



St. Michael's C.E. Primary School

Policy for English

July 2022

Member of staff responsible:

Mrs Laura Rodger (subject leader)

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St. Michael's C.E. Primary School - Policy for English

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1. Curriculum Organisation

1.1 Intent

Being able to listen, speak, read and write effectively is integral to children's learning right across the curriculum. We place great importance on the teaching and learning of English at St. Michael's and recognise that, with well developed verbal and written communication skills, children can:

- Develop and sustain positive relationships;
- Express their thoughts and ideas more meaningfully and deeply;
- Understand other people's points of view and develop greater empathy and appreciation of diversity;
- Share their own voice and affect change in their communities, particularly their school community, developing a sense of and desire for responsibility.
- Access the wider curriculum through a wide range of texts from which they can gain knowledge and understanding;
- Learn about the world around them, gaining a sense of wonder and inspiration;
- Broaden their horizons and challenge their thinking;
- Structure and record their thoughts coherently;
- Apply previous learning in meaningful ways

1.2 Timetabling

As a core curriculum subject, English should be taught daily and discretely throughout the school. This is complemented by additional, shorter sessions which rehearse basic skills, e.g. an early morning activity which focuses on spelling or handwriting. Many other subjects also provide cross-curricular links to English teaching, and these opportunities will enrich children's experience.

1.3 Medium Term Planning

The National Curriculum end of year group expectations are the driving force behind teacher's planning for their class, ensuring coverage of all necessary knowledge, skills and understanding. Our whole school overview for English (Appendix 1) details the stimulus for teaching and learning, and the writing genre opportunities this presents. Once the genre focus has been identified, teachers have the Grammarsaurus model texts and our recommended learning journey (included in Appendix 2) as a method of covering these objectives. Teachers may choose to use other resources to create cross-curricular links or to support, intervene with or challenge specific pupils.

1.4 Weekly Planning

Planning templates are available with differentiated formats for Key Stage 1 and 2 staff. Teachers may choose to include additional information, but it is expected that the following lesson components are considered:

- A specific learning objective showing the knowledge, skill or understanding being taught or rehearsed
- A task and associated success criteria which will support assessment of children's progress against the learning objective. For some English lessons, it may be possible to differentiate the task, using the school-wide descriptors 'Base Camp', 'Hill Climbers' and 'Mountaineers'.



2. Speaking and Listening

'Speaking and Listening' activities should follow tight, well planned objectives in order for them to be successful. In planning, success criteria should be identified so that speaking and listening activities are structured and possibly differentiated to help all children make progress.

'Speaking and Listening' activities should be considered during long, medium and short term 'English' planning by teachers so there is well structured progression built in. Planned progression, through reference to objectives set out in 'Spoken Language' section of our curriculum, will enhance quality of talk and deepen the level of understanding children have in different subjects.

2.1 Use of Standard English

When teaching 'talk', the use of new language should be modelled, with children having access to vocabulary banks if appropriate. Children should be encouraged to extend their sentences and speak 'in full statements' in their classroom interactions whether giving answers, feeding back or presenting.

2.2 Opportunities in English

A variety of activities should be included, with children working in a range of roles and with different groups. Effective talk should be seen as a precursor to good writing and this should be pointed out to the children as they are developing so that they apply what they have learned. Self and peer assessment should support the process and encourage reflection. This assessment should lead to feedback (verbal mainly but also through marking if appropriate).

2.3 Opportunities across the curriculum

Some curriculum areas lend themselves particularly well to developing speaking and listening skills, e.g. discussing predictions for a science investigation, re-enacting historical events, giving feedback on a dance performance. These opportunities should be taken frequently in order to reinforce any discrete teaching which takes place in English lessons, but may focus more on the use of subject-specific vocabulary or performance skills.

Activities which improve speaking and listening should be sought in areas beyond the traditional curriculum where possible, for example in:

- school council sessions
- whole school assemblies
- 'show and tell' / presentations
- trips or welcoming visitors
- after school clubs



3. Reading

3.1 Developing a whole school reading culture

It is important that children have a rich reading environment that generates a love of reading across a wide range of genres. Value should be given to reading by all staff and opportunities taken to emphasise how precious an experience reading can be. Book corners, libraries and displays are important in encouraging this.

Books in classrooms should be appealing and age appropriate in order that children are drawn to them and can access them confidently, enjoying their experience of them. Children who don't enjoy reading should be encouraged and strategies developed, involving parents, to capture their interest. Use of a 'buddy' or mentor from another year group, regular visits to the KS1 and KS2 libraries supervised by an adult, author visits, book fairs and special events are all strategies used at St. Michael's in the hope of all children finding a genre they enjoy.

Each class have a **daily, scheduled story time**, usually taking place for the final 15 minutes of the day. Teachers select a book with a reading age **slightly above** that which most children in their class can independently access. This will support the development of new vocabulary and understanding of story structure, particularly those children for whom such a text may currently be inaccessible.

3.2 Progression in reading

Word recognition

Children should learn to read fluently and effortlessly through developing the ability to decode graphemes and through developing their sight vocabulary. (see phonics and spelling section of this document). *In our Nursery, children access Firm Foundations (Phase 1) of the Supersonic Phonic Friends programme. This is made up of 7 aspects, encouraging children to hear and recognise sounds within the learning environment, e.g. through stories, play and small group, focused games and activities.* TAs and support staff are provided with regular guidance and support as well as ongoing discussion with the class teacher.

Children need regular practise and in the Early Years will need **daily, structured sessions of systematic, synthetic phones** so that they can learn new sounds and later, the letter strings and patterns that enable more complex words to be decoded.

Phonics should be constantly reinforced throughout Key Stage Two, where the emphasis should change to alternative or less common phoneme/grapheme correspondences. This may take place through the teaching of spelling patterns but continued use of the vocabulary of synthetic phonics teaching will support children in applying their prior learning.

Classroom environments should support children to practise phonics and word recognition – developing children's vocabulary through all the subjects and themes a rich curriculum brings.

Support from parents at home, in line with the homework policy, should be facilitated and encouraged to enable children to make progress in this area, with reading skill work supplementing their application of these skills in appropriate reading books.



3. Reading

Book Bands (Oxford Reading Tree)

The reading scheme is designed to provide good progression although it is important to supplement the scheme sometimes, to enable progress to happen at the best rate. Children are encouraged to select from a range of fiction and nonfiction books. Children also have access to the online books and activities allocated by their teacher through 'Bug Club'.

Books that are based on phonics sounds to encourage practise of these can be used where children are finding it difficult to apply their skills to books without the phonic progression. In Reception and year 1, the books children take home should be closely linked to their phonic progression, with the exception of children who are already more fluent readers and have secure blending skills.

Children who are not making expected progress with their acquisition of phonics should be identified by the end of the Autumn term in Reception so that intervention may begin. This intervention should be in addition to the daily, whole class phonics lesson.

Children should be taking home books levelled at their reading ability. Their reading fluency should be assessed at least once a half term through teacher assessment (see the summative assessment section of this policy). If appropriate, they should be moved into a different reading group or change level on the reading scheme. In the interest of challenge and engagement for all pupils, it is not necessary for a child to have read every book in a level before moving on. To support the acquisition of new and ambitious vocabulary, children should be exposed to texts above their current reading level through the teacher's selection of materials for English lessons, guided reading and whole class story times.

3.3 Comprehension and Guided Reading

From the very beginning, children should be taught to use clues in order to develop comprehension and full understanding of language used by an author of a text. These will range from the basics of using pictures to complex discussion of a character's traits by considering what they say.

Guided reading is an important tool in all year groups. **In our Reception year, groups of more able readers are introduced to the guided reading format during the Spring term. It allows the teacher and support staff to work more closely with smaller groups of children at designated times. These sessions should take place a minimum of 3 times per week; the date and time of which may be dependent on the availability of support staff.** From Year 1 upwards, the Bug Club scheme for Guided Reading is used, encompassing a workbook, pre-selected text and guide notes for the teacher. Whilst a member of staff works with small groups, the rest of the class will be provided with pre-learning or follow-up activities linked to their book study.

Discussions about a broad range of texts should take place in whole class and/or group lessons on a weekly basis. Texts should be challenging but accessible and should be carefully chosen to extend children's thinking. In Key Stage 2, these will often take the form of a more structured, whole class comprehension lesson.

At an appropriate level, teachers should address the following strands: word reading, attitudes to reading, understanding texts, author's language and purpose, author's viewpoint, retrieving information and discussions about reading. Teaching which targets specific strands can allow teachers to address areas for development identified for their current cohort through summative assessment data.



4. Writing

4.1 Phonics and spelling

The Supersonic Phonic Friends scheme of learning should be followed from Nursery onwards, with children acquiring their early reading and writing skills through systematic teaching of synthetic phonics. Children should continue to work through the phases through years 1 and 2 and those who still require further practise further up the school continue to progress through the scheme. (See Appendix 3) Phonics sessions in Reception and Year 1 should take place daily, with effective differentiation within teaching to enable all children to move through the phases and beyond. Variety should be built into these sessions, with the aim of making them as accessible and enjoyable as possible for young learners. Support staff should be trained to ensure there is consistency in how phonics is taught.

Children should also learn to spell through practise of high and medium frequency words appropriate to their ability. Parents should be given advice on how to support their children learn their phonics, this is currently provided in Reception through a series of meetings with suggested resources available for the parents to purchase.

Rigorous assessment should ensure focus is given to those who are at risk of missing key phonic understanding. Children should go on developing their spelling through examination of letter strings and spelling patterns.

As they progress through the school, pupils must continue to learn spellings through identification of patterns from their year group expectations as set out in the National Curriculum. In years 2-6, the Spelling Shed scheme should be used for 4 short-burst sessions per week to achieve regular exposure to these patterns and focused teaching. Children should also learn a combination of those spellings that they are spelling wrong in their work and those linked to subject areas through green pen corrections.

4.2 Handwriting

As identified in our Presentation policy (from September 2014), St. Michael's have adopted a cursive handwriting style from the Spring term of Year 2, with the aim of developing a consistent approach to letter formation. Teachers are asked to model this style wherever possible in order to support all learners.

Progression: Children should begin by mark-making in Reception and then through patterns and practise of correct letter formation. As they progress through school, children should practise handwriting regularly in a timetabled session designed for this purpose. For these sessions, 2 adults will be required in order for both quality instruction and intervention to take place where necessary.

In order that children learn the correct letter formation, children should have these demonstrated at the point of practise. Children should be made aware of good posture and pencil grip at an early age and this should be reinforced to them throughout. Children should be given the opportunity to 'publish' their work, with their best handwriting, so they can take pride in their developing penmanship and see the benefit of improving their handwriting. An assessment tool for teachers is available to support in identifying the weaknesses in the script of a pupil who is not yet meeting the age-related expectation in handwriting (Appendix 4). With this information, handwriting instruction or intervention work can be adapted to address these concerns.

4.3 Early morning starter activities

The first 15 minutes of the school day (8:50-9:05) have been identified as a prime opportunity for children to rehearse the spelling and handwriting focuses of the week. These short, focused activities take advantage of an often less-structured time of the day, with an activity on the children's desks to complete independently. These activities can be sourced from, but not limited to:

- Spelling Shed
- Headstart Spelling
- Letterjoin



4. Writing

4.4 Grammar & basic writing skills

Grammar and 'basic writing skills' such as use of punctuation or paragraphing, should be planned for and taught as part of the curriculum. Children should be given regular feedback about (though not exclusively) how successful they have been in applying these skills in their written work.

Correct terminology should be used when teaching about the 'tools' of writing so that children can build up an understanding and vocabulary that enables them to talk about and reflect upon their writing and how they might improve it. This may be addressed through some discrete teaching of the 'SPaG' elements of the English curriculum, but careful thought should be given to the timing and context of these sessions for them to have long-term impact on children's achievements in writing.

4.5 Composition and effect

Teachers should plan writing activities that are likely to capture children's imagination. Those activities in which they are immersed in the theme or in tune with the audience enable them to feel like a writer.

Children should be taught to organise their writing and be given time to plan effectively to do so. Allowing children to plan to meet shared success criteria should also occur where appropriate. Children should be given the opportunity to write often and in varied ways in order to apply their skills. They should experience writing in a range of genres but with adequate preparation / teaching for writing successfully each time. The use of our shared writing process (see Appendix 2) provide children will rich opportunities for development of planning techniques, vocabulary and varied styles of writing.

As children progress through school, they should get used to writing across a wider range of genres, and should sometimes be given the opportunity to write, applying their previous learning themselves rather than via prompts and reminders by the teacher. This is the point at which children's writing becomes truly 'independent'. In the lessons leading up to an extended writing session, teachers should use a range of techniques to encourage children to access their existing skills:

- 'modelled writing' (composing writing with running commentary of why choices of language are used);
- 'shared writing' (writing together, with children contributing – perhaps writing sentences on whiteboards);
- 'uplevelling writing' (taking a passage already written and improving it with the children);
- 'peer assessment' (looking at children's work and considering its strengths and how it can be improved).

Whilst learning new writing skills, children should assess their own and others' writing regularly against appropriate success criteria and targets (which they may have helped establish). This way they are learning to be reflective and to take responsibility for their own learning and development.

The opportunity to act upon their reflections or the feedback of others is an essential component of the National Curriculum for English. Therefore, teaching staff must allow time within their teaching and learning cycle for the class to revisit, edit and improve pieces of writing. For this process, the children are provided with a 'green editing pen' to evidence their changes. The use of editing slips is also an approved method of a focused edit on one section of an extended text for older pupils.



4. Writing

Teachers should be flexible in their planning and consider which skills based activities are necessary in order to address the needs of their own class, groups or individuals. The 'Teacher Assessment of Writing' sheets for each year group (stored as a class set and passed up to the next class teacher) will be helpful in identifying priorities and to ascertain children's attainment from the following options:

- Working below the expected standard (or Pre Key-Stage where appropriate)
- Working towards the expected standard
- Working at the expected standard
- Working at greater depth within the expected standard

4.6 Teacher assessment of writing

In order to provide sufficient time for children to produce a range of writing to be used as supporting evidence, teacher assessment of writing occurs at two data points each year. This is currently planned for January and June, though this may be subject to change at the discretion of the SLT where necessary. The judgments from these data points are entered into the SIMS system, but also recorded on our bespoke tracking tool (see below).

Every child's writing performance should be tracked on a printed copy of the year group's writing expectations, or that of a lower year group for less able writers. These act as a record of objectives achieved through a range of independent writing opportunities. They should demonstrate children's ability across genres and writing styles. A child is considered to have met an objective when they can demonstrate the skill securely. Ideally this would be demonstrated across several pieces of writing, but may only appear once in genre-specific objectives.

The bespoke tracking tool provides an indicative end-of-year grade in the Autumn term, rather than a snapshot of attainment at such an early stage of the academic year. This indicative grade can be used for targeted teaching, interventions, communication with parents, identifying whole class strengths and weakness and to inform future planning.

As well as these data points, opportunities must be planned to gather and look through evidence before these data points. This can be facilitated through staff meetings, directed time and through internal moderation systems.



5. Summative Assessment

Diagnostic assessment of reading and writing happens on a day to day basis with a whole range of 'Assessment for Learning' tools supporting planning and progression. We carry out summative assessments once per school term (i.e. three times a year) in reading, grammar, spelling and writing; the data from which is recorded using our SIMS system.

5.1 Early Years Foundation Stage

Children's progress in reading is monitored using a Phonics Tracker grid from Reception. Their phonic knowledge is tested termly and teaching groups are adjusted accordingly. In addition, use of a High Frequency Words tracker supports the current homework system, allowing weekly sounds and tricky words to be targeted to children's needs. Similarly to Key Stages 1 and 2, writing assessment is an ongoing process from a range of sources. This can also include informal observations using the continuous provision areas of the classroom, e.g. mark-making achieved through role play.

5.2 Phonics screening

In the summer term of Year 1, children will take part in the national phonics screening check in accordance with National guidelines. Practice materials are available and used at teacher's discretion. At St. Michael's, it is our aspiration that all children leave Year 1 having passed the phonics check. If this is not the case, children will receive interventions, support and have the opportunity to be retested during their time in Year 2.

5.3 Bug Club book band assessments

For those children who are still progressing through the Oxford Reading Tree programme, the online resource 'Bug Club' provides teachers with additional assessment materials to support their judgement of children's reading ability. The software provides a short test for the staff member to administer and then provides recommendations as to whether this band colour is appropriate for the child. This can be administered by the teacher or a Teaching Assistant and should be compared to the child's chronological age in order to assess their attainment against age-related expectations.

5.4 NfER reading comprehension tests

As well as assessing children's ability to decode texts, comprehension (reading for meaning) is monitored through use of NfER reading comprehension tests from Year 1 onwards. These are used once per term to evidence progress during the academic year, and through use of 'Bug Club' resources each half-term.

5.5 Lexplore testing

Another tool which supports our assessment of reading is the Lexplore software, used by trained members of staff. This program is a unique, AI-based method of tracking children's eye movements, with the intention of identifying potential issues with act of reading. It quickly analyses their skills across key reading components, determines their attainment, and highlights potential barriers. All data is available to the class teachers via a personal login and this may provide additional or deeper insights into a child's reading behaviours.

5.6 National Curriculum Tests (Years 2 and 6)

Under the current system, children in Years 2 and 6 will sit National Curriculum tests in May (formally known as SATs) to measure their attainment at the end of each Key Stage. These tests are administered in accordance with the Assessment and Reporting Arrangements (ARAs) published each year. This document should be read carefully by staff/invisigilators of the tests in order to ensure our practices are in line with national expectations. It is anticipated that teachers responsible for the English curriculum in this year group may use practice materials in addition to the summative assessment tools mentioned above, e.g. past papers, test technique workbooks.



6. Tracking and Intervention

We aim to provide for all children so that they achieve as highly as possible in English according to their individual abilities. We will identify which pupils or groups of pupils are underachieving and take steps to improve their attainment. Children working at greater depth within the expected standard will be identified and suitable learning challenges provided.

6.1 Record keeping

In accordance with St. Michael's Teaching & Learning and Assessment policies, teachers submit termly assessments of children's attainment in English to the senior leadership team. An ongoing record of any target-setting, interventions or differentiation for groups or individual pupils is maintained in each class' cohort transfer record. The regular use of 'Bug Club' to track children's reading and completion of activities online is also a useful tool for staff as it acts as an additional record of reading attainment and further evidence towards end-of-year judgements. Children's progression through the book bands is currently monitored by a member of support staff and the record regularly sent to the teaching team.

6.2 Internal moderation of writing

A robust system of assessment of children's writing is in place in order to support all staff in reaching well-informed judgements of pupil attainment. Through staff meetings and INSET opportunities, a range of approaches (e.g. standardisation exercises, paired discussion of evidence, Key Stage 'teams') are used to give teachers confidence in their assessment skills. These CPD activities can also highlight those children who require further tracking or intervention.

Where possible, internal moderation exercises or training take place once per term. **In the summer term, opportunities should be provided for paired moderation by the two teachers involved in a class' transition so that end of year judgements can be agreed upon by both members of staff as a fair reflection of a child's independent achievements in writing. All EYFS staff and Year 1 teachers meet to moderate the end of year writing levels of our Reception children to support the transition to Year 1 and the National Curriculum.** In addition, from Years 1 to 6, the English subject leader conducts a more formal moderation procedure, selecting a random sample of pupils work to see alongside the judgements made. Up to every 4 years, this may be replaced by an external moderation visit from Trafford Council for Years 2 and 6.

Cluster meetings with other local primaries and secondary schools, such as the TTSA moderation workshops for each year group, have been a beneficial addition to writing moderation at St. Michael's and opportunities for inter-school partnerships should continue to be sought to further develop assessment practices.

6.3 Green pen working

Evidence of children's progress following an intervention may also be found through the use of green pen activities in English lessons. As outlined in our Assessment and Marking policies, children can edit/amend existing work, complete corrections, add further information or a reflection which may highlight new knowledge, skills and understanding to the teacher as a result of high quality teaching and learning.



6. Tracking and Intervention

6.4 Interventions

A number of small group and/or one:to:one programs are available within school to support those children whose progress is not in line with their peers:

- Catch-Up Literacy
- Nessy
- Toe-by-Toe
- SNIP Spelling Programme
- KS1 'word books'
- Have I missed any?

Where a child has a specific learning difficulty, e.g. dyslexia, intervention programs are selected carefully for their suitability according to the age of the child, and the current gap in attainment toward age-related expectations. These are only delivered by staff members who have received full training in the effective use of the materials and diagnostic tools.

Interventions for English are reviewed on a half-termly basis for their effectiveness. This may result in a child's intervention plan ending, or becoming focused on a new area of skill development. Where a child has not made expected progress through the intervention, staff will consider whether further, more intensive support may be required, or a different format may be more suitable.



7. Parent Partnership & Homework

We recognise that parents make a significant difference to children's progress in English and encourage this partnership. The homework policy and individual class meetings are used to outline how parents can support.

7.1 Reading with an adult

Parents are involved in hearing children read, and are encouraged to discuss books with them. Many members of our school community are welcomed into school, e.g. parents, lunchtime supervisors, providing extra reading opportunities for children targeted for reading support.

There are opportunities each term for parents to discuss their children's progress with their teacher. Termly curriculum letters provide information about the English curriculum and how parents can support their children. They also emphasise the importance of reading. Parents are encouraged to read both with and to their children at home in order to promote reading, although it is understood that this may happen more frequently with younger children before children begin to view themselves as independent readers.

Parents of older children also have the option to monitor the frequency and quality of their child's reading and engagement with texts through the use of the 'Bug Club' resources. These can be accessed at home by both parents and children.

7.2 Reading logs

In order to demonstrate children's progression and increasing independence in reading, the role of the reading record/log changes as children move through year groups. In Reception and Key Stage 1, the focus is on home-school communication between the parents/carers and the teacher. In contrast, the log in upper Key Stage 2 often takes the form of a diary in which the children are encouraged to respond to, explore and reflect upon the texts they read through activities in line with our homework policy.

There may be some children in Key Stage 2 whose reading and recording skills are below that expected for their age group; for these children, a more structured record book (similar to the Key Stage 1 format) may be more appropriate.

7.3 Other homework activities

As well as an expectation that children will read regularly at home, teachers may also choose to set homework to help develop skills in other areas of the English curriculum, e.g. comprehension, grammar, punctuation. Some teachers (particularly in Early Years and KS1) may choose to send homework which supports children's understanding of phonics and spelling, however it is the belief of St. Michael's staff and leadership team that—once this phonetic understanding is secure—sending spellings home to be tested in school is not the most effective way for pupils to retain grapheme knowledge on a long term basis and should only be done so with the intent of reinforcing the frequent, high-quality teaching of spelling within the classroom.



8. References

This policy should be in line with and therefore be read in conjunction with the following school policies:

- Teaching and Learning Policy
- Assessment Policy
- Marking Policy
- Presentation Policy
- Special Educational Needs Policy
- ICT Policy
- Equal Opportunities Policy
- Inclusion Policy

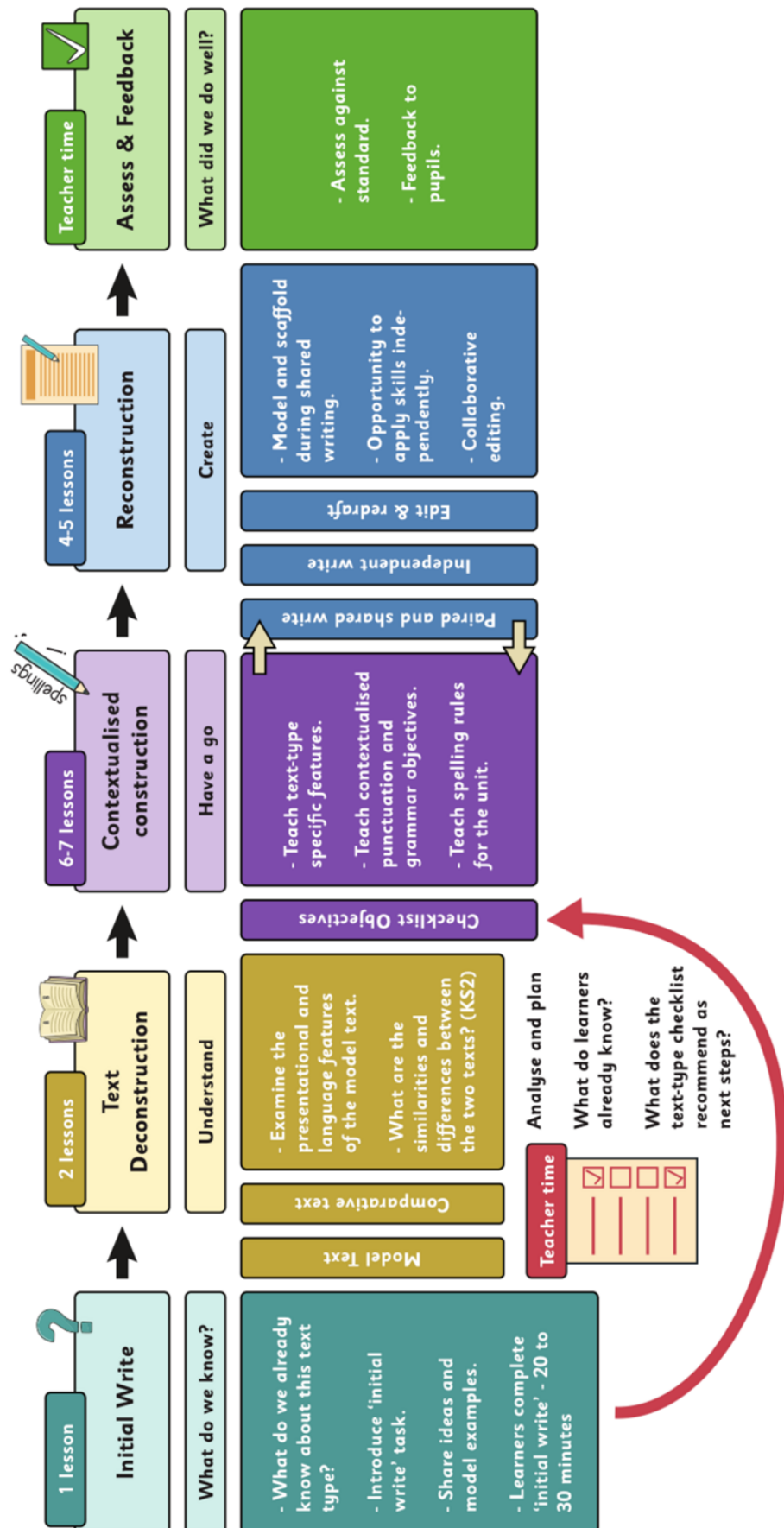


Appendix 1: Whole School Overview for English

**AWAITING UPDATED MAP
FROM GRAMMARSaurus**

- DUE AUGUST 2022 -

Appendix 2: The Writing Cycle for Teaching and Learning



Appendix 3: Progression in Phonics & Spelling from EYFS to KS1

Nursery

<u>Autumn Term</u> Supersonic Phonic Friends <u>Firm Foundations in Phonics 1</u> Aspects 1, 2 and 3	<u>Spring Term</u> Supersonic Phonic Friends <u>Firm Foundations in Phonics 1</u> Aspects 1-3, plus 4-7	<u>Summer Term</u> Supersonic Phonic Friends <u>Firm Foundations in Phonics 1</u> Aspects 4, 5, with a focus on 6 and 7 Assessment: Phase 1 report (SALT)
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Reception

<u>Autumn Term</u> Supersonic Phonic Friends <u>Basics 2 (CVC & tricky words)</u> Assessment: 1:1 Phonic Progression Tracker	<u>Spring Term</u> Supersonic Phonic Friends <u>Basics 3 (CVC, digraphs/trigraphs & tricky words)</u> Assessment: 1:1 Phonic Progression Tracker	<u>Summer Term</u> Supersonic Phonic Friends <u>Basics 3 (CVC, digraphs/trigraphs & tricky words)</u> Assessment: 1:1 Phonic Progression Tracker
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Year 1

<u>Autumn Term</u> Supersonic Phonic Friends <u>Basics 4, 3 sounds in a word/adjacent consonants</u> <u>Basics 5a, alternative spellings</u> Assessment: 1:1 Phonic Progression Tracker	<u>Spring Term</u> Supersonic Phonic Friends <u>Basics 5b and 5c alternative spellings</u> Assessment: Phonics Screening Check and 1:1 Phonic Progression Tracker	<u>Summer Term</u> Supersonic Phonic Friends <u>Basics 5b and 5c alternative spellings</u> Assessment: Phonics Screening Check, End of year Headstart Spelling Test and 1:1 Phonic Progression Tracker
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Year 2

<u>Autumn Term</u> Spelling Shed Scheme – Stage 2 Assessment: SPaG KS1 paper	<u>Spring Term</u> Spelling Shed Scheme – Stage 2 Assessment: SPaG KS1 paper	<u>Summer Term</u> Spelling Shed Scheme – Stage 2 Assessment: SPaG KS1 paper and End of Year Headstart Spelling Test
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Appendix 4: Handwriting Diagnostic Assessment Tool

Basics

Can draw lines and circles using large scale movements
 Developing a tripod grip, or alternative comfortable grip
 Holds the pencil near the point
 Shows a preference for a dominant hand

Letter formation

Correct starting point: i l t j y u
 Correct starting point: c a d g q o
 Correct starting point: e f s
 Correct starting point: r b n h m k p
 Correct starting point: v w x z
 Correct formation: Capital letters
 Correct formation: numbers

Spacing

Letters are separate from one another, no merging
 Finger spaces used between words
 Has reduced the size of the space between words as handwriting becomes smaller (KS2)

Position

Letters sit on the lines of the page
 Tall letters (ascenders) are in proportion to lower letters and each other
 Descenders sit on the line and hang beneath, in proportion to lower letters and each other
 Writing begins at the margin and ends before the page edge

Joining techniques

All letters begin on the line and end with a route to join to the next letter
 Correct formation of diagonal joins, e.g. ai ee ie er in aw uo ig air ing
 Correct formation of horizontal joins, e.g. oa, oo, oi, ou, or, vu, ra, fi, wo, wa
 Correct formation of joins to an ascender or descender

Extended writing

Can maintain handwriting legibility throughout a piece of work
 Joins consistently across their exercise books
 Can keep the same angle of penmanship throughout- straight or slanted, not a mixture
