

# Willerby Carr Lane

Primary School



## English Policy

### POLICY MANAGEMENT

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## Purpose

A high-quality education in English will teach pupils to speak, read and write fluently so that they can communicate their ideas and emotions to others and others can communicate with them.

## Aims

At Willerby Carr Lane Primary School, we aim to provide quality teaching and learning of English to ensure that all pupils:

- become fluent, confident and expressive readers
- can read for meaning and understanding
- are equipped with higher level reading skills (inference, deduction, prediction etc)
- develop a love of books and a love of reading
- are provided with a balanced school reading programme which includes a variety of reading experiences
- acquire a wide vocabulary and an understanding of grammar for reading, writing and the spoken language
- write clearly, accurately and confidently - adapting their style to suit form, purpose and audience
- develop a neat, cursive handwriting style
- become competent spellers
- use the spoken form in order to learn; they should be able to elaborate and explain clearly their understanding, opinions and ideas
- become confident users of language in all its forms, in all situations

## Speaking and Listening

At Willerby Carr Lane Primary School, we believe that spoken language underpins the development of reading and writing. It is fundamental in all pupils' development across the whole curriculum.

We will ensure that:

- Children have varied opportunities to hear and speak quality language within lessons.
- Pupils develop an interest in explaining their understanding of books and other reading materials and become adept in articulating their opinions.
- Children are taught how to make their thinking clear in their own heads before articulating these thoughts either orally or in written form.
- Pupils are given opportunities to discuss and debate cross-curricular issues, showing respect for others' views.

## Teaching of Reading

The ability to read is an essential life skill, and good quality, diligent teaching of reading is a priority throughout school. The ability to read is necessary to ensure success in all other curriculum areas and is a vital tool in our quest to know about and investigate the world around us. Through reading, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development.

The Programmes of Study for reading at KS1 and KS2 consist of two dimensions:

- Word reading
- Comprehension (both listening and reading)

At Willerby Carr Lane Primary School, we believe that the teaching of these two areas involve different kinds of teaching and must be addressed accordingly.

Skilled and effective reading involves the working out of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Learning to read is given high priority in the EYFS and is seen as the key to success in all areas of the curriculum and for future learning.

## Teaching of Phonics

High quality teaching of phonics secures the crucial skills of word decoding that, once mastered, enable children to read fluently and automatically. To reflect this, we have delegated responsibility to an identified teacher who acts as phonics lead for the school. Their responsibility is to:

- Implement a consistent approach to the teaching of phonics
- Ensure we have an effective, phonics-based reading scheme in use
- Quality assure the teaching of phonics by teachers and teaching assistants
- Oversee the identification of children requiring extra intervention and ensure rapid support is put in place.

At Willerby Carr Lane, we follow the principles of the Letters and Sounds programme, providing a synthetic approach to the teaching of phonics. Each session gives an opportunity for children to revisit previous sounds, be taught new sounds, practise together and apply what they have learned.

Children are taught the following:

- To understand the grapheme-phoneme (letter/sound) in a clearly defined, incremental sequence.
- To apply the highly important skill of blending (synthesising) phonemes in order from left to right, all through a word to read it
- To apply the skills of segmenting words into their constituent phonemes to spell them
- To understand that blending and segmenting are reversible processes
- To recognise and use new Grapheme-phoneme correspondence (GPCs)
- To revise and consolidate GPCs learnt earlier
- To recognise common exception words which contain unusual GPCs.

To achieve this, we:

- Use a phonically based reading scheme (Dandelion Readers) for EYFS and KS1

- Teach high quality, daily phonics lessons that last 40 minutes.
- Teach well planned interactive lessons, delivered at a brisk pace, that keep children engaged and focused.
- Broadly follow the principles of the Government document: *Letters and Sounds-Principles and Practices of High Quality phonics*:
  - [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/190599/Letters and Sounds - DFES-00281-2007.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/190599/Letters_and_Sounds_-_DFES-00281-2007.pdf)
- Teach the actions of Jolly Phonics to help children to recall each sound in EYFS
- Provide opportunities to reinforce and apply acquired phonic knowledge and skills across the curriculum.
- Quickly identify children who are struggling to acquire these new phonic skills and provide extra support.
- Ensure all staff are trained in teaching phonics.
- Utilise teaching assistants to effectively support with phonics intervention programmes and 1:1 support
- Use clear, whole school phonics progress tracking sheets to assess and monitor the impact of individual phonics support
- Hold parent information sessions to help parents to support their children with phonics.
- Send home homework which reinforces phonics sounds and key words in EYFS and Year 1.

Beginner readers will be taught:

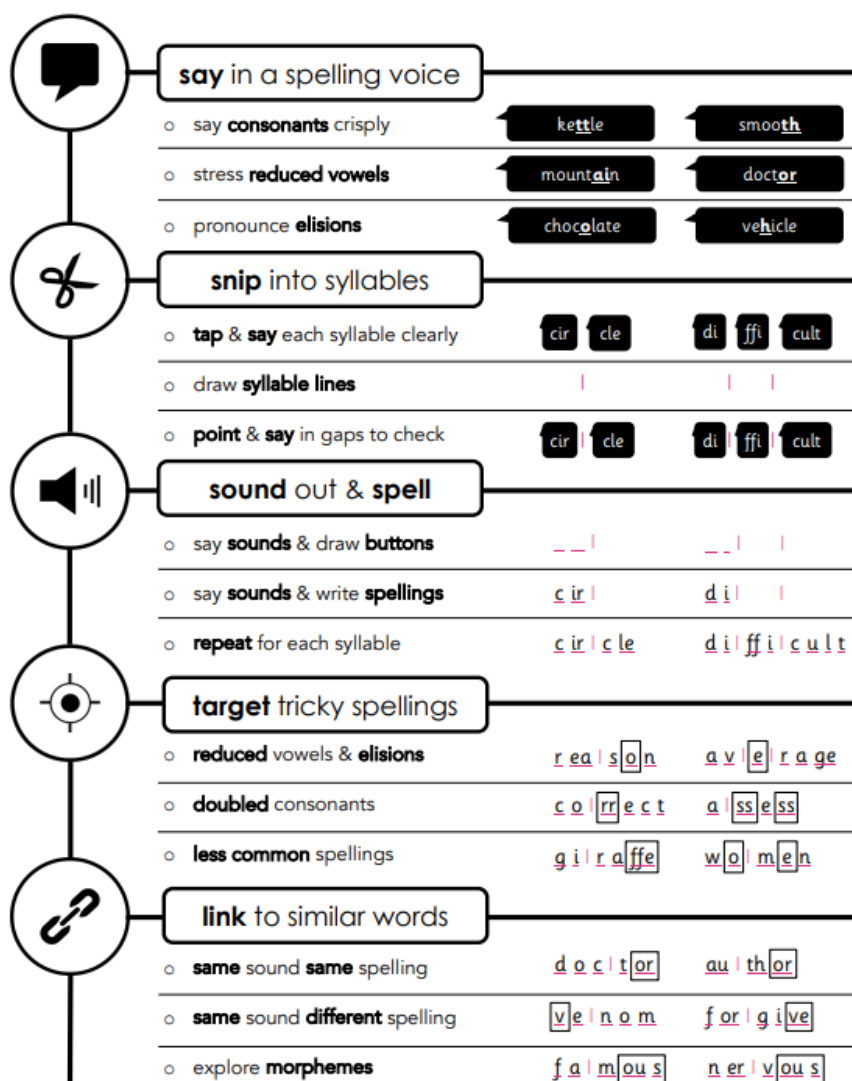
- Grapheme-phoneme correspondences in a clearly defined, incremental sequence
- To apply the highly important skill of blending (synthesising) phonemes in the order in which they occur from left to right, in order to be able to read the whole word
- To apply the skills of segmenting words into their constituent phonemes for spelling
- That blending and segmenting are reversible processes

## Spelling

At Willerby Carr Lane, we believe that arming pupils with adequate spelling skills will create confident spellers and, in turn, lead to confidence in all aspects of English. In Foundation Stage leading in to KS1, children are encouraged to try spelling words using their phonic knowledge, writing words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly, and others are phonetically plausible.

Foundation stage teach a defined set of “tricky” words (phonically irregular words). Years 1 to 6 teach the common exception words and word lists (allocated to each year group) as set out in the National Curriculum.

High quality teaching of spelling, following a phonetic approach, continues into Key Stage 2. We follow Jason Wade’s spelling program; ‘Sounds & Syllables.’ The three principles of Sounds & Syllables are that it is **universal**, **simple** and **logical**. The approach works with spellers of all abilities, uses an approach which only needs to be learned once and shows children how a few simple principles can improve their spelling. Learning spellings are taught through a five-step sequence:



When writing, children are taught and reminded to use this sequence to help with their spellings. They can also use the Spelling Chart to further assist them.

## Reading Schemes

To support rapid phonic development and reading fluency we use:

- Dandelion Readers - a phonically based reading scheme.
- Oxford Reading Tree reading scheme – to provide further structured reading support.
- Colour-banded 'free readers' - which are integrated with the ORT scheme to fit in at different levels.
- Assorted reading books to support catch-up readers, and reluctant readers, with structured, age-appropriate texts that are engaging, interesting and appropriately challenging.
- A wider range of books appropriate to children's ages and stages (class libraries and school library).

## Teaching of Reading Comprehension

It is essential that all children can read with fluency and confidence, in any subject. We believe that good comprehension comes from a solid understanding of vocabulary and grammar and from the experience of reading and discussing a wide variety of texts.

At Willerby Carr Lane Primary School we support this by ensuring:

- rapid development of reading fluency.
- dedicated curriculum time is set aside every day, across EYFS and KS1, for the teacher to read to the class.
- every class has an attractive and inviting class library.
- Over their seven years in primary school, children are introduced to a wide range of authors (traditional and modern) that inspire, promote a love of reading, and challenge their development of vocabulary, language and comprehension. This is done through Reading Mastery, reading to the pupils and stocking the class library with books from designated authors
- we maintain a very well-stocked library with both fiction and non-fiction texts.
- the school library is accessible, promoted and supported with a school librarian post.
- we run an annual programme of inviting in authors to present and discuss their work in special assemblies and they then follow this up with workshops in class.
- we run annual whole-school reading events and celebrate World Book Day in March.
- children are encouraged to read at least three times per week at home to an adult. Parents are encouraged to fill in their Reading Journal each time they listen to their child.
- we make best use of intervention programmes that have been shown, by EEF research, to be effective.



## Assessment of Reading

Reading is assessed by using:

- phonics and key word tracking sheets.
- reading scheme records.
- for Year 1, termly tracking of phonics progress culminating in the national phonics tests in the summer term (also used for retakes for children in Year 2).
- for Year 2 to Year 6, termly standardised tests (PIRA). The raw results are entered into a spreadsheet which automatically computes a range of data including: their individual grade; their performance compared to their year group as well as national benchmarks; the attainment and progress for their class/ year group as well as for different key groups (SEN/ gender/ disadvantaged).
- For KS1 and KS2, individual pupil attainment and progress information is then shared with parents each term via computer generated reports which are emailed directly to parents by the school office; reducing any workload on teachers.
- EYFS teachers feedback individual pupil assessment results and the 'next steps for learning' (including how to help at home) to parents in written form at the end of Phase2 and Phase3 testing. This includes an invitation to contact EYFS teachers if they require any further clarification, advice or support.
- Parents of children who are 'behind track' or who may need a little extra support to stop them becoming so, are personally invited to meet with EYFS teachers to discuss their child's progress, how we will proceed, and how they can support their child at home.
- NFER standardised reading tests for pupils joining the school in-year into KS1/ KS2. These are administered as soon as pupils arrive in school in order to accurately and quickly identify if they are in need of any extra reading support. Children joining within the EYFS year would be assessed against Letters and Sounds criteria.
- Dyslexia test. For children where staff or parents think that children may have a specific difficulty with reading, our SEN team conduct a dyslexia test. (Dyslexia Screening Test - Junior DST-J). The Dyslexia Screening Test provides a profile of strengths and weaknesses which can be used to guide the development of in-school support for the child. New theoretical developments in dyslexia research suggest that it should be possible to identify both slow learners and potential dyslexic children at the age of 5 or 6 years, in time for greater reading support. The DST-J is used for early identification of children who are at risk of reading failure so that they can be given extra support at school.
- Colour test. For children who are believed to struggle with reading due to the visual stress of black on white text. The results are used to provide personalised support including colour overlays and exercise books with coloured paper.
- National Reading SATs test for children in Year 2 and 6.

All assessments are used to inform extra support and provision that may be required.

## Listening to Children Read Individually

Listening, 1 to 1, to children read is of crucial importance in supporting the development of children's reading fluency. It has 3 main aims:

1. To **monitor the progression** of children's reading fluency
2. To ensure that the child's book is **matched** to their stage
3. To **motivate**, encourage and engage children in their reading

### The 3 aspects of reading fluency

#### 1. Accuracy

- Reading words correctly
- includes accurate decoding and word recognition
- Enables automaticity and prosody to develop

#### 2. Automaticity

- Reading words automatically
- Requires reading accuracy
- Enables an appropriate reading speed
- Feels effortless

#### 3. Prosody

- Reading with appropriate stress and intonation
- Requires reading accuracy and comprehension
- Leads to variation in volume, phrasing, smoothness and pace
- Sounds interesting and engaged

### The Fluency Rubric

This is a useful tool for measuring how children are progressing in their reading fluency and identifying next steps

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Expression and Volume</b>	Reads in a quiet voice as if to get words out. The reading does not sound natural like talking to a friend.	Reads in a quiet voice. The reading sounds natural in part of the text, but the reader does not always sound like they are talking to a friend.	Reads with volume and expression. However, sometimes the reader slips into expressionless reading and does not sound like they are talking to a friend.	Reads with varied volume and expression. The reader sounds like they are talking to a friend with their voice matching the interpretation of the passage.
<b>Phrasing</b>	Reads word-by-word in a monotone voice.	Reads in two or three word phrases, not adhering to punctuation, stress and intonation.	Reads with a mixture of run-ons, mid sentence pauses for breath, and some choppiness. There is reasonable stress and intonation.	Reads with good phrasing; adhering to punctuation, stress and intonation.
<b>Smoothness</b>	Frequently hesitates while reading, sounds out words, and repeats words or phrases. The reader makes multiple attempts to read the same passage.	Reads with extended pauses or hesitations. The reader has many "rough spots."	Reads with occasional breaks in rhythm. The reader has difficulty with specific words and/or sentence structures.	Reads smoothly with some breaks, but self-corrects with difficult words and/ or sentence structures.
<b>Pace</b>	Reads slowly and laboriously.	Reads moderately slowly.	Reads fast and slow throughout reading.	Reads at a conversational pace throughout the reading.

Scores of 10 or more indicate that the student is making good progress in fluency.

Score \_\_\_\_\_

Scores below 10 indicate that the student needs additional instruction in fluency.

## Delivering 1:1 reading in EYFS and KS1

### 1 to 1 reading should occur

- First thing in the morning by a teacher or TA
- During an assembly slot
- During the daily quiet reading and iPad slot
- Sporadically throughout the day at appropriate intervals

### Session Organisation

- Sessions should last no more than **5 minutes**
- The focus should be on **reading fluency** rather than comprehension skills
- Each child will read with an adult in their classroom **twice per week**
- Children with a support plan or working significantly below the expected standard should read with an adult **at least three times per week**
- Children should change their book regularly – shorter reading scheme books at least once per week.
- Reading books must be matched to **phonics ability**
- Children should be supported in **selecting their own** titles from within their reading level
- Parents and adults in school will record reading in the reading journal

### Adults must ensure

- That the reading book is pitched at the correct level - children should be reading with 96% accuracy
- That the book must provide sufficient challenge
- That reading books are changed regularly
- That the child's level of fluency should be checked against the Fluency Rubric to identify next steps.

## Delivering 1 to 1 reading in KS2

### 1 to 1 reading should occur

- First thing in the morning by a teacher or TA
- During an assembly slot
- During the daily iPad/Apps time
- Sporadically throughout the day at appropriate intervals

### Session Organisation

- Sessions should last no more than **5 minutes**
- The focus should be on **reading fluency** rather than comprehension skills
- Each child will read with an adult in their classroom **once per fortnight at a minimum**
- Children with a support plan or working significantly below the expected standard should read with an adult **at least twice per week**.
- Children should change their book regularly – shorter reading scheme books at least once per week, longer free reading books at least **once per fortnight**.
- Where children are still accessing phonics teaching, reading books must be matched to phonics ability
- Children should be selecting their own titles from within their reading level
- Adults in school and parents will record reading in the reading journal (in Year 6 children can record when they are reading at home)

### Adults must ensure

- That the reading book is pitched at the correct level
- That the book must provide sufficient challenge
- That reading books are changed regularly
- That the child's level of fluency should be checked against the Fluency Rubric to identify next steps.

## Reading Mastery

Beginning in year 2 and continuing to the end of year 6, children have a dedicated 40-minute whole class reading mastery lesson, 4 times each week.

The main aims of reading mastery lessons are:

1. to develop higher order **comprehension** skills, through well-planned opportunities for high-quality discussions about literature
2. to extend children's **vocabulary**
3. to develop children's exposure to a wide range of **literature**




A selection of carefully selected books and texts will be used including stories, poetry and non-fiction. Pupils will have their own copy of the text to follow and annotate.

When planning the lessons, focus is placed on the different question types and symbols are used to indicate the questions.

- See Appendix 2: Example Reading Mastery Plan (Note: Planning can take the form of whiteboard slides)
- See Appendix 3: Trigger Question Stems for Reading
- See Appendix 4: Reading Mastery Book Marks for Pupils

Pupils will be encouraged to read aloud from the text, to read independently and to read with a partner. The teacher will read aloud to model fluency, intonation and expression or to move a book on. All pupils will be encouraged to answer questions about the texts and discuss the texts in the lesson. Written work will be recorded in exercise books.

## Reading Mastery Objectives

 <b>LOOK</b>	 <b>INFER</b>	 <b>THINK</b>
<ul style="list-style-type: none"> <li>• skim</li> <li>• scan</li> <li>• retrieve</li> <li>• understand</li> <li>• record</li> </ul>	<ul style="list-style-type: none"> <li>• draw inferences</li> <li>• deduce word meanings</li> <li>• justify with evidence</li> </ul>	<ul style="list-style-type: none"> <li>• predict and justify with evidence</li> <li>• explain and comment on the writers' use of language</li> <li>• structure and presentation</li> <li>• themes</li> <li>• overall impact on the reader</li> </ul>
<b>Ongoing Objectives</b>	<b>PERFORM:</b>	<ul style="list-style-type: none"> <li>• show understanding through intonation, tone, volume and action when learning and / or performing poems and playscripts.</li> </ul>
	<b>EVALUATE:</b>	<ul style="list-style-type: none"> <li>• discuss books read independently, and as a group, justifying your views.</li> </ul>

### Inclusion

All children will be included in the lesson and have access to all of the texts. Where necessary, teaching assistants work closely with children with SEN to support them with their reading work. Children with weak decoding skills are supported through our comprehensive quality first phonics teaching as well as our phonics catch up teaching programmes organised by our lead phonics teacher and delivered by our SEN team and other staff.

### Resources

Wherever possible, real books are used (see list of example books in Appendix 1) although to cover a range of genre, staff will also make use of websites, poetry books and non-fiction texts where necessary. Books should be challenging in terms of vocabulary and/or content thereby developing and extending pupils' own range of language and their cultural knowledge.

## Teaching of Writing

The Programmes of Study for writing at KS1 and KS2 consist of two dimensions:

- Transcription (spelling and handwriting)
- Composition (articulating ideas and structuring them in speech and writing)

At Willerby Carr Lane Primary School, we believe that children need to develop competency in both these skills in order to be confident writers. We must therefore ensure that we:

- Inspire and encourage children to be enthusiastic writers.
- Teach children to recognise the need to adapt their writing to suit a range of audiences and purposes.
- Teach the children the most appropriate form of writing for a given task.
- Teach children to use spelling and grammar accurately and with confidence.
- Take opportunities to enhance pupil's vocabulary.
- Teach children a cursive handwriting style in which to write (see Appendix 5).
- Teach children to edit and improve their writing through a process of drafting and redrafting work.
- Give children opportunities to listen to and discuss quality literature in English lessons

The scheme of work we follow is Jane Considine's 'The Write Stuff.'

## The Writing Process

In each year group, children need to master the key skills of writing which are set out for:

- Spelling
- Punctuation
- Grammar

Progression in writing is in line with the National Curriculum to ensure children build on previous years' skills to become proficient writers.

## The Write Stuff

The Write Stuff is based on two guiding principles:

- Teaching sequences that are made up of sentence stacking lessons, experience days and identifying the text's shape (non-fiction texts). The sentence stacking lessons are broken into 'learning chunks' that have modelling at the heart of them.
- Sentences are taught under the structural framework of 'The Writing Rainbow' and teachers preparing children for writing by modelling for the ideas, grammar or techniques of writing.

Units typically last between 3-4 weeks, with each unit ending with an independent write.

### Sentence Stacking Lessons

Each writing lesson follows the sentence stacking structure. A sentence stacking lesson is based around plot points for narratives and jigsaw shapes for non-fiction and poetry.

#### Narrative example



#### Non-fiction example



A learning chunk lasts for 15-20 minutes and it is embedded within a sentence stacking lesson. In year 1, lessons start with one learning chunk, which gradually increase to two later in the year. In year 2, lessons start with two learning chunks, increasing to three later in the year. Across KS2, each writing lesson includes three learning chunks. Learning chunks follow three important steps; initiate, model and enable.

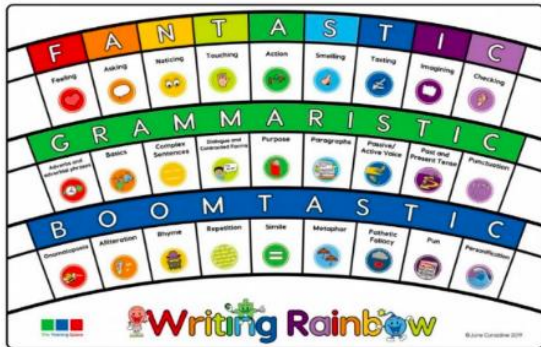
#### Initiate

The initiate part of a learning chunk is where teachers and pupils work hard together to collect key vocabulary, phrases and clauses. It is the job of the teacher to set the flourishing conditions for success by providing their pupils with appropriate vocabulary for the learning chunk. Often, pupils will be provided with an engaging and purposeful stimulus, which could be an image, artefact, short clip, soundscape or a short bit of role play, with the purpose of rinsing out language. This sets pupils up with plenty of ideas for the enabling stage. Working on a double page, pupils are taught to chat (chat and jot) words, phrases or clauses on their thinking side, which will provide the content for their sentences. Chatting should be lively and all pupils should be encouraged to get involved. This



strengthened paired talk is then followed by 'kind calling out,' which encourages all pupils to pitch in with their ideas and jot down new ideas.

### Model



During this stage, the teacher shows the pupils how to structure sentences using content collected during the initiate stage. Pupils will have a rich thinking side with lots of language, meaning the teacher can model against a back drop of options. Sentences feature one of the lenses of the 'Writing Rainbow.' These lenses provide pupils with one of the following:

- The ideas of writing, the 'Fantastics'
- The grammar of writing, the 'Grammaristics'
- The techniques of writing, the 'Boomtastics'

### Enable

In the enable part of the learning chunk, teachers set the pupils free and empower them to apply the class model, by encouraging them to have a go and take a risk using the choices they have gained during the initiation stage. After this stage is complete, the teacher will then select a pupil's sentence(s) and add it to the whole-class text, using sentence strips.

## Audience and Purpose

Pupils need to know that writing is used for a variety of purposes, such as conveying information, making an argument, providing a means for self-reflection, sharing an experience, enhancing understanding of reading, or providing entertainment. Teachers should model for pupils the different purposes for writing and how specific genres can help them achieve their writing goals. Pupils also need to know how to adapt their writing style to suit the purpose and/or audience. At the start of each writing unit, pupils should be told what the writing purpose is.

It is important for pupils to understand the purpose of different text types, so that they can select the features best suited to their writing task. In teaching a particular text type, teachers should emphasize the purpose of the text type and how its features are related to the purpose of the writing task. For example, the purpose of a persuasive letter is to convince the reader to agree with the writer. To achieve this purpose, pupils should think of compelling reasons to convince readers who might not agree with them. They need to state those reasons clearly and support them with evidence. Teachers can provide real-world scenarios to help pupils understand the different purposes for writing, such as having pupils write a persuasive letter to the headteacher asking for permission to go on a special school trip.

Pupils will be introduced to a new purpose of writing upon entry to a new phase.

<b>KS1</b>	Writing to ENTERTAIN	Writing to INFORM		
<b>LKS2</b>	Writing to ENTERTAIN	Writing to INFORM	Writing to PERSUADE	
<b>UKS2</b>	Writing to ENTERTAIN	Writing to INFORM	Writing to PERSUADE	Writing to DISCUSS

We follow a long-term plan approved by the English lead to ensure a broad, balanced and progressive choice of writing genres are in place across the school.

## Independent Write

After each writing unit, pupils will then spend up to a week completing their own independent piece of writing. The independent application should follow this sequence:

1. Clarify the writer's intent, sharpen the purpose of writing and consider the overall, intended impact.
2. Co-construct success criteria from the writing unit and provide *some* examples, although modelling and over scaffolding should be avoided to ensure writing is independent.
3. Provide pupils with a stimulating experience to spark their imagination (narrative) or build knowledge to ensure pupils have relevant and appropriate content (non-fiction).
4. Plan the writing. Using maths paper, plot success criteria and consider ideas (Fantastics), grammar (Grammaristics) and techniques (Boomtastics).
5. In silence, pupils should begin writing their text, using their plan as a guide. This may take a couple of days.
6. Teacher marks writing for editing, in line with the marking policy for independent writing. Pupils should not be told how to improve, although the teacher should model good editing processes with an exemplified piece.
7. Pupils edit their work. Pupils should interrogate their writing through five lenses, e.g. spelling, punctuation, re-reads, rewrites and add more. Pupils should be given quality time to make amendments and different strategies for improvement should be made clear.
8. The teacher marks the pupils' work against the year group's writing assessment checklist and makes their final judgement.

## The Writer's Charter

- Children will not be asked to write without preparation beforehand.
- Children must know the purpose, format and audience of the writing.
- The atmosphere in the classroom must be conducive to writing.
- Visual and sensory stimulation (including video) *could* be used to motivate pupils to write.
- Before writing children should have had the opportunity to imagine their work, using a range of techniques, or research information.
- Children should always orally rehearse their ideas before writing.
- Writing sessions should be appropriately divided with short breaks between bursts of intensive and focused writing time.
- During modelled writing, teachers must have a well-thought out 'WAGOLL' and vocalise their thought processes as they write.
- Children should be taught to focus on quality of writing, rather than quantity.
- The editing and improving process will be modelled and redrafting may take place.
- Teachers will use the 'sentence stacking' approach to support children in constructing their writing, so that it includes all the desirable key features.
- Pupils should be exposed to good examples of the relevant, different elements of writing that they will tackle. Children must be able to appreciate what a 'good one' looks like.
- Children should have clear success criteria for their work, so they know what they must do to achieve the standard they are aiming to reach.
- Vocabulary mats and spelling mats should be used to support writers. These may be provided or developed with the class, for the task in hand.
- Teachers must use positive criticism using our growth mindset approach and encourage children to extend and/or improve their writing ideas.
- Children should be reminded when necessary that if they have been taught something, they are expected to include it in their writing.
- Appropriate pace should always be expected, with time targets shared with the class.
- Self/peer/paired marking strategies should be taught, modelled and employed where appropriate.
- Teachers must high expectations in terms of presentation and quality of pupils' work and this expectation must be consistently applied across all written work (e.g. date and title being neatly underlined).

## The teaching of Vocabulary, Grammar and Punctuation

Explicit knowledge of grammar gives us a greater control and choice in our language, both spoken and written. Including grammar within the teaching of reading, writing and speaking allows children to grasp the concept, then use it independently. Grammar is also taught as a separate, weekly lesson, to further support pupils' understanding and allow time to practise grammatical skills in a variety of ways. Children will then be given the opportunity to show this new learning across writing lessons.

## Assessment of Writing

Our **Feedback and Assessment Policy** sets out our purposes, principles and mechanisms of effective assessment.

Teachers check pupils' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In so doing, they respond and adapt their teaching as necessary without unnecessarily elaborate or individualised approaches.

In achieving this, feedback should be both **efficient** and **effective**. 'Live marking/ feedback' alongside pupils (oral or written), is preferred where possible.

Standard marking codes which children are taught, help to make marking efficient. (see Appendix 6: Marking Symbols sheet at the end of this policy).

Children's independent writing is assessed after each unit. Children are assessed against a writing framework that has been drawn up for each year group. These writing frameworks are in line with the national writing frameworks published for Years 2 and 6. The frameworks for each year group contain several 'pupil can' statements that, together, identify whether the children are on course, by the end of the year, to be judged as working "At Standard" or "At Greater Depth". As with the national frameworks, a pupil's writing should meet all the statements within the standard at which they are judged by the end of the year. However, teachers can use their discretion to ensure that, on occasion, a particular weakness does not prevent an accurate judgement being made of a pupil's attainment overall. A teacher's professional judgement about whether the pupil has met the standard overall takes precedence.

Each term, assessments are entered into the whole-school tracking spreadsheets. The spreadsheets automatically compute a range of data including: the attainment and progress for their class/year group as well as for different key groups (SEN/gender/disadvantaged). Individual pupil attainment and progress information is then shared with parents each term via computer generated reports which are emailed directly to parents by the school office; reducing any workload on teachers.

## The Teaching of Handwriting

Writing down ideas fluently depends on effective transcription (spelling quickly and accurately) and forming, communicating and articulating ideas coherently. Writing also depends on fluent, legible and eventually, speedy handwriting.

In the Foundation Stage, children participate in a wide range of multi-sensory activities to develop fine and gross motor skills. In EYFS/Key Stage 1, children should be taught to

- Hold a pencil correctly and adopt the correct posture when writing
- Write from left to right and from top to bottom of the page
- Start and finish letters correctly
- Form regular sized and shaped letters
- Use regular spacing between letters and words
- Be aware of the need for clear and neat presentation
- Take a pride in their written work

The letter formation taught includes the 'hooks' in and out of each lower-case letter, with all letters beginning on the line and finishing with a 'hook' or 'join' to the next letter. Children will also be taught the upper-case formation for each letter.

Initially, children will be taught letter formation in sets of letters, starting with the tall letters 'l' and 't', as follows:

- l, t, i, j
- c, o, a, d, g
- n, m, h, b, e
- u, y, v, w, s, z
- p, q, x, r, f, k

As children progress, handwriting will be closely linked with spelling so that the teaching of common letter strings will be taught in the context of spelling.

By the end of Year 1 most children will be expected to join letters showing clear ascenders and descenders. This will be developed in Year 2.

In Year 3 and Year 4 the children have handwriting sessions which will build upon the skills learnt from Key Stage 1.

In Year 5 and Year 6 the children will be encouraged to develop their own handwriting styles in line with the school script and teachers will plan handwriting sessions as appropriate.

Where children are falling behind their peers with handwriting they will receive extra handwriting support and practise.

When children have developed a consistent, neat, accurate and fluent joined handwriting, they will be allowed to progress using a school pen. They will be given their first pen and after that they may purchase replacements from the school office. If they do not maintain their handwriting standards (once they have been given time to adapt to using a pen) then they will have their 'pen licence' removed.

## Equal Opportunities

It is the responsibility of teachers to ensure that all pupils, irrespective of gender, ability, race or SEND, have access to the curriculum and make the greatest progress possible. Teachers set suitable learning challenges and respond to each child's different needs.

Concerns over children's reading and writing should be addressed early. The SEN team can support by conducting standardised tests in reading and screen for risks of dyslexia. SEN support plans are based on quality first teaching, adapted to children's needs. Further support should be targeted by class teaching assistants with support from the SEN team.

For particularly weak early writers a support plan should be drawn up which should follow the small steps set out in our **Supporting Early Writers with SEN – Small Steps Progression in Writing** (see Appendix 7).

## Role of the Subject Leader

The English subject leader is responsible for:

- Ensuring progression and continuity across the key stage through the development of the long-term plan.
- Supporting colleagues in the implementation of the short-term planning and providing support within each unit of work.
- Monitoring progress and standards within the subject.
- Keeping up to date with developments in English and disseminating information to the rest of the teaching staff.




## Appendix 1: Examples of books and texts used in classes

Year 1	Variety of fairy tales Handa's Surprise The Lighthouse Keeper's Car Grandad's Island
Year 2	The Queen's Hat Peter Rabbit The Owl Who Was Afraid of the Dark There's a Dragon in my Dinner
Year 3	A Series of Unfortunate Events: The Bad Beginning Planet Omar Coraline The Day the Crayons Quit The True Story of the Three Little Pigs
Year 4	Journey to Jo'burg The Long Walk to Freedom Beowulf The Miraculous Journey of Edward Tulane
Year 5	Who Let the Gods Out? The Highwayman Kensuke's Kingdom Coming to England
Year 6	Street Child Boy in the Stripes Pyjamas Skellig



## Appendix 2: Example Reading Mastery Plan

Theme/Topic		World War II					
Year Group	6	Term	Sp 1	Week	1	Text	The Boy in the Striped Pyjamas

<b>Objectives</b>		
<p><b>LOOK</b></p>  <p>Skim, scan, retrieve, understand, record</p>	<p><b>INFER</b></p>  <p>Draw inferences, deduce word meanings, justify with evidence</p>	<p><b>THINK</b></p>  <p>Predict and justify with evidence; explain and comment on the writers' use of language, structure and presentation, themes and the overall impact on the reader.</p>
<p><b>Ongoing:</b></p> <p><b>PERFORM:</b> Children should show understanding through intonation, tone, volume and action when learning and/or performing poems and playscripts.</p> <p><b>EVALUATE:</b> Children should have opportunities to discuss books read independently and as a group, justifying their views.</p>		

### Lesson 1

<b>Objective ( L I T )</b>	WALT: List questions from the blurb and cover
<b>Learning Sequence:</b>	<ul style="list-style-type: none"> <li>Show the three different covers and discuss impressions of each. What questions do they have from each cover? (use slides to prompt discussion)</li> <li>New vocab: unwittingly, adjoining, subsumed</li> <li>Read the blurb – look at the comment in the Observer – what do you think they mean by this? See if anyone knows anything about the Holocaust/concentration camps at this point. Check vocab</li> <li>Read the alternative blurb from another edition – what are impressions? What do ch think they are trying to say by ‘this isn’t a book for nine year olds’</li> <li><b>TASK:</b> Based on the covers and blurbs, what questions do you have about the book?</li> </ul>
<b>Challenge:</b>	Write a definition of the focus vocabulary
<b>Resources:</b>	Books, slides
<b>Assessment notes:</b>	

## Lesson 2


<b>Objective ( L I T )</b>	WALT: Find character information from ch 1
<b>Learning Sequence:</b>	<p>Look at images on the slide one at a time – suggest words/phrases that come to mind/how it makes you feel/what you want to know.</p> <p>New vocab: muster, greengrocers</p> <ul style="list-style-type: none"> <li>• Read to just after the end of first paragraph on p6 – ‘but we’ll come back to it someday’.</li> <li>• Discuss: Where is the book set? How old is Bruno? What do we know about him so far and his family? What are you wondering at this point?</li> <li>• What do we know about the Fury? Is he a person etc?</li> <li>• <b>TASK</b> Complete character true or false grid using the pages read so far</li> </ul>
<b>Challenge:</b>	Add back up evidence quotes to prove some of your answers.
<b>Resources:</b>	Books, slides, tasks
<b>Assessment notes</b>	

## Lesson 3




<b>Objective ( L I T )</b>	WALT: Answer questions on Ch 1
<b>Learning Sequence:</b>	<ul style="list-style-type: none"> <li>• Read the rest of chapter 1 – is it written in 1<sup>st</sup> or 3<sup>rd</sup> person? Whose viewpoint?</li> <li>• What new information do we know about Bruno at the end of the chapter?</li> <li>• Focus on The Hopeless case and Out of Bounds at All Times – why has John Boyne/Bruno used capitals for these?</li> <li>• <b>TASK</b> Answer the questions on chapter 1 using evidence to support answers.</li> </ul>
<b>Challenge:</b>	What kind of person do you imagine Bruno’s father to be? Use evidence to support your answer.
<b>Resources:</b>	Books, slides
<b>Assessment notes</b>	

## Lesson 4

<b>Objective ( L I T )</b>	WALT: Compare Bruno’s old and new house
<b>Learning Sequence:</b>	<ul style="list-style-type: none"> <li>• Discuss quickly: if you had to move house tomorrow, what would you miss?</li> <li>• New vocab: desolate, nooks/crannies, restrictions, foreseeable (future)</li> <li>• Read to top of page 16. Go through vocab.</li> <li>• Focus on Mother – looking at page 14 and 15 discuss in pairs how she feels about the move – use evidence.</li> <li>• ‘Mother smiled...’Why do you think she smiles when Bruno suggests going home – what is she thinking?</li> <li>• <b>TASK:</b> Compare Bruno’s old house and new house</li> </ul>
<b>Challenge:</b>	Include the thoughts and reactions of the characters to the two houses.
<b>Resources:</b>	
<b>Assessment notes</b>	

<p><b>Experiential</b> Where we relate what is in the text with something that has happened to me or to someone I know.</p> <ul style="list-style-type: none"> <li>Is there anything you've just read which reminds you of something that has happened to you, or someone you know? Why? How?</li> <li>Have you ever...?</li> <li>Has anyone ever...?</li> <li>Does that remind you of a time when you...?</li> <li>Does anyone you know...?</li> <li>Have you ever seen...?</li> <li>Has anything like that ever happened...?</li> <li>When are you most like...?</li> <li>When do you feel like...?</li> <li>Which character are you most...?</li> <li>Do you recognise...?</li> </ul>	<p><b>Intertextual</b> Where we relate what is in the text to another text.</p> <ul style="list-style-type: none"> <li>Is there anything you've just read which reminds you of something you've read / seen on TV or online or at the cinema / a song / a play / a show? Why? How?</li> <li>Where else have you seen...?</li> <li>Have you read any other...?</li> <li>Does this remind you of any...?</li> <li>Is this like a...?</li> <li>Is this typical of...?</li> <li>How is this different from...?</li> </ul>	<p><b>Intratextual</b> Where we relate one part of the text to another part.</p> <ul style="list-style-type: none"> <li>But how do we know that...?</li> <li>Does that remind you of any...?</li> <li>Are there any other examples of...?</li> <li>Is there a pattern...?</li> <li>Does that echo any...?</li> <li>How is this different from...?</li> <li>What's changed in...?</li> <li>Were there any clues to...?</li> <li>Might that bit...?</li> </ul>	<p><b>Interrogative</b> Where we ask questions of the text and voice puzzles and are tentative about something.</p> <ul style="list-style-type: none"> <li>Is there anything here we don't understand or are puzzled by?</li> <li>Any questions about...?</li> <li>What would you ask the...?</li> <li>What don't we know about...?</li> <li>What do we need to know, in order to...?</li> <li>Is anything missing from?</li> <li>Is there something that we haven't...?</li> </ul>	<p><b>Semantic</b> Where we make comments about what something in the text means.</p> <ul style="list-style-type: none"> <li>I wonder what...?</li> <li>What might that mean?</li> <li>What do you think the writer is saying, when they...?</li> <li>Does this tell us anything about...?</li> <li>What does that imply / suggest / indicate about...?</li> <li>Is it clear what...?</li> <li>Can we be sure what...?</li> <li>Where does the text say...?</li> </ul>	<p><b>Structural</b> Where we indicate we are making a comment about how a part or whole of the piece has been put together, 'constructed'.</p> <ul style="list-style-type: none"> <li>How does the start / middle / ending...?</li> <li>Is there a pattern in...?</li> <li>Is there a shape to...?</li> <li>What do we... first?</li> <li>Next, how do we...?</li> <li>Does that remind you of any...?</li> <li>Does this echo any...?</li> <li>What changes, as...?</li> <li>How has the writer built...?</li> <li>Is there a repeated...?</li> </ul>
<p><b>Speculative</b> Where we make speculations about what might happen, what could have happened.</p> <ul style="list-style-type: none"> <li>What might...?</li> <li>What could...?</li> <li>Might...?</li> <li>What might... if...?</li> <li>What do you guess could...?</li> <li>What could have led to...?</li> <li>What might have...?</li> <li>Any theories about...?</li> <li>Why do you suppose...?</li> </ul>	<p><b>Reflective</b> Where we make interpretative statements often headed by 'I think...'</p> <ul style="list-style-type: none"> <li>What's your impression of...?</li> <li>What, to you, is... like?</li> <li>What do you think happened when...?</li> <li>Why do you think...?</li> <li>What will...?</li> <li>How do you suppose...?</li> <li>Do you think...?</li> </ul>	<p><b>Appendix 3:</b> <b>Trigger Question Stems for Reading</b></p>  <p>Adapted from Michael Rosen's Matrix by James Durran (North Yorkshire English and Skills)</p>		<p><b>Narratological</b> Where we make comments about how the story has been told, e.g. about narrators, methods of unfolding a story, what is held back, what is revealed. ('Narratology'). It may include an awareness of how stories have episodes, and sudden 'turns' or 'red herrings', flashbacks, flash forwards etc.</p> <ul style="list-style-type: none"> <li>What has the writer done to...?</li> <li>Do you think we are meant to notice...?</li> <li>What isn't the writer...?</li> <li>Who is telling...?</li> <li>Whose view is...?</li> <li>How have we been...?</li> <li>How has the writer built...?</li> <li>What happened to the story there?</li> </ul>	<p><b>Evaluative</b> Where we make value judgements about aspects of a text of the whole. These can be comments about significance.</p> <ul style="list-style-type: none"> <li>What do you think the writer is getting at...?</li> <li>Why do you think the characters said...?</li> <li>When does the writer show most clearly...?</li> <li>What, overall, is the effect of...?</li> <li>What is your favourite...?</li> <li>What is the most effective...?</li> <li>How well does...?</li> <li>What is the most...?</li> <li>Is there anything you didn't think...?</li> </ul>
<p><b>Eureka moment</b> Where we announce that we have suddenly 'got it'.</p> <ul style="list-style-type: none"> <li>Anyone got a new idea about...?</li> <li>Any comments on what just...?</li> <li>Any breakthroughs?</li> </ul>	<p><b>Effects</b> Where we sense that an 'effect' has been created in us (or in others we have observed) because of the way something has been written.</p> <ul style="list-style-type: none"> <li>How did you feel when...?</li> <li>How might that make...?</li> <li>What feeling does...?</li> <li>What's the effect of...?</li> <li>Which bit make you feel...?</li> <li>Which part might create...?</li> <li>Can you describe how you felt when...?</li> <li>What's your own reaction to...?</li> </ul>	<p><b>Storying</b> Where we make a comment which is in essence another story, triggered by something in the text being read.</p> <ul style="list-style-type: none"> <li>What do people usually do when...?</li> <li>Do you know any...?</li> <li>Anyone had their own...?</li> <li>When have you...?</li> <li>Does that remind you of any...?</li> <li>Has anyone had a...?</li> <li>Anyone know a story about a...?</li> </ul>	<p><b>Descriptive</b> Where we recount aspects of the text. This may well be more significant than it first appears because we can ask why details were.</p> <ul style="list-style-type: none"> <li>Which part do you...?</li> <li>What do you remember about...?</li> <li>What sticks most in your mind about...?</li> <li>What moment do you remember most from...?</li> <li>Can you remind us...?</li> <li>How would you sum up...?</li> <li>What happened when...?</li> <li>How did we get to...?</li> <li>What happened to make...?</li> </ul>	<p><b>Grammatical</b> Where we draw attention to the structure of sentences - syntax, or how individual words are used grammatically.</p> <ul style="list-style-type: none"> <li>I wonder what makes that sentence...?</li> <li>What do you notice about...?</li> <li>In that sentence, how has the writer...?</li> <li>Where has the writer...?</li> <li>Which sentences are most...?</li> <li>Which word makes the...?</li> </ul>	<p><b>Prosodic</b> Where we draw attention to the sound of parts of the whole of a piece - the 'music' of it.</p> <ul style="list-style-type: none"> <li>Let's try...</li> <li>Let's listen to how...</li> <li>If you say that aloud, how...?</li> <li>Where does it sound most...?</li> <li>Listen to that bit. How...?</li> <li>How do the sounds of...?</li> <li>Is there anything about how the words sound that...?</li> </ul>
<p><b>Effect of interactions</b> Where we draw attention to how people interact with or treat one another, how they 'relate' and what is the outcome of how they relate - often more valuable than simply trying to describe 'character'.</p> <ul style="list-style-type: none"> <li>Can we work out...?</li> <li>How does ... treat...?</li> <li>Why do you think she...?</li> <li>How did ... talk to...?</li> <li>What do they seem to think about each other?</li> <li>Which characters seem to...?</li> <li>Can we work out how ... feels about...?</li> <li>Why do you think ... tells...?</li> <li>How do ... and ... feel when...?</li> <li>What do you notice about ... and...?</li> </ul>	<p><b>Imaginative</b> Where we move to another artistic medium in order to interpret what we have been reading or viewing.</p> <ul style="list-style-type: none"> <li>How could we show this by...?</li> <li>What would that look like if...?</li> <li>What would ... say if...?</li> <li>How might ... describe...?</li> <li>Can you imagine what...?</li> <li>What would an actor playing...?</li> </ul>	<p><b>Emotional flow</b> Where comments show how feelings towards the protagonists change.</p> <ul style="list-style-type: none"> <li>Any comments about...?</li> <li>How have your feelings about ... changed?</li> <li>How did you used to feel about...?</li> <li>Does ... still make you think...?</li> <li>Is that the same as when...?</li> <li>What's different now about...?</li> <li>Any thoughts about how ... is different...?</li> <li>How do you feel now about...?</li> <li>When did you feel most ... about...?</li> <li>At what point did you start to feel...?</li> </ul>	<p><b>'Author intention'</b> This might come partly under the category of 'speculative' - what the author could have written, or it might be part of 'effect' - how the author has created an effect (possibly intentionally.)</p> <ul style="list-style-type: none"> <li>What do you suspect...?</li> <li>What do you think is likely to...?</li> <li>How do you think we are meant to...?</li> <li>Do you think the writer has a plan for...?</li> <li>How might we be supposed to react when...?</li> <li>What do you think the writer wants us to...?</li> <li>What do you suspect the writer is doing when...?</li> <li>What might that word be meant to...?</li> </ul>	<p><b>Contextual</b> Every piece of literature comes from a time and place. The person reading or spectating will not be in exactly the same time and place. Many responses and critical ideas and thoughts go on because of this 'gap'.</p> <ul style="list-style-type: none"> <li>How do you think we might read this differently from...?</li> <li>When this was written, what / how / who might...?</li> <li>What can we guess about where / when this is taking place?</li> <li>What do we need to know about ... in order to understand...?</li> <li>Is there anything we know now which...?</li> <li>Why do you think they felt / thought / believed...?</li> </ul>	<p><b>Representational or symbolic</b> Where we make comments about what we think something 'represents'. It might be about 'character', parts of landscape, the nature of the landscape, a feature in the landscape / cityscape, a single object that represents something more than itself, and so on.</p> <ul style="list-style-type: none"> <li>How do you think that might be important?</li> <li>What kind of... is...?</li> <li>Are they typical of any...?</li> <li>Could it stand for a...?</li> <li>What does that mean for...?</li> <li>Does that make us think of any...?</li> <li>Does anything symbolise...?</li> <li>Might it represent something else?</li> <li>What represents...?</li> <li>Could it be symbolic of something else?</li> </ul>

## Appendix 4: Reading Mastery Book Marks for Pupils

 <b>LOOK</b>	 <b>INFER</b>	 <b>THINK</b>	<b>Ongoing objectives</b>	
			<b>PERFORM</b>	<b>EVALUATE</b>
<ul style="list-style-type: none"> <li>• skim</li> <li>• scan</li> <li>• retrieve</li> <li>• understand</li> <li>• record</li> </ul>	<ul style="list-style-type: none"> <li>• draw inferences</li> <li>• deduce word meanings</li> <li>• justify with evidence</li> </ul>	<ul style="list-style-type: none"> <li>• predict and justify with evidence</li> <li>• explain and comment on the writers' use of language</li> <li>• structure and presentation</li> <li>• themes</li> <li>• overall impact on the reader</li> </ul>	Show understanding through: <ul style="list-style-type: none"> <li>• intonation,</li> <li>• tone,</li> <li>• volume</li> <li>• action</li> </ul> when learning and acting poems and plays	Discuss books read independently, and as a group, justifying your views with evidence

Appendix 5: Willerby Carr Lane Primary School - Handwriting Script

Willerby Carr Lane  
Handwriting

A a B b C c D d

E e F f G g H h

I i J j K k L l

M m N n O o P p

Q q R r S s T t

U u V v W w X x


Y y Z z

0 1 2 3 4

5 6 7 8 9

## Appendix 6: Marking Symbols

### Live Marking – during the lesson

Live Marking in the margin and in the text	
/	Space needed between words
//	Start a new sentence in a text, a new line in a poem, or a new paragraph
<del>line through</del>	Leave this bit out
~~~~~	Does this make sense?
^	Please add a word here
highlight in yellow	Please improve or correct
<u>underline</u>	Please fix this <u>spelling</u> mistake. Scaffold as appropriate. Amount of spellings corrected at teacher's discretion.
oe / f / m/ th	Specific letter formation error - circle incorrectly formed letter Write correctly in margin and expect a response.
✓	I really like this bit
	Formal reminder to a child after an initial reminder has been ignored (eg: one digit per square, use a ruler.) Expect to see immediate improvement.

### End Marking – after the lesson/ during assessed piece

Marking at the end of the text (may also use symbols used in Live Marking)	
sp	Check spelling in this line
P	Check for punctuation error in this line
g	Check for grammar error in this line
^	Check for missing words in this line
See me 😊 / See me ☹️	Discuss with teacher
T or TA	With help from Teacher or Teaching Assistant
Comment / 😊	At teacher's discretion
HP	House point

Other marking considerations	
Teacher's pen colour	Teacher's choice
Children's responses to feedback	At teacher's discretion
Children's corrections	Purple pen

## Appendix 7: Supporting Early Writers with SEN – Small Steps Progression in Writing

Step 1	<p>Using progression of sounds from Phase 2 (word lists in Phase 2 of Letters and Sounds)</p> <ul style="list-style-type: none"> <li>• s a t p</li> <li>• i n m d</li> <li>• g o c k</li> <li>• c k e u r</li> <li>• h b f ff l ll ss</li> </ul> <p>Phoneme frames – magnetic letters – building cvc words          Writing cvc words          Tricky words the to l no go</p>						
Step 2	<p>Tracing over dotty words/ captions/ sentences          Pencil control          Letter formation (check for the correct font)</p>						
Step 3	<p>Cut up words/ captions/ sentences-          Captions from Phase 4 Letters and Sounds-          Choose a simple sentence that the child could read e.g. cvc word          Child reads the words and builds up the sentences including the full-stop at the end          (Only use a capital letter if the child is familiar with it)</p>						
Step 4	<p>Writing cvc words as labels for a picture-          (find a good selection of pictures from reading books)</p>						
Step 5	<p>Writing a simple dictated phrase          e.g. a cat sat; tip and tap; a sad man; the pig ran etc</p>						
Step 6	<p>Filling in word(s) from a sentence starter using pictures as a clue</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">The.....is big/ red</td> <td style="width: 50%;">Go to the .....</td> </tr> <tr> <td>I/He/She/Mum/Dad can see a .....</td> <td>Look at the .....</td> </tr> <tr> <td>I went to the .....</td> <td>I like the .....</td> </tr> </table>	The.....is big/ red	Go to the .....	I/He/She/Mum/Dad can see a .....	Look at the .....	I went to the .....	I like the .....
The.....is big/ red	Go to the .....						
I/He/She/Mum/Dad can see a .....	Look at the .....						
I went to the .....	I like the .....						
Step 7	<p>Writing simple dictated sentences e.g. The cat sat on the mat-          It may be that the TA has to sound out each word slowly as remembering a complete sentence may be an issue.          Also use the child's reading book to reinforce familiar words          Reinforce capital letters and full-stops but not a necessity at this stage</p>						
Step 8	<p>Writing simple dictated sentences where the child has to remember the sentence independently-</p>						
Step 9	<p>A Simple dictated sentence followed by an independent sentence.          Child to be encouraged to</p> <ul style="list-style-type: none"> <li>• Think it, say it, write it and read it</li> </ul> <p>Encourage short sentences</p>						