Teaching and Learning Handbook

English

September 2024

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Our purpose is to inspire and motivate pupils, fostering a love of all things English and broadening and enriching hearts and minds.

We deliver a varied and creative curriculum, allowing all students the opportunities to flourish. Through the teaching of transferable skills and strategies, we enable students to achieve in all subjects, as well as their lives beyond school.

At Bordon Junior School, we teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others, and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. We believe that literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know as well being a source of imagination and passion.

Children will:

- Learn how to read and write with fluency, understanding and confidence, developing a range of independent strategies to take responsibility for their own learning,
- Be encouraged to develop a love of reading and to read for pleasure,
- Develop their ever-growing vocabulary, through an interest in words and their meanings,
- Experience a range of texts and genres,
- Learn to write in a variety of styles and for different audiences and be able to apply characteristic features of texts to their own writing.
- Develop a technical vocabulary with an understanding of grammatical terminology,
- Learn how to apply grammatical terminology to their own writing,
- Have the opportunity to write for pleasure and to explore and develop their own ideas.

Speaking and Listening

Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. As part of our curriculum, pupils are encouraged to speak clearly and listen carefully. These skills are stimulated in a range of ways, including:

- Listening to and responding to a variety of texts
- Responding to visual and aural stimuli
- Discussing and expressing opinions
- Giving and receiving instructions or information
- Working with talk partners
- Describing and recounting events
- Reading aloud
- Reciting lines, songs or poems by heart
- Circle time
- Assemblies

- Debates
- Oral rehearsal of WAGOLLs

Reading

- Our reading programme is designed to allow independent readers the flexibility to choose widely from a variety of texts whilst offering support for those who need it. There are colour-coded books to loosely guide pupils and a clear scheme for pupils who need extra support.
- Regular assessment is essential to our pupils' progress. Children complete a phonics screening test on entry in Year 3, and are then regularly monitored using formative assessment in class and more structured assessments at the end of each term.
- Assessments such as STAR reader and NFER papers take place periodically throughout the year. Parents will be notified if there are concerns with their child's reading fluency or comprehension. They will be told of our concerns, what intervention strategies we intend to use in school, and ways in which they can help at home.

We cover the National curriculum requirements through a variety of reading experiences, some of which are outlined below:

- Each classroom has a large selection of books from which children will be encouraged to choose at an appropriate level of challenge.
- Pupils hear stories, poems and non-fiction text from a wide variety of genres read aloud by the class teacher in regular reading sessions.
- Pupils will be taught English through a text-led approach where they are introduced to high quality texts.
- Pupils will be encouraged to read aloud expressively for a range of audiences.
- All children will be taught reading skills at an appropriate level through whole class reading sessions, group guided reading sessions and comprehension lessons; this will include increased emphasis on higher order reading skills such as inference and deduction.
- All reading sessions will include discussions which will draw out the links between reading and writing.
- They will be encouraged to evaluate text, express preferences and to contribute to a reading culture within the classroom by recommending books they have enjoyed.
- Pupils will have frequent opportunities to be involved in paired and shared reading activities within the school.
- Pupils will be taught a range of information retrieval skills to enable them to use the library effectively and independently to support work in all areas of the curriculum.

Writing

- We believe that reading feeds writing in many ways and that the teaching of reading and writing are inextricably linked. We acknowledge the importance of choosing and analysing texts which engage the children's interest as models for writing. Therefore, English units will be led by a rich, quality text.
- Wherever appropriate, the teaching of writing will be linked and applied to the wider curriculum.
- Pupils will be encouraged to take responsibility for their own writing by planning, redrafting and using editing techniques, including word processing to refine and present their work where appropriate.

- Progress in writing is monitored through the use of Published Writing books which contain a sample of both independent and scaffolded writing from each term. These samples are moderated in year groups and across the school and provide a summative evaluation to both teacher and pupil of progress throughout the key stage.
- Where possible and appropriate, children are given the opportunity to publish their work in a medium of their choice.
- Talk for writing opportunities are used where possible to develop children's confidence and ability when writing.

Parents in Partnership

We recognise that parents have a valuable role to play in helping their children to become competent readers. We also encourage their assistance in class and in group reading activities and through hearing their own children read at home.

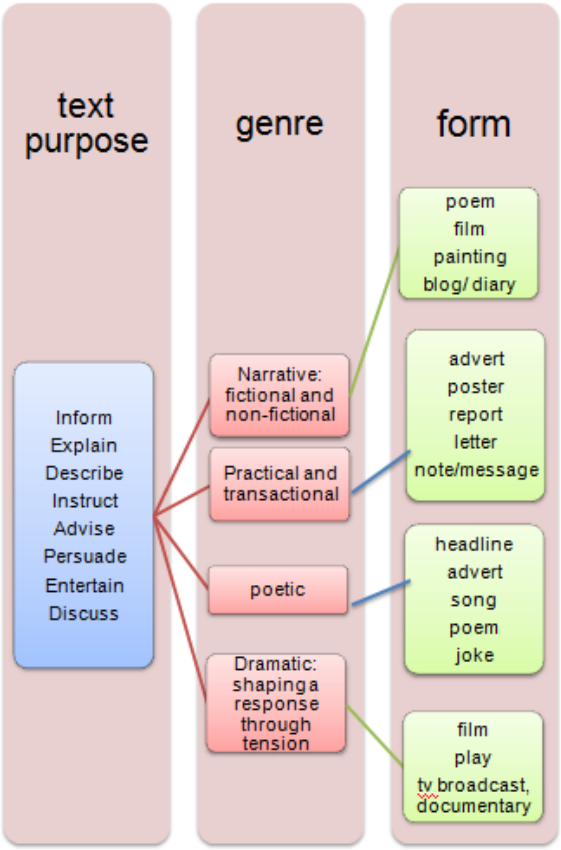
Planning

Overviews

Each year group is provided with an overview, outlining the genres/text type, key text(s) and intended outcome for each learning journey (unit of work). The English teachers then have the responsibility of mapping the key skills to be taught in each journey and adding in the opportunities for cross-curricular and application writing.

Long Term Plans

Our English programme of study focuses on creating a rich and stimulating curriculum, using a quality text driver, which builds upon the skills needed to create an effective and purposeful piece of writing. The starting point for planning any learning journey is deciding what the outcome will be – including what purpose, genre and form it will take.



Long term plans need to map out the journey by showing the learning objectives for each step of the journey and have a brief overview of what the content of each step is going to be, as well as outlining what the intended tasks are going to be. They also need to include adaptations for individuals and an idea of what the minimum expectation (in terms of outcome) is for that lesson.

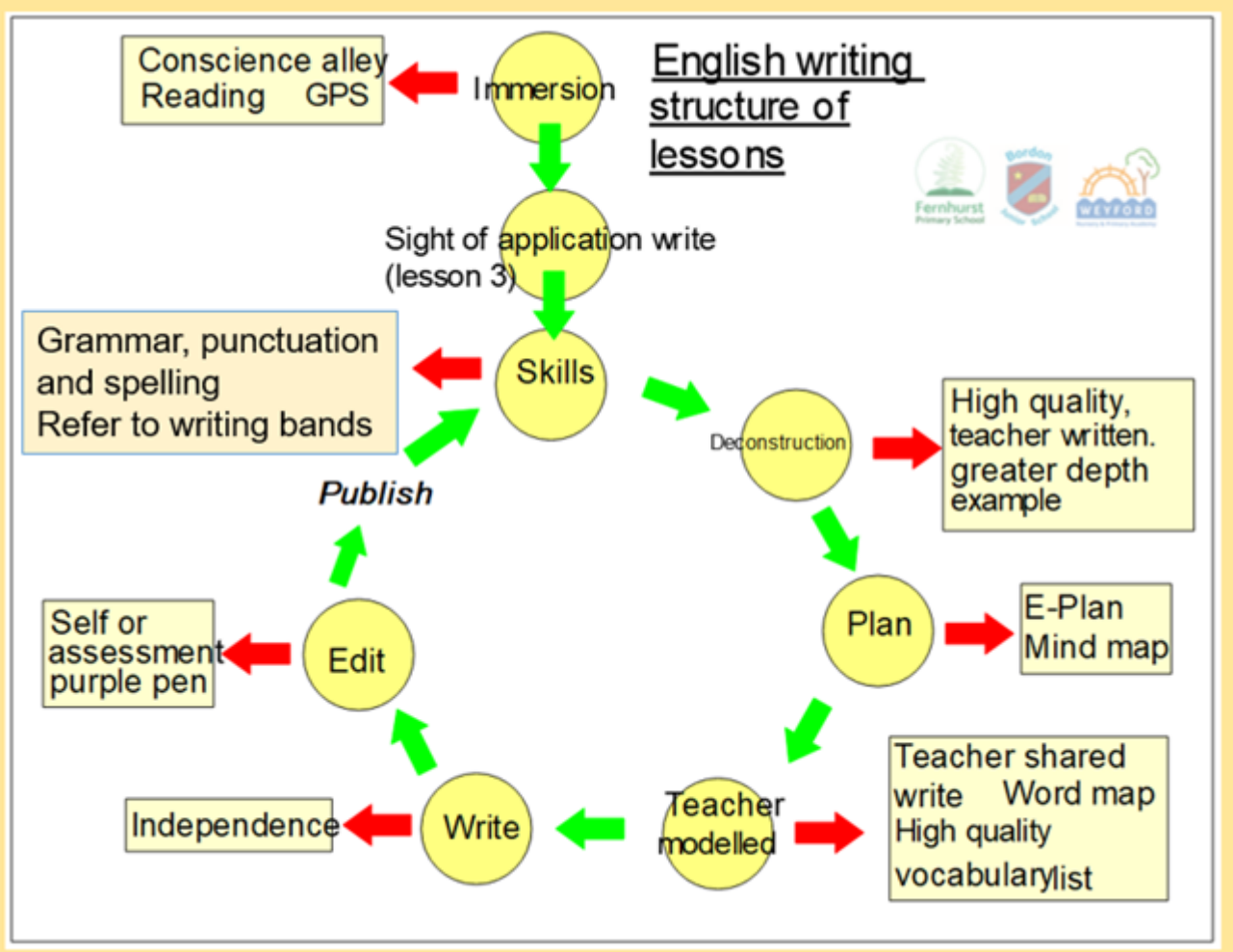
English Planning – Year 3 – Diary of a killer cat by Anne Fine
Outcomes: diary entry

From the National Curriculum:
To use the correct tenses.
To use adjectives and descriptive phrases.
To express time, place and cause using adverbs.
To understand how to use reported speech
To use coordinating conjunctions to join two clauses together.
To write in chronological order.

Pre-assessment (green) -

	Learning Objective:	Input:		
1.	**To understand that diary entries contain events that happened in the past.** SC: - To write a journal page about their day.	Introduce the new book and the outcome. What is a diary entry? A diary entry is a form of a recount (retelling events) in which the writer explains what has happened to them. You will be writing a diary entry from a character's point of view explaining how they are feeling and what has happened. Why do people write diary entries? How helpful is it to read diary entries written a long time ago? Discuss how diary entries are written about events that have already happened. Model completing a journal page about your day. Adaptations - some may need journal page read to them. Have key vocabulary words with synonyms of happy, sad, excited, bored. Plenary – children may explain their journal entries. Ensure that they talk in the past tense. Children to complete a journal page.		
2.	**To use adjectives and descriptive phrases.** SC: - To identify adjectives in sentences. - To generate adjectives to describe a picture. - To write sentences to describe the cat.	Read the diary of the killer cat to the children. What is an adjective? What do they do? Can the children give examples of adjectives? Have some photocopied pages from the book for the children to read chorally. What adjectives or descriptive phrases can they spot? Have a picture on the board of Tuffy from the book. Begin to find adjectives to describe the cat and then ask the children to work in pairs to add more description. Remind the children that this does not just have to be how the cat looks, it can also describe its character.	**Pupils to locate adjectives in sentences given.**	**Children to stick in pictures of Tuffy into their books and to find adjectives to describe the cat.**	**Pupils to use the adjectives they have found to write sentences to describe the cat.**
3.	**SITE OF APPLICATION WRITE (purple dot piece)**	Pupils to write in the last genre studied in year 2.		
4.	**To recognize sentences written in the past and present tense.**	Re-read **Diary of a killer cat.** In which tense is the book written? How do you know? Have some sentences on the board. Ask the children to identify the verb in the sentence. Model deciding on whether the sentence is written in the past or present tense. Give children some sentence strips. Ask them to sort into which tense they are written. Go through answers and address any misconception. Model changing the sentences on the board from past to present tense and vice versa. Highlight the use of capital letters and full stops when modelling.		
	SC: - To recognise whether a sentence is written in the past or present tense. - To be able to change the verb depending on which tense it is written. - To retell an event that has happened using the correct tense.	**Children to decide on whether sentences given are written in the past or present tense.**	**Pupils change sentences to past/present tense depending on the sentence given.**	**Pupils to retell an event (real or imaginary) that has happened using the correct tense.**
5.	**To identify the features of a diary.** SC: - I can find the features of a diary entry - I can find three similarities between two diary entries - I can find three differences between two diary entries	Have a variety of diary entries for the children to look at in pairs/groups. What do they notice? What common features have they noticed? (date/day, past tense, first person, emotions, reporting what other people say). Write a list of features on the board. Ask the children to retell the events of Diary of a killer cat. Introduce the Diary of a lively Labrador. What do the children notice? What is the same? What is the difference? Adaptations – children may need entries read to them/pre-reading with an adult. NB. Blue and yellow activity can be shown as a table.		
		Children to create a list of features of a diary entry.	**Pupils to find three similarities between the two texts.**	**Pupils to find three differences between the two texts.** **EXTENSION** **Children to list the key events in both stories.**
6.	**To use reported speech** SC: - I can identify direct and reported speech - I can change direct speech into reported speech - I can use synonyms for said	Refer the children back to the lesson on the features of diary entries. Introduce reported/indirect speech. Show the video: https://www.bing.com/videos/riverview/relatedvideo?q=reported%20speech%20video%20explanation%20for%20children&mid=99A4BCFA6C35070F613E99A4BCFA6C35070F613E&qpvt=0 Have some examples of direct speech on the board. What clues are there that tell us that it is direct speech. Model how this would change when reported speech is used. Emphasis the change of tense and pronoun and reporting clause. Give children the 'magic word' of 'that' and underline the word in the modelled sentences. Children to work together to change more sentences into reported speech and then independently on whiteboards. Congratulate the use of synonyms for said that are used. In examples where it is not used, ask the class to help edit the sentences. Ensure children are given synonyms for said.		
		Have 6 sentences written in either direct or reported speech. Children to identify which is which.	**Children to change direct speech to reported speech.**	**Create to use a variety of synonyms for said.**

The structure of writing lessons



At the beginning of each new learning journey, the children should be given the following:

- A reason to write (wherever possible, this should be authentic and realistic)
- A clear audience
- A topic or theme
- A viewpoint.

It should be noted that more than one outcome may be completed for a learning journey.

The planning then builds around this, with the first phase being about immersion in the new text driver and the teaching of key grammatical skills. A large part of this phase should be inspiring children through experiences such as drama, conscience alleys, story bags, pictures and reading comprehension. Please note that lesson 3 of every learning journey will include a site of application write to give the children the opportunity to write independently in the genre of the last learning journey. The grammatical skills (taken from the National Curriculum and writing assessment band for each year group) during this phase are taught in isolation and children are given the opportunity to practice the skills and then to apply these to a short piece of writing during the lesson (see below). As we are aiming to build children's stamina in writing, there is an expectation that some form of writing will take place in every lesson (bar the deconstruction lesson). The tasks set will reflect the text driver that is being studied. Based on the mastery approach, each child begins on red and progresses through each level of challenge.

L.O. To use the present progressive tense within our sentences

RED ACTIVITY - Write out the sentences and underline the part of the sentence which shows that it is written in the present progressive tense.

1. Jim is walking along the empty streets of London.
2. Jim is searching for the Iron Dog.
3. Jim is knocking on the door.
4. The women are standing by the fire.

BLUE ACTIVITY - Rewrite these sentences so that they are written in the present progressive form. Improve the quality of the sentences if you would like.

1. Jim was looking for Rosie - his mother's friend.
2. The girls laughed at him.
3. Jim peered past the girls.
4. The cook stood up and came to the doorway.

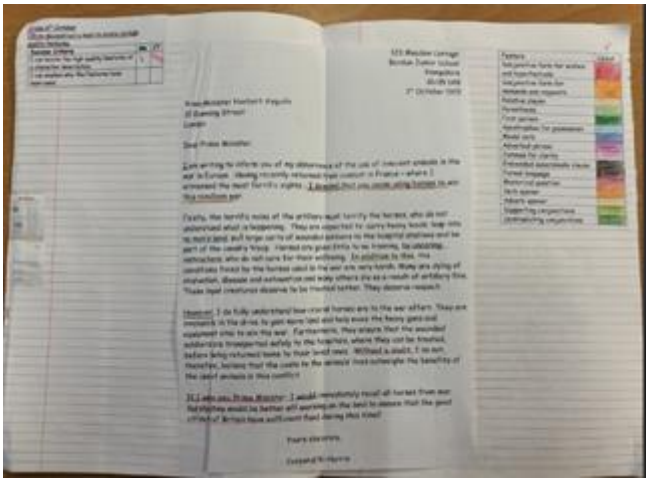
YELLOW ACTIVITY - Imagine if this chapter was turned into a playscript and you are narrating Jim's movement. Write a scene setting that would go before the dialogue begins. You must include the present progressive form in your scene setting. Look at the example below for ideas.

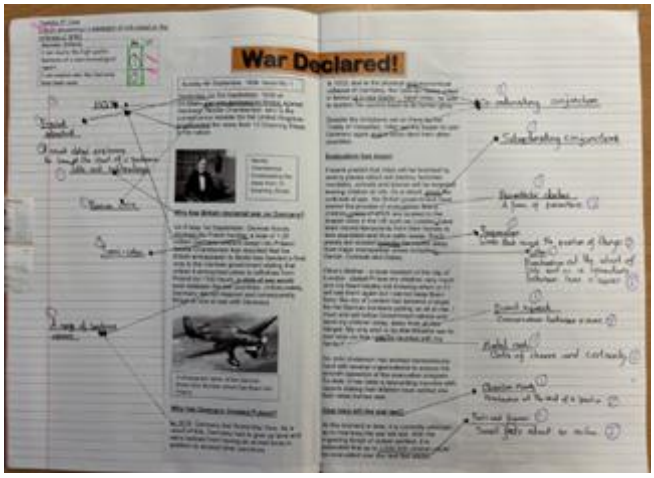
Jim is running uncontrollably, weaving through the cobbled London streets. Jim is wearing his workhouse uniform and knows that he must find new clothing before the bobbies catch sight of him. As the sun is rising, Jim is looking for ....

EXTENSION- Re-read p.86 & 87 and answer these questions.

1. How did Rosie feel when she saw Jim. Use evidence from the text to support your ideas. (2 marks)
2. What was the terrible news Jim told Rosie? (1 mark)
3. What do you think will happen in the next chapter of the book. Refer to the text to support your ideas. (2 marks)

The following phase includes an exploration of the model text (WAGOLL) through the deconstruction of its features. The WAGOLL is a high quality, teacher-written piece of writing, at a greater depth standard. The WAGOLL needs to contain the relevant skills and content that have been taught throughout the journey and during other journeys if relevant. It Is these skills that you wish to see in the final piece of writing produced. Children are given a key of features for them to locate and will then label these on the WAGOLL. Exploration of the WAGOLL is done through reading (teacher, whole class, paired or individual) and discussion.





Subsequently, a piece of independent writing needs to be completed. This piece of writing should be about the subject that is currently being looked at but use a different form (preferably one the children are familiar with). For example, children may deconstruct a biography of Victorian, Elizabeth Fry but the children then write about another famous Victorian such as Dr Barnardo.

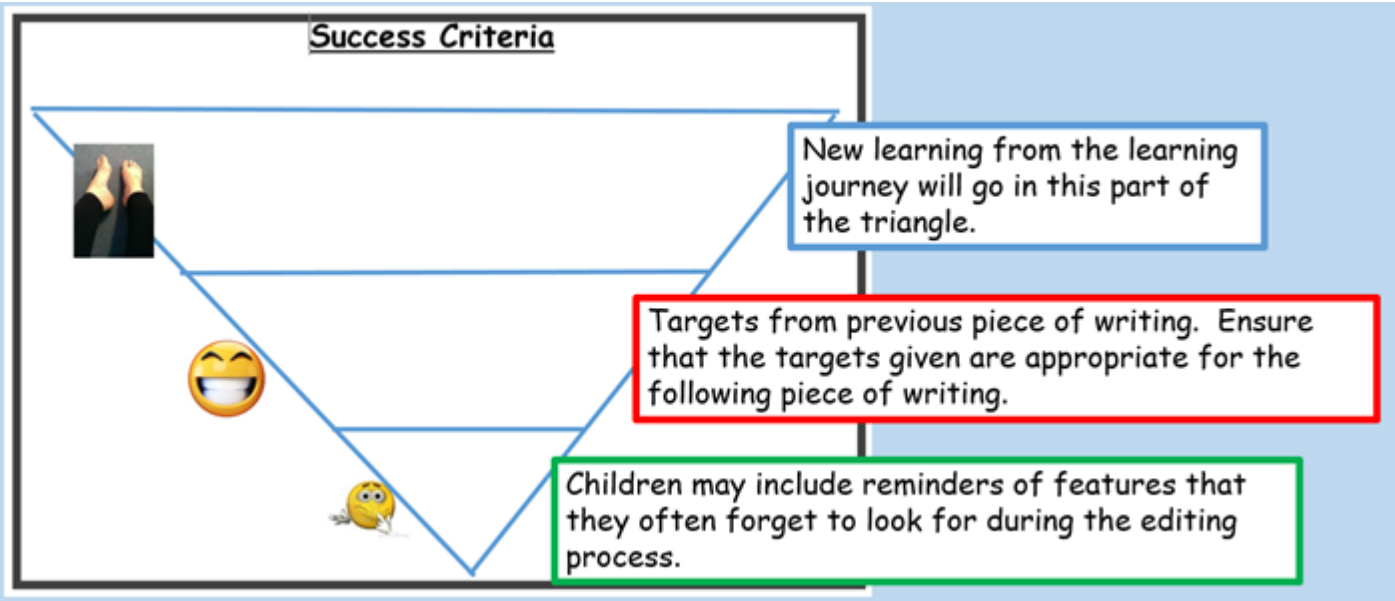
The children will plan their own writing. For this, a planning sheet will be used. These can be in the form of E-plans and mind maps. Each paragraph is planned individually before writing. Teachers will identify a grammatical target for these and include space on the planning sheet for children to record their ideas. Children are encouraged to use the high-quality vocabulary they have encountered during the learning journey. Once the paragraph is planned, the teacher will model writing the paragraph, including an example of the grammatical target given. It is vital that live modelling is used during this stage, so it is useful to have another WAGOLL prepared which you draw upon to do this.

DATE

LO: to plan a non-chronological report

Introduction – *General information. What do other people think about the animal?*
Focus – descriptive language
Setting/location – *Where is the animal usually found? How has this environment changed?*
Focus – Fronted subordinate clause
Story of reintroduction – *Where from? How? Where to?*
Focus – cohesive devices across paragraphs
Habits/behaviour – *Diet, hunting habits, how do they act?*
Focus – colon as a boundary between two sentences
Impact on other wildlife – *How does their behaviour affect others?*
Focus – relative clause with parenthesis
Conclusion –

Once planned, children must identify targets for their own work. This is completed on a success criteria triangle. (see below). Children will choose 4 targets for their writing. New learning will go in the top third and the bottom third includes features they feel will act as reminders for when they are editing. The middle section is to include the targets given by the English teacher from the pre-assessment completed. This ensures that pupils are aware of their own individual targets for each piece of writing completed.



At this point, children will begin to independently write their own paragraph, using their planning sheet to assist them. Word maps and examples of high-quality vocabulary lists should be provided. Throughout this phase, self, peer and adult assessment happens and, ending with some public 'view', builds the responsibility to shape the writing so it is fit for purpose and the intended audience. This stage is repeated until the piece is completed. Children are then given the opportunity to self or peer edit their work, using a purple pen.

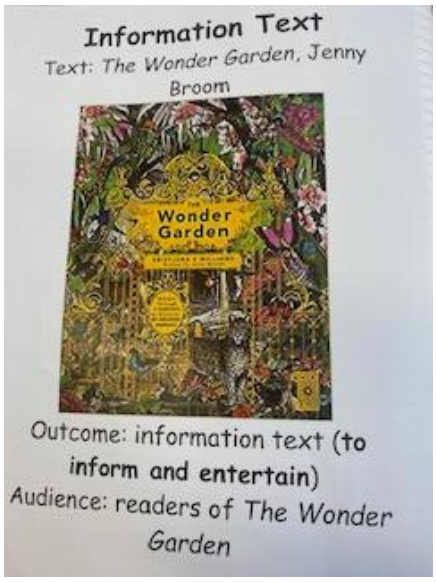
All writing that takes place during this process needs to be completed in the children's English books. Long term plans (and pre-assessments – see below) need to be sent to the relevant English team member at least two weeks before the learning journey is set to begin. All planning should be available to members of the Senior Leadership Team on the school system.

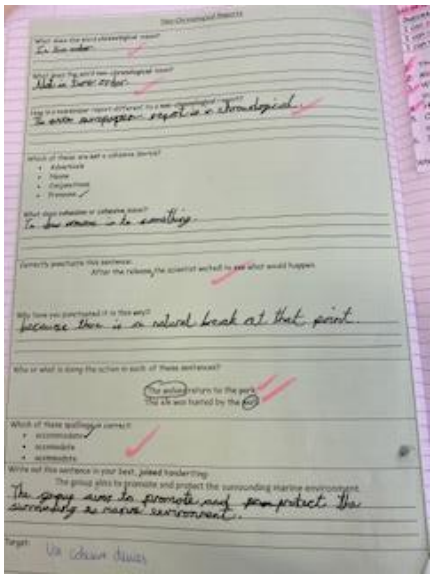
Pre-Unit Assessments and Editing Checklists

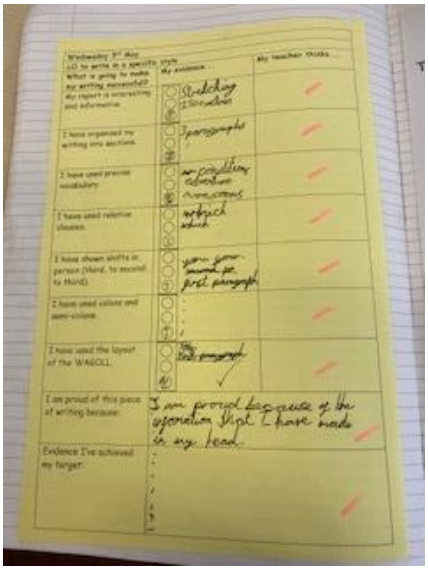
The beginning of a new learning journey is demarcated in the English books by a topic sheet. This needs to include the genre/text type, text driver, intended outcome and audience. This is then followed with a pre-unit assessment. This is copied onto **green paper**. In most cases, this will be a few questions designed to assess the children's understanding of the **threshold concepts** that are being developed in that journey and a very short writing exercise (no more than three sentences) about the genre or the content. It also needs to contain a handwriting question and a spelling question. With the handwriting, it is a case of copying out a given sentence in their best, **joined** handwriting. For spelling, a multiple-choice question where the children choose the correct spelling is ideal.

This is to enable the teacher to see what each child's starting points are for the journey and to allow them to make adaptations accordingly, as well as set an attainable and relevant target. A brief discussion of the genre (especially if it has been visited in previous years) and content is necessary before the completion of the assessment to ensure children are not coming to it 'cold'. Should the pre-assessment reveal a lack in understanding of a previous skill taught, the learning journey will be adjusted accordingly (additional lessons added or reminder tasks will be set at the beginning of a lesson).

The end of a learning journey is always demarcated with an editing slip (**yellow paper**). This is where the child and class teacher assess the skills the child has learnt during the learning journey and assess them against their targets. As the focus is on editing, if a child has not included an element from the editing slip in their writing, the expectation is that they edit their work to include that element.







Published Writing

Published Writing books are purple-covered lined books which contain examples of children's independent writing from English lessons and across the wider curriculum.

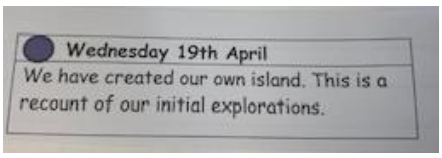
All writing completed during the learning journey needs to be done in the children's English books. The children then edit and redraft their final piece of the journey, before 'publishing' it in their Published Writing books. This can be by hand, word processed or photocopied.

Independent pieces must be demarcated with a purple dot~~e~~ to show they are independent.

As often as possible, children are expected to complete additional independent pieces of writing in their Published Writing books, and, wherever possible, these need to be linked to the wider curriculum or to an experience (such as a visit or a trip). For example, the blocked science days must include an opportunity for the children to write which can then be presented in the Published Writing books. The most important thing is that the task is not a 'cold' write. This means the children have access to resources to support them during the writing process and the task is led by discussion, both around the text type and subject matter.

The Published Writing books do not need to be marked in the same way as the English books as they are a presentation of the children's work. They are used to create a portfolio of the children's writing and to show progress. These books are assessed by the teacher and moderated by the Senior Leadership Team termly.

These books are a celebration of the children's work and go with them through the school. Therefore, presentation is key. Any writing needs to be done in handwriting pen, and each piece of writing needs to have a brief explanation of what the purpose is and include the date.



Working Walls

The working wall is an important resource to aid children's understanding and learning. It is distinguished from the rest of the display walls by the brick background. Unlike other displays, this is not a fixed feature but is designed to be changed regularly to support the learning and, where possible, have an element of interactivity. Working walls should be completed and up to date at the beginning of each learning journey.

The English working wall needs to have the following:

- A copy of the topic sheet (showing the text driver, purpose, intended outcome and audience)
- Learning objectives
- Keywords or vocabulary relating to the journey
- The WAGOLL
- Definitions (and examples) of the key skills (GPS) being taught

As close as possible, dictionaries and other relevant resources (particularly key texts and texts relating to the subject matter), are to be displayed nearby and easy to access for the children.

In the opposite classroom, there needs to be a 'Working Window'. This is a condensed version of the working wall for the subject that is not taught in that room.

For English, this needs to include:

- A copy of the topic sheet (showing the text driver, purpose, intended outcome and audience)
- Keywords or vocabulary relating to the journey
- The WAGOLL
- Definitions (and examples) of the key skills (GPS) being taught

Assessment

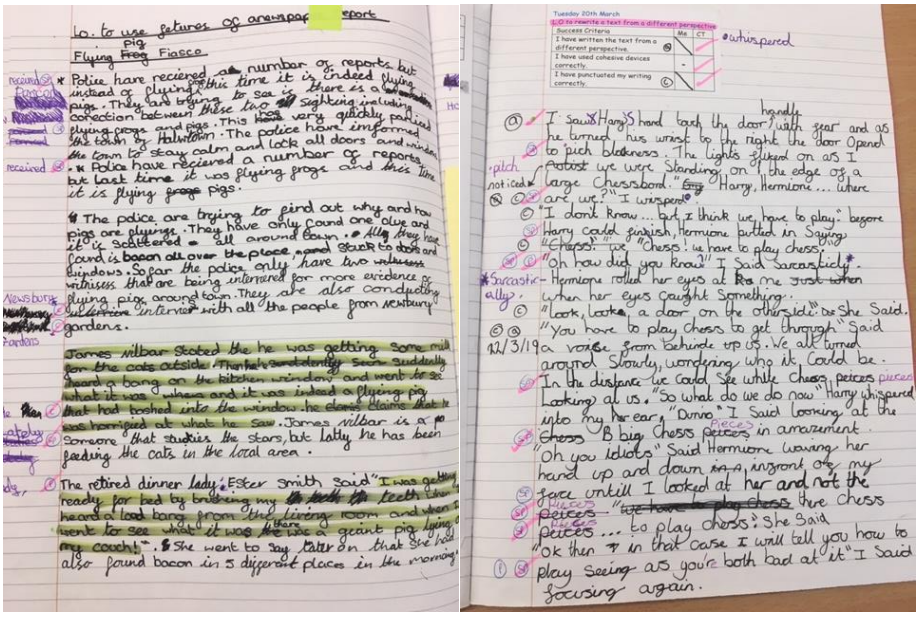
Formative Assessment

Good formative assessment is evident in the path each learner takes, neither too easy nor too hard, and the progression of learning within and from step to step.

- Start from where the learner is, allowing time to incorporate new ideas into existing understanding, talking through inconsistencies and challenges.
- Pupils must be actively learning.
- Pupils need to talk about their ideas and learning as a whole class and in peer groups.
- Pupils must understand the learning objective. A WAGOLL models the expected quality of work and thinking but will not ensure progress alone. Pupils need to actively discuss and judge the quality of their own and their peers' work. Together this will enable pupils to take responsibility for their own learning.
- Feedback should tell pupils how to improve: comment on the work, not the child. Highlight strengths and weaknesses in a piece of work and show how to improve it. This way pupils will learn from their mistakes.

Recording AfL / Feedback

The English books need to show evidence of the children being given accurate, timely and actionable feedback which moves their learning forward. Feedback at the point of learning is the most effective method of improving outcomes for children. This is best done through one-to-one conversations with the learner during the lesson, giving them time to reflect upon and improve their writing. If feedback is given regularly during the lesson and the feedback policy followed (particularly the use of codes), there is often little need for a written comment – as the examples below demonstrate.



Summative Assessment

Evidence Based Assessments (EBAs) are administered at the end of each full-term for reading for years 3, 4 and 5. Half-termly assessments are completed in both GOS and reading in year 6. The assessments are marked, and the scores are submitted within three days of the test for comparison with teacher assessment.

Reading

Reading

- Our reading programme is designed to allow independent readers the flexibility to choose widely from a variety of texts whilst offering support for those who need it. There are colour-coded books to loosely guide pupils and a clear scheme for pupils who need extra support.
- Regular assessment is essential to our pupils' progress.
- Assessments such as STAR reader and NFER papers take place periodically throughout the year. Parents will be notified if there are concerns with their child's reading fluency or comprehension. They will be told of our concerns, what intervention strategies we intend to use in school, and ways in which they can help at home.

Phonics

Systematic phonics are taught to all children in EYFS and Key Stage 1 and those in Key Stage 2 who are not yet fluent readers.

Any child who is working significantly below their year group's expectations will be assessed using the Little Wandle Rapid Catch-Up programme and will receive an intervention based on the phase they are working on. Where possible, these interventions are year group specific but there are instances where groups will contain a mix of age groups. Each group is taught three times a week. On the other two days, they practise their sounds using flashcards. The teaching materials used are from the Rapid Catch-Up section of Little Wandle Letters and Sounds Revised and all members of staff have had the relevant training.

All children who are receiving phonics support read books matched to the sounds they are currently learning. These sounds are from the 7+ collection of Little Wandle Letters and Sounds Revised.

Children who are secure with phonics but are still working below the expected standard receive paired reading or comprehension intervention, depending on their need.

Guided Reading

The long-term plan for reading maps which texts each year group will be studying. The texts have been chosen to ensure children are exposed to whole, high-quality texts pitched just above the children's reading ability. During their schooling, we also want to expose children to a variety of themes, genres, authors and text types, making these books relevant to the children's lives and the modern world. In the first week of each half term, Guided Reading is whole-class focusing on the class story for that half term. Across five sessions, the children practise their comprehension skills using VIPERS.

In subsequent weeks, the children are separated into five ability groups. Each group has a Guided Reading session with the teacher, as well as a pre-reading session which links to the oracy focus of the week. In the teacher-led session, the teacher reads with the group and engages in a discussion around the key themes to aid children's understanding. The other sessions are a follow up task, comprehension and a chance to practise reading skills through Accelerated Reader or Century. The aim of these sessions is to provide support that is going to help the children improve both their reading and writing, and to work with increasing independence. On the Monday of each week, the morning work is a vocabulary task where the children explore any tier two or three words they will encounter in their reading that week.

Reading Community

One of the school's main aims is to foster a love of books and reading in all children. This can only be achieved with all members of the school modelling what it means to be a reader, to enjoy reading and the pleasure you can get out of it – to make it a desirable pastime and showing itself as a reading community. All staff are therefore accountable for the development of reading in the school. Class teachers are responsible for keeping an up-to-date list of what each child in their class is currently reading. This is best done weekly and allows the teacher to not only monitor each child's reading diet and how often they are reading, but also to advise them on new and appropriate books.

Class teachers are also responsible for ensuring the class story is read every day. As part of the Guided Reading long-term plan, there is a list of which story is to be read each half term. All staff are expected to show the children they are readers by displaying what they are currently reading outside of their classroom, office or working space.

It is an expectation that all children will read for a sustained period for 5-7 times a week. If this is not happening, arrangements will be made to give the child time to read. This can be through paired reading with an adult or other child or (particularly in upper school and for more fluent readers) time during lunch to spend in the classroom reading.

To improve children's knowledge of authors, posters about the authors of the class story and English text driver are to be displayed. The creation of these posters can be done as homework. The posters for the English text driver are to be displayed alongside the English working wall.

Accelerated Reader

We use Accelerated Reader (AR) as a tool to improve children's fluency, comprehension and -to motivate them to read. STAR Assessments are completed termly and from these, each child is given a reading colour and ZPD range. The colour relates to books in the school library and children are encouraged to use this facility as much as possible. The ZPD range is a decimal point number range which is used by Accelerated Reader to help parents and children to find books appropriate for their reading attainment.

After reading a book, children are encouraged to take an online quiz to help them understand the text and to enhance their comprehension skills. These quizzes are available through their own logins. The results of these quizzes are to be tracked using the same document as what the children are reading is recorded on. If a child is consistently not passing the quizzes, support needs to be put in place. This could be through having the quiz read to them or by them temporarily dropping to the colour below.

Quizzes can also be taken for books that the children have had read to them, including the class story and text driver. For the least fluent readers, these quizzes can be read to them.

Spelling

The teaching of spelling is an important part of the English curriculum. he overview follows the key principles of effective practice in spelling. This includes the teaching of patterns and rules, the learning of word lists from Appendix 1 and learning personal spellings.

Discrete spelling lessons must be taught 5 times a week (including a spelling test session). It is expected that all children will be part of these sessions, including those receiving a specific intervention for spelling.

The school uses Spelling Shed and No Nonsense and all of the planning and resources are available on the One Drive. The teaching typically follows the sequence of:

- Find and learn personalised spellings
- introduction to the week's words and spelling rules
- Practice spelling activity based on the week's words
- Etymology/investigation of new words

Children are given six spellings per week to learn, these are personalised to each child, reflecting their own spelling errors. These will be learnt at home as part of their homework. They will then be tested on these words once a week . A record of their scores need to be kept by the class teacher so gaps or concerns can be addressed.

At the beginning of each term the children will complete a Vernons spelling assessment to allow teachers to address concerns.

All spelling activities and lessons are recorded in their SPaG books and weekly tests wil also be recorded in these

When children are writing and are unsure how to spell, the school strategy is for the child to do a line underneath the word to remind them to return to it later when editing/proof-reading. Misspelt words are identified by the teacher with the abbreviation **sp.** in the margin of the line the word appears on. The child then uses a dictionary or other resource to find the correct spelling.

Each classroom must have a spelling board which includes the following:

- Statutory spelling list relevant to that year group
- Information on the rule / concept being taught
- List of 'tricky' words
- Useful mnemonics or tips for remembering the spelling of words

Handwriting

Discrete handwriting lessons must be taught at least twice a week. The school follows the Nelson Handwriting scheme. At the beginning of the school year, each child's handwriting is assessed using the resources provided with the scheme. They are then grouped accordingly. Handwriting lessons should see a group being taught a specific join with the rest of the class practising independently. During these lessons, years 3 and 4 use handwriting pens. In all other lessons, they use pencil until the teacher decides they are ready to use pen. In all lessons (with the exception of Maths), years 5 and 6 use handwriting pens. Children may not use their own ballpoint or biro pens. Any exceptions to this must be discussed with the SENCo. The resources for the handwriting scheme are available in the Deputy Head's office as well as in Subject Resources.