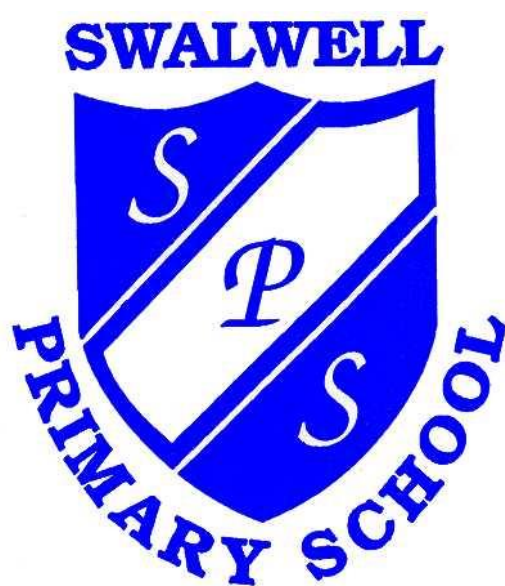


Swalwell

Primary School



English Expectations

2023 - 2024

Handwriting

EYFS Handwriting

- Children to be introduced to pre-cursive when they are developmentally ready to enable an easier transition in Year 1 into the cursive script.
- By the end of the Foundation Stage children need to be forming all letters correctly, starting and finishing in the correct place and with an understanding of ascenders and descenders.
- Displays in EYFS should include models of cursive script.
- Implements such as chunky triangular pencils, large chalks and chunky pens etc are used by children to rehearse skills on paper, chalk boards, pavement etc.
- Children have access to 15mm spaced lined books to record their writing.
- During Small Group Work, teachers and teaching assistants must check children's formation of individual letters, correcting where necessary in the moment.
- Letter-join is to be used to support pattern making, fine and gross motor warm ups and letter families.
- Correct position for handwriting and a good pincer grip needs to be taught, modelled and reinforced until securely established.
- Children should develop their gross and fine motor skills in a variety of activities which are freely available throughout the environment.

KS1 Handwriting

- There should be minimum of 3 discrete lessons per week of direct teaching of letter and word formation, with children having specific handwriting books with guide lines that reflect their stage of handwriting which is regularly assessed.
- There should be fine and gross motor activities available for children to access through continuous provision at least until Spring term.
- Children must sit correctly at a table with feet flat on the floor, holding a pencil comfortably and correctly.
- Schools handwriting scheme must be followed and gives clear and specific guidance about letter formation and letter joining.
- Letter-join is used to support the teaching of handwriting.
- Teacher and teaching assistant must closely observe correct letter formation and ensure this is applied consistently.
- All children should write in pencil or editing purple pen in their books.
- Teacher and teaching assistant must use the school's handwriting scheme when modelling writing or marking children's work and use the correct lines.
- English books will start with 15mm lines and gradually reduce to 8mm as the child's writing develops.

KS2 Handwriting

- There should be 5 discrete direct teaching of letter and word formation (appropriate to children's stage of development and mastery of handwriting), with children in LKS2 having handwriting books with guide lines that reflect their stage of handwriting which is regularly assessed.
- Children must sit correctly at a table, holding a pen or pencil comfortably and correctly.
- Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left not joined.

- Increase the legibility, consistency and quality of their handwriting, e.g. by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.
- The majority of children should be using good cursive writing on all appropriate occasions by Spring Term in Year 4. Where this is not looking likely, it can be discussed in Pupil Progress meetings and handwriting intervention can be organised. All children will be using cursive script and developing their own style by the end of Spring Term in Year 5.
- Schools handwriting scheme must be followed and gives clear and specific guidance about letter formation and letter joining.
- Letter-join is used to support the teaching of handwriting.
- Make links with spelling.
- All children should write in pencil in their books until teachers are satisfied that they can consistently write in a fluent cursive style when they will be given a blue pen and a pen license.
- Teacher and teaching assistant must closely observe correct letter formation and ensure this is applied consistently across the curriculum.
- Teacher and teaching assistant must use the school's handwriting scheme when modelling writing or marking children's work.

Supporting individual children

- Left handed children should sit to the left of right handed children to avoid their writing arms from bumping each other. The angle of the paper depends on the handedness of the pupil. Left-handers should sit with their body and paper at a slant to the right. This enables them to see their pencil tip, prevents them smudging their work with their writing hand and allows the pencil to move more freely. A left-hander may also benefit from holding the pencil higher up.
- Some children with specific difficulties may benefit from using a sloping surface and special equipment e.g. triangular pencil grip for a short period of time. Please see the SENDCo for support with this.
- It is important to use appropriate writing materials at each stage of writing development.
- A sharp pencil / pen is essential for all handwriting activities.
- Children must see good examples of handwriting in classroom displays and in teachers marking and modelling.

Presentation

- Book covers must indicate:
 - Label on front cover
 - Child's full name
 - Class Year and Subject
 - Children must not write on the covers of their books
- All work is dated in the top left hand corner (long date in English writing books) and children must write this themselves.
- This will be followed by spelling, with the title written on the left hand side and underlined and then the PAG activity with the title written on the left hand side and underlined.

- All work must have a skill driven title (e.g. To be able to write in the third person.) written by the children. This is to be written on the left hand side and after missing one line out underneath the PAG activity.

- English book example:

Monday 2nd September 2019

Spelling:

PAG:

To be able to write the in the third person.

- Year 1 will have a label stuck neatly in to their books with the date and title. Year 2 will have a label stuck in for Autumn term and then transition to writing the date and title themselves – appropriate to level of development – those who are capable of writing the date and title will be encouraged to do so earlier.
- Titles and dates must be underlined with a ruler.
- Work is to start after missing a further line underneath and from the left-hand side.
- Children should use pencils for diagrams or when illustrating work in books.
- Teachers must expect a high standard of presentation overall and children are encouraged to take pride in their writing.
- Staff must ensure any worksheets are trimmed and joined to exercise books tidily.
- The school script (Letter-join) is to be used on all worksheets and other typed work given to children where possible.
- When children make mistakes they are to put a single line through the mistake and the correction either next to or above the crossing out.
- When children are editing they are to do this in Purple Polishing Pen and still with cursive script.
- Portfolios will be used for PE, computing, PSHE and French and will include a mixture of photographs, children's work and annotations of what has been said along with a typed blurb/ summary of the learning that has taken place.

Phonics

EYFS - Year 1

- The school uses The Floppy Phonics scheme to teach phonics.
- Children are all taught at the same phase as a whole class by the teacher with the TA supporting where needed. In special circumstances some children who are more than two years behind may need to have 1:1 sessions at their own level.
- Children will have daily sessions lasting 15-30 minutes depending on age.
- Children should be given intervention to close the gap or consolidate learning.
- In addition, the children have access to constant and enhanced activities which allow them to reinforce and apply skills taught in the discrete phonics session.
- Ensure children use and apply their knowledge of phonics and high frequency words independently during all other lessons.
- Children need to learn both pure sounds and letter names to support their spelling, recognising them for both upper and lower case
- Written work in phonics books to have a title (sound being taught) and date printed on to stickers.
- Use questioning to check children's understanding throughout the session, do not presume that a child knows the meaning of words.
- The sound chart and alphabet poster must be displayed within the classroom.
- It is expected that children will have completed Stage 3 by the end of Reception and Stage 5 by the end of Year 1.

Spelling, Punctuation and Grammar

- There will be a 10 minute daily spelling session at the start of each English lesson recorded in the writing books.
- This will be followed daily by a 15 minute PAG session again recorded in English books.
- Each section will have an underlined title to indicate the focus as previously mentioned.
- SPaG will mostly be contextualised to the book being focused upon in each unit.
- Follow the schools spelling progression document and teach through investigations, pattern finding and making rules, to develop a range of personal strategies for learning new and irregular words, also explicitly teaching about the structure of words (morphology) to guide their spelling. In EYFS spelling will be taught within phonics sessions and applied through English Small Group Work and then continuous provision.
- Encourage pupils to develop a range of strategies for checking and proof reading spellings after writing.
- Children in KS1 and those who need them in KS2 will be provided with a personal dictionary to support their spellings.
- Spellings are to be given as weekly homework and tested on a Friday. The spellings will include 1 or 2 common exception words each week and it is expected that this will be evidenced in their independent work.
- Children have good access to a range of appropriate dictionaries and thesauruses.
- Teachers should be aware of the value of over learning, i.e. revisiting and practicing words, Probes. Spelling of high and medium frequency words should be revisited regularly throughout the school, as well as those from previous year groups.

- The punctuation and grammar to be taught will be indicated in the English text map.
- There should be a display to support SPaG and vocabulary.

Vocabulary

- Teachers must actively develop vocabulary, building systematically on current knowledge. They should:
 - Increase pupils store of words;
 - Make links between new & known words;
 - Discuss shades of meaning;
 - Make sure that children comprehend words in their reading;
 - Teach and display subject specific language e.g. in maths & science.
- Vocabulary development takes place in most sessions across the whole curriculum. Carefully chosen texts and experiences enable the children to widen their vocabulary on a daily basis.
- Teachers must model speaking and writing in full sentences from EYFS – Year 6. They must also encourage accurate and coherent responses from children.
- There should be a display to support SPaG and vocabulary.

Writing

- Teachers will follow the year group specific English map which indicates the book focus, writing outcomes and features.
- Throughout the week there will be a minimum of 4 lessons recorded in books.
- There will be two sustained pieces of writing recorded within each half term.
- From the first piece of writing a feedforward approach will be employed with children working on individual needs and skills to improve the quality of the second piece of writing.
- Lessons will include modelled writing, shared writing and guided group work. These will be displayed on washing lines within the classroom for children to refer to.
- Opportunities for writing and teaching writing skills should be integrated into all aspects of the curriculum and teachers need to have the same levels of expectations.

Year group specifics:

EYFS:

- Children are encouraged to write independently.
- Daily phonics sessions enable pupils to practise and develop their writing skills.
- Role play provides context for children to use and develop their writing skills.
- Their emergent writing is valued, encouraged and displayed.
- Teachers and the environment provide opportunities for language enrichment.

KS1:

- Children are encouraged to say their sentences out loud and to write down ideas as part of the planning process.
- After writing, children are asked to read their writing to check it makes sense and to talk about it with an adult.

- The editing process starts in KS1 by children being encouraged to check their own writing for spelling and punctuation errors.
- Children are provided with writing frames, word mats and other resources to support independent writing.

KS2:

- Children use similar writing as models for their own writing.
- Children are taught how to plan and redraft their writing.
- Children have access to materials to support them as needed.

Reading

EYFS

- There will be a daily whole class or morning group guided reading / story session lasting no more than 15 minutes.
- Throughout the session there will be questioning and vocabulary enrichment.
- Children will take home a fully decodable book matched to phonic level and a none decodable book to be read to them by an adult.
- In EYFS during Autumn term books will be changed once a week to allow children to develop confidence. After this, books will be changed by an adult on a Monday and a Thursday.
- If books are not returned within two weeks teacher must ensure they have a reading book which they keep in school.
- Children in Reception must be listened to at least twice a week. This could be by teacher, teaching assistant, visiting parent/adult or by reading 'Buddy.'
- Children's comprehension must be part of the session through careful questioning and discussion.
- Children without home support should be listened to 3 times a week.
- Reading records must be signed/initialled by person/parent a child has been reading to.
- A record must be kept of what each child has read and the number of times so the children can earn Marvellous Me points and move around class readopoly board.
- Flash cards (matched to individual need) for vocabulary reinforcement can be sent home/kept in book bag and changed regularly.
- If a parent regularly does not listen to child read a sticker/comment will be placed in the diary politely reminding the parent and a text to be sent home.

Key Stage 1

- There will be a daily guided reading session lasting 20 minutes. This will include a reading session with the teacher and a follow up task.
- There should be no more than six pupils in any one guided group.
- It may be appropriate on some occasions to have a whole class guided reading session, focusing on one text with clear and targeted differentiation to meet needs.
- Up to three reading foci will be selected for groups and this will form the basis of the sessions for a number of weeks until mastered.
- When planning sessions, the skill or strategy the teacher will be modelling and demonstrating must be highlighted.

- Follow up work should support the learning objective and any evidence should be kept in children's reading books.
- Independent activities should be linked to reading, phonics or to reinforce prior literacy learning.
- Guided Reading books to be used by children in Year 1 and Year 2, to respond to text, reflect on their reading or demonstrate their knowledge and understanding of a book and show a range of assessment focuses.
- Children will take home a fully decodable book matched to phonic level and another book from the book banding system.
- Books will be changed by an adult twice a week.
- If books are not returned within two weeks teacher must ensure they have a reading book which they keep in school.
- Children must be listened to at least twice a week. This could be by teacher, classroom assistant, visiting parent/adult or by reading 'Buddy.'
- Children without home support or that are Pupil Premium should be listened to 3 times a week.
- Children's comprehension must be part of the session through careful questioning and discussion.
- Reading records must be signed/initialled by person/parent a child has been reading to.
- A record must be kept of what each child has read and the number of times so the children can earn Marvellous Me points and move around class readopoly board
- Flash cards (matched to individual need) for vocabulary reinforcement can be sent home/kept in book bag and changed regularly.
- If a parent does not listen to child read a sticker/comment will be placed in the diary politely reminding the parent and a text to be sent home.
- In each class there will be a set of 'must reads' for children to access

Key Stage 2

- Each year group will have three books that they will use for whole class comprehension throughout the year (one a term) as indicated in the English map.
- Every Monday during the English lesson, there will be one whole class comprehension session on the class book which includes reading and comprehension. This will be recorded in Reading books.
- The foci for each year group will be mapped out.
- When planning sessions what skill or strategy the teacher will be modelling and demonstrating must be highlighted.
- There will be a 15 minute daily guided reading session in which the children will read independently with teachers and teaching assistants listening to 1:1 readers.
- Children must be listened to at least once a week. This could be by teacher, classroom assistant, visiting parent/adult or by reading 'Buddy.'
- Children without home support or that are Pupil Premium should be listened to twice a week.
- Children's comprehension must be part of the session through careful questioning and discussion.
- Reading records must be signed/initialled by person/parent a child has been reading to.
- A record must be kept of what each child has read and the number of times so the children can earn Marvellous Me points and move around class readopoly board.
- Any children working at PAT 1 or 2 will be discussed in Pupil Progress meetings and intervention can be organised.

- Children will take home a book from the school banding system until they have completed them and are then allowed to choose a 'free reading' book (this needs to be carefully monitored by the teacher to ensure breadth and depth).
- Children are encouraged to take home a school or class library book to read with parents or as a basis for discussion.
- Books will be changed by an adult or the child once they have been completed.
- If books are not returned within two weeks teacher must ensure they have a reading book which they keep in school.
- If a parent does not listen to child read a sticker/comment will be placed in the diary politely reminding the parent.

End of year book band expectations:

Year group	ORT level
Nursery	1 (lilac)
Reception	1+
	2
	3 (yellow)
Year 1	4
	5
	6 (orange)
Year 2	7
	8
	9
	10
	11 (lime)
Year 3	12 (brown)
Year 4	13 (grey)
Year 5	14
	15 (dark blue)
Year 6	16
	17 (dark red)