



English Policy

Mission Statement

- We will create a happy, secure and stimulating learning environment in which all children can grow in confidence, develop their full potential and where academic excellence can be achieved.
- We will provide a nurturing environment and value and recognise the uniqueness of every child.
- We will equip the children with the resilience and perseverance to become creative and independent thinkers and to become learners for life.
- We will provide engaging and varied learning activities across the full breadth of the National Curriculum and equip the children with a thorough understanding of the basic skills of English, Mathematics, Science and Computing.
- We will challenge the children's minds and bodies and give them a desire to learn and achieve.
- We will promote British Values and ensure the children become caring, tolerant and respectful citizens within the school and wider communities.
- We will prepare children well for the next steps in their lives by promoting self-discipline and the positive mindset which will allow them to aim high in all they do.
- We will ensure children know how to keep themselves safe when using technology.

RESPECT- RESILIENCE- RESPONSIBILITY







Our Values:

At Larkholme Primary School, we have 3 core values that underpin everything we do. The 3 core values are:

- **Respect**
- **Responsibility**
- **Resilience**

Alongside our core values, we also promote the fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs.

Research:

Know and understand your pupils and their influences	Teach learning behaviours alongside managing misbehaviour	Use classroom management strategies to support good classroom behaviour	Use simple approaches as part of your regular routine	Use targeted approaches to meet the needs of individuals in your school
 <ul style="list-style-type: none">• Pupil behaviour has multiple influences, some of which teachers can manage directly• Understanding a pupil's context will inform effective responses to misbehaviour• Every pupil should have a supportive relationship with a member of school staff	 <ul style="list-style-type: none">• Teaching learning behaviours will reduce the need to manage misbehaviour• Teachers can provide the conditions for learning behaviours to develop by ensuring pupils can access the curriculum, engage with lesson content and participate in their learning• Teachers should encourage pupils to be self-reflective of their own behaviours	 <ul style="list-style-type: none">• Effective classroom management can reduce challenging behaviour, pupil disengagement, bullying and aggression• Improving classroom management usually involves intensive training with teachers reflecting on their classroom management, trying a new approach and reviewing their progress over time• Reward systems can be effective when part of a broader classroom management strategy	 <ul style="list-style-type: none">• Some strategies that don't require complex pedagogical changes have been shown to be promising• Breakfast clubs, use of specific behaviour-related praise and working with parents can all support good behaviour• School leaders should ensure the school behaviour policy is clear and consistently applied	 <ul style="list-style-type: none">• Universal behaviour systems are unlikely to meet the needs of all your students• For pupils with more challenging behaviour, the approach should be adapted to individual needs• Teachers should be trained in specific strategies if supporting pupils with high behaviour needs
Implementation				
6 Consistency is key 	<ul style="list-style-type: none">• Consistency and coherence at a whole-school level are paramount• Whole-school changes usually take longer to embed than individually tailored or single-classroom approaches• However, behaviour programmes are more likely to have an impact on attainment outcomes if implemented at a whole-school level			

Our Rules:

- **Ready**
- **Safe**
- **Respectful**



Larkholme English Policy



English statement of intent

Reading is a fundamental part of everything we do at Larkholme. Children are exposed to high quality texts across the curriculum and reading skills are taught explicitly in all year groups. Alongside the skills of decoding and comprehension, book talk encourages children to think as a reader and discuss their preferences, likes and dislikes. Reading for pleasure is a cornerstone of our approach and the high profile of reading in school is further enhanced by reading initiatives we carry out throughout the year.

Writing is taught through a range of exciting stimuli, which includes books, film clips, artefacts, visitors and real-life experiences. We strive to equip children to develop a rich vocabulary, which can help them bring their writing to life. Basic skills and non-negotiables underpin writing in all areas of the curriculum. Teachers model the writing process and demonstrate the ambitious high standards expected of all children. Every child is encouraged to let their imagination and personality shine through in their writing.

English curriculum

Aims

The English national curriculum (2014) states that:

‘The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment.’

We believe the exposure of children’s literature within the primary school setting is vital as a rich context for learning; not only within English as a subject but to support building a reading culture throughout the school.

We aim to use high quality books that offer opportunities for empathy and can aid philosophical enquiry, where children see their cultures, families and relationships reflected, as a means of developing the spoken language requirements through debate, drama and discussion using the issues raised through, and within, the text.

Methodology

By placing books at the core, we use the text as the context for the requirements of the national curriculum. The national curriculum states that:

‘This guidance is not intended to constrain or restrict teachers’ creativity, simply to provide the structure on which they can construct exciting lessons.’

This suggests that a context for learning is vital – and this is where our chosen approach supports with ensuring that objectives for reading and writing, including those for grammar, have purpose. We will always aim for our writing opportunities to be meaningful and to feel authentic - whether these are short or long and that the audience is clear. Books offer this opportunity: our aim would be that children have real reasons to write (whether to explain, persuade, inform or instruct) and that where possible, this can be embedded within text or linked to a curriculum area. Writing in role using a range of genres is key to our

approach and we would always model the tone and level of formality. This sits comfortably alongside the following statement from the English national curriculum:

'The national curriculum for English aims to ensure that all pupils write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.'

Reading

Phonics

All pupils within the Early Years Foundation Stage (EYFS) and Key Stage One receive 'Red Rose' phonics teaching developed by the Primary English and Literacy Team at Lancashire Professional Development Service (LPDS), as part of a daily phonics session, targeted at their expected level of attainment. During the phonics sessions, children are introduced to and encouraged to use, the correct terminology in their phonics phase (**See Appendix 1**).

The children's ability in phonics is assessed and tracked regularly to ensure they are making the appropriate progress through the phases. Additional phonics sessions are provided to ensure that all pupils who would benefit from extra sessions receive it. Discrete phonics teaching also continues into Key Stage 2, and for as long as necessary, for pupils who require extra support and learning time to secure their phonics knowledge.

At the end of Year One, pupils are assessed by the National Phonics Screening Check. Any pupil who has not reached the expected phonics level by the end of Year One will retake the assessment at the end of Year 2.

Independent Reading (from EYFS to Year 6)

Children are taught to read through a combination of fully decodable phonics books, guided reading lessons, whole class reading sessions and one to one reading with the teacher and teaching assistant. The Home Reading Scheme books in school are sorted into book band stages (**Appendix 2**) which the pupils progress through. Provision is made for children who require extra support through intervention and differentiated class teaching.

Every child, **from EYFS-Y6**, uses 'Nessy' (each child has their own login), a structured literacy programme based upon the Science of Reading. The programme begins with systematic synthetic phonics and as literacy skills develop, students advance to instruction in spelling, morphology, vocabulary and comprehension. The children access it at both school and at home.

Appendix 3a explains the importance of regular reading at home and which gives examples of how to do this successfully. **Appendix 3b** gives examples of the types of questions that an adult can ask when reading with a child, to develop their understanding of, and ability to respond to, the text they are reading.

Guided Reading

Guided reading sessions take place throughout the week. These sessions focus on teaching reading comprehension skills explicitly so that the children understand what they read and can make sense of the world around them.

Enjoyment of reading

At Larkholme, we aim to give reading a high profile and provide the children with a variety of reading opportunities to develop their love of reading and their interest in a wide range of texts. The school will have:

- Relevant age group books/novels read to them by their class teacher
- A reading reward system to encourage children to read five times a week at home
- The opportunity for every child to read to the teacher at least once a week. Children who don't read at home will be listened to by an adult in school daily
- A reading 'nook' for children to enjoy reading for pleasure

- A designated library time for choosing library books
- A variety of opportunities for reading to an audience, e.g., class assemblies/performances
- The opportunity to learn and recite poetry
- Reading events throughout the year e.g. Reading afternoon when parents are invited in, World Book Day, National Poetry Day etc.

Assessment

Reading is assessed by teacher assessment based upon the expectations for each year group. Evidence for a child's attainment and progress in Reading will be collated from guided reading sessions, English books, reading journals and home reading.

Speaking and Listening

At Larkholme Primary School we value and recognise the importance of being able to communicate effectively. We strive to teach pupils to use language precisely and coherently. The quality and variety of language that the pupils are exposed to are of vital importance to the understanding for reading and writing. Children are given opportunities to speak in front of wider audiences during class assemblies, house meetings, school council meetings and during productions.

In **EYFS** all children complete a NELI (Nuffield Early Language Intervention) assessment which is an evidence-based early intervention programme that addresses children's language needs and has been found to improve children's language and early literacy skills. NELI aims to develop children's vocabulary, listening and narrative skills and also involves activities to develop phonological awareness and early letter-sound knowledge as foundations for learning to read.

Writing

It is important that pupils learn to write independently from an early stage and this is encouraged through emergent writing within EYFS. During Key Stage One and Two the teaching of phonics, spelling, vocabulary, grammar and handwriting complements this process and is used systematically to support writing and build up accuracy and speed.

For children to become successful writers at Larkholme they will:

- Experience a wide range of written texts
- Orally tell and retell stories and other texts such as poetry
- Experience both shared and guided writing, where the teacher focuses attention explicitly on the technicalities of writing
- Have regular opportunities for independent writing for a variety of purposes and audiences, both in English and in other curricular subjects, in different contexts, using quality texts as a model
- Know how to edit and self-correct their own writing from Year 1
- Develop a good understanding of spelling, grammar, vocabulary and punctuation and apply their skills and knowledge consistently in their writing
- Have regular opportunities to participate in 'talk for writing' and have time to plan what they are going to write
- Have opportunities to use ICT as a tool for producing pieces of writing or as a stimulus for writing, for example through film clips or research

To support the teaching of writing each class will have:

- An English working wall to collect and display examples of vocabulary, sentence construction, punctuation and modelled writing
- Time to practise extended writing skills in other subjects on a regular basis
- Thesauruses available in classrooms in Year 2 to Year 6 at all times and used regularly to learn new vocabulary

- A vocabulary book for each pupil in KS2 to record new vocabulary with meanings to use when writing
- Word mats with age-related spellings on for Year 1 and 2
- Dictionaries available at all times in Year 3 to Year 6 to help with spellings and the definitions of new words
- Time to proof-read and edit their writing
- The opportunity and time to respond to the feedback/marking given by the teacher at the end of a piece of writing, so that improvements can be made

Assessment

Writing is assessed regularly by teacher assessment and will be assessed against age related expectations. Children who don't meet age related expectations will be assessed against their individual ability. Samples of writing will be moderated before final judgements are made.

Spelling

The children in **EYFS** (Early Years Foundation Stage) develop their spelling skills by the application of their phonics knowledge. They will learn to spell the 'tricky words' in Phase 2, Phase 3 and Phase 4 before they enter Year 1, together with the 100 decodable words in Phase 2. These words are found on the 'Assessment and Progression in Phonics' document.

In **Year 1**, the children develop their spelling skills by the application of their phonics knowledge. The children in Year 1 will follow the Key Learning document spelling programme for their year group. In **Years 2-6**, each class focuses on the key spelling list for their year group, as outlined in the curriculum. The children also learn spelling patterns and rules as outlined in the Key Learning document for each year group during spelling sessions.

Each child, from **Year 1 to Year 6**, is expected to be able to correct spelling mistakes in their work across all subjects that have been highlighted in yellow by their teacher. These spellings will be relevant to their year group and appropriate word dictionaries will be available to help the children.

Every child, **from Year 2 to Year 6**, will practise age-related spellings at home each week on the website 'EdShed'. Key topic words, scientific words and mathematical words will be displayed around the classroom, so that the children can refer to them and spell them correctly when they write them.

Every child, **from EYFS-Y6**, uses 'Nessy' (each child has their own login), a structured literacy program based upon the Science of Reading. The program begins with systematic synthetic phonics and as literacy skills develop, students advance to instruction in spelling, morphology, vocabulary and comprehension.

Appropriate phonic sounds and spellings will be displayed in each classroom for the children to refer to when they are writing.

Handwriting and Presentation

Handwriting is taught regularly in all classes to ensure that the children develop a neat, joined-up handwriting style as they progress through school, and achieve standards in line with the key learning expectations for each year group. The children are expected to deliver a high standard of presentation in all their English work (**appendix 4 – Handwriting Policy**).

SEN

All children are entitled to an education that is appropriate to their needs, which promotes high standards and the fulfilment of potential. This enables all children to achieve their best and become confident individuals living fulfilling lives.

Teachers use their best endeavours to make sure that a child with Special Educational Needs receives the support and differentiated teaching they need to ensure they make good progress and achieve to the best of their ability.

More/Most Able

Personalised learning is about tailoring education to individual need, interest and aptitude so as to ensure that every learner achieves and reaches the highest standards possible, notwithstanding their background or circumstances. More able children will be identified and suitable learning challenges provided to ensure that all children make appropriate progress in their learning.

Parental Engagement

At Larkholme Primary School we value the contribution that parents make to their child's learning and development and we actively encourage them to support their child by hearing them read every night and helping them to learn their spellings. We keep parents informed about the teaching of English in school and their child's progress and attainment through parent evenings, reports to parents and helpful guides and leaflets in supporting their child at home with their reading (**Appendix 3a and 3b**) and writing.

Date to be reviewed: September 2023

Appendix 1

Language used in relation to phonics

In order to achieve consistency for the pupils in our school all staff use the following language in relation to phonics.

- **blend** (vb) — to draw individual sounds together to pronounce a word, e.g. sn- a-p, blended together, reads snap
- **cluster** — two (or three) letters making two (or three) sounds, e.g. the first three letters of 'straight' are a consonant cluster
- **digraph** — two letters making one sound, e.g. sh, ch, th, ph
- **trigraph** — three letters making one sound, e.g. igh
- **quadgraph** — four letters making one sound, e.g. ough
- **vowel digraphs** comprise of two vowels which, together, make one sound, e.g. ai, oo, ow
- **split digraph** — This is the term used in this school to describe a split vowel digraph with the children — two letters, split, making one sound, e.g. a-e as in make or i-e in site
- **grapheme** — a letter or a group of letters representing one sound, e.g. sh, ch, igh, ough (as in 'though')
- **grapheme-phoneme correspondence (GPC)** — the relationship between sounds and the letters which represent those sounds; also known as 'lettersound correspondences'
- **mnemonic** — a device for memorising and recalling something, such as a snake shaped like the letter 'S' or a saying to help remember the order of the letters in a word i.e. 'silly animals in Devon' = said
- **phoneme** — the smallest single identifiable sound, e.g. the letters 'sh' represent just one sound, but 'sp' represents two (/s/ and /p/)
- **segment** (vb) — to split up a word into its individual phonemes in order to spell it, e.g. the word 'cat' has three phonemes: /c/, /a/, /t/
- **VC, CVC, CCVC** — the abbreviations for vowel-consonant, consonant-vowel-consonant, consonant-consonant-vowel-consonant, and are used to describe the order of letters in words, e.g. am, Sam, slam
- **short vowel** — /a/, /e/, /i/, /o/ or /u/
- **long vowel** — a phoneme which represents the name of the vowel /ay/ /ee/ /igh/ /ow//you/
- **consonant** — All letters of the alphabet that are not vowels
- **phoneme frame** — boxes used to help with spelling in phonics sessions, one box is used for each phoneme
- **robot arms** — used in Reception-Y2 for reading and spelling. The children stand like a robot and move arms for each sound that they see/hear which helps them to blend the sounds together to create the word they are reading
- **sound buttons** — A dot is used under a single letter phoneme and a line (or dash) underneath a digraph/trigraph etc. to help the children segment a word to sound out

Appendix 2

Progression of Successful Text Reading through the Book Stages

Phonics Phase	Book Band	Stage	Year Group expectations
Phase 1	Lilac	Stage 0	EYFS
Phase 2	Pink	Stage 1	EYFS
Phase 2/3	Red	Stage 2	EYFS
Phase 3	Yellow	Stage 3	EYFS
Phase 3/4	Blue	Stage 4	EYFS/Year 1
Phase 4	Green	Stage 5	Year 1
Phase 4/5	Orange	Stage 6	Year 1
Phase 5	Turquoise	Stage 7	Year 1
Phase 5	Purple	Stage 8	Year 1
Phase 5/6	Gold	Stage 9	Year 2
Phase 6	White	Stage 10	Year 2
Phase 6	Lime	Stage 11	Year 2
Bronze	A	Bronze	Year 3/4
	B		
	C		
Silver	A	Silver	Year 4/5
	B		
	C		
Gold	A	Gold	Year 5/6
	B		
	C		
		Stage 14/15	

Appendix 3a

Helping your child learn to read

A Parent Guide

As parents you are your child's most influential teacher with an important part to play in helping your child to learn to read.

Here are some suggestions on how you can help to make this a positive experience.

1. Choose a quiet time

Set aside a quiet time with no distractions. Ten to fifteen minutes is usually long enough.

2. Make reading enjoyable

Make reading an enjoyable experience. Sit with your child. Try not to pressurise if he or she is reluctant. If your child loses interest then do something else.

3. Maintain the flow

If your child mispronounces a word do not interrupt immediately. Instead allow opportunity for self-correction. It is better to tell a child some unknown words to maintain the flow rather than insisting on trying to build them all up from the sounds of the letters. If your child does try to 'sound out' words, encourage the use of letter sounds rather than 'alphabet names'.

4. Be positive

If your child says something nearly right to start with that is fine. Don't say 'No. That's wrong,' but 'Let's read it together' and point to the words as you say them. Boost your child's confidence with constant praise for even the smallest achievement.

5. Success is the key

Parents anxious for a child to progress can mistakenly give a child a book that is too difficult. This can have the opposite effect to the one they are wanting. Remember 'Nothing succeeds like success'. Until your child has built up his or her confidence, it is better to keep to easier books. Struggling with a book with many unknown words is pointless. Flow is lost, text cannot be understood and children can easily become reluctant readers.

6. Visit the Library

Encourage your child to use the public library regularly.

7. Regular practice

Try to read with your child on most school days. 'Little and often' is best. Teachers have limited time to help your child with reading.

8. Communicate

Your child will most likely have a reading diary from school. Try to communicate regularly with positive comments and any concerns. Your child will then know that you are interested in their progress and that you value reading.

9. Talk about the books

There is more to being a good reader than just being able to read the words accurately. Just as important is being able to understand what has been read. Always talk to your child about the book; about the pictures, the characters, how they think the story will end, their favourite part. You will then be able to see how well they have understood and you will help them to develop good comprehension skills.

10. Variety is important

Remember children need to experience a variety of reading materials eg. picture books, hard backs, comics, magazines, poems, and information books.

Questions to ask your child when reading - Early Years

Before reading the book:

- Can you point to the title? or What is this? (pointing to the title)
- What do you think this story will be about? What might happen in the story?
- Who is in the story?

During the reading of the book:

- What is happening here?
- What is _____ doing?
- What might happen next?
- How do you think the story might end?
- Is _____ friendly/ mean/ nice...?
- What does _____ mean? (To check understanding of a word)

Questions to ask your child when reading - Early Years

At the end of the book:

- Did you like this book? Why?
- What was your favourite part? Why?
- Which character did you like the best? Why?
- Why did that character do ... (give a situation/ event from the story)?
- What happened in the story?



**Questions to ask your child
when reading - Key Stage 1**

Before reading the book:

- Can you point to the title? or What is this? (pointing to the title)
- What do you think this story will be about? What might happen in the story?
- What do we call the writing on the back of the book? (Blurb) or What does the blurb tell us?

During the reading of the book:

- What is happening in the pictures?
- What has happened so far? Is it what you expected to happen?
- What might happen next? How do you think the story might end?
- What sort of character is....? Is he/she friendly/ mean/ nice...?

**Questions to ask your child
when reading - Key Stage 1**

At the end of the book:

- Did you like this book? Why? (Encourage children to develop their opinion about books by encouraging them to explain their reasons)
- What was your favourite part? Why?
- What was the most interesting/ exciting part of the book? Can you find it?
- What sort of character was....?
- Why did that character do ... (give a situation/ event from the story)?
- What happened in the story?



Questions to ask your child when reading - Key Stage 2

Before reading the book:

- What do you think this story will be about?
- What might happen in the story?
- What genre will this story be? E.g. fantasy, comedy, horror.
- What do we call the writing on the back of the book? (Blurb) or What does the blurb tell us?

During the reading of the book:

- What has happened so far? Is it what you expected to happen?
- What might happen next?
- How do you think the story might end?
- Who is your favourite character? Why?
- Who is the character you like least? Why?
- Find 2 sentences, which describe the setting.
- Is the plot fast or slow moving? Find some evidence in the text, which supports your view.

Questions to ask your child when reading - Key Stage 2

At the end of the book:

- Which part of the story is your favourite / least favourite? Why?
- Would you change any part of the story? How?
- Would you change any of the characters? How?
- Which part of the story was the funniest, scariest, saddest, and happiest? Find some evidence in the text to support your opinion.
- Would you like to read another book by this author? Why?
- Does your opinion of this character change during the story? How? Why?
- If you met one of the characters from the story, what would you say to him / her?
- Find 2 things the author wrote about this character that made him / her likeable or unlikeable?



Appendix 4 – Handwriting Policy

Handwriting Policy - Assessment and Progression in Handwriting

The statements below have been derived from the Early Learning Goals 2021 and the National Curriculum 2014.

Underlined statements are essential skills which need securing within a year group before progressing to the following year group. If children are not meeting Year group standards please refer to the previous year(s) objectives and create intervention programmes.

Year Group	Key Learning Handwriting – End of Year Expectations				
Pre-school Objectives taken from 'Birth to 5 Matters'	Manipulates objects using hands singly and together, such as squeezing water out of a sponge. When holding crayons, chalks etc, makes connections between their movement and the marks they make. Shows increasing control in holding, using and manipulating a range of tools and objects such as tambourines, jugs, hammers, and mark making tools. Holds mark-making tools with thumb and all fingers. Creates lines and circles pivoting from the shoulder and elbow. Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons. Shows a preference for a dominant hand. Begins to use anticlockwise movement and retrace vertical lines. Begins to form recognisable letters independently. Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.				
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer

<p><u>Reception</u></p> <p>Early Learning Goals, including Key Learning for Physical Development and Writing</p>	<p><u>Embed Pre-school skills</u></p> <p>Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Write left to right and top to bottom.</p> <p>Use wrist strengthening exercises in preparation for holding a pencil.</p>	<p>Begin to show accuracy and care when drawing.</p> <p>Form most lower-case letters correctly; starting and finishing in the right place, going the right way around, correctly orientated.</p> <p>Form lower case letters with a lead in and lead out.</p>	<p>Write recognisable letters, most of which are correctly formed.</p> <p>Form letters from their name correctly. (N.B. the letters children can form correctly will relate to their name, phonics phases and other letters).</p>	<p>Know how to form clear ascenders ('tall letters') and descenders ('tails').</p>	<p>Form some capital letters correctly, including the initial letter of their name.</p>
<p><u>Year 1</u></p>	<p><u>Embed EYFS skills</u></p> <p>Sit correctly at a table and hold a pencil correctly.</p> <p><u>Hold a pencil with an effective grip.</u></p>	<p><u>Form lower-case letters correctly – starting and finishing in the right place, going the right way around, correctly oriented.</u></p>	<p><u>Form digits 0-9 correctly.</u></p> <p>Practise forming letters in handwriting families:</p> <ul style="list-style-type: none"> - 'Long ladders' – i, j, l, t, u, - 'One armed robots' – b, h, m, n p, r - 'Curly caterpillars' – c, a, d, e, g, o, q, f, s 	<p>Have clear ascenders ('tall letters') and descenders ('tails').</p>	<p><u>Form capital letters correctly.</u></p>

			-‘Zig-zag letters’ – k, v, w, x, y, z		
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer
Year 2	<p><u>Embed Y1 skills</u></p> <p>Write capital letters and digits of the correct size relative to one another and to lower case letters. Orientate capital letters correctly.</p> <p><u>Use capital letters appropriately e.g. not always writing A as a capital, not using capitals within words.</u></p> <p>Use spacing between words which reflects the size of the letters.</p>	<p><u>Use capital letters appropriately e.g. not always writing A as a capital, not using capitals within words.</u></p> <p><u>Form lower-case letters of the correct size relative to one another.</u></p> <p>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.</p>	<p><u>Use capital letters appropriately e.g. not always writing A as a capital, not using capitals within words.</u></p> <p>Continue to use some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.</p>	<p>Continue to use some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined unless they are ready.</p>	<p>Continue to use some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined unless they are ready.</p>
Year 3	<p><u>Embed Y2 skills</u></p> <p><u>Write legibly.</u></p> <p><u>Form and use the four basic handwriting joins.</u></p>				

Year 4	<p><u>Embed Y3 skills</u></p> <p>Write with consistency in size and proportion of letters, e.g. <u>by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.</u></p>	<p><u>Use a joined style throughout their independent writing.</u></p>
Year 5	<p><u>Embed Y4 skills</u></p> <p>Write fluently using a joined style as appropriate for independent writing.</p>	<p><u>Choose when it is appropriate to print (lower case or upper case) rather than to join writing e.g. printing for labelling a scientific diagram or data, filling in a form, writing an e mail address.</u></p>
Year 6	<p><u>Embed Y5 skills</u></p> <p>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.</p> <p>Write, using a joined style, with increasing speed.</p>	

