



Diocese of Norwich
Education and
Academies Trust

Hopton Church of England Primary Academy

ENGLISH POLICY

Our Mission Statement

Team work: Together we aim to achieve the extraordinary
and an excellent education within a caring
Christian environment.

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1 ENGLISH

1.1 Introduction

“English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.” National Curriculum 2013.

At Hopton Church of England Primary Academy we aim to develop, in the children we teach, an enthusiasm for English in all its forms and the confidence to express themselves both orally and through the written word. By developing a comprehensive range of reading and writing skills we aim to foster in the children a love and appreciation of a variety of literature. These skills will enable them to access all aspects of the curriculum.

1.2 Aims

We follow the guidance of the National Curriculum and aim for all pupils to be able to:

- Read easily, fluently and with good understanding
- Develop the habit of reading widely and often, for both pleasure and information
- Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- Appreciate our rich and varied literary heritage
- Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- Use discussion in order to learn; children should be able to elaborate and explain clearly their understanding and ideas
- Be competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

2 PLANNING

Teachers plan using the 2014 National Curriculum for English. Long-term planning is set-out for each year group, week by week for an academic year but adapted as necessary through the term to cater for the needs of the pupils. Medium-term plans are derived from the long-term planning, detailing the objectives to be covered each week. Weekly plans set out in more detail each lesson including objectives (WALTs), success criteria (Aims), differentiation, vocabulary, key questions and specific tasks. This planning is monitored regularly by the English Coordinator and the Senior Leadership Team.

3 READING

3.1 Introduction

At Hopton Church of England Primary Academy we aim to create a stimulating environment in which children are actively encouraged to enjoy books, and are motivated to want to read independently. We strongly believe that pupils should read effectively for different purposes, should read widely and across all subjects, and acquire the key phonics skills and understand the rules governing the structure of language. Success in reading has a direct effect upon progress in all other areas of the curriculum and is crucial in developing children's self-confidence and motivation.

Our Reading Curriculum embodies: The Statutory Framework for EYFS (2012); Phonics: Letters and Sounds; The seven Assessment Focuses for Reading; The 4 part Guided Reading Lessons; The two dimensions of the programmes of study for reading at key stages 1 and 2 – word reading and comprehension (both listening and reading). Our Reading Curriculum is also crafted around the needs of the children attending our school and takes into account the ever changing context in which our children grow.

3.2 Aims

We aim for our pupils to:

- Provide the children with the Reading Skills and Strategies necessary to develop them into competent, accurate, fluent and independent readers.
- Encourage the enjoyment of books and reading for a purpose and pleasure so that the children develop a life-long love of books.
- Encourage care and ownership of books.
- Understand and use phonics and spelling rules to read accurately.
- Have an interest in words and what they mean; demonstrating an increasing vocabulary.
- Be familiar with a wide range of genres in fiction and poetry, and be able to discuss some of the ways in which narratives are constructed.
- Develop a critical appreciation of the work of authors, poets and illustrators in order to emulate these skills in their own writing.
- Understand and use a range of non-fiction texts.
- Develop an understanding of what they have read by eliciting their responses through the use of questioning.
- Develop higher order reading skills, enabling the use of inference and deduction.
- To understand, empathise and respond to the emotions and feelings that words can arouse within us.
- Use a growing vocabulary with which to engage in 'Book Talk' and 'Writer Talk'.
- Recognise that through reading different genres we can reach a better understanding of other cultures and gain a better understanding of the real world around us.
- Develop suitable language structures and technical vocabulary to articulate their responses both orally and in writing.

- Apply their knowledge, skills and understanding of Reading when writing for a particular purpose and audience.
- To provide a rich and stimulating reading environment both within the class and around the whole school.
- To maintain partnerships with parents as an important part of the Reading Program.

3.3 Accelerated Reader

To support our pupils in developing their reading and comprehension skills, we use *Accelerated Reader*.

Accelerated Reader (or 'AR') is a reading programme that monitors pupils reading growth and promotes both an enthusiasm for reading and an increased understanding of what they have read.

- Pupils take a star reader test each term to assess which level the children should be working at
- The children choose a book, at the appropriate level, from the section of the library dedicated to AR books
- Pupils read the book
- Once they have completed the book, pupils take a quiz on the computer
- When pupils have achieved 80% or above on 2 occasions, they can move up to the next book level
- We encourage pupils to read regularly and as a general guide we recommend one book per week, however we do recognise that once children start reading larger books they make take a couple of weeks to read these
- We encourage pupils to also read other books as well and encourage pupils to use the school library, as well as reading other books at home

3.4 Independent reading

The children are expected to have their current Accelerated reading books in school as there are opportunities for independent reading during the school day. Pupils in KS2 when independent reading will enter what they have read into their Reading Record book. It is expected that teachers will provide daily opportunities for independent reading.

3.5 Shared reading

All classes participate in reading opportunities shared with their teacher in English lessons on a regular basis. This provides an opportunity for children to have reading aloud modelled for them and gives them access to stories and language they would not be able to access otherwise. During English lessons children also have the opportunity to read aloud by sharing parts of texts with the class and reading their own written work to their peers.

3.6 Paired reading

Children will have regular opportunities to read with a partner- either with someone in their class or from a different year group.

3.7 Guided reading

We have a whole class approach to Guided Reading. It is structured so that each day of the week focuses on a different aspect of the reading curriculum. The four short sessions are 20 minutes with an extended session once a week which lasts the whole English slot for that day.

- The first short session should be a time to introduce the weeks text to the class and give them time to read and unpick it through text marking (annotating as the read). This can may sometimes be done as a class, in pairs or individually.
- The second short session should allow the pupils to answer questions linked to vocabulary in context which is found in the text.
- The third short session should allow pupils to answer 'retrieval' questions linked to the text.
- The forth short session should focus on pupils answering inference questions linked to the text.
- The extended Guided Reading session should start with a short lesson/activity linked to the curriculum (which is different to just retrieval or inference). After this short activities pupils should be given a longer comprehension piece to allow for stamina for reading/ responding to questions.

In KS1 short and extended guided reading sessions are marked by the teacher/support staff. In KS2 the short session should be marked by pupils through class discussion and the extended session should be marked by the teacher/support staff.

Through Guided Reading, children are introduced to a range of text types including; multicultural stories, poems, rhymes, fairy tales, traditional tales, encyclopaedias, dictionaries, non-fiction texts, picture books and stories by significant authors. Children are taught how to read for meaning and answer questions about texts looking at characterisation and plot.

3.8 Story Time

Each class will share a picture book or a class reader at the end of each day. This will introduce new vocabulary and be at a standard that would usually be just beyond that of the class at an independent level. The novel will be linked to the classes current topic of PSHE focus.

3.9 Library

Choosing and reading books from the library is seen as important in the development of independent reading. We try to make our library as attractive as possible and provide a range of literature suitable for all age ranges and abilities. We use an electronic bar code system for the library which enables us to track the books that children read. The pupils have a library slot each week and pupils are encouraged to choose a book from the library, as well as an Accelerated Reading book.

4 PHONICS & SPELLING

4.1 Introduction

At Hopton Church of England Primary Academy, reading is initially taught using *Letters and Sounds*. This promotes a strong and systematic emphasis on the teaching of synthetic phonics. As part of this scheme the children will be taught to:

- Discriminate between different sounds in words
- Learn the letters and letter combinations most commonly used to spell sounds
- Read words by sounding out and blending their separate parts
- Study written representatives of a sound and how it looks
- Recognise on sight, vocabulary identified as ‘tricky words’

Once pupils have completed phase 6 in Letters and Sounds, pupils will have regular spelling lessons, using Read Write Inc. spelling.

4.2 Aims

We aim for our pupils to:

- Spell accurately
- Develop confidence with writing
- Learn and use new words
- Apply phonics and spelling rules when writing

4.3 Teaching of Phonics

- Phonics will be taught in daily 20 minute sessions
- The 4 part lesson is adopted from Letters and Sounds:
Review – teach – practice – apply
- Sounds taught should be ‘pure’ ie. ‘b’, not ‘buh’ as this is central to phonics teaching and ability to recognise sounds in words
- During teaching, pupils should be able to clearly see the adult’s mouth in order to learn correct pronunciation of sounds
- Children are to be taught the technical terms e.g. Phoneme, grapheme
- Children are to be taught that the number of graphemes in a word always corresponds to the number of phonemes. This greatly aids spelling
- Phoneme buttons are used in phonics teaching to illustrate this
- Children are encouraged to sound talk their words using their fingers
- Visual actions linked to phonemes will be used until pupils have a solid understanding of the sounds

4.4 EYFS

Children are taught to read in the Foundation stage using the Letters and Sounds programme of work. Children will be introduced to Letters and Sounds (Phases 1-4) in the Autumn term. The reception high frequency words are introduced using reading books to support the children in developing a good sight vocabulary.

4.5 Key Stage One

Teachers continue to build on the children's reading skills further by modelling good reading and continuing to teach the remaining phases (5 & 6) from Letters and Sounds.

4.6 Year One Phonics Screening

During the summer term, children in Year One will take the Phonics Screening Test. This will include some made up (pseudo) words. Results are shared with parents. If the children do not pass the test, they will be required to retake it the following year in Year 2.

4.7 Key Stage Two

The majority of pupils will be proficient in phonics and will be learning spelling rules using Read Write Inc. spelling. However some pupils may still need support and will consolidate their phonics learning in small groups.

4.8 Teaching of Spelling

Once children are proficient in Phonics, children learn their spellings using Read Write Inc. Each fortnight the children will learn a new rule and then practise it the following week in their handwriting,

Using Read Write Inc. Spelling, we aim:

- To encourage children to become confident and competent spellers
- To teach children spelling strategies relevant to their developmental stage
- To help children to understand that there are spelling patterns and rules which can be learnt

Through daily, focused teaching of spelling, children will be able to:

- Attempt words for themselves using a range of strategies
- Write an increasingly wide range of words from memory
- Use a variety of resources to help with spelling e.g. dictionaries, word banks, classroom environment, computer spell-checks etc.
- Develop an understanding of spelling patterns and the rules through investigations and identifying exceptions to those rules as "interesting" or "exciting", understand that some prefixes and suffixes can change the meaning of words
- Use a range of strategies to learn spellings, especially in those miss-spelt in their own work. These might include spelling logs (How I spelt it.... How it should be spelt), the use of mnemonics and word pictures

5 WRITING

5.1 Introduction

At Hopton Church of England Primary Academy we have a clear, consistent, whole school approach to writing. Competence in writing is crucial for the development of children's communication skills. Writing offers the opportunity to store information for later retrieval, to interact with others, to reflect and to express ideas creatively. Skilled writers understand the characteristics of writing's many forms, and are able to adapt their style to suit a wide range of purposes. Success in writing is an important ingredient for children's progress in all other areas of the curriculum.

Our Writing Curriculum embodies: The Statutory Framework for EYFS (2012); Phonics: Letters and Sounds; The 8 Assessment Focuses for Writing; The two dimensions of the Programmes of Study for Writing at Key Stages 1 and 2 – transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech and writing); The 3 part writing sequence – plan, revise and evaluate. **Our Writing Curriculum is also crafted around the needs of the children attending our School and takes into account the ever changing context in which our children grow.**

5.2 Aims

We aim for our pupils to:

- Be part of a rich and stimulating language environment where pupils work collaboratively and where speaking and listening, reading and writing are interrelated.
- Appreciate that writing is a universal method of communication
- View writing as a process over which they have control
- Enjoy playing with language and writing for pleasure
- Write for a variety of purposes
- Write appropriately for specific real or imaginary audiences
- Make judgements about the tone, style, format and vocabulary appropriate to the writing's purpose, audience and genre
- Write clearly, legibly and accurately with attention to punctuation, spelling and grammar
- Use their understanding of the sound and spelling system to enable them to use it to write confidently and accurately
- Recognise that drafting, incorporating significant revision into their writing and proof-reading are integral parts of the writing process
- Present their writing to a high standard, at each of the stage of the writing process: planning, drafting, editing and re-drafting.
- Develop fluent and legible handwriting
- Use ICT to communicate in written form
- Involve the children in target setting, so that they understand how to make progress in their writing
- Have opportunities for writing across all areas of the curriculum
- Maintain partnerships with parents as an important part of the language programme.

5.3 Contexts for teaching writing

Writing is taught and learnt in specific meaningful and effective contexts. These include:

- Shared and guided reading
- Complementary sentence and word-level activities
- Modelled and shared writing
- Guided writing
- Independent or paired writing
- Pupils sharing and reflecting on their writing
- Cross-curricular writing tasks, particularly through the IPC

To support children in the acquisition of writing skills we will:

- Provide frequent opportunities to write
- Promote an awareness of adults writing in a variety of contexts for many purposes
- Provide regular demonstrations of the writing process
- Model, draft and discuss many aspects of writing with children
- Provide opportunities to reflect on the writing process
- Give children time to refine their writing through editing and revising
- Provide children with opportunities to share their writing
- Set individual targets for writing and support children in reviewing their targets
- Encourage children to take responsibility for their own writing development and progress
- Reward and celebrate children's efforts and achievements in writing
- Teach ICT skills that support effective and efficient electronic communication

Within this writing environment, the close relationship between writing and reading needs to be exploited. We will provide a wide variety of texts which cater for children's diverse interests and needs, and act as a stimulus to their own writing.

5.4 Writing in EYFS

In the Early Years, children are encouraged to attempt their own emergent writing and their efforts are valued and praised. As their phonic knowledge increases, this will be reflected in their writing. At the same time, their knowledge of key words is supported through reading and writing activities, including shared reading and writing.

A wide variety of opportunities are provided for children to engage in writing activities. Amongst these are:

- Shared/Modelled writing
- Role-play (e.g. an office or restaurant)
- Labels
- Recipes
- Lists
- Making books
- Writing letters
- Menus

Through engaging in these activities, children become aware that writing is used for a range of purposes. They distinguish it from drawing, and learn the left to right convention of writing in English.

A variety of resources are used to encourage the development of the fine motor control which is essential for good handwriting. These include playdough, cutting, threading and tracing.

5.5 Writing in KS1 (Shared, Guided & Independent)

Shared/Modelled Writing

Through shared writing the teacher demonstrates specific writing skills. The basics of how to form a letter, spell a word, leave a space or put in a full stop are demonstrated, followed later by the more sophisticated strategies of modelling the planning, drafting or proof-reading of writing. The teacher may also demonstrate writing in a particular genre. Shared writing will teach children how to:

- Generate imaginative and informative ideas through discussion and questioning, and record these ideas in notes/ plans/ drafts
- Structure ideas in writing through the use of appropriate language, sentence structure, punctuation, sequencing and lay-out
- Develop specific word level skills of spelling, handwriting and punctuation
- Refine writing to make it clearer and better suited to its audience and purpose
- Develop technical terms and vocabulary for understanding and discussing writing
- Publish and present written texts for others to read and use

Guided Writing

Guided writing sessions are used to provide a bridge between shared and independent work. During these sessions the teacher or TA will focus on developing specific skills that a group of children need. They may focus on:

- Developing a particular skill e.g. Using commas effectively.
- Planning a piece of writing
- Supporting work in progress
- Evaluating and improving writing

Independent Writing

Children will be given frequent opportunities to write independently so that the skills demonstrated during shared writing and guided writing will be transferred into their own writing.

Since accurate, fluent and independent writing is dependent on a secure grasp of phonics, a high priority is placed throughout EYFS and KS1 on daily systematic phonics teaching (based on the 'Letters and Sounds' programme). This gives children the strong and essential foundation upon which all their future development as writers will be built.

5.6 Writing in KS2 (Shared, Guided & Independent)

Shared/Modelled Writing

Through shared writing the teacher will model the writing process with the children. This may include:

- Demonstrating a range of planning strategies (e.g. mind mapping, concept maps, writing frames)
- Using a familiar text as a starting point for writing
- Teaching the structural characteristics of a particular text type
- Teaching the purpose and use of punctuation
- Playing with language and exploring different language choices
- Modelling higher level sentence constructions (e.g. conjunctions, complex sentences)
- Drafting
- Demonstrating drafting strategies (e.g. checking for meaning, reordering to improve structure, rewriting to improve clarity or to enrich language)
- Demonstrating editing strategies (e.g. checking punctuation and spelling, using writing targets)

At times, there may be extended shared writing sessions, exploring the composition process together in some detail. However, it will often be most effective if shared writing is broken up into chunks and interspersed with opportunities for the children to apply the lessons immediately in their own writing. Sometimes modelling just a sentence or two will be sufficient. This approach can maximise learning opportunities, allow teachers to respond to children's misconceptions or difficulties, and avoid the risk of overloading the children.

Guided Writing

During guided writing the teacher as 'expert' guides learners at an appropriate level by:

- Giving feedback on previously composed independent writing
- Modelling how to use individual writing targets or comment constructively on another writer's work
- Demonstrating a specific stage in the writing process
- Developing or reinforcing skills taught in shared writing
- Teachers will plan guided writing sessions flexibly, where they feel they will best meet the needs of their class. At other times, teachers may instead support children individually during their independent writing.

Process for Writing

Our writing process aims to build pupils knowledge of features of a range of texts and aim to allow a better understanding of audience and purpose.

Step 1- Co-construct success criteria (using a range of WAGOLLs (what a good one looks like) and WABOLLs (what a bad one looks like) example text. Pupils can identify what features of these examples of the focus genre make a 'good example'. Then the success criteria can be built from class discussion and annotations on texts.

Step 2- Pupils plan their own writing using appropriate planning format for a given year group (ie mind mapping, story mountain, boxing up, etc...)

Step 3- Writing draft based on planning points (1 or 2 sessions)

Step 4- Editing Stations (self-editing). Pupils travel to different stations which focus on appropriate editing focus linked to spelling, vocabulary choice, grammar and punctuation). Self-editing to be completed in **purple pen/pencil**. (Self-editing to start in Y1 – stations to be developed in Y2).

Step 5- Peer-editing (can be done through editing stations or 1 to 1 reading and conversation. Author of writing should have control of the **pink pen**- but be taking on board advice from peer (KS2)

*After Step 5- Teacher feedback to be completed.

Step 6- Final draft to be written, pupils to take on board improvements from self, peer and teacher feedback.

Independent Writing

During independent writing the children compose without direct teacher support. As children move through KS2, they will be expected to write regularly and at increasingly greater length, developing crucial writing stamina alongside other skills. Independent writing, both within English lessons and across the curriculum, will involve:

- Making choices about what to include in their writing and what genre to write in
- Using the imagination and expressing ideas
- Applying skills learned in shared/modelled writing and guided writing
- Focusing on individual writing targets
- Revising work in the light of feedback from teachers or peers
- Commenting constructively on other children's writing
- Editing and proof-reading to improve transcriptional features
- Preparing work for presentation

5.7 Talk for Writing

Talk for writing strategies will be used frequently both within literacy lessons and across the curriculum. Talk for Writing involves making explicit the processes and thinking involved in the writing process so that ultimately they can be internalised and applied by children in their own writing.

Talk for Writing will be embedded in every phase of the 'Writing Sequence'. The main principles of talk for writing are;

Book-talk

'Book-talk' is the extended opportunity to use **talk** to explore children's personal and collective responses to a text **as readers**.

Writer-talk

'Writer-talk' is the articulation of the thinking and creative processes involved in all stages of the act of writing; talk that helps children to think and behave like a writer (and consider themselves to be one).

Storytelling and story making

This involves the learning and repeating of oral stories, building children's confidence to develop them through telling and then extending that development into writing; later creating 'new' stories orally as a preparation and rehearsal for writing. The sequence being **imitation, innovation and invention**.

Word and Language games

Talk games and activities are used to:

- stimulate and develop a variety of vocabulary, conjunctions, openers and punctuation
- 'warm up' the imagination, stimulate creative thinking
- Orally develop a character
- Orally develop a setting

Role-play and drama

A range of drama and role-play strategies are used for pupils to explore texts, characters and to support their writing.

VCOP

VCOP will be taught on a regular basis to reinforce sentence construction. It entails focused fun activities that develop the children's understanding of effective use of vocabulary, connectives, openers and punctuation. It is applied through shared writing, guided writing, and independent writing and in all writing during English and across the curriculum.

Environment

A positive writing environment should be created for the children. This should involve the use of a candle or dimmed lighting. The children should not talk to each other and calm music is played to enhance concentration. The teacher will be writing themselves to model writing for pleasure.

Big Talk

For pupils that are not ready to write for sustained periods of time they will have Big Talk instead. This follows a similar process to Big Write but focuses more on talk and developing vocabulary for sentences.

5.8 Writing and computing

Computing is used as an integral part of our English teaching and learning. We

believe that:

- A balanced writing curriculum will include opportunities for children to read and write electronic texts as well as written texts
- The IWB provides a range of opportunities for stimulating literacy teaching and learning
- The use of computers can stimulate reluctant readers and writers
- Word processing is a valuable tool to enable children to redraft, revise and present their work
- Computer activities can provide excellent opportunities for discussion and reflection

6 VOCABULARY, GRAMMAR AND PUNCTUATION (VGP)

“The grammar of our first language is learnt naturally and implicitly through interactions with other speakers and from reading. Explicit knowledge of grammar is, however, very important, as it gives us more conscious control and choice in our language. Building this knowledge is best achieved through a focus on grammar within the teaching of reading, writing and speaking. Once pupils are familiar with a grammatical concept [for example ‘modal verb’], they should be encouraged to apply and explore this concept in the grammar of their own speech and writing and to note where it is used by others. Young pupils, in particular, use more complex language in speech than in writing, and teachers should build on this, aiming for a smooth transition to sophisticated writing.” National Curriculum 2013

As outlined above aspects of vocabulary, grammar and punctuation are best taught in the context of real reading and writing activities, rather than through isolated exercises. This gives children the opportunity to see the relevance of sentence-level work and how real writers make such choices to help them communicate clearly. Sentence-level teaching is most effective when it is short, sharp and frequent, incorporated perhaps as a lesson starter or in the context of shared writing. Word and sentence games encourage children to enjoy playing with language and to experiment with different constructions that they may then apply in their independent writing.

7 HANDWRITING

7.1 Introduction

It is important for pupils to be able to write clearly and develop a fluent and legible handwriting style. Pupils should be proud of their presentation.

7.2 Aims

When teaching handwriting we aim for pupils to:

- Use a correct and comfortable pencil/pen grip
- To understand that each letter has only one correct formation and orientation
- To develop a sense of pride, pleasure and enjoyment in their handwriting

- To adopt fluent, legible and joined handwriting – using a cursive script
- To adapt lettering styles for different purposes

7.3 Teaching of Handwriting

At Hopton Church of England Primary Academy we teach handwriting through our phonics and spelling. At the beginning of each year we practise the cursive letter formations for each phoneme, before linking our fortnightly spelling programme to the words that the children practise during their handwriting session.

We use a cursive script. We use the website <http://www.teachhandwriting.co.uk/> to support this.

In the EYFS Stage the children are taught to:

- Develop gross motor control
- Develop fine motor control
- Use large equipment to make marks e.g big chalks, large paint brushes, shaving foam, finger painting etc.
- Use a range of mark making tools such as pencils, pens and crayons, etc. with confidence and enjoyment
- Develop a recognition of pattern
- Develop a language to talk about shapes and movements
- The main handwriting movements involved in the four basic letter shapes; c, l, r and z (caterpillar letters, ladder letters, robot letters and zigzag letters)
- When the children have developed appropriate gross and fine motor control, they will be gradually introduced to letter formation.
- Use a pencil, and hold it effectively to form recognisable letters, most of which are correctly formed.
- Receive instant feedback when errors in pencil grip or formation are seen.
- When digraphs are introduced during phonics sessions, children will be introduced to the joins.

In Key Stage 1 the children are taught to:

- Form letters in the following order:
 - c o a e d f g q s (caterpillar letters - anti-clockwise round)
 - r n m h b p k (robot letters - down and retrace upwards)
 - i l u t y j (ladder letters - down and off in another direction)
 - v w x z (zig zag letters – straight lines)
- Write most letters, correctly formed and orientated, using a comfortable and efficient pencil grip
- Write with finger spaces between words
- Write legibly, using upper and lower case letters appropriately
- Form and use the handwriting joins

In Key Stage 2 the children are taught to:

- Develop cursive handwriting
- Further develop writing speed and stamina
- Produce writing which sits on the line most of the time
- Make sure ascenders and descenders in the correct place and on the lines
- Develop a cursive, legible, accurate style

8 ASSESSMENT

Assessment at Hopton Church of England Primary Academy is both formative and summative. Teachers use summative assessment to diagnose strengths and areas for development.

The purpose of assessment for learning is to ensure that children are involved in their own progress and are motivated to improve their work. Assessment for learning takes place through the setting of: lesson objectives (WALTs), Success Criteria (Aims), targets, through the use of questioning and through marking and reviewing children's writing. Children are encouraged to reflect on their progress will be involved in supportive peer assessment as well as in self-assessment.

8.1 Reading

Every half term, Reading is assessed using both formative assessment from the assessment grids in the front of each child's book and summative assessment from the Rising Stars (RS) assessments(or PiXL depending on if there is one for that half term).

Pupil's progress is also assessed on Accelerated Reader using the Star Reader test.

8.2 Writing and VGP

Every half term Writing is assessed using formative assessment from the assessment grids in the front of the children's books.

Every half term, VGP is assessed using both formative assessment from the assessment grids in the front of each child's writing book and summative assessment from the Rising Stars (RS) assessments assessments(or PiXL depending on if there is one for that half term).

***All assessments completed should be kept on hand for that academic year and final Summer II assessments should be filed in pupils manila folders (all others should be shredded).**

8.3 Phonics and Spelling

Phonics knowledge is assessed using phonics assessment booklets half termly. For pupils in years 2 - 6 where children are following the Read, Write Inc. spelling -children complete a Youngs Spelling test at the beginning of every term to assess their progress.

(See Assessment Policy and Marking Policy for further guidance.)

9 CROSS CURRICULAR LINKS

At Hopton Church of English Primary Academy, English, where possible, is taught as part of the IPC (International Primary Curriculum). In addition to this we aim to provide real purposes and audiences for pupils writing to encourage children's enthusiasm and confidence in English. However there are times when certain English skills are taught discretely, E.g. spellings.

English contributes significantly to the rest of the curriculum by enabling pupils to: use their speaking and listening skills to discuss and debate issues and concepts; read and understand new vocabulary and relevant texts; and being able to express their topic learning using writing.

10 HOME LEARNING

We value the importance of children's home learning to support their development. For English, children are expected to: look at their spelling log and practice any words that they have found tricky using the look, cover, write, check approach; read regularly (we recommend about 10 minutes for KS1 and between 10 - 20 minutes for KS2); and complete other pieces of English home learning to support the learning in class.

11 PARENT PARTNERSHIP

At Hopton Church of England Primary Academy we recognise the importance that parents have in developing the confidence and ability of their children in reading, writing and speaking. Therefore we actively encourage the involvement of parents in their child's learning. Each class plans a termly English café, inviting parents to find out about how their child learns in English and giving them the opportunity to share their child's learning in the classroom.

Many children come to school with an understanding of some of the purposes of writing and with experience of drawing, colouring and mark-making as a precursor to legible writing. These experiences are valued by the school, and parents are encouraged to exploit their children's interest by including them in activities such as writing shopping lists and post cards. Guidance about correct letter formation, phonics and reading are given to parents of children in Foundation Stage and made available on the school's website.

Parents are encouraged to participate in their children's writing development through home learning activities. These include: reading regularly; talk homework; and supporting pupils with extended writing tasks.

12 SMSC

SMSC is encouraged in all lessons through use of partner and group work. A positive ethos is developed in all classrooms where children feel confident to 'have a go' at new learning and they are not afraid to take risks and to challenge themselves.

13 INTERVENTION

Intervention is targeted to support children in making progress, to fill gaps in their learning, develop confidence, boost pupil progress and to challenge and extend more able pupils.

We examine the progress of specific groups of children such as those with Special Educational Needs, those entitled to Pupil Premium and target intervention as appropriate. Most English intervention occurs within the classroom and is planned for and supported by the class teacher, linking directly to the children's needs, identified through careful assessment. Weekly meetings are planned to enable feedback from Teaching and Classroom Assistants who are delivering the intervention to be given to the class teachers. The progress of children who have intervention is regularly monitored by the English Co-ordinator, SENCO and Senior Leadership Team.

14 EQUAL OPPORTUNITIES

At Hopton Church of England Primary Academy, we celebrate diversity through recognising our children's skills and knowledge and by the study of material from a variety of cultures. Texts used will represent all cultures in a positive light and will show both genders in a range of roles.

The interests of both boys and girls will be taken into account when selecting materials to support the development of reading and writing. Language games, explicit feedback and clear target setting can all help boys in particular to make good progress in writing. Many bilingual children bring to their writing a great depth of appreciation of language and an ability to use it flexibly and creatively. This will be encouraged, supported and celebrated.

We recognise that children for whom English is an additional language may have specific and important needs that must be addressed, including access to bilingual resources. The development of vocabulary, as well as sentence structure, is of enormous importance, and visual support for developing understanding is essential.