



Leverstock Green CE (VC) Primary School

Striving for excellence; caring for the individual.

ENGLISH POLICY

Leverstock Green CofE (VC) Primary School

Policy Review

This policy was agreed by the governing body on 18th June 2020

It is due for review in June 2022

Signature

Head Teacher

Date

18/6/20

Signature

Chair of Governors

Date

18/6/20



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Statement of Aims

We aim to develop pupils' English skills through Spoken Language, Reading and Writing.

Pupils will be given opportunities to apply and develop English skills across the curriculum through cross curricular teaching and learning. This will enable our pupils to use language to learn and communicate ideas, views and feelings across a range of different situations.

1. Spoken Language:

The National Curriculum states that pupils should be taught to speak clearly and convey ideas confidently in Standard English' (p 10). They should:

- Justify ideas with reasons
- Ask questions to check understanding
- Develop vocabulary and build knowledge
- Negotiate
- Evaluate and build on the ideas of others
- Select the appropriate register for effective communication
- Give well-structured descriptions and explanations
- Speculate, hypothesise and explore ideas
- Organise their ideas prior to writing

Our pupils are encouraged to speak clearly and confidently and articulate their views and opinions. We teach children to express themselves orally in an appropriate way, matching their style and response to audience and purpose, listening and responding to literature, giving and receiving instructions. They develop the skills of participating effectively in group discussions.

Ways in which support is given include:

- Activities which are planned to encourage full and active participation by all children, irrespective of ability
- Children with specific speech and language and auditory problems are identified and specialist help sought, where appropriate in-house specialist support
- Encouraging reading and talking about books in all aspects of school life and at home
- School plays and class assemblies
- Class debates/ presentations
- Weekly sharing worship or class assemblies
- Events within the community
- Leadership opportunities - Change Team, Sports and RE Ambassadors
- Talk/learning partners
- Drama/ roleplay
- PSHE and circle time



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2. Reading:

The National Curriculum states that pupils should be taught to read fluently, understand extended prose and be encouraged to read for pleasure.

The 2014 Curriculum divides reading skills into two dimensions:

Word reading/ decoding

Comprehension

We recognise that both these elements are essential to success and support the acquisition of both sets of skills through various methods. We recognise that these areas are clearly linked to the other aspects of English: speaking and listening, writing, grammar and vocabulary. We also understand that reading is a developmental process and part of life-long learning and we encourage and praise children at every stage.

- Adults model and scaffold a range of reading strategies (across decoding and comprehension) through whole class shared reading
- Teachers tailor structured whole class sessions taking in account the needs of all children
- Pupils develop skills in reading for understanding using a range of activities during whole class sessions including pre-reading, follow up questions and comprehension tasks pitched at the instructional level according to the needs of the children
- Pupils are encouraged to read widely, through our choice of a range of class texts, reading journals, library visits and high quality attractive books in classrooms
- In addition pupils are also encouraged to read for pleasure using reading partners, quiet reading time, listening to an adult read and the various methods outlined above
- Pupils also need to read to find information in all lessons and comprehension is assessed by the differentiated questioning according to the needs of the child
- Pupils are exposed to a range of fiction, non-fiction and poetry texts across the curriculum and across their school career
- In Key Stage One pupils learn to read easily and fluently through daily streamed phonics; regular reading to adults in school and reading partners. This is still promoted in Key Stage Two as a range of strategies.
- Pupils who need additional support are given personalised intervention support within and out of class.

3. Phonics

The National curriculum states that:

‘Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics should be emphasised in the early teaching of reading to beginners (i.e. unskilled readers) when they start school.’



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At Leverstock Green phonics is taught upon entry into Nursery and/or Reception following the Letters and Sounds programme of study until the end of Key Stage One. Every child has a daily 20 minute session. Sessions are taught using the review, teach, practice and apply teaching sequence. In Nursery and Reception the sessions are taught as a whole class session until the end of Autumn term in Reception. All sessions from this point are taught in carefully streamed small groups based upon the needs of the children and are reassessed every six weeks by formal and informal assessment. Extra sessions are taught to support children according to their need. We aim for all children to pass their phonics screening check in Year One and provide support for those that do not in order that these children pass by the end of Key Stage One. Every child's progress is carefully tracked to ensure they have the skills necessary to become fluent readers. Children with Special Educational Needs or Disabilities are identified early and personalised plans put in place when necessary.

4. Writing:

The National Curriculum states that pupils should:

- Develop the stamina and skills to write at length
- Use accurate spelling and punctuation
- Be grammatically correct
- Plan, draft, proof-read and edit
- Write in a range of ways and purposes including narratives, explanations, descriptions, comparisons, summaries and evaluations
- Write to support their understanding and consolidation of what they have heard or read

The 2014 Curriculum divides writing skills into two dimensions:

- Transcription (spelling and handwriting)
- Composition (articulating ideas in speech and writing)

We recognise that both these elements are essential to success and we support the acquisition of both sets of skills through various methods. We recognise that these areas are clearly linked to the other aspects of English learning : speaking and listening, reading, grammar and vocabulary

- Adults model and scaffold a wide range of writing genres through whole class writing sessions.
- Teachers tailor structured guided writing sessions to cater for needs of all children
- Children are encouraged to work with partners to explore ideas and edit and improve their writing
- In addition pupils are also encouraged to write for pleasure
- Pupils are exposed to a range of fiction, non-fiction and poetry texts across the curriculum and across their school career
- In Key Stage One pupils learn to write easily and fluently through daily streamed phonics sessions and explore ideas, vocabulary through Talk for writing sessions.
- Pupils who need additional support are given personalised intervention support within and out of class.
- Verbal feedback is given during writing sessions to encourage children edit and revise their work where appropriate
- Written work is marked according to the specific codes as detailed in the marking policy.



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- Children are encouraged to read, edit and revise their work in all curriculum areas using purple polishing pens.

5. Grammar

- We teach grammar as a separate lesson once per week.
- We correct grammatical errors orally and in written work (where appropriate)
- We have a systematic approach, we revisit key learning and build upon it in all areas from phonics, through to grammar and spelling
- We provide writing frames to support some learners
- We provide time to plan, edit and revise

6. Vocabulary Development:

Vocabulary teaching needs to be:

- Active
- Progressive/ systematic
- Making links from known words
- Pupils to understand the etymology of words
- Developing understanding of shades of meaning
- Including 'instruction verbs' used in examinations
- Subject specific- accurate mathematical and scientific words
- Collections of words which are relevant, interesting and specific to each child; relevant to children's lives and interests.
- In-depth word-based lessons investigating patterns of spelling

We encourage our pupils to have a wide and growing vocabulary in a number of ways, these include:

- Spelling lists/ key words to take home and learn
- Display of key words linked to topics and subjects
- Using the correct vocabulary orally
- Using dictionaries, thesauri and electronic devices
- Carrying out systematic assessment and providing feedback to pupils
- Targeted one to one/ small group support, where appropriate

7. Handwriting

To provide pupils with the skills to produce handwriting that is legible, fluent, accurate and fast

To adopt a consistent style of cursive handwriting throughout the school for both pupils and teachers

To encourage pupils to take pride in the presentation of their work and to enjoy the handwriting process

A neat handwriting style helps pupils with their spelling, teaches them respect for the reader and makes them proud of their own work

At Leverstock Green School a cursive style is taught which is joined from Year Two. Teachers and Learning Support Assistants are expected to model the school style in their own handwriting.



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8. Knowledge, Skills and Understanding related to handwriting.

During the course of their time at Leverstock Green School, the pupils will be introduced to a range of knowledge, skills and understanding. These are detailed as follows:

In the early stages:

- How to hold a pencil/pen
- Write from left to right and top to bottom of a page
- Start and finish letters correctly
- Form letters of regular size and shape
- Put regular spaces between letters and words
- How to form lower and upper case letters
- How to join letters
- The importance of clear and neat presentation in order to communicate meaning effectively

In the later stages:

- Write legibly in a joined style with increased fluency and speed
- Use different forms of handwriting for different purposes

Teachers use a variety of strategies for the teaching of handwriting including:

- direction
- demonstration
- modelling
- scaffolding
- explanation

7.1 Reception/Foundation Stage

Pupils experience a wide range of handwriting-related skills, e.g. letter and number formation in sand trays, through tracing, with chalk, felt tips, pencils, crayons, writing over and under teacher models in various forms, word building with magnetic letters and pattern making in various media. For formal handwriting practice large pencils can be used in conjunction with lined/unlined paper. Pencil grips for correction of pencil hold are also used where appropriate. Teachers model correct letter formation and pupils practise this alongside their phonics programme. Correction of letter formation takes place on an individual basis.

7.2 Key Stage 1

Pupils work on handwriting skills daily and in a variety of activities, e.g. copying from the board, through phonic work and writing across the curriculum and duplicated practice worksheets. Wide-lined exercise books, handwriting paper and standard-size pencils are used. Pupils are encouraged to use joined-up handwriting in their daily work when they are ready in Key Stage One. Pupils are encouraged to take pride in the presentation of their work. In addition, handwriting is often practised through the teaching and learning of phonics through the Letters and Sounds programme.



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7.3 KeyStage 2

Pupils work towards developing a cursive, fluent, joined handwriting style that is consistent in size. Pupils are encouraged to take pride in the presentation of their work. Regular handwriting sessions are dependent on the presentation of individual classes but should be less frequent by Upper Key Stage Two.



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Appendix 1

HANDWRITING PROGRESSION

Step 1

WRITE LETTERS USING THE CORRECT SEQUENCE OF MOVEMENTS

- 7.1.1 By the end of Reception year pupils will have been introduced to a comfortable and efficient pencil grip
- 7.1.2 Producing a controlled line which supports letter formation
- 7.1.3 Writing letters using the correct sequence of movements (the Charles Cripps cursive script)
- 7.1.4. Pattern-making and letter/number formation in various media

Step 2

FORM LOWER CASE LETTERS CORRECTLY IN A CURSIVE SCRIPT THAT WILL BE EASY TO JOIN LATER.

- 7.2.1 Develop a comfortable and efficient pencil grip
- 7.2.2 Form lower case letters correctly, using the lead out (where appropriate)
- 7.2.3 Practice handwriting in conjunction with spelling and independent writing ensuring correct letter orientation, formation and proportion
- 7.2.4 Develop simple joins in conjunction with phonics teaching.

Step 3

USE THE FOUR BASIC HANDWRITING JOINS WITH CONFIDENCE IN INDEPENDENT WRITING

- 7.3.1 Practise handwriting patterns from Year 1
- 7.3.2 Begin using and practicing the four basic handwriting joins used in the Charles Cripps script-
 - diagonal joins to letters without ascenders, e.g. ai, ar, un
 - horizontal joins to letters without ascenders, e.g. ou, vi, wi
 - diagonal joins to letters with ascenders, e.g. ab, ul, it
 - horizontal joins to letters with ascenders, e.g. ol, wh, ot

Step 4

WRITE LEGIBLY WITH A JOINED HAND, MAINTAINING CONSISTENCY IN SIZE AND SPACING

Use and practise the four basic handwriting joins used in the Charles Cripps script:

- diagonal joins to letters without ascenders, e.g. ai, ar, un
- horizontal joins to letters without ascenders, e.g. ou, vi, wi
- diagonal joins to letters with ascenders, e.g. ab, ul, it
- horizontal joins to letters with ascenders, e.g. ol, wh, ot

Step 5

USE FLUENT JOINED HANDWRITING FOR ALL WRITING EXCEPT WHERE OTHER SPECIAL FORMS ARE REQUIRED

To know when to use:

- a clear neat hand for finished, presented work;
- informal writing for rough drafting etc.
- ensure consistency in size and proportions of letters and spacing between letters and words.



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Build up speed and ensure consistency in size and proportions of letters and spacing between letters and words.

Use a range of presentational skills, e.g:

- print script for captions, sub-headings and labels;
- capital letters for posters, title plates, headings;
- a range of computer-generated fonts and point sizes.



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APPENDIX 2

Handwriting Join Order Year 1 and 2 From Charles Cripps

a	ash	ast
i	ish	ate
ab	oss	ave
ib	ad	ear
ob	ag	een
ub	an	eep
ad	ap	end
ed	as	ent
id	ar	ere
od	at	est
ud	aw	eve
ag	ay	fro
eg	ea	ind
ig	ed	ine
og	ee	ing
ug	en	ish
am	et	ite
um	hi	ive
an	ig	old
en	ir	ome
in	og	one
un	oo	ong
ap	op	ood
ip	ou	ook
op	ow	oor
at	oy	ore
et	ue	ose
it	ug	ost
ot	um	our
ut	un	ove
ix	up	own
ack	ut	sai
ee	wh	the
ick	wi	ust
ock	ace	wor
uck	ain	ight
ell	ake	ould
ull	alk	thin
ill	all	ound
oll	ame	



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Handwriting Join Order Year 3 and 4 From Charles Cripps

1. an	41. awn	81. ion	121. tru	161. orry
2. as	42. bur	82. irt	122. uck	162. ough
3. ou	43. bus	83. ist	123. udd	163. ould
4. ew	44. can	84. ite	124. uit	164. ound
5. ey	45. cap	85. ive	125. ull	165. aunt
6. ie	46. cei	86. low	126. umb	166. port
7. on	47. cou	87. oal	127. ump	167. read
8. ut	48. day	88. oat	128. ung	168. ream
9. ack	49. die	89. ock	129. unn	169. ring
10. act	50. ead	90. oes	130. ure	170. rown
11. add	51. eak	91. oke	131. urn	171. rush
12. ade	52. eal	92. old	132. use	172. sand
13. age	53. ean	93. ome	133. ush	173. self
14. aid	54. ear	94. one	134. war	174. sent
15. all	55. eas	95. ood	135. win	175. star
16. ain	56. eat	96. ook	136. wor	176. ture
17. air	57. ect	97. ool	137. you	177. aught
18. ais	58. eed	98. oom	138. ance	178. other
19. ake	59. eel	99. oon	139. ange	179. ought
20. ale	60. een	100. oat	140. atch	
21. all	61. eer	101. orn	141. augh	
22. amp	62. eet	102. ost	142. ball	
23. and	63. ell	103. oth	143. body	
24. ang	64. elt	104. Ott	144. cent	
25. ank	65. end	105. oud	145. circ	
26. ant	66. ent	106. our	146. dent	
27. any	67. err	107. out	147. each	
28. ape	68. est	108. ove	148. east	
29. ard	69. ett	109. own	149. eigh	
30. ark	70. exc	110. par	150. even	
31. arm	71. fam	111. pen	151. ever	
32. art	72. for	112. per	152. fact	
33. ary	73. ful	113. pro	153. hose	
34. ase	74. gar	114. raw	154. ible	
35. ash	75. ice	115. ree	155. ight	
36. ass	76. ick	116. rew	156. ince	
37. ast	77. ide	117. row	157. king	
38. ate	78. ife	118. see	158. lie s	
39. ath	79. ift	119. the	159. ment	
40. ave	80. ine	120. tor	160. oose	



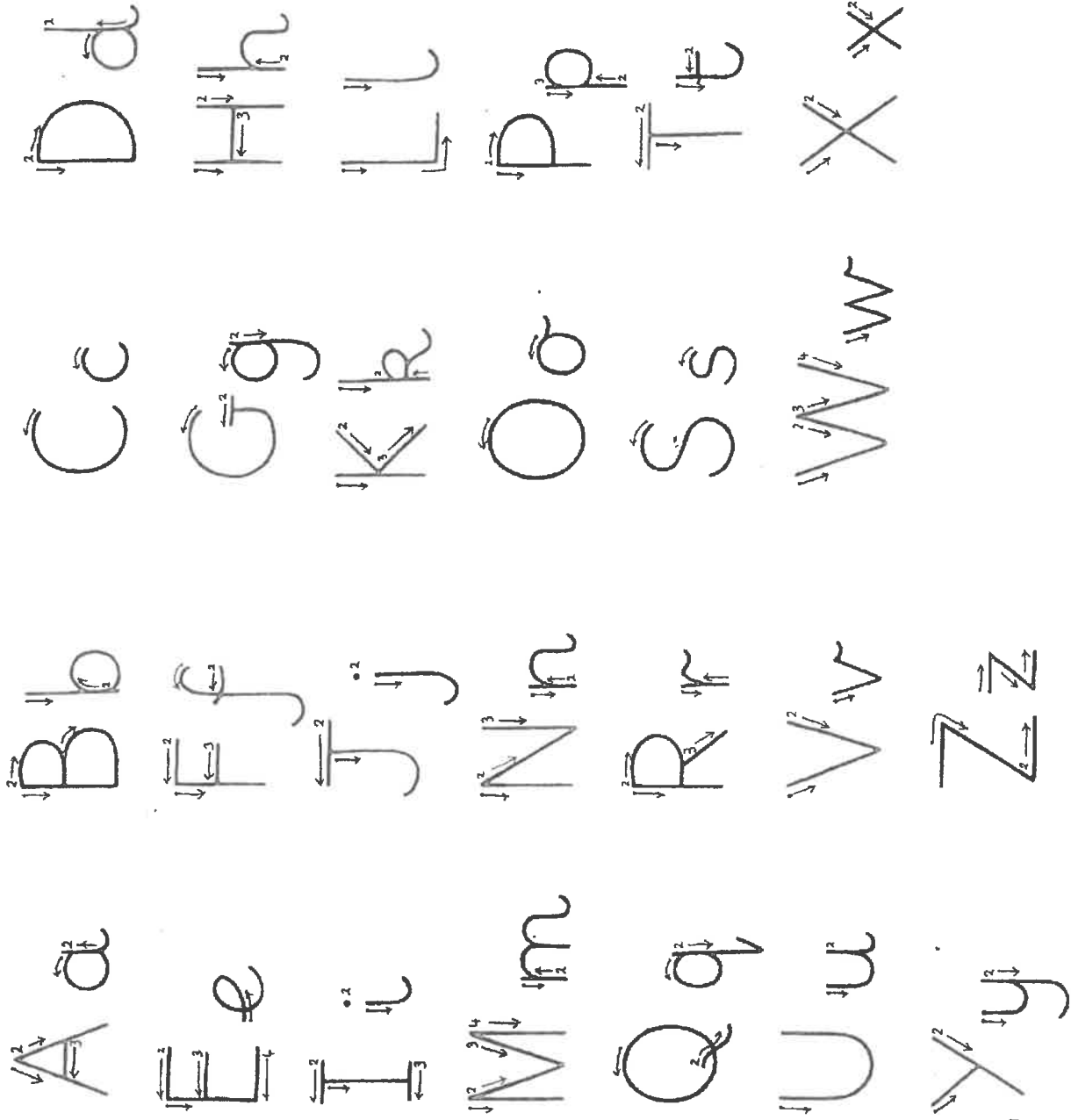
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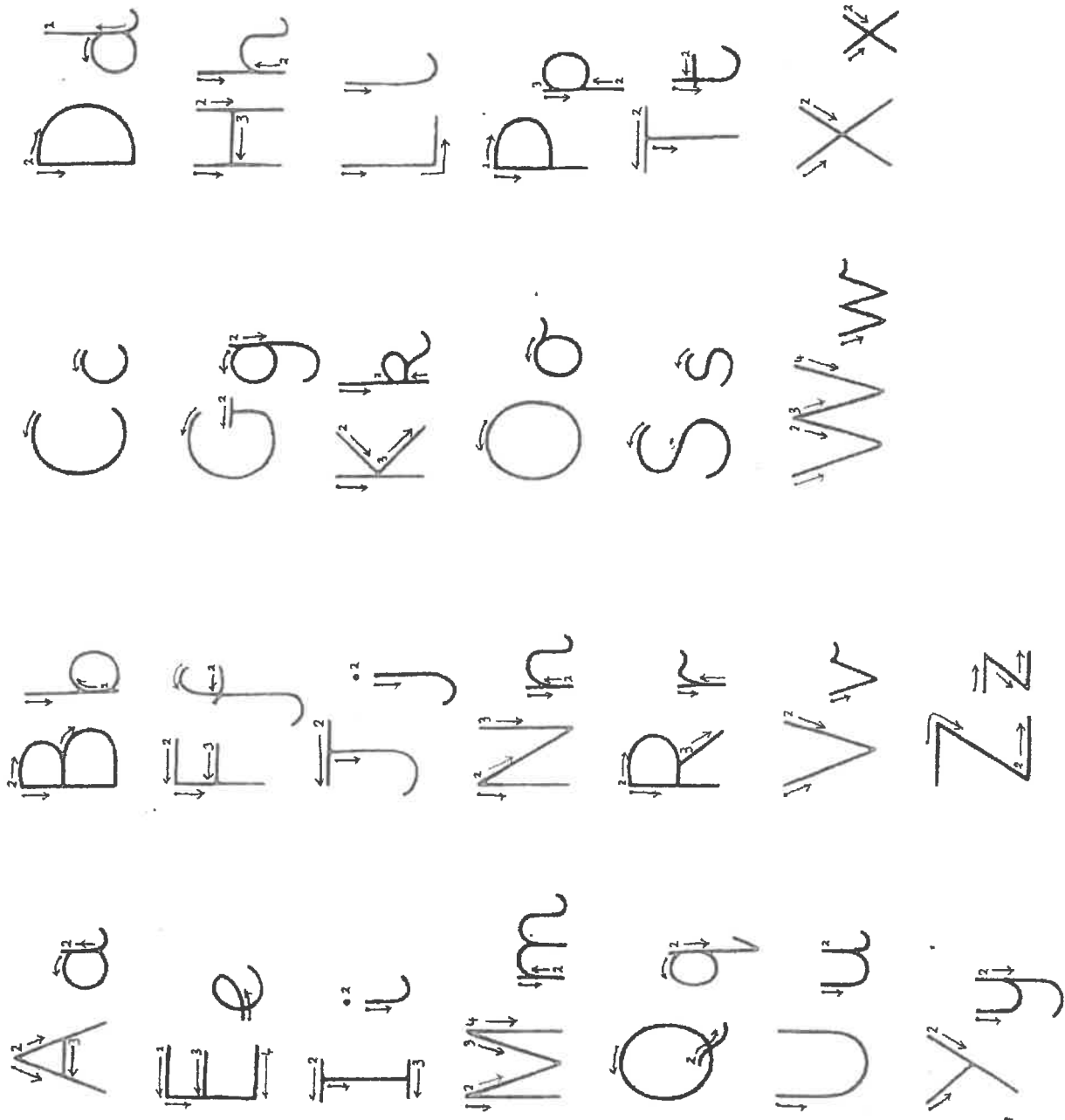
Handwriting Join Order Year 5 and 6 from Charles Cripps

1. am	41. coa	81. low	121. uck	161. rain
2. au	42. con	82. man	122. uit	162. rate
3. aw	43. cou	83. med	123. ull	163. ress
4. ca	44. dge	84. met	124. umb	164. ries
5. ea	45. dam	85. man	125. ure	165. rror
6. eo	46. ead	86. mot	126. use	166. scar
7. ex	47. eal	87. ner	127. ust	167. show
8. kn	48. ean	88. oar	128. Utt	168. tain
9. oe	49. ear	89. oas	129. war	169. tele
10. oy	50. eas	90. oat	130. wea	170. ture
11. tw	51. eat	91. oke	131. war	171. writ
12. ue	52. eek	92. ale	132. you	172. ation
13. wr	53. ect	93. ome	133. able	173. count
14. ack	54. eer	94. one	134. ache	174. eight
15. aft	55. end	95. ony	135. ance	175. ember
16. age	56. ent	96. ood	136. ang e	176. ining
17. ail	57. ept	97. ool	137. arve	177. ister
18. ain	58. ery	98. ord	138. aste	178. seven
19. ake	59. eve	99. ore	139. atch	179. tract
20. ame	60. fif	100. orn	140. coll	180. ection
21. ank	61. for	101. ass	141. comm	
22. ant	62. fri	102. our	142. ease	
23. ape	63. ful	103. out	143. eath	
24. app	64. fur	104. ove	144. eave	
25. ara	65. gen	105. own	145. eigh	
26. ard	66. geo	106. oze	146. form	
27. are	67. get	107. par	147. gree	
28. art	68. gue	108. pea	148. ight	
29. ary	69. ice	109. per	149. ious	
30. ase	70. ide	110. poi	150. itch	
31. ash	71. ied	111. qua	151. king	
32. ass	72. iff	112. qui	152. ment	
33. ato	73. ift	113. roo	153. miss	
34. ave	74. imb	114. sal	154. ness	
35. bar	75. ind	115. she	155. oast	
36. ber	76. ine	116. six	156. ough	
37. bur	77. ink	117. son	157. ouse	
38. car	78. int	118. swa	158. port	
39. cei	79. ite	119. tar	159. prin	
40. cha	80. ive	120. tur	160. prod	

LETTER FORMATION FOR LEFT-HANDED CHILDREN



LETTER FORMATION FOR LEFT-HANDED CHILDREN



Suggested Time Table Allocation (Discrete teaching per week)

Class	Handwriting	Phonics	Spellings	Grammar and Punctuation	Guided Reading	Guided Writing
R	Daily/ ongoing	5	-	Embedded	2	1 – 2
1	3	5	-	Embedded	1 – 2	1
2	3	5	-	Embedded	1 – 2	1
3	2	1 - 2	2	1	1	1
4	2	1 – 2	2	1	1	1
5	1	-	2	1	1	1
6	1	-	2	1	1	1

