



Fulwell Infant School Academy -

Literacy Policy

Rationale

Literacy is a core subject in the National Curriculum. Language is the art of communication and the key to thought processes. Speaking and Listening, Reading and Writing are not only inseparable from each other but they form the foundation of all learning processes and allow access to all other curriculum areas.

Aims

At Fulwell Infant School Academy we aim to develop pupils' abilities within an integrated programme of Speaking, Listening, Reading and Writing. Children will be given opportunities to interrelate the requirements of Literacy within a broad and balanced approach to the teaching of Literacy across the curriculum, with opportunities to consolidate and reinforce Literacy skills in a range of contexts.

Early Years Foundation Stage

We relate the Literacy aspects of the children's work to the objectives set out in the Communication and Language and Literacy sections of the Curriculum Guidance for Early Years Foundation Stage, which underpin the curriculum planning for children aged birth to five. In the foundation years the emphasis on the teaching and learning of Literacy is often based on children's first hand experiences. We give all children the opportunity to talk and communicate in a widening range of situations, to respond to adults and to each other, to listen carefully, and to practise and extend their vocabulary and communication skills. They have the opportunity to explore words and texts, to enjoy them, to learn about them, and to use them in various situations.

Key Stage One

We use a range of approaches, including the 2014 Primary National Curriculum Document for Literacy as the recommended guidance for implementing the statutory requirements for the teaching and learning of Literacy. By the end of Key Stage One we aim for all children to speak confidently and listen to what others have to say. They should read and write independently and with enthusiasm and confidence.

Literacy is an integral part of teaching and is taught as a discreet subject and within every curriculum area as part of our creative approach. First hand experiences are provided wherever appropriate to inspire, motivate and improve children's vocabulary and language skills and in turn their writing achievements. Lessons enable children to make progress and develop their knowledge, understanding and skills as they progress from the Foundation Stage to Key Stage One

Objectives

- To enable children to speak clearly and audibly, confidently communicating their needs and ideas, taking into account different audiences and a wide range of contexts.
- To work co-operatively and collaboratively in small groups or pairs and show they are able to take turns to listen and respond appropriately to the ideas of others.

- To encourage children to listen with concentration in order to be able to identify the main points of what they have heard and respond appropriately. To enable children to become confident, independent and reflective readers.
- To encourage children to become enthusiastic readers who have a desire to read for enjoyment and information.
- To foster an enjoyment for writing, to have an interest in words and their Meanings, developing a growing vocabulary in spoken and written forms.
- To enable children to write with accuracy and meaning in narrative and non-fiction.
- To increase the children's ability to use planning, drafting and editing to improve their work.
- To encourage children to express themselves creatively and imaginatively.

Implementation

Curriculum Equal Opportunities

All children are entitled to a broad and balanced Literacy Curriculum in accordance with the schools policy for Equal Opportunities. We aim to provide suitable learning opportunities that enable all children to make outstanding progress regardless of gender, ethnic background, English as an Additional Language or learning ability, disability, religion or belief. The Literacy Curriculum will provide equal opportunity through:

- Activities, which are well matched to the different needs of children (differentiation)
- Equal access and relevant provision for all children
- The lessons will be linked to the theme taught to ensure the skills are relevant to the children
- We select books and other resources that will appeal to both genders and represent a range of cultures and disabilities.
- Oral discussion helps the children to begin to accept other points of view, beliefs and customs and can be used to challenge stereotypes in a sensitive manner.

Key Issues

As a school, we are fully committed to offering:

- Equal opportunities for all including gender, race, class, creed or belief
- Reflection of the diversity of the community and world at large
- Sensitive inclusion of diverse, dramatic forms from a range of cultures
- Inclusion for all
- Unique contribution of the individual.

Teaching plans will:

- Clearly identify learning objectives in addition to experiences;
- Be annotated retrospectively to identify areas of further attention or differentiation
- Identify specific activities and learning outcomes for the more able, average, less able and children whose special needs have been identified by the school and through formal statements.

Technology

The use of Information and Communication Technology, with clear learning objectives, will promote, enhance and support the teaching and learning in Literacy. Computing is an integral part of Literacy and is used at whole-class, group and independent level. Children work independently or with a partner on computers and laptops. I pads can also be used to research, record and access programmes to support learning. The display of text on the whiteboard enables it to be read and shared.

The projection of work using a visualiser permits the writing process to be modelled and evaluated effectively. A range of hardware and software is used to develop skills. Using digital cameras, software and other equipment pupils can make their own newspapers, factsheets and presentations which can have text attached to them.

The core concepts, skills and attitudes

The Literacy Curriculum is delivered using a variety of teaching and learning styles. The Early Years Foundation Stage curriculum is followed to ensure continuity and progression from Pre-School into Key Stage One. At the beginning of Year One, the assessments from the Early Years Foundation Stage will enable the curriculum to follow a smooth transition.

Approaches to Speaking and Listening

The Strands of Speaking and Listening: Speaking; Listening; Group Discussion and Interaction, and Drama permeate the whole curriculum. Interactive teaching strategies are used to engage all pupils in order to raise reading and writing standards. Children are encouraged to develop effective communication skills in readiness for later life. We aim for children to be able to speak clearly, fluently and coherently, to be able to listen attentively with understanding, pleasure and empathy, and contribute to group discussions effectively.

We aim to achieve this by:

- Giving our children confidence in themselves as speakers and listeners, by showing them that we value their conversations and opinions and encouraging a respect for the views of others.
- Being aware that we provide a model of speakers and listeners in our day-to-day Interactions with them and with other adults in our school.
- Helping them to articulate their ideas and provide purposes and audiences for talk within a range of formal and informal situations and in individual, partner, group and class contexts
- By providing opportunities to perform to a larger audience, in assemblies and productions, where children's efforts and skills are acknowledged by staff, parents, carers, visitors and peers.
- By providing a range of experiences where children can work collaboratively and give them opportunities to reflect on talk and explore real and imagined situations through role play, hot-seating, drama and discussions.
- By developing the child's ability to listen with attention and understanding in all areas of the curriculum and where necessary, asking and responding to questions appropriately.

Approaches to Reading

Early years

Children are taught a wide range of reading strategies, including context, picture cues, and sound/letter correspondence. The school has a variety of pre-readers and reading scheme books used by early readers. Children independently select books to take home to read with their families.

To develop our pupils as readers we

- Build on the children's knowledge and experience of print that they bring to school and involve parents from the beginning.
- Provide a stimulating environment, where books and other reading materials are presented in an attractive and inviting way, so that children can see we value books and reading, and will enjoy reading for pleasure and information, and develop an awareness of the importance of reading in their everyday life.
- Ensure that the children are given extensive experience and access to a quality selection of a range of genre, and plan for them to have time to browse and read for pleasure as well as using books as a tool for learning.
- Provide opportunities for children to read aloud, on their own, with their peers and with their teachers and also regular opportunities to enjoy stories being read aloud to the class.
- Give opportunities to respond by talking appreciatively and critically about what they have read, discussing authors, themes, characters, settings and plots.

- Encourage children to write their own stories or poems, making books or contributing to class books so that they have opportunities to become authors.

Phonics- Letters and Sounds (see Read Write Inc. Policy)

Guided Reading

Children read a variety of texts in small groups to their teacher in school on a weekly basis. Children are grouped for reading according to ability and read at an appropriate level. They are assessed regularly and groupings and colour bands are adjusted when necessary. Guided-reading records are kept for each reading group, in which a learning focus and progress notes are noted.

Shared Reading

Regular shared reading takes place where pupils are encouraged to listen, discuss, re-enact and develop their own ideas in co-operation with others.

Individual Reading

Each child chooses a colour coded book from the levelled book bands to read individually each week. In this way children are encouraged to develop skills of selection and have some autonomy within a framework, to choose the book they want to read.

Parental Involvement

- Reading with a supportive adult is the centre of our reading philosophy and reading can be best learned with the support of both school and parents. Therefore we actively encourage parents to participate and share in their child's reading.
- All children are encouraged to read daily.
- We hold regular Book fairs/weeks in school to promote reading and enjoyment in books. Real authors are invited to work alongside children through the Northern Children's Reading Festival.
- We also encourage joining the local library and participation in regular summer "Reading Challenges."

Approaches to Writing

To develop our children as writers we

- Treat children as writers, from the earliest stage, who will have something they will want to communicate, by building on their writing skills they have acquired and their knowledge of print from the environment.
- Provide experiences where the child can acquire confidence and a positive attitude to writing.
- Develop and sustain writing skills by providing opportunities for children to write for a range of purposes and audiences.
- Use guided writing sessions to model writing skills, teaching children how to compose, amend and revise their writing.
- Teach children to become critical readers of their own writing by using self - evaluation and checking their work independently for sense, accuracy and meaning.
- Teach grammar and punctuation in the context of children's own writing, as well as exercises and word games and by modelling examples.
- Encourage children's ability to organise and present imaginative factual writing and poetry in different ways.
- Teach strategies for spelling to enable children to become confident and competent spellers.

Handwriting (see handwriting policy)

Spelling (see Read Write Inc. Policy)

Differentiation

Pupil provision is related to attainment, not age. We recognise that children extend and realise their potential when they participate in a curriculum that offers challenge, learning experiences and support matched to individual needs.

It is our aim to maximise each child's potential by providing appropriate resources, including the use of I.C.T. and a variety of teaching approaches, thereby personalising learning. We plan activities in Literacy that take into account individual strengths and weaknesses by offering a curriculum that allows our children to work at their own level. Children work in a variety of groupings dependent upon the nature of the activity. These include whole class, group, paired and individual work. Teachers plan visual, auditory and kinaesthetic activities in order to appeal to all pupils' learning.

Cross curricular themes

Throughout the school, Literacy is taught and enriched through carefully planned cross-curricular themes and interactive activities and also includes discrete literacy sessions. Teachers plan for children to practise and apply the skills, knowledge and understanding acquired through literacy lessons to other areas of the curriculum.

Progression, continuity, differentiation and Special Educational Needs intervention programmes

We will identify which pupils or groups of children are under-achieving and take steps to improve their attainment. Gifted children will be identified and suitable learning challenges provided. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels. When progress falls significantly outside the expected range, the child may have Special Educational Needs. Intervention through School Action, School Action Plus or the Statementing process will lead to the creation of an Individual Education Plan (IEP), for children with special educational needs. The IEP involves additional or different action to enable the child to learn more effectively and may include, as appropriate, specific targets relating to Literacy.

Extra Literacy Support is in place to facilitate basic literacy skills for targeted groups of children relevant to their learning needs. This will involve small groups of children in each year group throughout the year.

Children identified as below the National Expectations in their phonetic ability, identified in the Phonic Screening tests, will also receive additional support in order to develop phonetic skills. Intervention sheets for Literacy may be completed by class teachers identifying any additional support that a child is receiving and the impact of this carefully monitored.

Safety (to include Child Protection)

All Literacy activities will be in accordance with

- The schools Health and Safety Policy
- The schools E-safety Policy
- The schools Risk Assessment Policy
- Local authority and school guidance will be followed on educational visits

Assessment, recording and reporting procedures

Teachers should refer to the schools policy for Assessment, Recording and Reporting.

In addition to this other Formative and Summative methods are employed:

- Levels are recorded and progress assessed three times a year, between Sept and July, with a target provided for adding value to an individual's attainment.
- Children will undertake statutory assessment in Reading, Writing and Speaking and Listening in Year Two to help inform teacher assessment levels which are reported to parents at the end of Key Stage.
- Year One children will complete a statutory Phonic Screening assessment in the Summer Term. The results will be reported to parents within the context of the end of year report

- Children's achievements are shared with parents/carers through consultations and in two written reports on the child's progress in February and July of each academic year. Parents will have the opportunity to discuss their children's progress as required.
- Termly assessments of independent Reading and Writing samples using A.P.P. grids
- Guided Reading weekly records.
- Self and peer assessment where children are encouraged to evaluate their own achievements in line with success criteria.

During the Reception year on-going assessment takes place as part of the Foundation Stage profile for each child, via observations and dialogue with each child. Termly writing samples are kept. The assessment of children's achievements is planned into Literacy teaching and is used to guide subsequent lessons.

Records of children's achievements are maintained.

- Teachers regularly evaluate the success of their teaching
- Assessment opportunities are built into the Literacy themes
- Teachers keep records of each child's achievements

We assess children's progress in Literacy across all phases, using an APP for Reading and Writing. These results are fed into the whole school Assessment Trajectory to identify individuals and groups of children that are not making expected progress or attainment. All assessment tools are used to identify strengths and next steps for individual learning of groups of children, and to inform planning accordingly. Time is set aside for moderating work and to review children's progress three times a year.

Monitoring and Reviewing standards

The Literacy Leader works in conjunction with the S.L.T. monitoring the standards of the children's work and the quality of teaching.

The role of the subject leader involves:

- keeping informed about developments and new initiatives to support the teaching of language and literacy and ensure staff are informed
- modelling good practice
- supporting teachers in planning and using resources
- being responsible for the upgrading and ordering of resources
- organisation and upkeep of the school library and its resources
- organising an annual school book day/week
- reviewing, monitoring, evaluating and updating the school policy every two years

Resources

Resources can be found in each classroom and in the school Library to support Literacy.

Beverley Robson

APPENDIX 1

POLICY FOR PHONICS TEACHING

Read, Write, Inc. Phonics

Read, Write, Inc. Phonics is an inclusive literacy programme for all children learning to read. It is aimed at children reading at Level 2b or below and teaches synthetic phonics. Children learn the 44 common sounds in the English language and how to blend them to read and spell. The scheme includes both a reading and a writing focus.

Reading is the key that unlocks the whole curriculum so the ability to efficiently decode is essential. The R.W.I sessions are expected to occur each as the continuity and pace of the programme is key to accelerating the progress of children's reading development.

Aims and Objectives.

To teach children to:

- apply the skill of blending phonemes in order to read words.
- segment words into their constituent phonemes in order to spell words.
- learn that blending and segmenting words are reversible processes.
- read high frequency words that do not conform to regular phonic patterns.
- read texts and words that are within their phonic capabilities as early as possible.
- decode texts effortlessly so all their resources can be used to focus on comprehension of what they read.
- spell effortlessly so that all their resources can be directed towards composing their writing.

Teaching and Learning Style

This is based on the 5 Ps.

Praise - Children learn quickly in a positive climate.

Pace - Good pace is essential to the lesson.

Purpose - Every part of the lesson has a specific purpose.

Passion - This is a very prescriptive programme. It is the energy, enthusiasm and passion that teachers put into the lesson that bring the teaching and learning to life!

Participation - A strong feature of R.W.I. lessons is partner work and the partners 'teaching' each other (based on research which states that we learn 70% of what we talk about with our partner and 90% of what we teach).

It is important to remember to never give up! Every child can learn to read if you persevere.

Planning

Pupils work within ability groups which are defined by their performance on R.W.I. phonic tests. Pupils are re-tested during the year and the groups may be reorganised accordingly.

Teacher generated planning is minimized as the planning is integrated into the teacher's handbooks and follows set routines. Each group leader also has a printed format for planning ditties or storybook lessons. To this framework, is added the particular ditty/storybook being studied, new phonic elements that are being introduced and any other points worthy of note for future use.

TA's will be responsible for planning for their R.W.I groups, with the support of the R.W.I manager if required.

Delivery of Phonics

- Initial sounds are to be taught in a specific order.
- Sounds taught should be 'pure' ie 'b', not 'buh' as this is central to phonic teaching and ability to recognise sounds in words.
- Blends are to be declustered. eg bl is two specific sounds.
- Children are to be taught that the number of graphemes in a word always corresponds to the number of phonemes. This greatly aids spelling.
- Set 2 sounds are to be taught after Set 1 (initial sounds)
- Letter names are to be introduced with Set 3.

R.W.I. across the school

Foundation Stage: R.W.I. is fully implemented in Reception but the class will not be split into groups until the initial sounds have been taught. Once the sounds have been taught. Assessments will take place to determine groupings.

Sessions will take place daily. Within this time a 20 minute speed sounds session will occur with follow up handwriting sessions while children access continuous provision, inline with the EYFS.

Key Stage One: R.W.I. groups will be set following assessments carried out by the R.W.I manager. The sessions will occur four times per week in Year One and three times per week in Year Two. These sessions involve a 20 minute Speed Sounds session. These sessions are additional to whole class handwriting sessions and daily Literacy lessons. Once children successfully complete the programme they will access literacy sessions from the Literacy Framework.

SEN/Able Pupils

SEN pupils are fully involved in R.W.I. lessons as all pupils work in ability groups and teaching is geared to the speed of progress of each group. 1:1 tuition will be identified by the RWI manager if required.

Able pupils are catered for as groups are based on ability and there is the flexibility to accommodate gifted younger pupils within groups of older children if necessary.

Assessment and Recording

Children are assessed throughout every lesson. Every time partner work is used the teacher assesses the progress of her children. The teacher assesses how children:

- read the grapheme chart
- read the green and red word lists
- decode the ditty/story
- comprehend the story

Each group leader will keep a record to identify pupils that are absent or pupils that need extra reinforcement of a particular element that has been covered.

Formal assessment is carried out periodically by the R.W.I. manager using the R.W.I. phonic checks. This allows for achieving homogeneity within each group and indicates, the correct access point for new entrants.

Monitoring and Review

The R.W.I. manager (or senior management)

- tests all KS.1 pupils and designates pupils to the correct groups.
- assigns leaders to groups
- 'drops in' on R.W.I. groups to give advice and to informally check that pupils are in the correct groups
- where necessary provides models lessons
- attends up-date meetings when they occur and reports back to the R.W.I. group leaders

- speaks with the headteacher regarding groupings, teaching spaces, resources and other pertinent matters
- is responsible for reporting to the governors about the quality of the implementation of R.W.I. and the impact on standards.

APPENDIX 2

HANDWRITING POLICY

RATIONALE

Clear, fluent legible handwriting allows children to communicate their ideas effectively across all subject areas. Direct teaching of specific skills within a developmental framework, allows all children to succeed at their own level. High expectations encourage children to develop pride in their work and leads to high standards of presentation overall.

The teaching of handwriting is specified as one of the Early Learning Goals, within the Communication, Language and Literacy Area of Learning for the Foundation Stage and is an element of English, within the Literacy Framework for Key Stage 1.

AIMS

1. To ensure that handwriting is an enjoyable activity, giving children satisfaction and fostering pride in their work.
2. To ensure that good writing habits are fostered from the start and poor habits are remediated quickly before they become established. This requires direct, frequent teaching of specific skills appropriate to the children's level of maturity and dexterity.
3. To promote continuity and progression in learning across the school.
4. To promote consistency in teaching and the standards attained across parallel classes, within each year group.
5. To promote a fast, legible and fluent style, allowing children to focus eventually on the content of their written work, rather than the mechanics of writing. The style adopted will provide a firm foundation for writing at Key Stage 2 in Fulwell Junior School.
6. To ensure that those children having special needs in this area, are given specific help in order to overcome these difficulties.
7. To ensure that parents are informed about our teaching methods and the school's adopted handwriting style, in order to give their children further support in their work at home.

ASSESSMENT

Teachers use ongoing assessment to inform their weekly planning, marking their short-term plans as appropriate. Specific notes are made about under / over achievers and material adapted accordingly. Once a term, a piece of general writing is analysed to see if the taught skills have been transferred into the child's everyday, independent writing. Information from this and ongoing assessment is then recorded onto the child's summative record of achievement.

Moderated examples of work are stored in the school's handwriting portfolio, in order to facilitate assessment of work.

PROVISION FOR SPECIAL NEEDS / MORE ABLE CHILDREN

The handwriting scheme is the result of staff teamwork, utilising in-depth knowledge of what most children can achieve with a degree of challenge, at a particular age. The teaching objectives, therefore, cover the skills suitable for average children in each year group. However, some children will inevitably have difficulties, while others exceed expectations. By its developmental nature, the scheme allows for these differences and children have the opportunity to consolidate skills at an earlier level. Children with poor fine motor control, will work on Individual Education Plan (I.E.P.) targets, informed by materials such as the Portage, Brain Gym and Madeline Portwood programmes. If appropriate we will seek advice from outside agencies.

More able children will be able to progress to National Curriculum Levels 3 /4, if appropriate, using more advanced materials in our scheme.

MONITORING AND EVALUATION

Handwriting is monitored termly, in order to ensure progress and measure how effective it is in raising standards of attainment and presentation. Writing is levelled on a termly basis. All teaching staff are involved and the senior management team may subsequently decide upon a handwriting focus. The work scrutiny is a termly event to moderate writing. Children may have year group, class, group or individual handwriting targets. The policy is reviewed on a regular basis.

HANDWRITING GUIDELINES

1. The National Curriculum has emphasised the important role for handwriting within primary schools today. Children at this school are systematically taught the skills and also receive "purposeful guided practice" in order to develop a legible, personal handwriting style.
2. Children are taught that legible handwriting is a necessary tool in helping them to communicate to others what they want to say.
3. Handwriting is a secretarial skill and it develops within the wider context of writing for a range of purposes.
4. It is directly taught and practised as a skill in its own right, apart from the composition of written texts.
5. Handwriting skills are taught directly to children, each week, either to individuals, within small groups or to the class as a whole (depending on age and the level of maturity in acquiring fine motor control.)
6. Our youngest children need to be able to see the teacher forming letters on a one to one basis, before working in a more formal group situation.
7. Handwriting is most effectively taught when the teacher is able to closely observe the child writing and can correct any faults as they develop e.g. an incorrect pencil grip.
8. Handwriting lessons take place several times per week and occur outside the Literacy Hour. In Years 1 and 2, the lesson is taught to the whole class and desks may be moved so that all children can easily see the teacher and her act of writing on the blackboard. In Reception, handwriting is generally taught in small groups, using a whiteboard as a focus for the lesson.
9. Handwriting skills may also be taught during the shared and guided writing activities of Literacy, the teacher modelling correct letter formation, correct placement of ascenders / descenders etc. Opportunities for the practice and consolidation of skills, are available during the independent activities section of the Literacy Hour. Practice might also occur during ERIC class reading sessions.
10. Children do need time to practise skills taught recently by the teacher. However, this is carefully monitored and bad habits are corrected (e.g. "m" not "n"), before they become ingrained.

11. Teachers follow the handwriting style adopted by the school (see appendix) and are confident in forming and joining letters correctly, within that style.
12. Children are taught to reflect on their handwriting skills and the need to improve on presentation and speed. They are made aware of the high standards we expect of them. For example, lower and upper case letters should not be mixed together within words.
13. To ensure continuity and progression, we have established teaching objectives for each year group, within a flexible developmental framework. We appreciate that some children will need further practice from the previous stage, whereas others make rapid progress and will need to work at a level above the average for their year group. Generally, within the Foundation Stage and Key Stage 1 we will work towards the Early Learning Goals and the development of a fluid style of handwriting as detailed in the National Curriculum (2014), with most children leaving us attaining the expected level and beyond.
14. We ensure children have access to good quality materials and writing tools e.g. a range of paper, pencils, fine felt tip pens etc. Thick, chunky pencils are used mainly for writing, in Nursery and part of the Reception year. By Year 1, children should be using fine HB pencils, which should always be kept sharp. They write a short form of the date and begin to learn how to use a ruler. Year 2 children are taught to use a ruler for underlining, ruling off work and drawing borders. Year 2 children may use felt tip pens from time to time, for specific pieces of work. Storage of paper, booklets etc is well organised and labelled to facilitate independent work habits. Writing materials are also available in other areas e.g. role play area, so that children can record their experiences and write for a purpose, as appropriate.
15. Plain paper is most suitable for nursery and Reception children, although during the course of this year they are taught how to place letters on lines. In Year 1, children will consolidate learning how to write correctly on lines. By Year 2, most children are writing confidently on lines, of varying widths, correctly placing ascenders and descenders e.g. ____ and ____ etc.
16. All children are taught to use the correct pencil grip, in order to gain fluency and speed of movement. Some children will need frequent reminders and those using an incorrect grip will be given either triangular pencils or triangular plastic grips, until the correct grip becomes established.
17. Children have free access to the rubbers stored on each table, rather than cross out letters or words. However, free use of rubbers is only allowed on the understanding that they are used sensibly and correctly at all times.
18. All children are shown how to sit correctly. During handwriting lessons, teachers ensure that children can see the blackboard, without turning round, although pressures on space in the classroom may often prevent this occurring at other times in the week.
19. Teachers know which children are left-handed and ensure that they are given specific guidance. The preferred hand is noted on each child's records. They need to model movements for children with their own left hand. Children should sit to the left of other children and work should be positioned slightly to the left of the midline, with a

clockwise slant to the paper. Teachers need to make a special point of observing how left-handed children are forming their letters, as many find the anti-clockwise movement quite difficult. (For information - nationally, on average there will be four children who are left-handed in any one class.)

20. Children need time to develop pride in their work - selected pieces can be re-written and displayed within the classroom.

21. Parents are informed about our handwriting policy and receive a copy of the style used in school. Reception parents are invited to a meeting early in the Autumn Term, during which handwriting is one of the items discussed. Year 2 parents are also invited to a meeting in the Autumn Term, where they are shown our approach to teaching cursive writing.

FOUNDATION STAGE HANDWRITING SCHEME

Teachers should refer to reference materials from the Early Years Curriculum. In addition, Reception teachers should refer to our Year 1 Handwriting Scheme, for further guidance on children working beyond the range Level W - 1A.

Our scheme is developmental and so Foundation Stage children will work at their own level within this continuum. By the end of the Key Stage, most children will have worked towards the National Literacy Strategy Handwriting Targets for Reception i.e.

- To use a comfortable and efficient pencil grip
- To produce a controlled line which supports letter formation
- To write letters using the correct sequence of movements

Handwriting Targets for Foundation Stage

- Hold a pencil the right way
- Trace and copy patterns
- Copy my name from a name card
- Write the first letter of my name from a name card
- Write my Christian name on my work

(Development matters 30-50 months and 40-60 months))

- Write my letters carefully, so that other people can recognise them
- Get my letters the right way round most of the time
- Make my letters the right size
- Copy underneath my teacher's writing
- Copy my teacher's sentences onto my page

- Write from left to right across the page

(40-60 months / Early Learning Goals)

- Get my letters the right way round
 - Write my letters starting in the right place every time
 - Write from left to right across the page and go back to the start of the next line
 - Write my letters properly all of the time
 - Leave finger spaces between my words
 - Write capital letters correctly
- "Letters are usually clearly shaped and correctly orientated"*

(Emerging towards the Key Stage 1 expected level))

Teaching Objectives / Guidelines for Foundation Stage

Suggested early activities:-

- Practise manipulative skills, for example, cooking and playing instruments, cutting with scissors
- Explore shapes and direction using the whole body e.g. by playing games involving moving in circles forwards and backwards, using large shoulder movements e.g. helping children to fix ribbons to the end of sticks to twirl in the air, throwing, batting balls suspended on ropes, dancing, modelling large anti-clockwise and up-and-down letter movement by "writing in the air", drawing in sand and painting
- Develop fine motor control e.g. by pouring water into tiny cups, play finger games and setting out cutlery. tap out patterns e.g. on a drum, scribble on blackboard and on paper, make plasticine shapes, finger tracing patterns / shapes in sand
- Mark making in the role play area e.g. making shopping lists, writing recipes, writing doctor's appointments etc
- Make use of crayons, chalks, thick felt pens and thick pencils (triangular are useful). Use corrective pencil grips if needed
- Trace around templates, use crayons, paint, colour within lines, cut on lines, threading beads, button/unbutton, tracing and copying activities, tracing between lines, dot-to-dot patterns, shape completion
- Trace simple continuous patterns e.g.
- Practise letter shapes as they paint, draw and record,

Later writing activities

These are similar to previous activities, with increasing attention to control, careful use of tools and manipulation of materials.

- Ascertain which is the dominant hand and seat children appropriately ie .left handed children should sit to the left of a right handed child (NB some children may still not have a preferred dominant hand at this stage).
- Encourage correct sitting position and correct position of the paper on the table.
- Changeover from thick to thin pencils (these should be kept sharp). Ensure children use the correct pincer grip.
- Practise individual letters on the whiteboard during shared writing sessions (children can use their own individual writing boards for practice)
- Trace over teacher's large print; write under teacher's large (then smaller) print
- Teach children the letters as "family groups" eg a c d g o q , continuing daily group practice of "writing in the air"
- Use dots / arrows to show letter starts and direction. Make sure poor habits are not allowed to develop (anti-clockwise movements should be clearly established, beginning at the 2 o'clock position on the clock face)
- Copy off cards and paper (teaching "finger spacing")
- Regularly copy /write Christian name (and surname, as appropriate) until correctly memorized
- Begin to teach a formal class handwriting weekly (about 20 mins) making sure that children do not have their backs to the blackboard
- Ensure each child has one achievable handwriting target, which they know.

YEAR 1 HANDWRITING SCHEME

National Literacy Strategy Target for Year 1

- To develop a comfortable and efficient pencil grip (Term 1)
- To form lower case letters correctly in a script that will be easy to join later (Term 1)
- To practise handwriting in conjunction with spelling and independent writing, ensuring correct letter orientation, formation and proportion, in a style that makes the letters easy to join later

Handwriting Targets for Year 1

During Year 1, most children will be working on targets within the expected range.

However, there will be children working either above or below this range, as appropriate. (Teachers should refer to the Year 2 or Reception Handwriting Schemes, for further guidance.)

In Year 1, most children are learning to

- get their letters the right way round most of the time
- write their letters starting in the right place every time

- write from left to right across the page and go back to the start of the next line

(40-60 months / Early Learning Goals)

- write their letters properly all of the time
- leave finger spaces between their words
- write capital letters correctly
- write neatly, sitting letters on the line

"Letters are usually clearly shaped and correctly orientated"

(Emerging towards the Key Stage 1 expected level)

- make sure that g p j q y all sit correctly on the line
- make sure t l k f d b are all taller than the other letters
- make sure they don't put capital letters in the middle of words (Level 2b)
(Working within the Key Stage 1 expected level)

Teaching Objectives / Guidelines for Year 1

- reinforce the teaching objectives from the Reception Handwriting Scheme, as appropriate
- ascertain which is the dominant hand and seat children appropriately ie .left handed children should sit to the left of a right handed child
- encourage correct sitting position and correct position of the paper on the table
- pencils should be kept sharp
- discourage over enthusiastic use of rubbers
- teach using rulers to underline
- ensure children use the correct pincer grip
- make sure poor habits are not allowed to develop (anti-clockwise movements should be clearly established, beginning at the 2 o'clock position on the clockface)
- teach children the letters as "family groups" eg a c d g o q
- teach "finger spacing"
- teach correct use of lines, especially for descenders, such as p, y , g
- ensure tall letters and capital letters are the correct size in relation to lower case letters
- take daily opportunities for brief teaching /practice of key points outlined above
- children to copy /write Christian name and surname daily, until correctly memorised
- discourage the mixing of upper / lower case letters within a word
- teach a formal class handwriting weekly (30 minutes) making sure that children do not have their backs to the blackboard
- Ensure each child has one achievable handwriting target, which they know.

Suggested Handwriting Activities for Year 1

- increasingly more difficult writing patterns eg waves, zigzags, spirals
- daily group practice of "writing in the air"

- individual letters practised on the whiteboard during shared writing sessions (children can use their own individual writing boards for practice)
- using dots / arrows to show letter starts and direction
- use of teacher's own writing for copying practice underneath or from card / paper
- copying practice from workcards and books
- copying letters, words and phrases from the blackboard
- copying classroom labels and keywords from the wall displays
- practise writing words / phrases from labels within the role play area
- use of commercial worksheets, such as Collins Handwriting Scheme
- daily copying from namecard a) Christian b) surname until the child can write both correctly from memory
- matching / copying pairs of upper / lower case letters
- small pieces of work, poems etc copied for display purposes
- discussion and evaluation of different pieces of work
- looking at different handwriting styles in pieces of writing or fonts in computer texts

YEAR 2 HANDWRITING SCHEME

National Literacy Strategy Targets for Year 2

- To practise handwriting patterns from Year 1 (Term 1)
- To begin using and practising the four basic handwriting joins:
 - i) Diagonal joins to letters without ascenders e.g. ai, ar, un
 - ii) Diagonal joins to letters with ascenders e.g. ab, ul, it
 - iii) Horizontal joins to letters without ascenders e.g. ou, vi, wi
 - iv) Horizontal joins to letters with ascenders e.g. ol, wh, ot (Terms 1,2 and 3)
- To practise handwriting in conjunction with the phonic and spelling patterns above (Term 2 and 3)
- Use the basic four handwriting joins from previous two terms with confidence and use these within independent writing (Term 3)

Handwriting Targets for Year 2

During Year 2, most children will be working on targets within the expected level for the end of Key Stage 1. Some children will be working beyond this level.

However, there will be children working either above or below this range, as appropriate.

In Year 2, most children are learning to

- write neatly, sitting letters on the line
- make sure that g p j q y all sit correctly on the line
- make sure t l k f d b are all taller than the other letters
- make sure they don't put capital letters in the middle of words

- write clearly and neatly all the time
- use some joins in their writing

(Working within the Key Stage 1 expected level)

"Letters are accurately formed and consistent in size"

- join their letters
- use the correct way of setting out their writing (eg set out a letter properly)

(Working at or beyond the Key Stage 1 expected level)

"Handwriting is joined and legible"

Teaching Objectives / Guidelines for Year 2

- reinforce the teaching objectives from the Year 1 Handwriting Scheme, as appropriate
- pencils should be kept sharp
- discourage over enthusiastic use of rubbers
- ensure children use the correct pincer grip
- take daily opportunities for brief teaching /practice of key points outlined above
- teach a formal class handwriting lesson several times weekly, making sure that children do not have their backs to the blackboard
- children to be shown correct presentation, asked to rewrite sentences, correct a letter, ascenders / descenders as appropriate, with constant reminders about keeping work neat
- children to be asked to re-draft presentation or rethink how to lay out work more effectively
- encourage children's self-appraisal of their work
- Ensure each child has one achievable handwriting target, which they know.

Suggested Handwriting Activities for Year 2

- copying practice from workcards and books
- copying letters, words and phrases from the blackboard
- use of commercial worksheets, such as Collins Handwriting Scheme
- small pieces of work, poems etc copied for display purposes
- discussion and evaluation of different pieces of work
- looking at different handwriting styles in pieces of writing or fonts in computer texts
- systematic teaching of the four joins

Collins Handwriting Scheme Book 3 has useful worksheets.

- Basic joins 10-23
- Break letters 24-25
- Consolidate joins / introduce whole words 26-30
- Blends / digraphs 31-46

- Silent e 47-49
- Presentation / drafts 50-54

Collins Handwriting Scheme Book 4 has extension activities on development of children's own handwriting style.