Overton St Helen's CE Primary School

Surrounded by God, we inspire hearts and minds through learning, faith and love.

'Let your light shine before others, that they may see your good deeds and glorify your Father in heaven' (Matthew 5: 16)

ENGLISH POLICY

School Vision

We encourage children to be respectful, forgiving and compassionate. We are a nurturing, inclusive and safe community built on Christians Values that inspire positive trusting relationships between school, families and the wider world.

We aim high, engaging children in a dynamic and diverse curriculum with opportunities and experiences that allow them to excel, through discovering their unique talents, relishing challenges with courage and perseverance, knowing that God is with them.

INTENT

Rationale

At Overton St Helen's we understand that English is a vital way of communicating in school and in life. In studying English, pupils develop skills in speaking, listening, reading and writing. High level teaching of these skills and the opportunity to use them enables the children to express themselves creatively and imaginatively and to communicate with others effectively. The study of English helps pupils understand how language works by looking at its patterns, structures and origins. Using this knowledge, pupils can choose and adapt what they say and write in different situations. It is intended that the curriculum will empower our children, helping them to develop good reading, writing and oral skills in order for them to be able to enjoy language and use it effectively in the wider world. Due to our unique location and links to the Morecambe Bay Curriculum, we also aim to deliver our objectives in a way that enriches and embraces local heritage in order to show children how their procedural skills in Literacy can help them identify with their individuality.

Aims and Objectives

We aim to develop in our pupils the ability to communicate effectively in speech and in writing and to listen with understanding.

The teaching of English at Overton St Helen's aims to enable children to:

- read and write with confidence;
- be able to orchestrate a full range of reading cues (phonic, graphic, syntactic, contextual) to monitor their reading and correct their own mistakes;
- have fluent and legible handwriting;
- know, understand and be able to write in a range of genres in fiction and poetry, and understand and be familiar with some of the ways in which narratives are structured through basic literacy ideas of setting, character and plot;
- understand, use and be able to write a range of non-fiction texts;
- plan, draft, edit and revise their own writing;
- have a suitable vocabulary through which to understand and discuss their reading and writing;
- have an interest in words and their meanings and a growing vocabulary;
- be interested in books, read with enjoyment and evaluate and justify their preferences;
- through reading and writing, develop their powers of imagination, inventiveness and critical awareness.
- use the vocabulary and grammar of standard English to formulate, clarify and express their ideas,
- adapt their speech to a wide range of circumstances and demands,
- listen and respond appropriately to others,
- read accurately and with understanding,
- read or be read to, a wide range of texts, including poetry and plays,
- read, analyse and evaluate text,
- develop presentational and compositional skills - accurate punctuation, correct spelling, legible handwriting, developing ideas, communicating meaning and grammar.

Statutory Requirements

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum English Document (2014) and in the Communication and Language, and Literacy sections of the Statutory Framework for the Early Years Foundation Stage (2021).

Early Years and Foundation Stage

The outcomes children should be expected to have attained by the end of the EYFS is defined by the early learning goals (ELGs). In relation to English these are as follows:

Communication and Language

ELG: Listening, Attention and Understanding - Children at the expected level of development will: - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; - Make comments about what they have heard and ask questions to clarify their understanding; - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

ELG: Speaking - Children at the expected level of development will: - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced

vocabulary; - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Literacy

ELG: Comprehension - Children at the expected level of development will: - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; - Anticipate – where appropriate – key events in stories; - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

ELG: Word Reading - Children at the expected level of development will: - Say a sound for each letter in the alphabet and at least 10 digraphs; - Read words consistent with their phonic knowledge by sound-blending; - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

ELG: Writing - Children at the expected level of development will: - Write recognisable letters, most of which are correctly formed; - Spell words by identifying sounds in them and representing the sounds with a letter or letters; - Write simple phrases and sentences that can be read by others.

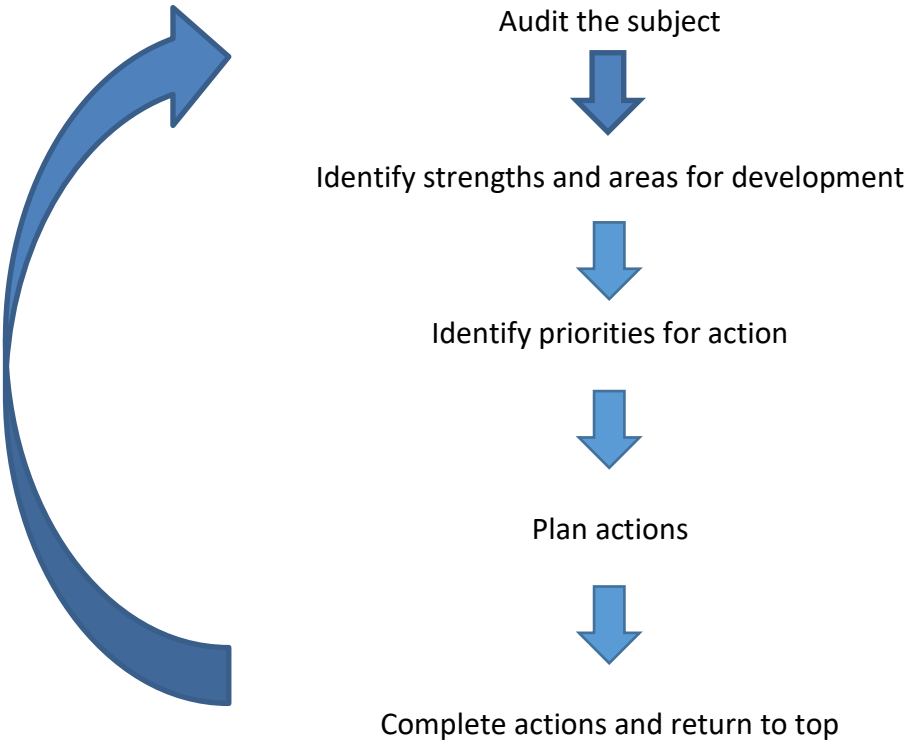
At Key Stage One (Years 1 and 2), children should learn to speak confidently and listen to what others have to say. They should begin to read and write independently and with enthusiasm. They should use language to explore their own experiences and imaginary worlds.

At Key Stage Two (Years 3-6), children should learn to change the way they speak and write to suit different situations, purposes and audiences. They should read a range of texts and respond to different layers of meaning in them. They should explore the use of language in English and non-literary texts and learn how the structure of language works.

Role of Subject Leader

The English Subject Leader is responsible for:

- Ensuring progression and continuity through and across the Key Stages.
- Motivating and supporting colleagues in the implementation of their planning and providing guidance on where to find suitable resources for each unit of work – local support groups, sources and artefacts and local links.
- Monitoring progress and standards within English, identifying strengths, weaknesses and priorities for development.
- Keeping up to date with the developments in English and cascading this information to colleagues
- Liaise with the delegated governor and report to the Curriculum Lead and Head teacher through action planning, subject discussions and staff meetings



IMPLEMENTATION

Organisation

At Overton St Helen's we have six classes. We have a Reception Class (Maple), a Year 1 Class (Holly) and a Year 2 Class (Elm) in Key Stage 1. In Key Stage 2 we have three classes:

- Willow: Years 3 and 4
- Beech: Years 4 and 5
- Oak: Years 5 and 6

The programmes of study for English are set out year by year for Key Stage 1 and on a two-year rolling programme in Key Stage 2. The single year cohorts in Key Stage 1 reflect the rapid pace of development in word reading during these 2 years. In EYFS, the curriculum constantly changes in order to meet the needs and interests of the children year on year.

Planning

Long term plan

At Overton St. Helen's we have developed a clear program of study which takes into account the uniqueness of our children and their journey through school. Our approach to English is text based, meaning that we select our units of work based on a range of books, novels and texts. The texts and writing outcomes, along with the skills and knowledge focused upon are mapped over the course of the year in order to enhance learning in other areas of the curriculum, if appropriate links can be made.

Teachers are responsible for plotting the units to be taught for their year groups.
A balance of narrative, non-fiction and poetry is strongly encouraged throughout each term. Teachers decide the timing of each unit. Although timings for each unit are suggested in the unit plans, there is some flexibility.

Medium term plan

- Teachers use a range of starting points when planning units of work.
- When planning an English unit, teachers should use the CLPE plan alongside the age appropriate KLIPS document for Reading and Writing. This is to ensure the aspects of spelling, punctuation and grammar, along with reading skills can be taught alongside the text-based study in order to enhance the knowledge and application of English Curriculum.
- At the beginning of each unit, the teacher plots where SPaG will best be taught alongside the plans and identify the intended writing outcomes of each study.

An English unit must accommodate the following phases:

Phase 1: Reading/analysing

Shared Reading
Immersion and Analysis

Reading, viewing, exploring, responding and discussing the features of the text form covered in the unit. This might include viewing and analysing film extracts, reading novels, picture books or information material in electronic or book form. The idea is that pupils should become interested, motivated and confidently familiar with the features and themes of the chosen text type.

Phase 2: Gathering ideas

Gathering Content/ Ideas

This part of the process can provide many valuable opportunities to explore the content for writing. Short writing tasks can be provided linked to speaking, listening and drama and can be perfect opportunities to practise sentence conventions.

Phase 3 & 4: Writing & Outcomes

Shared Writing
Planning, composing, editing and revising

The final phase focuses on teacher demonstration, modelling, scribing and guiding pupils through planning, drafting and editing writing towards a final outcome. Pupils can be targeted and supported to complete a sustained piece of writing through guided and independent writing sessions. Outcomes (Phase 4) may take the form of publishing writing, using ICT or presenting to an audience to maximise speaking and listening opportunities.

Working English Walls, that are visible in all Key Stage 1 and 2 classrooms display these phases of learning in order to model the process to children and to provide inspiration and ideas for their individual work.

Teachers aim to create a balance between word reading and comprehension during the reading phases and vocabulary, grammar and punctuation, composition, spelling and handwriting during the written phases.

Approaches to Reading

In Key Stage 1, books are matched to Phonics Phases which follow the Red Rose Letters and Sounds teaching programme trajectory. At Overton St Helen's we use a variety of schemes (ORT, Pearson Phonics, Collins Big Cat) that have been categorised into levels and phases. All staff know which books can be accessed by when, according to where they are on the teaching programme. Books are changed twice a week by members of staff.

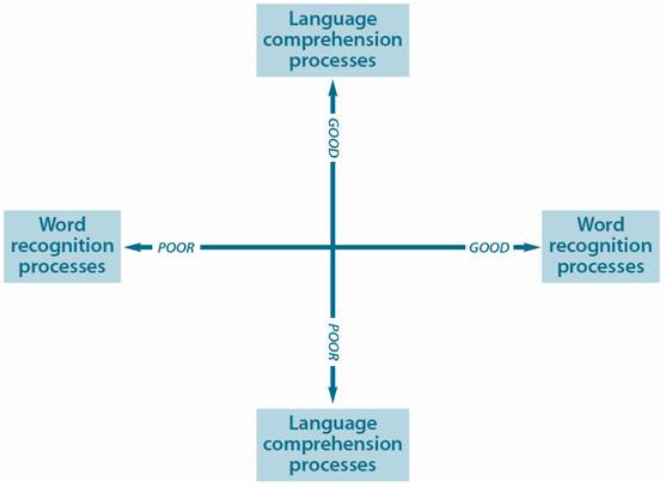
In Key Stage 2 we follow Oxford Reading Tree fiction, non-fiction and poetry books and supplement these with books from our class libraries, making sure we challenge even the most able of readers. When a class teacher is confident that a child has a high level of independent reading skills, they will become a 'Free Reader', meaning they can select longer novels with a higher level of challenge. These readers do not follow a set scheme, but their reading is still monitored and recorded. Children can change reading books as and when they are finished in KS2, however they must be signed off by an adult in their reading record.

For children to become skilled in reading they require two processes:

1. Recognising and understanding the words on the page (that is, word recognition processes or decoding).

2. The development of language comprehension (that is, written texts as well as spoken language are understood and interpreted).

The teaching of reading at Overton St Helen's ensures that staff give attention to both dimensions: word recognition and comprehension to help provide clear objectives for the children and support assessments.



• **Shared Reading** – Daily opportunities for children to read aloud as a class with the teacher modelling, using a range of big books and books on the interactive whiteboard.

• **Independent Reading** – Children will read to teachers, teaching assistants or volunteers on a daily or weekly basis, depending on their various needs.

• **Home Reading** - All children are provided with reading books to take home and read with parents. A reading record will accompany each book, which will act as a communication tool between staff and parents. Lost or damaged books will be charged for.

Motivation and Love of Reading

Our independent/home reading system allows children to work towards different levels of awards to show skill progression and provide an element of encouragement and reward. When children in Key Stage 1 complete a book band or level, they receive a certificate associated with the 'colour' that they have finished. In Key Stage 2 children earn 'Bronze', 'Silver', 'Gold', 'Platinum' and 'Diamond' awards as they read a larger range and number of books. (This scheme is detailed in the appendices.)

Both Key Stage 1 and 2 certificates are awarded during weekly whole school assemblies in order to celebrate success and encourage others to actively read in order to have the same reward. We also celebrate and share our love for reading at Overton St Helen's by regularly joining up with a partner class to share books together.

Approaches to Writing

Emergent Writing – As children enter Maple Class (Reception) they will be encouraged to develop their writing through play. Writing opportunities will be provided through continuous provision as well as discrete writing opportunities.

Independent Writing – Children should complete an independent piece of writing once a week. This is to allow the English skills they have learnt to be applied and developed. This will provide the children with the opportunity to develop sustained writing skills. At the end of each unit of work an extended independent write will fit in to the outcomes planned by the class teacher. We aim for children to be writing for 40 minutes by the end of KS2, Year 2, 20 minutes and Year 1, 15 minutes.

Shared Writing – This is given high priority throughout the school. Every teacher should model writing for the children at the appropriate level during the teaching sequence, both in the reading and writing phase. There are plenty of opportunities for short writing tasks during the reading phase. This should be modelled to all children. Modelling of writing consists of teacher demonstration, teacher as a scribe and supported composition.

Guided Writing – Teachers will work with groups of children on their next steps to move their writing forward in response to feedback and marking of previous pieces and targets set. Focused, targeted sessions should be taught throughout the teaching sequence (reading – writing).

Approaches to Handwriting

Handwriting is a foundational skill that underpins good progress in writing. We teach handwriting discreetly following a consistent approach throughout school. Pupils practise their handwriting in books similar to their other exercise books so that they can understand the letter size, formation and orientation they are aiming for.

In our Reception Class, children will begin to used lined books for their writing when they are ready to do so.

We recognise that proficient handwriting relies on good physical development of gross and fine motor control. Therefore we also support our handwriting through movement breaks, PE warm ups and at other times when we are active.

Appendix A outlines when and how each letter family and cursive handwriting join is introduced, taught and revisitied.

Approaches to Speaking & Listening

It is our intention that the four 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 using ideas set out in Talk for writing documents. In the Foundation Stage and Key Stage One staff are present in role play areas, talking to children, asking questions and modelling new vocabulary and helping to improve children's confidence in expressing ideas orally. Children in Key Stage 2 are encouraged to use a higher level of Metacognitive Approaches such as building on an answer from their partner, or using listening and then communication skills to share the opinion of someone else – always with the intention of deepening their own understanding. All children are given regular opportunities to speak in front of their class and also the school in sharing assemblies and Class Assemblies. All of which aim to provide children with a clear purpose to communicate clearly.

Phonics

All children in EYFS and Key Stage 1 will receive 20-30 minutes of phonics teaching each day. Teachers ensure phonics teaching is systematic, in that it is regular, discrete, explicit and in an agreed and rational sequence. This will be taught using the Red Rose Letters and Sounds programme. This synthetic phonics work begins simply with oral blending, that is, the children listen to sounds and then blend them. They also learn to say sounds, in order, that are represented by individual letters and pronounce these together to say a word. Synthetic phonics also teaches children to break down (segment) a word they hear into its individual sounds, starting from the first sound and working systematically through the word. For each sound they hear, they choose the letter or combination of letter, to represent that sound in order to spell the word.

- Phonics sessions are taught using multi-sensory activities, they are interactive and use both the indoor and outdoor environment, teaching children to blend sounds for reading and segment sounds for spelling. Children record their learning in phonics journals. Each child's progress will be tracked, using a phonics data tracking sheet.
- The children will continue with phonics sessions until they complete phase 6. Intervention programmes will be put in place for those under achieving.
- Children will be assessed and taught with other children on the same phase.
- For those children who do not pass their Phonics Screening Check by the end of Year 2, their phonic ability will be tracked through to KS2 and children will be streamed into phonics groups according to ability.
- Opportunities will be provided to link phonics teaching into shared and guided reading and writing and continuous provision.

Approaches to Spelling

At Overton St Helen's C. E. Primary School, spelling development begins in the Early Years Foundation Stage and is taught systematically, progressively and explicitly from Key Stage 1 through to the end of Key Stage 2. This enables children to develop the knowledge, understanding and strategies needed to spell accurately and apply their learning confidently in their writing. In EYFS and Key Stage 1, spelling is taught daily as part of the children's systematic phonics programme, using **Red Rose Letters & Sounds**. This foundation is built upon in Year 2, when children begin to access the **Red Rose Spelling** scheme. The scheme continues throughout Key Stage 2. Spelling is taught discreetly three times a week for approximately 25 minutes in Key Stage 2 and daily in Year 2, providing regular opportunities for children to learn, rehearse, practise and apply new spelling knowledge, patterns and rules.

Our priority when planning long term, is to ensure that all our pupils have covered the KS2 content by the time they reach the end of Spring Term as a Year 6. The Red Rose Spelling scheme allows us to do this, as by the end of Year 5 in the scheme, all KS2 spelling patterns set out in the NC, have been covered.

We will deliberately cover the following elements of Red Rose Spelling in the following way:

Year 3 of Red Rose Spelling Scheme – Willow Class (Y3/4)

Year 4 of Red Rose Spelling Scheme – Beech Class (Y4/5)

Year 5 of Red Rose spelling Scheme – Oak Class (Y5/6)

The journey taken by pupils through our KS2 means that at some point, they remain in the same class for two years. Wherever this repetition occurs, we recognise that the Red Rose Spelling teaching year will be repeated, however we see many benefits to this:

- Children re-visit units already taught, which strengthens memory and understanding
- Rehearsing, practising and relearning are essential in helping children secure spelling patterns

The Red Rose Spelling Scheme is designed to allow teaching to be adapted; this enables teachers to provide stretch and challenge where needed in applying spelling rules and patterns to many different contexts. In addition, by ensuring fidelity to the scheme as covered above, all KS2 common exception words will be covered by the end of KS2.

Overview of the Red Rose Spelling Schemes

The **Red Rose Spelling** schemes provide a carefully sequenced and progressive approach to spelling, supporting the statutory requirements of the National Curriculum while recognising that effective spelling development requires children to revisit, rehearse and apply their learning over time. The schemes incorporate the National Curriculum spelling objectives, including the teaching of spelling patterns and conventions, phoneme–grapheme correspondences, spelling rules, prefixes and suffixes, word endings, homophones and commonly confused words, as well as developing children's understanding of word structure, morphology and etymology. This reflects the National Curriculum expectation that, as children progress through Key Stage 2, they increasingly draw on their knowledge of root words, prefixes, suffixes and word origins when spelling unfamiliar words, alongside learning particular words that need to be memorised.

The schemes also provide systematic coverage of the **statutory word lists** identified within the National Curriculum, including the Year 3–4 and Year 5–6 lists, which comprise words that children frequently use in their writing alongside words that are commonly misspelt. In Key Stage 1, the programme complements the children's phonics learning and incorporates the **common exception words** required within the Year 1 and Year 2 curriculum. These words are taught alongside the relevant phonics, spelling patterns and rules, helping children to recognise and remember unusual sound–spelling correspondences. The National Curriculum specifically identifies common exception words as an important part of early spelling development and expects children to learn to spell them as part of their writing and transcription work.

Alongside statutory curriculum content, Red Rose Spelling includes a wider range of **high-frequency, everyday and real-life vocabulary**. This ensures that children are not only learning spelling patterns and rules in isolation but are also developing the ability to spell words that they are likely to encounter regularly in their reading, writing and everyday lives. The inclusion of such vocabulary supports the transfer of spelling knowledge into meaningful contexts and helps children to develop a functional and increasingly independent vocabulary for both reading and writing.

A key strength of the schemes is their emphasis on **repetition, retrieval and application**. Children are given regular opportunities to revisit previously taught spelling patterns, rules and words, allowing knowledge to become increasingly secure and automatic. New learning is therefore connected to prior learning rather than taught as a series of isolated spelling lists. Through repeated exposure, discussion, practice and application in writing, children are supported to develop the confidence and independence needed to select and apply appropriate spelling strategies when writing across the curriculum.

Cross Curricular English opportunities

Teachers seek to take advantage of opportunities to make cross-curricular links after identifying the particular needs of their pupils and then design a distinctive curriculum to meet those needs. Through curriculum mapping there are carefully planned opportunities for children to apply their skills in independent writing across the curriculum. They will plan for pupils to practise and apply the skills, knowledge and understanding acquired through English lessons to other areas of the curriculum. English will be taught in contexts that are relevant and meaningful to their learners. Tasks are to be related to the real world and to include real audiences, contexts and purposes. Due to our involvement in the Morecambe Bay Curriculum, we can also use our heritage and wealth of local stories, event and causes to make the curriculum meaningful for the children in our school.

The use of I.C.T.

Opportunities to use ICT to support teaching and learning in English will be planned for and used appropriately, where it can enhance learning. Each class is allocated extra time outside of their usual ICT slot in order to make use of computer equipment and software such as laptops, iPads and computer programs.

IMPACT

Assessment

Informal assessment is ongoing through questioning and observations so that misunderstandings can be corrected within the lessons. Marking the children's work provides further evidence of progress and achievement. Such marking is carried out supportively so that children can overcome difficulties and make progress. This is in-keeping with the school's marking and feedback policy.

Writing is assessed through each term using the Lancashire Literacy Team's KLIPS writing grids. Teachers will use a range of work at the end of each term to make a judgment on a child's progress. Teachers can select a range of fiction and non-fiction writing from subjects across the curriculum.

Reading is assessed through each term using the Lancashire Literacy Team's Reading KLIPS grids. Children are involved in at least one guided reading a week and read independently throughout the week. Children falling behind age appropriate levels may receive an extra session through intervention.

In addition, reading comprehension tests are set at the end of each term to compare the progress of understanding in Key Stage 2. These tests should be appropriate according to the ability of the child. For example, Willow Class Year 4 children will sit a Year 4 paper, however if they are known to be 'below expected level', the class teacher could select a Year 3 paper.

At the end of each term the children's summative assessments for Reading and Writing will be recorded on the school's assessment tracker.
Children will be tracked as either:

Below (working towards the expected standard for their year group but not achieved in relation to the assessment criteria for Reading/Writing)

On track (working at the expected standard for their year group in relation to the assessment criteria for Reading/Writing)

Deeper Learning (children are showing higher level skills for their year group in relation to the assessment criteria for Reading/Writing).

In Years 2 and 6 the children are assessed through the English SATS papers.

At the end of Year 1, children take part in the National Phonics screening test.
In the Foundation stage the children are assessed regularly using the Early Learning Goals; this information is recorded on the Lancashire tracker.

Monitoring
The English Subject Leader is responsible for monitoring English in school. This involves looking at planning, work sampling, book scrutinies, discussions with staff during the term and regularly feeding back to the senior management team and governors. The Subject Leader will also lead writing moderation termly across the academic year. Children are also involved in discussions to find out what they are doing and how they are finding their work.
Lesson observations take place three times a year, by the Headteacher. One or more of these will be English related. This may also include the English co-ordinator/deputy Headteacher.
All children's progress is tracked and updated termly. Pupil progress meetings are held termly with the Headteacher and children failing to make the expected progress are targeted through intervention groups.

Recording
Ongoing assessment provides information for future plans. Teachers keep records of the pupils reading and writing using the KLIPS grids. Evidence of progress and KLIPS writing examples and assessments are visible in the children's English books and other cross curricular books.
Foundation Stage records are kept in accordance with the Early Learning Goals. Photographic evidence is often included.

Reporting to Parents
Information on children's progress in Reading and Writing will be communicated home at Parent's Evenings during the course of the year and in a written report at the end of each year. If a teacher has a specific or new concern, they would get in touch with parents to communicate this quickly in order for an appropriate strategy or support to be put in place if necessary.

Learning within the classroom will also be shared via the school's Facebook page, celebration assemblies and the school website.

Equal Opportunities
At Overton St. Helen's C of E Primary School, we provide a broad and balanced curriculum for all our pupils so that they all make progress. Learning challenges are matched to the needs of all the children including children with SEND, AGT and PP. 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 by individual teachers. Teachers must provide challenge for all children and this will be shown in their planning.

Special Education Needs
Children with SEN are taught within the English lesson and are encouraged to take part in all activities. Where applicable children's targets incorporate suitable objectives from the framework and teachers address these when planning work.

Intervention programs (such as Bounce Back Phonics and Fast Forward Phonics) will provide extra support in phonics for all children that do not pass the Phonics Screening Test in Year 1.

Children with an ECHP or IPP targets linked to English skills may receive one to one support through Precision Teaching – in which all teaching and support staff have been trained.

Differentiation
Children are challenged appropriately to their ability through:

- open ended tasks where differentiation is by outcome
- stepped activities that become more difficult and demanding but which cater for the less able in the early sections
- Grouping where appropriate
- Classroom assistants deployed to support learning

Date of policy review: November 2022

Next review date: November 2024

Appendix A: Handwriting Teaching Overview

OVERTON ST HELEN'S C. E.

PRIMARY SCHOOL

HANDWRITING

PROGRESSION & TEACHING GUIDANCE

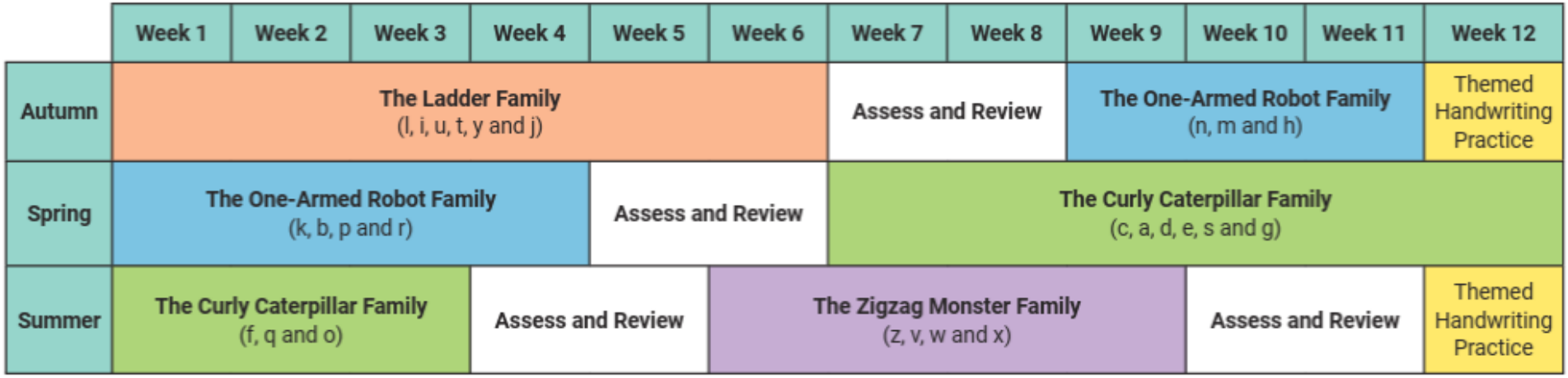
EYFS • YEAR 1 • YEAR 2 • YEAR 3/4 • YEAR 4/5 • YEARS 5/6

A whole-school approach to confident, fluent and legible handwriting

SCHOOL HANDWRITING CURRICULUM

Progression Overview

KS1



By the end of KS1 these letter families will have been established, therefore the plans and joins can be followed as stated below.

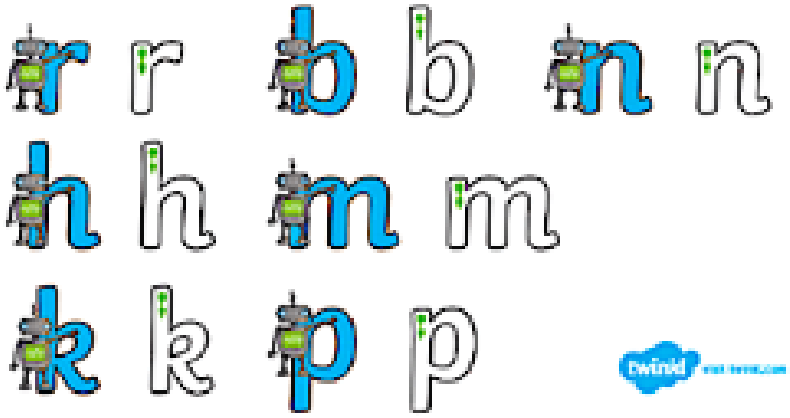
Curly Caterpillar Letters

c c a a o o

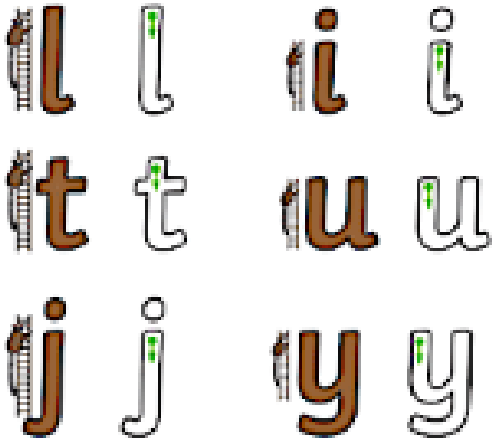
q q g g d d

e e s s f f

One Armed Robot Letters



Ladder Letters



Zigzag Monster Letters



HANDWRITING JOIN PATTERNS

Letter combinations grouped by join type

JOIN CATEGORY	LETTER COMBINATIONS
Diagonal joins to letters without ascenders	ai ar us au aw er ew ir ur ss as ea ae ee ie se ue
Horizontal joins to letters without ascenders	ou vi wi xe ere oe re ure ve we oi on oo or ov ow oa
Diagonal joins to letters with ascenders	ab ul it ch kn ll sh th ed be de br
Horizontal joins to letters with ascenders	ol wh ot
Diagonal joins to letters with descenders	ff ph qu igh ing ng squ fe ge pe
Horizontal joins to letters with descenders	op oy

OVERTON ST HELEN'S PRIMARY SCHOOL

MAPLE CLASS - EYFS: HANDWRITING PROGRESSION

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
BEFORE WRITING **1. COMPLETE A WARM-UP** **2. CHECK POSTURE, PENCIL AND PAPER POSITION**	Focus on mark making and developing fine motor skills • Teach the correct seating position • Pencil Grip – Nip, Flip, Grip • Build strength Begin teaching pre-writing patterns: 1. Dots 2. Straight lines and crosses 3. Circles 4. Waves 5. Loops and bridges 6. Joined straight lines 7. Angled patterns 8. Eights 9. Spirals 10. Left-to-right orientation 11. Mix of patterns 12. Review of patterns	Continue as Autumn 1 Teach letter formation alongside phonic sounds Extra practice in areas and with adults Learn to write name – copy	Ladder Letters: l, i, t, u (2 weeks) One Armed Robot Letters: r, b, n, h, m, k, p (3 weeks) Digits 0–9 Write name independently using correctly formed lower-case letters with a capital at the beginning	Curly Caterpillar Letters: c, a, o, d, g, q, e, s (4 weeks) Zig Zag Monster Letters: v, w, x, z (2 weeks) Digits 0–9 Write name independently using correctly formed lower-case letters with a capital at the beginning	More complex letters: f, j, y (2 weeks) Consolidation of letter formation of lower-case letters Curly Caterpillar Letters: c, a, o, d, g, q, e, s (3 weeks) Use and apply in dictated sentences / see spelling	Ladder Letters: l, i, t, u (2 weeks) One Armed Robot Letters: r, b, n, h, m, k, p (3 weeks) Zig Zag Monster Letters: v, w, x, z (2 weeks) Use and apply in dictated sentences / see spelling

	Learn to write name – copy					

OVERTON ST HELEN'S PRIMARY SCHOOL

HOLLY CLASS - YEAR ONE: HANDWRITING PROGRESSION

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
BEFORE WRITING **1. COMPLETE A WARM-UP** **2. CHECK POSTURE, PENCIL AND PAPER POSITION**	Integrate the teaching of capital letters alongside the lower-case letters. L Letters: l, i, t, u (2 weeks) L, I, T, U OAR Letters: r, b, n, h, m, k, p (2 weeks) R, B, N, M, K, P CC Letters: c, a, o, d, g, q, e, s (2 weeks) C, A, O, D, G, Q, E, S ZZM Letters: v, w, x, z (2 weeks) V, W, X, Z More complex letters: f, j, y (2 weeks) F, J, Y Learn to write surname (copy).		Teach the first join – diagonal join to letters without ascenders (recap CL). ai, am, an, ao, ar, au, C, A, O, D, G, Q, E, S (3 weeks) ca, ci, co, cu, ia, im, L, I, T, U (3 weeks) in, io, ir, iu, ma, mi, mm, R, B, N, M, K, P (3 weeks) Learn to write surname independently.		Continue with learning the first join: mo, mu, na, nc, nd, V, W, X, Z (2 weeks) ne, ni, nn, no, np, nu (2 weeks) ua, ui, um, un, uo (2 weeks) ag, aj, dy, ig, ip, lp (2 weeks) mp, np, ug, up (2 weeks) Recap as needed.	

OVERTON ST HELEN'S PRIMARY SCHOOL

ELM CLASS - YEAR TWO: HANDWRITING PROGRESSION

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
BEFORE WRITING **1. COMPLETE A WARM-UP** **2. CHECK POSTURE, PENCIL AND PAPER POSITION**	Recap letter formation and letter groups (lower case and CL; see Year 1). Recap the first join – diagonal join to letters without ascenders.		Focus on the first join, but from a letter with an ascender to a letter without an ascender: da, di, do, du, dy, ha, he, hi, ho, hu, ka, ke, ki, ko, ku, la, le, li, lm, lo, lp, lu (6 weeks) Use a diagonal join to the letter 'c': ac, ec, ic, lc, uc (1 week) A diagonal join to the letter 's': as, cs, ds, es, hs, is, ks, ls, ms, ns, ts, us (4 weeks) Continue to recap.		Teach a diagonal join to the letter 'e': ae, ce, de, ee, he, ie, ke, le, me, ne, ue (2 weeks) Begin to teach the second join – the horizontal join: oa, oc, od, oe, og, oi, oj, om, on, oo, or, os, ou, ov, ow, ox, oy, oz (4 weeks) Continue with the second join – the horizontal join: ra, rg, ri, rm, rn, ro, rp, rr, rs, ru, va, vi, vo, vs, vu (4 weeks) Continue to recap.	

OVERTON ST HELEN'S PRIMARY SCHOOL

WILLOW CLASS - YEAR THREE/FOUR: HANDWRITING PROGRESSION

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
BEFORE WRITING **1. COMPLETE A WARM-UP** **2. CHECK POSTURE, PENCIL AND PAPER POSITION**	Recap the first and second joins (see Year 2). Apply to words and dictated sentences. Continue to teach the second join – the horizontal join: wa, wi, wn, wo, ws, wu, wy Teach a horizontal join to the letter 'e': oe, re, ve, we Teach the third join – a diagonal join from a letter to a letter with an ascender: ab, ah, ak, al, at, el, ch, ck, cl, ct, eb, eh, ek, el, et Tricky join – qu		Teach the third join – a diagonal join from a letter to a letter with an ascender: th, tt, ub, uh, uk, ul, ut, ob, oh, ok, ol, ot, rt Join from the letter 'p': pu, pa, pe, pi, pl, po, pr, ps		Recap the third join, bringing in the first and second as well. Apply to words and dictated sentences.	

OVERTON ST HELEN'S PRIMARY SCHOOL

BEECH CLASS - YEAR FOUR/FIVE: HANDWRITING PROGRESSION

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
BEFORE WRITING **1. COMPLETE A WARM-UP** **2. CHECK POSTURE, PENCIL AND PAPER POSITION**	Teach to join from the letter 's': sa, se, si, sl, sm, sn, so, sp, ss, st, su, sw Teach the non-joins – letters with hooks, lines and loops: ja, je, ji, jo, ju, fa, fe, fi, fo, fr, ft, fu, ga, ge, gi, gl, go, gr, gs, gu, wh		Practise writing words with capital letters. Practise combining all 4 joins when writing sentences.		Recap the letter families and all the joins daily. Apply one join before focusing on developing a fluid style. Rehearsal through spelling, dictated sentences and copying short passages. Join 1: ai, am, an, ao, ar, au, ca, ci, co, cu, ia, im, in, io, ir, iu, ma, mi, mm, mo, mu, na, nc, nd, ne, ni, nn, no, np, nu, ua, ui, um, un, uo, ag, aj, dy, ig, ip, lp, mp, np, ug, up da, di, do, du, dy, ha, he, hi, ho, hu, ka, ke, ki, ko, ku, la, le, li, lm, lo, lp, lu ac, ec, ic, lc, uc, as, cs, ds, es, hs, is, ks, ls, ms, ns, ts, us ce, de, ee, he, ie, ke, le, me, ne, ue	

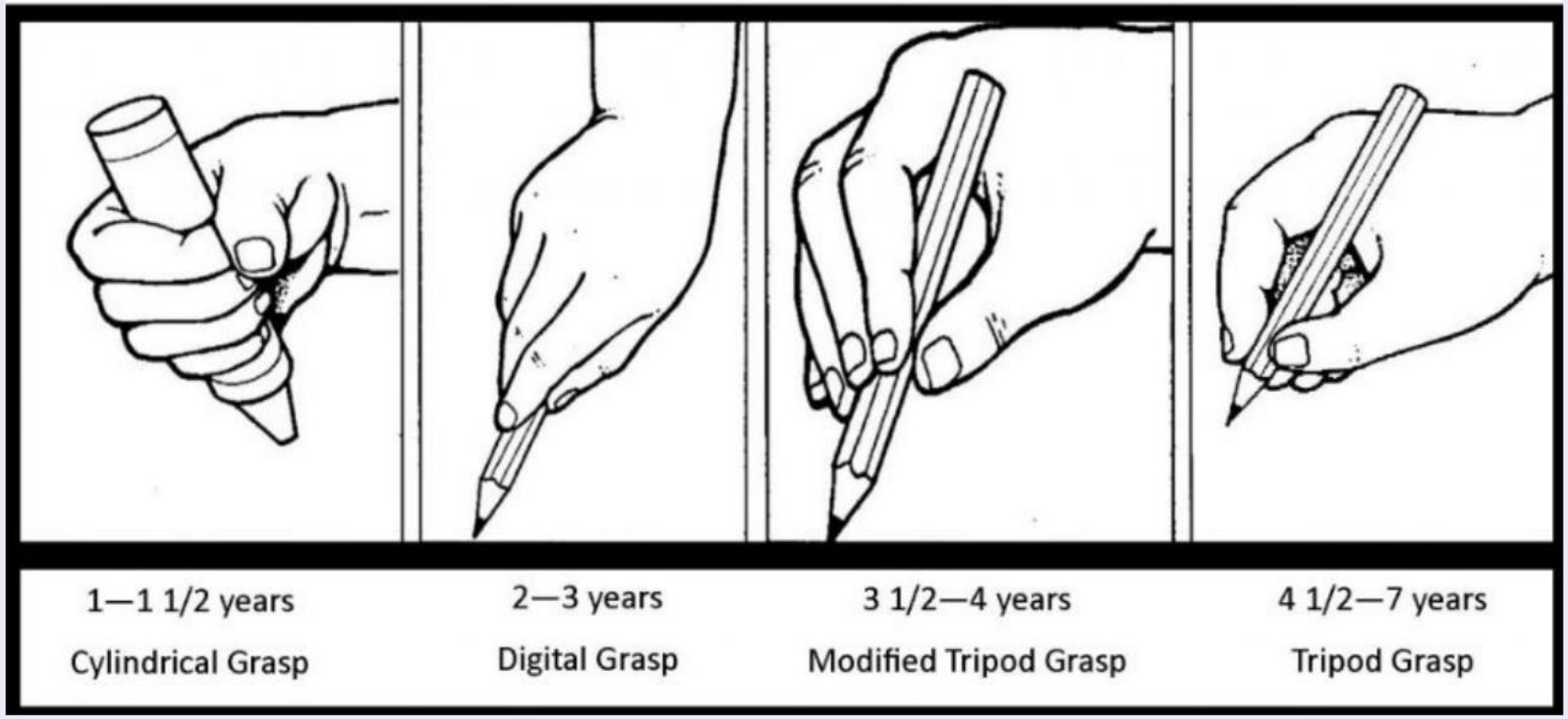
OVERTON ST HELENS PRIMARY SCHOOL

OAK CLASS - YEAR FIVE/SIX: HANDWRITING PROGRESSION

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
BEFORE WRITING **1. COMPLETE A WARM-UP** **2. CHECK POSTURE, PENCIL AND PAPER POSITION**	Recap the letter families and all the joins daily. Apply one join before focusing on developing a fluid style. Rehearsal through spelling, dictated sentences and copying short passages. Join 2: oa, oc, od, oe, og, oi, oj, om, on, oo, or, os, ou, ov, ow, ox, oy, oz ra, rg, ri, rm, rn, ro, rp, rr, rs, ru, va, vi, vo, vs, vu wa, wi, wn, wo, ws, wu, wy oe, re, ve, we		Recap the letter families and all the joins daily. Apply one join before focusing on developing a fluid style. Rehearsal through spelling, dictated sentences and copying short passages. Join 3: ab, ah, ak, al, at, el, ch, ck, cl, ct, eb, eh, ek, el, et lb, ih, ik, ill, it, kl, ll, ph, pl, pt, sb, sh, sk, sl, st bu, ba, be, bi, bl, bo, br, bs th, tt, ub, uh, uk, ul, ut, ob, oh, ok, ol, ot, rt pu, pa, pe, pi, pl, po, pr, ps		Write fluently using a joined style as appropriate for independent writing. Choose the writing implement that is best suited for a task, e.g. *pencil for quick notes, handwriting pen for letters, marker pens for posters.* Write, using a joined style, with increasing speed.	

APPENDICES

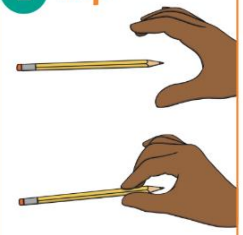
Pencil grip progression



1—1 1/2 years	2—3 years	3 1/2—4 years	4 1/2—7 years
Cylindrical Grasp	Digital Grasp	Modified Tripod Grasp	Tripod Grasp

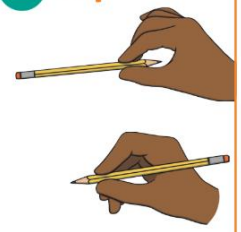
How to Grip a Writing Tool

1 Nip



Choose the writing tool that is best suited to the task. 'Nip' it towards the end.

2 Flip



'Flip' the writing tool around so that it is resting on your hand.

3 Grip



'Grip' the writing tool. Make sure it is pinched between the ball of the thumb and the forefinger, supported by the middle finger with the other fingers tucked away.



Check - Does your grip provide **stability** and **freedom of movement**?

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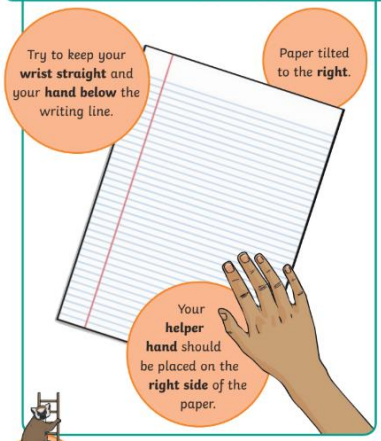
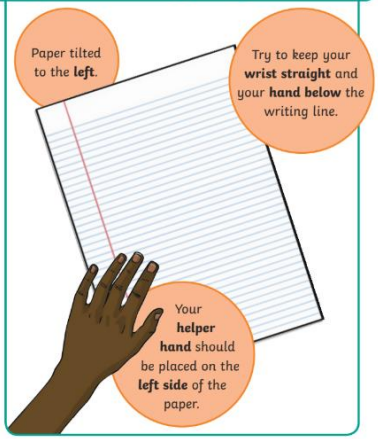
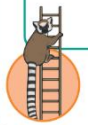
If you write with your **left hand**...



If you write with your **right hand**...





Writing on a slant should help you not to smudge your writing and also helps you to be able to see what you are writing.

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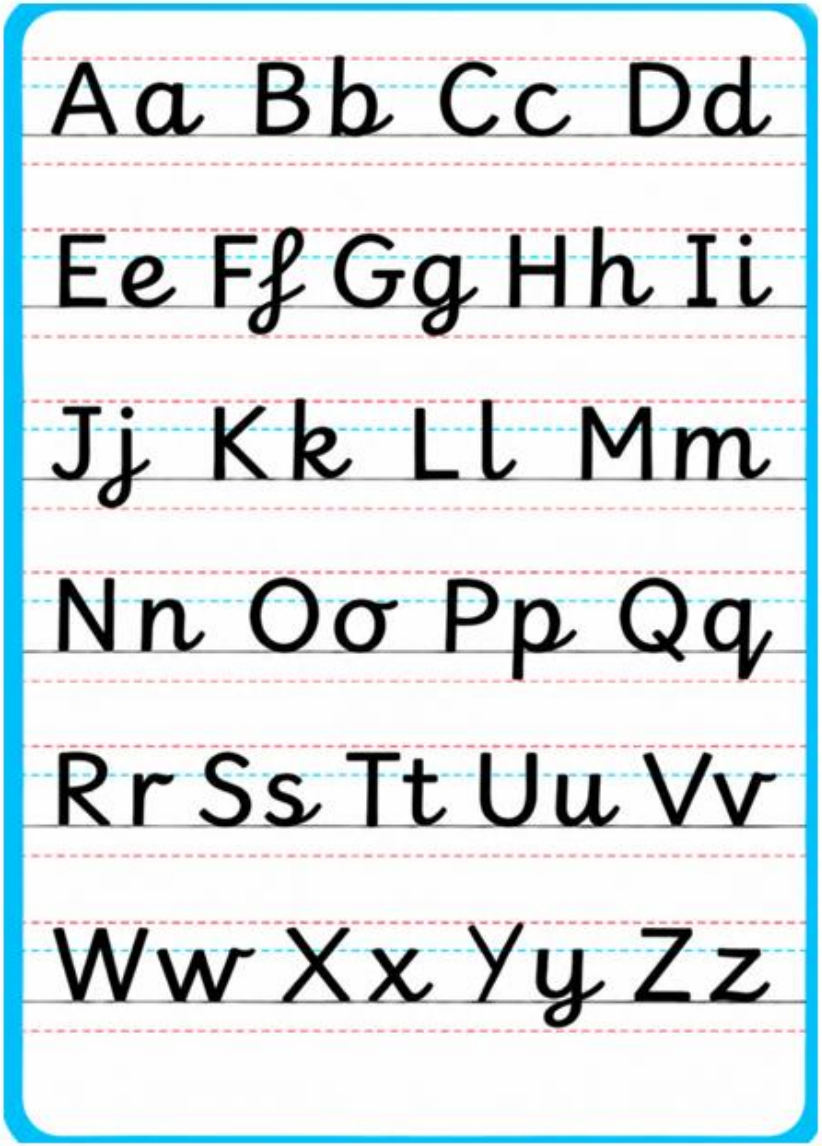
Let's Look Ready to Write

1. Place both feet flat on the floor.
2. Move your elbows so they're resting off the edge of the desk.
3. Move your bottom to the back of the chair.
4. Lean your head and shoulders slightly forward.
5. Keep your knees bent at a 90° angle.

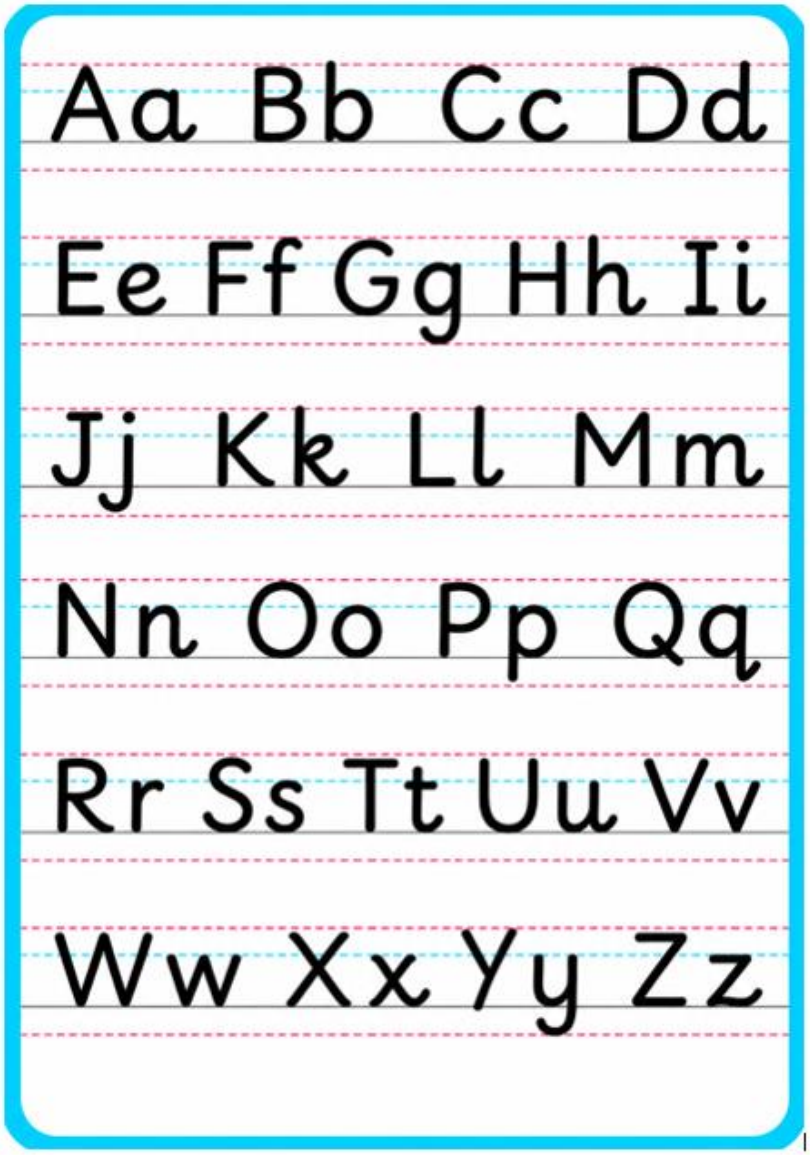




Handwriting Letter Formations: Year 2 and KS2



Handwriting Letter Formations: EYFS and KS1



Red Rose Letters and Sounds

Formation Phrase Handwriting Patter

It is recommended that when teaching letter formation, a phrase is used in order to embed the directionality. All adults who teach letter formation are encouraged to use the same approach as children learn effectively through repetition.

This chart provides an overview of the formation phrases linked to the Red Rose Letters and Sounds Planning Programme.

a	Round the anchor and down the rope.	n	Down the nose and over the nostril.
b	Down the bat and round the ball.	o	Back around the octopus.
c	Curl round the cat.	p	Down the path, up the path and round the pond.
d	Back round the dog's body, up to his ears and down to his tail.	q	Quick! Back round the pond, down and splash.
e	Across the shelf and over the elf.	r	Rain down to the ground and over the rainbow.
f	Follow down the flamingo and fly.	s	Slip down the slide.
g	Go round the gorilla and swing from the vine.	t	Down the tree and across the branch.
h	Down the hill and over the hedge.	u	Down under the sea, up for breath and down again.
i	Down the insect and don't forget his cap.	v	Down the vase and up the vase.
j	Jump off the jetty and don't forget your cap.	w	Down the wave and up the wave. Down the wave and up the wave.
k	Down the koala's body, arm and leg.	x	Cross the box and cross the box.
l	Down the long ladder.	y	Down the yo-yo, up the yo-yo and swing.
m	Down the mound and over the moles.	z	Zip, zap, zoom!