



English Policy

Agreed January 2021
To Be Reviewed January 2024

English Policy

OUR VISION

At Castle Hill Infant School we aim to give our pupils a high quality education in English which will give them a foundation to speak and write fluently. We aim for all pupils to communicate their ideas and emotions to others with confidence and for them to use their reading and listening skills so that others may communicate effectively with them. We aim for our pupils to read widely and often, for both pleasure and information, enabling pupils to acquire knowledge and build on what they already know.

OBJECTIVES (from National Curriculum)

Speaking and Listening:

Children will be taught to....

- Listen and respond appropriately to adults and their peers
- Use relevant strategies to build their vocabulary
- Use spoken Language to develop understanding through speculating, imagining and exploring ideas
- Speak audibly and fluently with an increased command of Standard English
- Gain, maintain and monitor the interest of the listener

This will be taught through Speaking and Listening activities planning into all areas of learning.

The Learning Environment/Links to Computing

Every class has a reading area that invites children to come and read a variety of fiction and non-fiction texts. Each class also has a class Bible in line with our Christian ethos. Every class will also have a range of books available to pupils that link to the current topic in class. Across the school, a respect for books is fostered and modelled by all staff.

As well as reading areas in each classroom, the children are exposed to a rich environment of both handwritten and printed text, signs, labels, books, key words, displays and role play that all give opportunities for reading.

ICT is readily available in the classroom to support reading; including the use of laptops, Notebooks and interactive whiteboards. ICT is available for children to access digitally written materials to support their learning in all curriculum areas.

Assessment/Reporting to parents

Formative and Summative assessments in reading are carried out throughout the year.

Short term (during the lesson) assessments are informal and enables the teacher to adjust future lessons. These are recorded on the guided reading/individual assessment sheets and tracked using the National Curriculum, EYFS and Hampshire Model objectives. When a child has demonstrated that they are ready to move onto the next book band colour (by achieving all the objectives for that colour) teachers will assess the child to ensure that they are ready for the next level.

At Castle Hill Infant School we use the EYFS and Hampshire Milestone Assessment Model (objectives shown below) to track progress and at the end of each phase (Phase 1 September-November, Phase 2 November-February, Phase 3 February-April, Phase 4 April-July) we assess whether the children are meeting the criteria to

be at ARE (Age Related Expectations), exceeding ARE, 'close to' ARE or below ARE.

Year 1 and 2 also refer to the End of KS1 Interim Assessment and use the End of KS1 tests.

Year 1 children participate in the National Phonics Screening Check which assesses their reading of phonics using real and alien (nonsense) words.

Year 1								
READING								
Year 1	Word Reading	Comprehension Clarify	Comprehension Monitor and Summarise	Comprehension Select and Retrieve	Comprehension Respond and Explain	Inference	Language for Effect	Themes and Conventions
Phase 1	<ul style="list-style-type: none"> Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes that have been taught Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught Read common exception words that have been taught, noting unusual correspondences between spelling and sound and where these occur in the word Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words 	<ul style="list-style-type: none"> Understand both the books they can already read accurately and fluently, and those they listen to 	<ul style="list-style-type: none"> Check that the text makes sense to them as they read and correcting inaccurate reading 	<ul style="list-style-type: none"> Participate in discussion about what is read to them, taking turns and listening to what others say 	<ul style="list-style-type: none"> Develop pleasure in reading, motivation to read, vocabulary and understanding by being encouraged to link what they read or hear read to their own experiences Ask questions and express opinions about main events and characters in stories 	<ul style="list-style-type: none"> Predict what might happen on the basis of what has been read so far 	<ul style="list-style-type: none"> Recognise and join in with predictable phrases 	<ul style="list-style-type: none"> Become very familiar with key stories, fairy stories and traditional tales Begin to appreciate rhymes and poems, and to recite some by heart Discuss the significance of the title and events Understand and use terms such as story, fairy story, rhyme, poem, cover, title, author
Phase 2	<ul style="list-style-type: none"> Re-read books to build up their fluency and confidence in word reading Read other words of more than one syllable that contain taught GPCs Read words containing taught GPCs and -s, -es, -ing, -ed, -er, and -est endings 	<ul style="list-style-type: none"> Develop understanding ... by drawing on what they already know or on background information and vocabulary provided by the teacher Can seek out books around a simple theme or topic 	<ul style="list-style-type: none"> Recall the main points of a narrative in the correct sequence 		<ul style="list-style-type: none"> Explain clearly their understanding of what is read to them 	<ul style="list-style-type: none"> Make inferences on the basis of what is being said and done 	<ul style="list-style-type: none"> Identify how repetitive patterns, words and phrases aid their enjoyment of the text 	<ul style="list-style-type: none"> Become very familiar with key stories, fairy stories and traditional tales, retelling them Understand the difference between fiction and non-fiction
Phase 3	<ul style="list-style-type: none"> Read words with contractions (for example, 'm, 'll, we'll) and understand that the apostrophe represents the omitted letter(s) 	<ul style="list-style-type: none"> Discuss word meanings, linking new meanings to those already known 		<ul style="list-style-type: none"> Find key points in a story or some key facts from an information text 	<ul style="list-style-type: none"> Talk about significant features of layout, e.g., enlarged text, bold, italic, etc. 		<ul style="list-style-type: none"> Read aloud their own writing clearly enough to be heard by their peers and the teacher (from writing national curriculum) 	<ul style="list-style-type: none"> Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics

Year 2	READING		
	Word Reading	Comprehension	
<p>Ongoing, in-school provision and approaches</p> <ul style="list-style-type: none"> Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation Re-read these books to build up their fluency and confidence in word reading 	<ul style="list-style-type: none"> Develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear 		
Phase 1	<ul style="list-style-type: none"> Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes Read accurately words of two or more syllables that contain the same graphemes as above Read words containing common suffixes Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered <ul style="list-style-type: none"> Read most words at an instructional level, i.e. 93-95 per cent of words read quickly and accurately, without overt sounding and blending, when they have been frequently encountered Use the grammar of a sentence to decipher new or unfamiliar words 	<ul style="list-style-type: none"> Develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> Discussing the sequence of events in books and how items of information are related <ul style="list-style-type: none"> Identify and discuss the main events or key points in a text Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales <ul style="list-style-type: none"> Retell a story clearly and with appropriate detail Identify key themes and discuss reasons for events in stories Reading non-fiction books that are structured in different ways <ul style="list-style-type: none"> Understand how to use alphabetically ordered texts to retrieve information Recognising simple recurring literary language in stories and poetry <ul style="list-style-type: none"> Identify rhyming and alliterative words Discussing and clarifying the meanings of words, linking new meanings to known vocabulary Discussing favourite words and phrases <ul style="list-style-type: none"> Begin to understand the effects of different words and phrases, e.g. to create humour, images and atmosphere Understand both the books they can already read accurately and fluently and those they listen to by: <ul style="list-style-type: none"> Drawing on what they already know or on background information and vocabulary provided by the teacher <ul style="list-style-type: none"> Make simple predictions, linking to own experience Checking that the text makes sense to them as they read and correcting inaccurate reading Answering and asking questions <ul style="list-style-type: none"> Extract information from the text and discuss orally with reference to the text Make simple inferences about characters' thoughts and feelings and reasons for actions Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say <ul style="list-style-type: none"> Make predictions about expectations of a text by skim reading titles, contents, illustrations <ul style="list-style-type: none"> Identify how features are linked to purpose, e.g. why characters and settings in stories are described Make predictions using experience of reading books in the same genre, by the same author or based on similar themes Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves <ul style="list-style-type: none"> Make comparisons between books, noting similarities, differences and preferences between: <ul style="list-style-type: none"> Narrative sequences Characters Setting 	
Phase 2	<p>This section would contain the school's expectations of GPCs to be read accurately</p>	<ul style="list-style-type: none"> Develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> Discussing the sequence of events in books and how items of information are related <ul style="list-style-type: none"> Identify or provide own synonyms for specific words within the text Reading non-fiction books that are structured in different ways <ul style="list-style-type: none"> Use bibliographic knowledge to help retrieve specific information Discussing favourite words and phrases <ul style="list-style-type: none"> Begin to understand the effects of different words and phrases, e.g. to create humour, images and atmosphere Understand both the books they can already read accurately and fluently and those they listen to by: <ul style="list-style-type: none"> making inferences on the basis of what is being said and done <ul style="list-style-type: none"> predicting what might happen on the basis of what has been read so far Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say <ul style="list-style-type: none"> Identify how features are linked to purpose, e.g. why an information text has subheadings Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves <ul style="list-style-type: none"> Make comparisons between books, noting similarities, differences and preferences between: <ul style="list-style-type: none"> Layout Features Setting identify cause and effect in narrative and non-fiction, e.g. character motivation; why certain information has been included 	
Phase 3	<p>This section would contain the school's expectations of GPCs to be read accurately</p>	<ul style="list-style-type: none"> Develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> Discussing favourite words and phrases <ul style="list-style-type: none"> Identify how vocabulary choice affects meaning, identifying or providing own synonyms for specific words within the text Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say <ul style="list-style-type: none"> Make predictions using experience of reading books in the same genre, by the same author or based on similar themes 	

Special Educational Needs and Disabilities (SEND)

Children with special educational needs are encouraged to take full part in reading sessions, both inside and outside English/reading sessions. Across KS1 we assess the children with a focus on SEND children using the Hodder Reading Assessment which helps teachers to track the progress being made. All pupils with special educational needs will follow the same educational curriculum as their peers, differentiated to meet their individual needs. Pupils, who need it, participate in individual and small group programmes/interventions (such as Paired Reading/Precision) based on their provision maps / PLPs, care is taken not to disadvantage pupils by this.

Writing Policy

At Castle Hill Infant School we believe that being able to write coherently not only enables pupils to communicate effectively, but also allows them to experience the joy of crafting their own individual stories, poetry and articles that express their points of view clearly.

It is important that pupils learn to write independently from an early stage and this is initially encouraged though emergent writing within the EYFS. During Key Stage 1

the teaching of phonics, spelling and handwriting complements this process and is used systematically to support writing and to build up accuracy and speed.

We know that for pupils to become successful writers they need to:

- experience a wide range of written texts, which is the primary source of knowledge about the written word and how it 'sounds'
- orally tell and retell stories and other texts
- experience both shared and guided writing, where the teacher focuses attention explicitly on the technicalities of writing
- regularly practise writing independently.

Therefore when planning English activities within the Integrated Curriculum we ensure that all pupils have access to these experiences. In order to ensure effective teaching of writing, teachers develop the curriculum around the needs of the pupils in each class (this may involve grouping by attainment). There are regular planned opportunities for: talk for writing, planning writing, modelled writing, shared writing, supported composition and guided writing.

At Castle Hill Infant School we recognise the importance of being able to communicate orally and to understand what others are saying. We will teach pupils to use language precisely and coherently. This involves giving pupils opportunities to experience a rich language environment to develop their skills in expressing themselves, and to speak and listen in a range of situations.

They should be able to listen to others, and to respond and build on their ideas and views constructively.

Pupils are given opportunities to participate orally in groups and in the whole class, including:

- using talk to develop and clarify ideas;
- identifying the main points to arise from a discussion;
- listening for a specific purpose; discussion and evaluation.

Pupils are also given opportunities to speak in front of a wider audience during assemblies and Christmas/summer productions.

Planning Writing

We value the importance of allowing children to plan their writing before they begin. This enables them to focus more on the transcription elements of the writing process, rather than having to also think about the composition of the whole piece as they go along. Children at Castle Hill Infant School use a variety of Thinking Maps such as a 'flow map' and a 'tree map' to help plan and organise ideas.

Modelled Writing or Writing Aloud

In modelled writing, teachers share their thinking as they compose a piece of writing in front of students, helping make the writing process visible and concrete. The important point is that the teacher makes his or her thought process visible to students as he or she proceeds through the writing process. In this way the teacher is able to explicitly demonstrate the writing process and directly teach key writing skills and concepts.

Shared Writing

In shared writing, the teacher and students compose text together, with both contributing their thoughts and ideas to the process, while the teacher acts as scribe, writing the text as it is composed. The purpose of shared writing is to model the thought process involved in writing and allow students to engage in and focus on the process. The teacher, acting as scribe, frees students from that aspect of the writing process so that they can focus exclusively on the thinking involved in writing. Shared writing is also a powerful method for direct teaching of key skills and concepts needed in the writing process.

Supported Composition

This strategy can be used after Modelled writing or shared writing, or both, to give children an opportunity to write in a very structured context before they 'have a go' independently. They may compose the next sentence on whiteboards and then check it makes sense or discuss the next sentence with their talk partner.

Guided Writing

Guided writing is when the teacher works with a focus group in the classroom, a 'mini lesson' within the lesson, providing an additional supported step towards independent writing. It focuses on specific learning objectives with a group of children to help move their learning on and accelerate progress.

At Castle Hill Infant School we also use the Hampshire Model to guide our planning, inform our assessment and ensure the coverage of skills.

Year 1

Year 1	WRITING					
	Transcription	Handwriting	Composition: Composition and Effect	Composition: Text Structure and Organisation	Composition: Sentence Structure	Vocabulary, grammar and punctuation
Phase 1	<ul style="list-style-type: none"> Spell words containing each of the 40+ phonemes already taught Spell common exception words that have been taught Name the letters of the alphabet in order Use letter names to distinguish between alternative spellings of the same sound Use -gg and -gd, where no change is needed in the spelling of root words 	<ul style="list-style-type: none"> Sit correctly at a table, holding a pencil comfortably and correctly Begin to form lower-case letters in the correct direction, starting and finishing in the right place Form capital letters Form digits 0-9 Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and practise these. 	<ul style="list-style-type: none"> Say out loud what they are going to write about Discuss what they have written with the teacher or other pupils Use simple word choice that helps to convey information and ideas, e.g. story or topic related vocabulary 	<ul style="list-style-type: none"> Has an awareness that ideas can be organised into a sequence 	<ul style="list-style-type: none"> Compose a sentence orally before writing it Write a simple sentence starting with a personal pronoun Write a simple sentence starting with a noun/proper noun 	<ul style="list-style-type: none"> Leave spaces between words Use capital letter for names Use capital letter for the personal pronoun 'I' Begin to punctuate sentences using a capital letter and a full stop Join words using 'and'
Phase 2	<ul style="list-style-type: none"> Spell the days of the week Use the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs Begin to spell words using contracted forms 		<ul style="list-style-type: none"> Select basic ideas and content linked to the purpose of a task Re-read what they have written to check that it makes sense 	<ul style="list-style-type: none"> Sequence sentences to form short narratives 	<ul style="list-style-type: none"> Write a simple sentence with straight forward subject/verb agreement 	<ul style="list-style-type: none"> Begin to punctuate sentences using a question mark Join clauses using 'and' Use a capital letter for days of the week
Phase 3	<ul style="list-style-type: none"> Can use the prefix un- Can add prefixes and suffixes using -gg and -gd where no change is needed in the spelling of root words Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far 		<ul style="list-style-type: none"> Use simple prepositions 	<ul style="list-style-type: none"> Begin to organise ideas/events using simple time related words, numbers, ordering of pictures/captions 	<ul style="list-style-type: none"> Write reliably formed simple and compound sentences 	<ul style="list-style-type: none"> Begin to punctuate sentences using an exclamation mark Use simple noun phrases (adjective + noun) Can use the following terminology from Appendix 2 to discuss their writing: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark

Year 2

Year 2	WRITING					
	Transcription	Handwriting	Composition: Composition and Effect	Composition: Text Structure and Organisation	Composition: Sentence Structure	Vocabulary, grammar and punctuation
Phase 1	<ul style="list-style-type: none"> Spell by segmenting spoken words into phonemes and represent these by graphemes, spelling many correctly Spell by learning new ways of spelling phonemes for which one or more spellings are already known Spell common homophones Spell common exception words taught so far Add suffixes to spell longer words, including -ly 	<ul style="list-style-type: none"> Form lower-case letters of the correct size relative to one another Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters Use spacing between words that reflects the size of the letters 	<ul style="list-style-type: none"> Consider what they are going to write before beginning by planning or saying out loud what they are going to write about When planning, write down ideas and/or key words, including new vocabulary Make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils Re-read to check that writing makes sense e.g. verb tense 	<ul style="list-style-type: none"> Consider what they are going to write before beginning by encapsulating what they want to say, sentence by sentence Use brief opening and ending Appropriately sequences ideas 	<ul style="list-style-type: none"> Write questions (beginning with who? what? when? where? how? etc) Write statements 	<ul style="list-style-type: none"> Use capital letters, full stops, question marks and exclamation to demarcate sentences Use coordinating conjunctions (or/and/but) Write expanded noun phrases to describe and specify Use the present and past tenses correctly and consistently Use -ly to form adjectives into adverbs - slow/ slowly
Phase 2	<ul style="list-style-type: none"> Use the possessive apostrophe (singular) Add suffixes to spell longer words, including -ly, -less (to create adjectives) Spell more words with contracted forms Distinguish between homophones and near-homophones 	<ul style="list-style-type: none"> Use some of the diagonal and horizontal strokes needed to join letters, when adjacent to one another, are best left unjoined 	<ul style="list-style-type: none"> Proof-read to check for errors in spelling, grammar and punctuation Selection of relevant content shows an awareness of purpose and an emerging awareness of their audience Use adventurous vocabulary appropriate to task 	<ul style="list-style-type: none"> Link related sentences through the use of pronouns and adverbials where appropriate 	<ul style="list-style-type: none"> Write exclamatory sentences starting with 'what' or 'how'. Write commands using the imperative form of a verb 	<ul style="list-style-type: none"> Use subordinating conjunctions (when/ if /that /because) Use commas to separate items in a list Use apostrophes to mark where letters are missing in spelling Use the suffixes -er, -est, in adjectives
Phase 3	<ul style="list-style-type: none"> Add suffixes to spell longer words -ough, -ness Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far 		<ul style="list-style-type: none"> Use a range of prepositions (behind, before, above, along) 		<ul style="list-style-type: none"> Use sentences with different forms: statement, question, exclamation, command 	<ul style="list-style-type: none"> Use the progressive form correctly and consistently e.g. he was shouting. Use apostrophes to mark singular possession in nouns Form nouns using suffixes -ness, -gg and by compounding e.g. whiteboard, superman Use and understand the grammatical terminology in English Appendix 2 in discussing their writing: noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense, apostrophe, comma

Handwriting

At Castle Hill Infant School we believe that legible, economical handwriting is an essential tool that facilitates the entire manual writing activities children and adults undertake. We aim to teach the children to write in a style that enables the letters to be joined up easily. If they find the physical act of scribing achievable and comfortable, they will be likely to develop into confident, effective writers.

Aims

- To enable children to write in a style which enables letters to be joined easily.
- To teach children to write in a way that is legible and fluent.

National Guidance:

'Development Matters' states that children should:

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases
- Write recognisable letters, most of which are correctly formed
- The National Curriculum at Key Stage One states that in order to develop a legible style, pupils should be taught:
- How to hold a pencil/pen.
- To start and finish letters correctly.
- To form letters of regular size and shape.
- To put regular spaces between letters and words.
- How to form lower and upper case letters.
- How to join letters.

Our Handwriting Style

As a school we have decided to follow the Kinetic letters handwriting scheme. The scheme not only develops letter formation but also body strength through exercises and body positions and pencil grip

Progression of Skills

Jumper letters

h,n,m,r,b,p

Fisher family

j,g,f,y

Window cleaner

l,t,i,u

Abracadabra

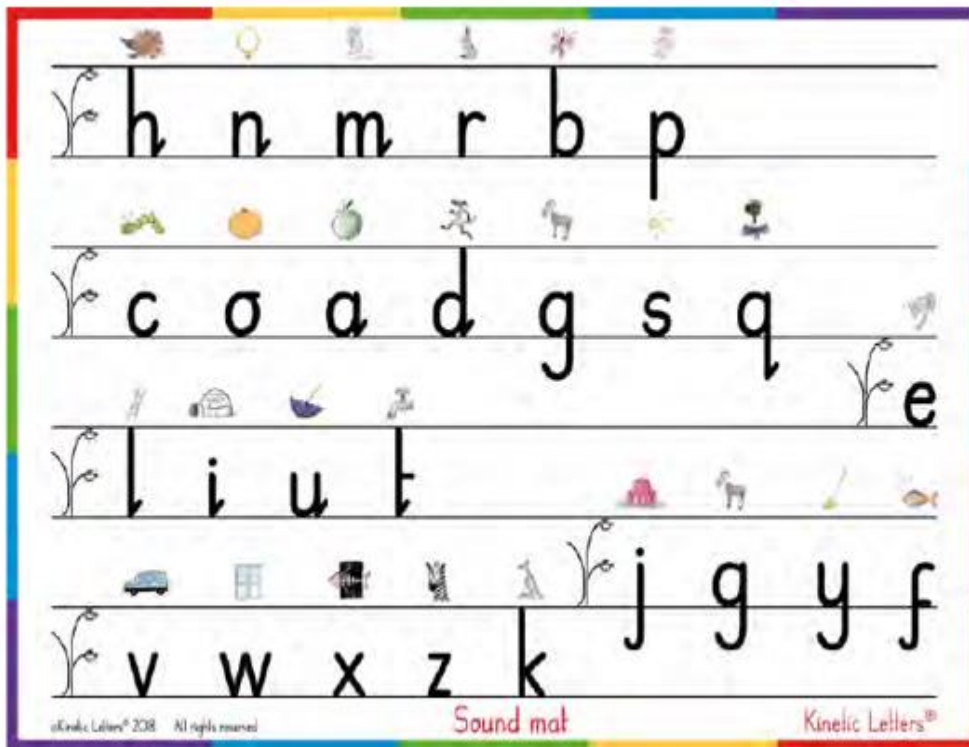
c,a,o,d,g,s,q

Special squirter

e

Sliders

v,w,x,z,k



Handwriting is taught through a dedicated fifteen minute session each day and skills are reinforced throughout phonics and the curriculum. Each day, teachers model a skill and children rehearse this skill. Our 'Progression in handwriting skills' document supports teachers with developing handwriting skills with their class.

In Early years and year One, children rehearse basic letter formation and they are taught the skill of finishing letters with a flick. They are also taught to snuggle the letters together ready for joining.

In Year Two, children rehearse letter formation and begin to join through a bespoke and progressive program.

Left-handed children

- These children are noted and given guidance to ease the process of writing, by the implementation of these strategies:
- They are sat on the left of right-handed children so their arms do not clash;
- Their paper is tilted clockwise so they can see what they have written;
- To avoid smudging their work, they are encouraged to position their fingers about 1.5cm away from the end of the writing implement.

The Learning Environment

We provide an environment which is conducive to good writing by ensuring that tables and chairs of a suitable size and height are available for the children's use; that there is adequate space and good lighting (natural light is preferable); that the

atmosphere is calm and purposeful; and materials are accessible, suitable and varied, and of good quality.

Children are introduced to a variety of writing tools and equipment as they progress through the school; pencils, felt pens, handwriting pens, biros, chalk, crayons and paper of different colours, shapes, textures and types. Children are provided with writing boxes during Sparkle Time and can complete their own writing. Each classroom is equipped with a variety of materials and writing tools, to encourage and motivate children to write for their own pleasure and enjoyment and to give them opportunity to practise handwriting skills.

Teaching Strategies

Early Years

In the EYFS we prepare the children for the fine motor skills required for good handwriting in practical and appropriate ways. We believe that children who have experienced the multi-sensory approach to learning letter shapes are less likely to develop bad writing habits. During physical development activities such as Write Dance, which enhance gross motor control, we consolidate the vocabulary of movement by describing the children's actions, and we explore shape and direction using the whole body. We specifically aim to develop letter shapes through sky writing, and by making patterns in the air and on children's backs.

We focus on patterns, which build on the three basic letter shapes: **I**, for example the long ladder; **C**, for example the curly caterpillar; **r**, for example the one-armed robot.

We include patterns that move across the body from left to right, we talk about the movements we make in patterns and we draw patterns in time to music. We give the children opportunities to practise letter shapes by drawing in the sand and by using large brushes for painting with paint on paper, and with water on the playground.

We encourage children to improve their fine motor control through 'Funky Fingers' activities, which involve small-scale movements, such as pegboards, sewing and weaving, chopping and peeling, finger rhymes, counting fingers, structured sand and water play involving sieving and pouring, clay and finger-paints. Alongside this children trace, copy and practise patterns of circles, vertical, horizontal and leaning lines and wavy lines.

As children discover their preferred hand for holding a pencil, thick and thin pencils are available for their use and they are given help with their pencil hold, if necessary, to ensure the correct and comfortable grip.

In Reception the children are given a name card in the Kinetic Letters style and encouraged to practise this, as an introduction to joined up writing.

As the children are introduced to letter shapes, they learn them alongside the letter sound, making use of the kinaesthetic channel to help them internalise the letter shapes that go with the sounds.

Year One

The children have daily fifteen minute handwriting lessons. Many of the physical activities from Early Years are continued in Year One. Pattern work develops to include flowing patterns and more intricate shapes and figures. Children at CHIS participate in daily handwriting sessions, using Kinetic Letter's whiteboards, and are taught to snuggle letters. Letter shapes are clearly modelled by the teacher, using Kinetic Letters language, and modelled how to use these letters in their own writing. Children are introduced to ascenders and descenders as 'brave' letters and 'scared' letters. The formation of capital letters is also taught.

Children's method of pencil hold is regularly checked so that a comfortable hold is maintained, and a commercial grip supplied if necessary, and their use monitored.

Year Two

The children continue to experience daily, fifteen minute handwriting lessons. Once again, many of the earlier techniques are employed where necessary, with children being taught in the spring term to join up their letters when writing. Increasing attention is paid to letter heights, ascenders, descenders, correct placement of capital letters, headings and general layout. The children experience writing on Kinetic Letter's handwriting paper, as well as the whiteboards, which aids their letter sizing as they transfer their writing into their exercise books.

Inclusion and Equal Opportunities

At Castle Hill Infant School we are committed to providing all children with an equal entitlement to Literacy activities and opportunities regardless of race, gender, culture or class.

We aim to meet the needs of all our children through differentiation in our provision through the use of a variety of approaches and tasks appropriate to ability levels. This will enable children with learning and/or physical difficulties to take an active part in learning writing and handwriting skills in order to achieve the goals they have been set. Some children will require closer supervision and more adult support to allow them to progress whilst more able children will be extended through differentiated activities. By being given enhancing and enriching activities, more able children will be able to progress to a higher level of skill appropriate to their abilities.

Involvement of parents

We encourage parents to support their children with their letter formation by using the same style as stated in this policy. Parents are always welcome to come in and discuss further strategies for supporting their children with writing at home with their child's class teacher. Letter formation help is available on our website. We believe that children learn best when partnerships between school and home are strong.