuss life style choices and meet and talk with many visitors who work within the school community. Planned activities within the classroom encourage children to work together and respect each other's views.

Spiritual Moral, Social and Cultural development

The teaching of English develops skills through which our children can give critical responses to the moral questions they meet in their work. Their understanding and appreciation of a range of

texts brings them into contact with their own literacy heritage and texts from other cultures. The organisation of lessons allows children to work together and gives them the chance to discuss their ideas and results.

Teaching English to Children with special Educational Needs

At our school we teach English to all children, whatever their ability. English forms part of the school's curriculum policy to provide a broad and balanced education to all children. Through our English teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs.

Assessment against the new national curriculum allows us to consider each child's attainment and progress against age related expectations.

When progress falls significantly outside their age expectations, the child may have special educational needs. Our assessment process looks at a range of factors: classroom organisation, teaching materials, teaching style and differentiation. So that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.

We enable pupils to have access to the full range of activities involved in learning English. Where children are to participate in activities outside the classroom, for example, a theatre trip, we carry out a risk carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

Teachers provide help with communication and literacy through:

- using texts that children can read and understand;
- using visual and written materials in different formats;
- using technology;
- using alternative communication, such as signs and symbols;
- using translators and amanuenses.

See SEN/D policy for more information.

Assessment and recording

Children's standards and achievements in English are assessed in line with the School's Assessment Policy. Assessment in English for years 1-6 includes:

1. On-going Assessment for Learning (AfL) practices within class and group sessions, including the sharing of and reference being made to Learning Goals and Next Steps and self and peer assessments of understanding, outcomes and progress;
 2. Marking of children's work; against the lesson objective/s;
 3. Formal assessments using the Blacko Primary School Assessment Files which refers to the National Standard expectations and Lancashire KLIPS. The expectations are set according to the age of the children; (Emerging year? Developing Year? and Secure Year?).
 4. On-going phonic assessment for years R-3 generating a Letters and Sounds Phonic Phase at the end of every half term and further assessments for aspects of English as necessary. These are recorded within the Head Teachers Tracking System.
- Children's standards and achievements in English in the Foundation Stage are assessed in line with the School's Foundation Stage Policy. Assessment in Foundation Stage includes both on-going assessment and marking of children's work as noted above but at an age appropriate level.

The Foundation Stage Profile is used to assess children throughout and at the end of the academic year.

- Assessments are used diagnostically by teachers to evaluate learning and inform teaching and by teachers and senior leaders within the Accountability Process to evaluate individual and groups of children's standards and achievements and provision and to inform future provision and school development.
- All children in years 1-6 have individual assessment targets both in terms of National Expectations and within on-going AFL (Next Steps) and diagnostic marking practices. Progress against these targets is reviewed regularly by the class teacher, Subject Leader and other senior Leaders. This information is used by each of these to affect provision and potentially school development.
- Assessment information for English; both standards and achievements, are shared with parents/carers at Teacher Consultation Meetings. English is reported on in detail during the school year at parent teacher consultation meetings; which includes information about the next steps for learning in the subject as well as in an end of year report which outlines each child's progress and effort within English.

Inclusion (Please see the inclusion policy for more information)

- Successful inclusive provision at Blacko is seen as the responsibility of the whole school community, permeating all aspects of school life and applicable to all our pupils. It is in this way that we will turn the rhetoric into reality.
- Inclusive practice in English should enable all children to achieve their best possible standard; whatever their ability, and irrespective of gender, ethnic, social or cultural background, home language or any other aspect that could affect their participation in, or progress in their learning.
- Lists for gifted, able and talented children within English will be regularly reviewed.
- Gifted, able and talented children will be given the opportunity once every term to take part in activities which extend and further their abilities and be provided with experiences outside of the classroom environment to do so.

Resources

There is a range of resources to support the teaching of English across the school. All classrooms have age appropriate dictionaries and a range of age appropriate small apparatus. All classrooms have a selection of fiction and non-fiction texts that are equivalent to the pupils age range. The library book contains a range of books to support children's individual research, and the school library helps ensure that the pupils can extend themselves as it is well resourced with all levels of literature. In all Key Stages parents are encouraged to take advantage of our school library loan scheme. Kindles and iPads are available in each classroom.

Monitoring and Review

English Policy

Monitoring of the standards of the children's work and of the quality of teaching in English is the responsibility of the English Subject Leader alongside the Head teacher. The work of the subject leader also involves supporting colleagues in the teaching of English, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in school. The subject leader meets regularly with the head teacher in which they evaluate the strengths and weaknesses in the subject and indicate management time in order to enable them to review samples of children's work and undertake lesson observations and team teaching of English teaching across the school. The English Governor responsible for literacy meets regularly with the subject leader in order to review progress.

Handwriting

Handwriting Mission Statement:

Our aim is to provide a happy, pleasant and stimulating environment where relationships between all members of the community - children and adults - are based on mutual trust, understanding and respect. The family feel of our school helps each child to develop his/her own personality in a secure and caring environment where we are mindful that toleration and respect of others are necessary attributes in a modern British civilised society.

Handwriting Aims and Objectives:

Handwriting is a movement skill and one which is best taught directly by demonstration, explanation and practice. It is the aim of Blacko Primary School that every child should be enabled to develop a fluent, legible style of handwriting. Capital and lower-case letters should be used appropriately, and the letter size should be consistent. We will provide opportunities for children to develop, practice and perfect skills and provide targeted support to any child having trouble.

At Blacko Primary School we have adopted the cursive writing approach to teaching handwriting. This is to be used as soon as the children in reception are ready to start forming letters. Cursive letters are formed by each letter starting from the same point on the line and forming words without taking the pen off the paper.

The aims of Handwriting are:

General

To ensure all staff, children, parents/carers and Governors are aware of the aims for learning and teaching Handwriting at Blacko and that these are currently applied.

School Staff

- To have a consistent cursive approach across the whole school to ensure high levels of presentation;
- To adopt a common approach towards handwriting by all adults when writing in children's books, on the whiteboard or on displays / resources;
- To communicate and work with the parents whenever further support is needed to develop their children's Handwriting skills; and
- To communicate with the English subject leader whether any child in their class is eligible for a pen license.

Children

- To achieve a neat, legible style with correctly formed letters in cursive handwriting; and
- to develop fluency and speed whilst writing, so that eventually the children can write the letters with confidence and correct orientation.

Parents and carers

- To be understanding and supportive of our aims in learning and teaching Handwriting;
- To attend and contribute to Teacher Consultation Meetings;
- To support their children with handwriting when completing homework activities; and
- To communicate and work with the school whenever further support is needed to develop their children's Handwriting skills.

Governors

- To be understanding and supportive of our aims in learning and teaching handwriting and review the Handwriting Policy regularly.

English Subject leader

- To monitor handwriting across all age ranges;
- To decide whether a pupil is eligible for their pen license; and
- To ensure the school is following a consistent cursive approach across the whole school to ensure high levels of presentation.

Handwriting Teaching and Learning Styles:

When children first enter Foundation Stage they are encouraged to mark make in as many ways as possible. As soon as children are beginning to write recognisable letters (for example, in their name) they should be introduced to the correct letter formation and encouraged to use this all the time. Habits in incorrect formation made at this stage can be difficult to rectify later.

Children will be encouraged to use the correct sequence of movements beginning with large movements (eg whole arm movements in PE) in as many ways as possible – in sand, in paint, water etc. This development of gross and fine motor skills may need to be continued right until the end of Key Stage 1 or further.

In Foundation Stage children will be taught to write letters using the correct sequence of movements in the four main groups. These groups are shown below:

Group 1

c o a d g q

Group 2

l t b k h

Group 3

r n m l j u w p

Group 4

z v

Group 5

e f s x

Once children are secure and are habitually forming the separate letters correctly, they can be taught the joins as follows:

Diagonal joins to letters without ascenders

Key words which use this join – is, as, us, up

Horizontal joins to letters without ascenders

Key words which use this join – out, with, on, was

Diagonal joins to letters with ascenders

Key words which use this join – it, at, all

Horizontal joins to letters with ascenders

Key words which use this join – of, when, old, other

Handwriting sessions should be at least once a week with further opportunities to practice whenever possible. Incorrect letter formation should be corrected whenever a child is working with an adult, even if this is not the focus of the session.

Teachers and Learning Support Assistants model the agreed cursive style when modelling writing both in class, on displays and in feedback in books. Our agreed cursive style is as below:

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
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

Implementation of the Handwriting Policy

The Early Years Foundation Stage

- In Foundation Stage children will be taught to write letters using the correct sequence of movements in the four main groups.
- As soon as children are beginning to write recognisable letters (for example, in their name) they should be introduced to the correct letter formation and encouraged to use this all the time.
- Displays in Class 1 should include models of cursive script i.e a large alphabet strip
- Implements such as chunky triangular pencils, large chalks and chunky pens etc are used by pupils to rehearse skills on paper, chalk boards, pavement etc.

Key Stage 1

- 5 discrete handwriting sessions are taught each week. There are 5 – 10 minutes in duration. It is sometimes linked to the weeks' phonics words, tricky words and identified miss spelt words in the work.
- Lined paper is used for handwriting specific exercises. Lines should be well spaced to start with – e.g. 10mm apart – gradually reducing to single lines about 5mm apart. In KS1, children will use four-lined handwriting booklets during discrete handwriting sessions.
- All children are given a handwriting book from Year 1 which continues until they are secure in their ability to form the desired handwriting expectations of Blacko Primary School.
- Chairs and desks within classrooms are matched to children's age and height.
- Children's backs should be straight and feet resting on the floor. A right-handed child should have their book slanted to the left. For a left-handed child the book should be slanted to the right.

- Children should use a triangular shaped pencil.
- If support staff provide handwriting support the teacher of the child/children must oversee progress for that group/child and provide time where they can themselves assess and teach the child/children

Key Stage 2

- If children are not secure within their handwriting capabilities, they should continue to practice at least 3 times a week for approximately 10 minutes each session.
- Chairs and desks within classrooms are matched to children’s age and height.
- Children’s backs should be straight and feet resting on the floor. A right-handed child should have their book slanted to the left. For a left-handed child the book should be slanted to the right.
- If support staff provide handwriting support the teacher of the child/children must oversee progress for that group/child and provide time where they can themselves assess and teach the child/children.

Handwriting End of year Expectations

It is expected that by the end of the academic year, the average child will have achieved the following targets:

Year Group	End of Year Expectations
Foundation Stage	I can write most letters using the correct sequence of movements.
Year 1	I can form lower-case and upper-case letters in a way which will be easy to join later.
Year 2	I can use handwriting joins with confidence in independent writing.
Year 3	I can write legibly in joined writing, maintaining consistency in size and spacing.
Year 4	I can use fluent joined handwriting for all writing except where other special forms are required.
Year 5	I can adapt my handwriting for specific purposes, for example printing and the use of italics.
Year 6	I can use different styles of handwriting for different purposes, developing a consistent and personal legible style.

Not all children will follow this pattern, some may overlap skills between year groups. If children are below the expected handwriting standard for their year group there must be evidence showing what is in place to support them.

Rewarding personal Achievements in Handwriting

Children will be reward in a wide range of ways e.g. verbal and written feedback. Alongside these children will be rewarded through two possible channels:

- A joined handwriting licence (roughly expected at year 2 and year 3)
- A pen licence (roughly expected at year 5 and year 6)

If a teacher believes any of their pupils deserves either a joined handwriting or pen license this must be communicated to and decided by the English coordinator.

Teaching Handwriting to Children with special Educational Needs

Children with Special Educational needs, where necessary, will be provided with specialist equipment such as pencil grips or wider ruled lined paper. Children can also use iPads to rehearse specific skills on a more regular basis.

See SEN/D policy for more information.

Handwriting Inclusion (Please see the inclusion policy for more information)

- Successful inclusive provision at Blacko is seen as the responsibility of the whole school community, permeating all aspects of school life and applicable to all our pupils. It is in this way that we will turn the rhetoric into reality.
- Lists for gifted, able and talented children within Handwriting will be regularly reviewed.
- Gifted, able and talented children will be given the opportunity once every term to take part in activities which extend and further their abilities and be provided with experiences outside of the classroom environment to do so.

Resources

There is a range of resources to support the teaching of Handwriting across the school. All staff have access to handwriting fonts on the computers.

Subject Leader: Mr. Sean Jackson

Signature:

Head Teacher: Mrs Kate Richards

Signature:

Chair of Governors: Tom Root

Signature:

Date Completed: 18th November 2018.