

## APPENDIX TO ENGLISH POLICY

### Handwriting Guidelines

- 1) A common cursive style will be introduced and developed from an initial print style (Penpals) with ligatures to a fluent joined style using the teaching resources from Penpals.
- 2) Capital letters will initially be taught in context e.g. own name, address, etc.
- 3) Children should have regular weekly practice at the relevant stages of development.
- 4) A variety of writing implements should be available to children, including handwriting pens being introduced for years 3 & 4 and then used extensively by Y5 and Y6 pupils at the teacher's discretion.
- 5) A variety of scripts should be used by staff for display purposes.
- 6) The school agreed alphabet style of upper and lower case letters is found in the Penpals Teacher books for each year group and every teacher models this handwriting style in children's books when marking and on the IWB for the date and Walt.

### Statutory requirements from the English Curriculum

|        |   |
|--------|---|
| Year 1 | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"><li>• sit correctly at a table, holding a pencil comfortably and correctly</li><li>• begin to form lower-case letters in the correct direction, starting and finishing in the right place</li><li>• form capital letters</li><li>• form digits 0-9</li><li>• understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</li></ul> |
| Year 2 | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"><li>• form lower-case letters of the correct size relative to one another</li><li>• start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</li><li>• write capital letters and digits of the correct size,</li></ul>  |

|                   |  |
|-------------------|--|
|                   | <p>orientation and relationship to one another and to lower case letters</p> <ul style="list-style-type: none"> <li>• use spacing between words that reflects the size of the letters.</li> </ul>  |
| Year 3/<br>Year 4 | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</li> <li>• increase the legibility, consistency and quality of their handwriting [for example, 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].</li> </ul> |
| Year 5/<br>Year 6 | <p><b>Handwriting and presentation</b></p> <p>Pupils should be taught to:<br/>write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> <li>• choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> <li>• choosing the writing implement that is best suited for a task.</li> </ul>  |

### **Notes and guidance (non-statutory)**

Pupils should revise and practise correct letter formation frequently. They should be taught to write with a joined style as soon as they can form letters securely with the correct orientation.

Pupils should be using joined handwriting throughout their independent writing. Handwriting should continue to be taught, with the aim of increasing the fluency with which pupils are able to write down what they want to say. This, in turn, will support their composition and spelling.

### **Spelling Guidelines:**

1. Value early attempts at writing and emergent spelling.
2. Every child should be enabled to move from invented spelling towards conventional patterns of spelling.
3. Provide appropriate models through teacher response, modelling, topic word banks and word collections, display labels etc.
4. Use alliteration and rhyme to develop auditory discrimination and visual memory.

5. Words should be taught in context.
6. Teach common spelling patterns, word families, irregular words and carry out spelling investigations as set out in the National Curriculum 2013.
7. Develop skills of self-correction of personal common errors, including topic words, and visualising common spelling patterns.
8. Encourage use of dictionaries and thesauri.
9. Encourage confidence in each child by valuing their present level of spelling ability and providing appropriate support for their gradual improvement.

See National Curriculum Appendix 1 for specific progression

### Phonic Development:

1. Daily differentiated practice of **phonics** will take place in reception classes, **progressing to consonant digraphs, vowel digraphs as they become more confident** & blends. This follows the recommended format of revisit, teach, practise and apply.
2. A clear distinction will be taught between graphemes and phonemes.
3. Continued daily practice of phonics differentiated to meet the individual needs of every child will continue in Years 1 - 5 with specific intervention throughout KS2 to close the gap in children's learning. This follows a rigorous and progressive programme with many opportunities for reinforcement and repetition. Each lesson includes the recommended format of revisit, teach, practise and apply.