



**Branscombe CE Primary School, Broadhembury CE Primary School,
Farway CE Primary School and
Woodbury Salterton CE Primary School**

Reading Curriculum

Intent

In the Jubilee with Pebblebed Federation, we believe that words are the building blocks of learning. Language is the means by which children are able to express who they are and influence those around them, thereby fulfilling the school visions of 'Be who God meant you to be and you will set the world on fire' (Jubilee Hub vision) and 'Inspiring One Another to Live Life in all its Fulness' (Pebblebed Hub vision). It is our intent therefore, to provide children with an inspirational English curriculum that will create a thirst for the development of vocabulary. This in turn will lead to an ability to communicate effectively across all areas of the curriculum, both orally and when writing, whilst developing reading skills to increase independence.

We recognise the importance of nurturing a culture where children take pride in their written work, where they can write clearly and accurately and adapt their language and writing style for a range of contexts. Therefore, we deliver a cross-curricular approach to the teaching of Literacy, engaging children by teaching from high-quality texts in many genres which are, wherever possible, linked to their learning in other areas of the curriculum.

Children are able to experience real examples of writing: they are introduced to a range of local authors, as well as those from different countries and cultures.

By understanding our children, their interests and their experiences, we are able to seek out exciting opportunities which allow for the development of writing for all. Children are encouraged to read and write for a range of practical purposes and audiences, while developing enjoyment in reading and writing for their own sake and as a means to develop their creativity, through the expression of their ideas, knowledge and opinions.

A reader from the Jubilee with Pebblebed Federation will:

- Develop a habit of reading regularly.
- Read texts that are closely matched to their learning of Phonics, especially in the early stages of reading.

- Develop skills of clarifying, summarising, inference, prediction, retrieval and evaluation from their earliest experiences of reading.
- Have access to a wide range of books and opportunities to choose books to develop a love of reading.
- Have books read to them on a daily basis as well as reading themselves, independently and alongside others.
- Read relevant material at a suitable level across the curriculum and thereby be taught the crucial importance of reading as both a learning skill and a life skill.
- Be encouraged to view reading as a valuable tool for developing as an individual and learning about the world in which they live.
- Learn to explore the world beyond their immediate horizons through reading about the lives and experiences of others as well as exploring imaginary and historical worlds.
- Engage with the texts they read in a range of ways such as: asking and answering questions, participating in 'book talk' with others, writing book reviews and character studies, annotating and analysing texts in detail and engaging in research using a range of sources.

Our English curriculum is based around the National Curriculum. We believe that a quality English curriculum should develop children's love of reading, writing and discussion. We aim to instil in the children the importance of reading and inspire a habit and passion for reading widely and often. We recognise the importance of nurturing a culture where children take pride in their writing, can write clearly and accurately and adapt their language and style for a range of contexts. We want children to have an understanding that writing has a real purpose and that word choice and style can bring about change. We want to inspire all children to be confident in the art of speaking and listening. We believe that children need to develop a secure knowledge-base in English, which follows a clear pathway of progression as they advance from Nursery to Year 6. We believe that a secure basis in English skills is crucial to a high quality education and will give our children the tools they need to thrive in Key Stage 3 and beyond.

Rationale

We believe that teaching the children:-

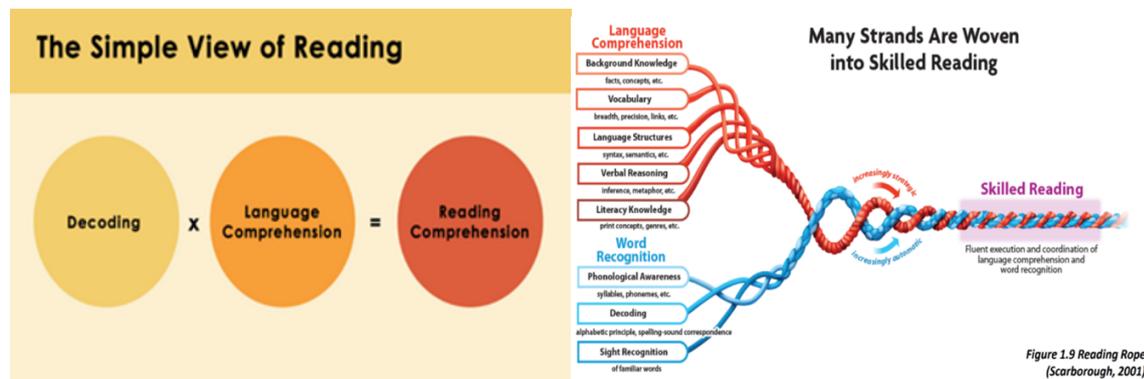
- to read proficiently
- to read fluently
- to exercise choice
- to have a positive attitude to reading
- to have a love of reading

are some of our most important duties as a school. We aim to grow a love of reading for pleasure in our children (both in and out of school) as we recognise the importance of reading to their independent learning, further success and well-being. Our reading curriculum is accessible for all regardless of gender, race or religion; accessible for all

learners including children with additional needs. We have a range of tools and techniques used to support and enhance the teaching of reading, including the use of IT, drama and debate. From Year 2 upwards, whilst our approach is around using one core whole class text, some pupils may not be able to access this and will require differentiated texts to ensure full engagement. We consider how we adapt our teaching for individual learners on a daily basis and this is recorded in their work books. Our consistent whole school approach to the teaching of reading ensures that we close any gaps and enable the highest possible number of children to attain well.

Ethos and Reading Culture

The staff within our federation have considered the Scarborough Reading Rope. This theory provides a simple view of reading, which highlights that, in order to achieve the ability to be a skilled reader, and have good comprehension, many strands of decoding and language comprehension need to be specifically taught and practised.



The Reading Rope aligns with the National Curriculum programmes of study for reading which, for Key Stages 1 and 2 consists of two dimensions:

- word reading
- comprehension (both listening and reading).

It is essential that teaching focuses on developing pupils' competence in both dimensions; different kinds of teaching are needed for each.

Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics should be emphasised in the early teaching of reading to beginners (i.e. unskilled readers) when they start school.

Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through

pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world they live in, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure house of wonder and joy for curious young minds.

It is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education.

Within our federation we support this in many ways

- Phonics lessons using the Phonics Bug scheme exclusively.
- Decodable books for every EYFS/KS1 child to take home and read in school to an adult, based on phonemes learnt in phonics lessons and their phonics assessment.
- Reading lessons to develop both skills in line with the Scarborough Rope theory and using the Literacy Shed Resource with VIPERS approach.
- Reading interventions for those pupils who need additional support to become confident readers.
- A Reading Spine for an aspirational list of books children will encounter whilst at primary school.
- Class reads using a variety of books – often from the reading spine.
- Opportunities for children to read widely and develop their own reading interests with guidance from staff, who model a love of reading.
- A well stocked library and regular use of the Devon School Library Service for support in a variety of ways.
- Opportunities for children to read aloud and gain a confidence in reading for an audience e.g. Silver Stories, reading in Church.

Prioritising Reading and creating a Positive Reading Culture

A wide 'diet' of reading is provided for our children, including daily phonics lessons for Nursery to Year 2, a daily carousel of guided reading and other reading activities, shared reading and reading interventions to support all pupils to become confident readers. We have trained a number of teaching assistants to run the NELI (Nuffield Early Intervention Programme) to support small groups of pupils who require an additional programme to develop children's language and early literacy skills. For pupils in KS2 we use Reading Inference interventions and we also implement the Reading Fluency Project. This is an 8 week programme for a group of approximately 6 pupils, with 2 teacher led guided reading sessions a week. The YARC (York

Assessment of Reading for Comprehension) is used for pre and post intervention assessment.

We consider storytelling and the sharing of stories to be the keystone to developing the enjoyment of reading as well as modelling fluent reading and comprehension skills. We therefore plan in a shared reading experience each day from Nursery to Year 6, as well as arranging special events such as story tellers and author visits. Every class shares a book at the end of each day. This is often one chosen from our reading spine. We encourage all adults in the school to support this shared reading time and pupils particularly enjoy the time when our sports coaches lead shared reading time.

'Children who read plenty of memorable stories avidly and repetitively, or are read a regular bedtime story, will implicitly internalise language patterns. Many of these children have the skill to draw on this resource for their own writing.' (Corbett 2013)

'Reading aloud to children is essential in helping them to become readers.' (Chambers 2011)

Federation leaders prioritise reading and have invested in the leadership of this subject:

- Creating an English Team to develop reading provision: including the Executive Headteacher, two Heads of Learning and two experienced teachers
- Encouraging one member of the English Team to register for the NPQLL and one of the Heads of Learning to attend an English Hub 'Reading Culture' series of CPD.
- Registering for English Hub support across the federation and sharing good practice amongst the staff team.
- Investing heavily in new books, reading resources and the Devon Library Service to support the enjoyment and enthusiasm of KS2 readers in particular.
- Children having time daily to read books and reading material that they want to read.
- Investing heavily in our school libraries to ensure our children have regular access to high quality literature and up to date books – this is supported by the Devon Library Service.
- Refreshing our library areas, following pupil survey feedback, in order for them to be more cosy, attractive and inviting.
- Ensuring phonics and reading is a thread that runs through the Federation Improvement Plan.
- A desire for the pupils across our federation to leave us with a thirst for knowledge and a love of literature and reading. We want our children to have a love of literature and understand how authors can inspire them in the future.

We also use the Devon School Library Service to run Reading Roundabout days to inspire pupils to read a wider range of authors' work.

- Creating a Reading Culture action plan as a staff team, to ensure ideas to promote reading are kept fresh and reviewed regularly.
- Celebrating National events like World Poetry Day and World Book Day. These days are always on our events calendar and help to foster the love of reading that we set out to instil in our children. We also hold termly 'Ready, Steady, Write' Days where pupils are immersed in a poem or text and then write a themed response.
- Ensuring Time is given across the school day to read independently in KS1 and KS2, to be heard read by a Teacher or Teaching Assistant and to do Guided Reading lessons daily in all year groups from EYFS to Year 6.

If this prioritisation has been successful then children will find authors and genres that they love and will choose to read for pleasure.

If you come into our schools, you will immediately see the importance of reading. It is the foundation of so much learning and so has an appropriately high status in every aspect of school life. Across the federation you will see many of the following in place in the different schools:

- Children regularly reading with the teacher or teaching assistant.
- Access to an enticing book corner throughout the day, which the children have had an input in designing, to enable them to read/access books independently.
- Children relaxing with a book, in cosy reading areas, with plenty of time to enjoy the experience – the time slots are not rushed and adults are enthusiastic to listen to some readers during these time periods.
- 'Shout about a book' sessions in place to encourage book choices and establish knowledge of a range of authors and genres.
- Well maintained libraries with a regularly refreshed book stock and support from Devon School Library Service e.g. with Reading Roundabouts, Librarian training.
- Reading buddies so that KS1 and KS2 children share books with one another.
- Children using the library, supported by trained pupil librarians.
- Reading interventions taking place.
- High quality and interactive reading displays.
- Suggested books included on monthly newsletter to encourage pupils to read a range of genres and authors.
- Author of the month displays.
- Daily dashboard discussions to celebrate authors.
- Silver Stories phone calls where children read to a retired person each week.
- 'Accelerated Reader' of the week.

- Children reading books and then recommending that book to their friends, which is all part of our relentless drive to building a strong reading culture.

Within the classrooms, the reading displays showcase the reading culture we have developed in our schools and are expected to:

- Be refreshed at least half termly
- Be interactive
- Display books from our reading spine
- Be linked to children's interests or current class topics
- Highlight our Class 1 'Five Favourite Reads'
- Display children's and staff recommendations, comments and reviews
- Promote interesting vocabulary
- Generate book related conversation
- Make links to Ready, Steady, Write days
- Display images of authors and their books – regulated changed and updated
- Display book recommendations from the month's newsletter
- Display photos of special reading events e.g. author visits, storytellers
- Display favourite book characters
- Display front facing books so that pupils can choose more easily.

Criteria for resources

The resources used for our Phonics Teaching are all from the Pearson Phonics Bug Scheme – as our chosen Systematic, Synthetic, Phonics scheme. These include lesson plans, wall charts, flash cards, as well as physical and digital phonic reading books for the pupils.

The accompanying document (in Appendix 1), that explains our Rationale behind our Reading Curriculum, highlights the reasoning behind our text choices, both within our curriculum plan and our Reading Spine (Appendix 3). Our pupils are not expected to read all the books on the spine, rather they have, throughout their time within our federation, exposure to the texts. This could be through the teacher reading a class book or through studying a text within a unit of Literacy work. Within our choices we have been mindful of considering texts that represent the world we live in and the community we serve. We continue to try to ensure that there is diversity across the text range, which includes author, characters, setting and context. We consider the language style such as figurative/symbolic language, resistant texts, non-linear, the complexity of the narrative, traditional/archaic language. We also consider whether we have books reflecting our federation's Christian ethos and aspects of morality and spirituality. We have books that reflect a growth mindset. We also include books that consider wider world issues as well as those considering our locality, community and environmental concerns. We will continue to review our chosen texts to ensure that

our text choices and book stock demonstrate an ever increasing range of books that represent our diverse society.

In our reading curriculum there are books to 'support topics' – recommendations of fiction and non-fiction books for each termly class topic, therefore linking to the 'background knowledge' strand of the Reading Rope.

The texts we have chosen for our Reading Spine are selected to ensure that we have coverage across a full range of genres and themes within fiction and non-fiction. Texts fully represent the world we live in and the community we serve. We ensure there is diversity across the text range, which includes author, characters, setting and context. Where possible, we choose whole books and sometimes text extracts from high calibre authors, preferably with other texts that the children can then connect with.

Our Reading Curriculum (see website) is driven by high quality diverse texts and progressively builds knowledge, understanding and skills. Through careful mapping, we have ensured that we have strong links across all curriculum areas to ensure knowledge does not sit in isolation. Meaningful links with other subjects are made to strengthen connections, enable a deeper understanding of vocabulary and allow opportunities for our pupils to transfer knowledge and language across curriculum areas, thus enhancing communication, language and literacy across the curriculum. This is one of the essential elements of the Reading Rope.

We have carefully selected the texts that drive our English reading and writing units from Nursery to Year 6. They include a range of fiction, non-fiction and poetry. We have worked hard to guarantee that we have high quality texts as stimuli in our reading and writing units and across the curriculum. These culturally diverse texts and authors have been chosen to provide our pupils with exposure to a variety of cultures and experiences.

The Reading Journey through our Federation Schools

EYFS Book Corners

In the EYFS the children have a range of accessible picture books in their reading areas that are changed on a half termly basis. These areas are as enticing as possible and the children tell us that they love to visit their book corners and spend time looking through the books available. Children are encouraged to use the book corners and to talk to adults about what they are reading. They have access to a range of picture books, decodable books and fiction/non-fiction books at all times. They are encouraged to complete activities linked to our '5 favourite books' which have a high profile within the book corner. The areas include relevant books linked to the current topic as well as a book of the week taken from our reading spine. Some of the continuous provision activities link to books in the book corner. Interactive resources

linked to stories and books may be available within the provision as will interactive and regularly refreshed book displays.

Phonics

Across our federation we follow a cohesive whole school approach following the Phonics Bug Phonics DFE approved scheme. Synthetic phonics is a method of teaching reading and writing in which words are broken up into their smallest units of sound or 'phonemes'. Synthetic phonics builds continuously on prior learning (see our Phonics Strategy Document in Appendix 2).

Our staff, children and parents (through annual parent information workshops) are trained to use the same terminology, resources and language when talking about phonics. The children read books that follow exactly the same progression as the school's scheme. The books are fully decodable.

There are four key elements that children need to master in order to read and write fluently.

Rapid recall of Grapheme-Phoneme Correspondence (GPC)

Rapid recall of tricky/common exception words.

Efficient blending skills

Efficient segmenting skills

These four skills represent the cornerstones of phonics and are practised everyday within the Phonics Bug sessions to ensure that children make the expected progress. Children recall GPCs as a beginning task and previous tricky words before learning new GPCs and segmenting and blending in words and then writing. These areas are the basis of interventions for KS2 SEND pupils.

We begin teaching an understanding of sound and sound identification in Nursery and as children show readiness. Nursery children enjoy a fun and multi-sensory synthetic phonics method that gets them excited about reading and writing from an early age. They continue on their phonics journey throughout Reception, Year One and into Year Two, with the aim of leaving KS1 as fluent readers. They will also have a growing understanding of text meaning through their Bug Club Guided Reading sessions which take place daily. This will be further developed during Key Stage 2. Year 2 pupils continue with Phonics Bug until they are securely decoding then they move to Guided Reading sessions in a similar format to KS2 – using Literacy Shed and the VIPERS approach. Within these sessions, there is a clear focus on the skills and strategies our children need to become competent readers.

Daily and weekly phonics assessments take place as per the Phonics Bug scheme. Heads of Learning also monitor the development of phonics termly by reviewing the assessment data available. This means that children who are ready to move on make excellent progress. Year One children complete a phonics' screening check in June. This is another way for teachers to ensure that children are making sufficient progress with their phonics' skills, and that they are on track to become fluent readers who can enjoy reading for pleasure and for learning.

Pupils in EYFS and KS1 are given additional support, if required, to master their phonics through targeted interventions such as nurture groups for a phonics 'over learn' of the taught sound for that day and games being used as a pre-teach/warm up session. The NELI intervention supports 'Communication and Interaction' as well as 'Understanding of the World'. It allows contextual understanding too. NELI assessments are completed at the end of the Autumn term ready for starting the teaching programme in the Spring Term if required.

Pupils in KS2, who have gaps in their phonics, continue to be supported through timely and effective interventions and with decodable reading books for older pupils from the Bug Club scheme. They may join in with the KS1 programme if needed or use Phonics Bug resources for one to one support sessions with their class teacher or teaching assistant.

Guided Reading

Guided Reading is a key method used to support children to become fluent in decoding and confident with comprehension. It is a carefully structured session with clear learning objectives involving the application of new skills in context. It uses a partnership approach that includes direct teaching and is tailored to specific needs of individuals or groups. The texts used increase the reading challenge for the individuals and require the teacher to guide pupils through the text.

Reception and Year 1 Guided Reading Lessons

We follow Bug Club Guided Reading linked to the phonics' ability groups – beginning with books with no words to support EYFS.

Our sessions will:

- Walk through the book, where the children explore the title and blurb and are given the opportunity to predict and explore the images in the book.
- Address misconceptions within the text
- Discuss unfamiliar vocabulary
- Encourage a fluency in reading
- Encourage skimming to find keywords

- Create a conversation about the text
- Begin simple retrieval comprehension skills, where appropriate
- Apply phonics skills of segmenting and blending and overlearning of tricky words.

Children have guided reading in small groups based on a decodable book linked to their phonics lessons.

These lessons are based on early reading comprehension skills and reinforcing and application of phonemes taught in the phonics' lessons. They follow the Guided Reading texts and teaching of reading skills in a specified way from the Bug Club plans.

Guided Reading in Year 2 and KS2

From Year 2 upwards, children will be taught reading through a weekly Guided Weekly session for their age group, based on lessons set out in the Federation Reading Curriculum document using Literacy Shed Plus resources. The majority of children will be taught in their school year groups. These lessons will, across the year, include a balance of book studies and single texts from the Comprehension Plus resources. In each session, teachers will share a text with children from a particular year group, which may or may not have been pre-read before the session and discuss that text to ensure that children are reading for meaning.

Key Questions VIPERS

To support our teaching of the Language Comprehension strands of the Scarborough Reading Rope we use, within our Guided Reading sessions, the VIPERS Question Stems through the Literacy Shed inspired approach. They are as follows:

- **Vocabulary** -Draw upon knowledge of vocabulary in order to understand the text.
- **Infer** -Make inferences from the text.
- **Predict** - Predict what you think will happen based on the information that you have been given.
- **Explain** -Explain your preferences, thoughts and opinions about the text.
- **Retrieve** - Identify and explain the key features of fiction and nonfiction texts such as: characters, events, titles and information.
- **Sequence** - Sequence the key events in the story (KS1) or
- **Summarise** - Summarise the main ideas from more than one paragraph (KS2).

Teachers will use a range of VIPERS questions to stimulate and check understanding that children are able to accurately interpret and understand the text and to support

engagement with reading. Teaching may focus on one particular VIPERS skill and the reading curriculum document suggests an appropriate assessment focus for each lesson to ensure that there are opportunities across the term to develop and assess the full breadth of reading skills. In some lessons, the discussion might be largely oral but in other lessons, teachers will guide and support children in formulating written answers to question also. Teaching in Guided Reading lessons will include explicit teaching of reading fluency, including echo reading (children copying the teacher's intonation, prosody and expression) and repeated reading.

In Key Stage 2 classes, children in other year groups who are not engaged in directed Guided Reading activities with the teacher will be undertaking alternative reading activities, which may include independent, paired or group reading from a range of texts; using non-fiction books from the library service for topic-related research; pre-reading of Guided Reading texts or completing work in reading journals to demonstrate their understanding following a previous Guided Reading session.

The VIPERS approach to questioning is shared with parents so that, as they read with their child, they have age appropriate question prompts to help support the development of comprehension. Parent workshops about VIPERS are held, with examples being sent home.

Vocabulary	<ul style="list-style-type: none"> • What does the word mean in this sentence? • Find and copy a word which means. • What does this word or phrase tell you about • Which word in this section do you think is the most important? Why? • Which of the words best describes the character/setting/mood etc? • Can you think of any other words the author could have used to describe this? • Why do you think is repeated in this section?
Infer	<ul style="list-style-type: none"> • Why was..... feeling.....? • Why did happen? • Why did say • Can you explain why.....? • What do you think the author intended when they said.....? • How does make you feel?
Predict	<ul style="list-style-type: none"> • Look at the book cover/blurb – what do you think this book will be about? • What do you think will happen next? What makes you think this? • How does the choice of character or setting affect what will happen next? • What is happening? What do you think happened before? What do you think will happen after? What do you think?
Explain	<ul style="list-style-type: none"> • Who is your favourite character? Why? • Why do you think all the main characters are girls in this book? • Would you like to live in this setting? Why/why not? • Is there anything you would change about this story? • Do you like this text? What do you like about it?
Retrieve	<ul style="list-style-type: none"> • What kind of text is this? • Who did.....? Where did.....? • When did.....? • What happened when.....? • Why did happen? • How did? • How many.....? • What happened to.....?
Sequence (KS1)	<ul style="list-style-type: none"> • Can you number these events 1-5 in the order that they happened? • What happened after • What was the first thing that happened in the story? • Can you summarise in a sentence the opening/middle/end of the story? • In what order do these chapter headings come in the story?

Reading Books

When following the Phonics Bug and Bug Club scheme the reading books the pupils take home match their sounds being learnt or their reading stage.

Children who are still on our Phonics Bug scheme are assessed on the Phonics Bug assessment and move up a level on the scheme accordingly.

In KS2, children move up a level when teachers have assessed that they are fluent across a range of books within that level by hearing the child read individually and in guided reading sessions. Children in KS2 will continue to have access to a digital book shelf from Bug Club (until they have finished the programme), and teachers will be able to use comprehension question data from this to support their judgments too. During a reading conference pupils will be able to access the next level and discuss the text. Bug Club and/or Accelerated Reader assessments support this judgment.

Once the pupils have completed the reading scheme they are able to choose an appropriate book from our library stock. To support them with this, some of our schools use Accelerated Reader to guide pupils to choose a book with an appropriate ability range. In our schools without Accelerated Reader the School Library Service have supported us to colour band our library stock so that children are guided to make their library book choice.

KS2 pupils who are not yet reading at Age Related Expectation are heard read at least 3 times a week – once by a teacher and on other days the teaching assistant provides communication for the teacher. KS2 children who are reading at Age Related Expectation are heard read weekly. During every 5th read the teacher holds a reading conference with the pupil. This is an opportunity for the teacher to discuss each child's book choices, different authors and genres and make some suggestions to widen their reading material.

Reading Assessments

There are National Assessments in Year 1, Year 2 (phonics resit) and Year 6.

In Year 1 pupils sit a statutory [phonics assessment](#) to identify which phonic patterns a child can recognise and read.

The Year 2 SATS are no longer statutory. The class teacher may choose to still do these to support their end of year assessments of reading for each pupil. Year 2 pupils may be required to resit the phonics Assessment from year 1.

In Key Stage 2 in year 6, aged 11, each child will sit nationally reported SATs tests. These SATs tests are more formal and consist of timed papers in Reading, Writing, Spelling, Grammar and Punctuation and Maths. The papers (with the exception of writing which is marked and moderated in school) are sent away for marking and the results are known before children leave primary school in July.

In addition to statutory tests, pupils in Reception to Year 6 will be formally assessed each term using standardised PIRA tests produced by Hodder. The results are tracked against Fischer Family Trust targets and help teachers assess children's progress.

Alongside these summative termly assessments, we use on-going teacher assessment to get the most accurate picture of the child's reading level and potential. For phonics we use the Phonics Bug weekly assessment documents, as well as other phonics phase assessments from the scheme. Practice Phonics Screen tests are also used.

Our judgements are supported by tracking pupils using Reading Progression Documents for the specific reading skills. In KS2 we are also able to use RM Benchmarking as well as YARC for assessing children in more detail especially for reading fluency.

An overall summative score for reading is logged onto our Curriculum Maestro system termly.

Oracy

Reading aloud is one of the most important things we, as educators, do. Reading aloud builds many important foundational skills, introduces vocabulary, provides a model of fluent, expressive reading, and helps children to recognise what reading for pleasure is all about. We have specific time set aside each day for children to both read for their own enjoyment and to hear a story being read to them.

Reading aloud slows written language down and enables children to hear and take in tunes and patterns. During this protected time, our children experience and enjoy stories that they might not otherwise meet.

During Guided Reading sessions, it is a good opportunity for the teacher to model how to use expression, volume and pace to create tension, humour and impact.

Key children are also given access to a Reading Fluency project. Sessions target children with weakness in fluency which is limiting their progress. The project ensures

a high level of modelling and rehearsal for prosody and expression. There are twice weekly sessions for 8 weeks.

Reading as a Priority

Across the Federation, from Nursery through to Year 6, we prioritise reading every day, and have a programme of ensuring our pupils are regularly heard to read either individually or through Guided Reading.

Reception and Year 1 pupils (and Year 2 pupils who need to resit their phonics screen) are heard read individually every day, which includes twice a week to a teacher.

Year 2 and KS2 pupils who are not Age Related Expectation are heard read individually 3 times a week, which includes at least once a week to a teacher with communication from the Teaching Assistant available to the teacher on the other days.

Key Stage 2 pupils who are at Age Related Expectation are heard read individually once a week with a Reading Conference with the class teacher approximately every 5th week.

Guided Reading takes place daily for every year group as a part of a carousel of reading activities. For children in Reception and Year 1 this is based on Bug Club resources and for Year 2-Year 6 we use Literacy Shed and the VIPERS approach.

During these regular 1:1 reading opportunities we ensure that all children have an opportunity to have their books changed, (for EYFS and KS1 this is according to our phonics policy), and their reading record/reading log is signed. We encourage parents/carers to try to maintain this reading frequency, and listen to the children read out loud to them at home – until the end of KS2. We have clear home reading reward incentives for this and the children respond to these initiatives and incentives with great enthusiasm. Children in KS2 are also expected to complete a reading journal activity once a week for homework which is linked to their home reading e.g. draw a character, write a poem inspired by the text, draw a map of the setting.

Parent workshops are held when children start in reception to try to encourage reading. Teachers model how to listen to a child read and discuss the story using our Phonics Bug books.

We also encourage other members of the school community to read to our pupils. For example – local clergy in worship, sports coaches and our mystery reader initiative.

We provide many opportunities for pupils to practise the skill of reading out loud or speaking in public and gaining confidence – in lessons, in church, to friends, as part

of drama productions, to volunteer readers, over the phone to Silver Stories listeners, taking part in Learning Community Youth Speak events etc.

Legacy of The Pandemic

As a result of the Covid Pandemic we have noticed, across the federation, a change in parental engagement with supporting children's learning at home, and seeing learning as a partnership between school and home. Therefore, we endeavour to fill this gap by:

- Encouraging volunteers to support reading in school
- Involvement of Devon School Library Service to replicate family visits to the local library
- Arranging visits to the local library
- Adding resources online
- Hosting workshops and other events to promote the joy of reading
- Involving parents by inviting them in to read to / with children.

We believe that home reading is a vital component in developing reading skill, confidence and fostering a love of reading. We encourage our children to read their home reading books every day. From their earliest starting points our children are encouraged to develop good home-school reading routines.

How parents are encouraged to help at home:-

- Reading every night at home with their child and encouraging them to use Bug Club online.
- Each child in Reception to Year 2 (or until they complete the Phonics Scheme) will be sent home with a decodable book linked to their phonics learning and a library book. Parents are asked to read these with their child and ask them questions about the story.
- Practising reading and writing tricky words. If children know these they are more likely to gain speed and fluency in their reading.
- Practising their children's handwriting (which is part of the daily Phonics Bug lesson) linking to our policy in Appendix 4.

Summary of Our Approach to Reading

1. Teaching

- High-quality teaching for all
- Effective diagnostic assessment
- Supporting home learning
- Focusing on professional development.

2. Targeted academic support

- High-quality one to one and small group tuition
- Teaching Assistants and targeted support
- Planning for pupils with Special Educational Needs and Disabilities (SEND) with support from SEND team.

3. Wider strategies

- Promoting a Reading Culture across the Federation with a specific action plan which is regularly reviewed
- Supporting pupils' social, emotional and behavioural needs through a range of books on our reading spine, through PSHE, social stories and Daily Dashboard discussions, links to spirituality
- Planning carefully for adopting a Social and Emotional Learning curriculum
- Communicating with and supporting parents
- Supporting parents with pupils of different ages
- Successful implementation for vulnerable pupils and in challenging times.

Appendix 1



Notes Regarding Reading and Writing Progression Documents *Rationale*

The Reading and Writing Progression documents for the Jubilee with Pebblebed Federation were produced in 2020 following the introduction of the new topic cycles linked to Cornerstones/ Curriculum Maestro and then updated in 2023 following the revision of the Curriculum Maestro curriculum, in order to give teachers guidance and instruction regarding the texts they should be using in the classroom.

The Process

- We began by considering the texts that we want children to encounter during their time at Primary school. Many of these are linked to our wider Curriculum Intent and Vision Statement, so encourage the children to develop awareness of the wider world as well as the local community and their role within it. The intent is to develop the children's curiosity about the world as well as their enjoyment of reading and to encourage children to see reading as an important route to developing their knowledge about the world around them. *This list of texts was updated in 2023 to be more diverse and inclusive and reflect a wider range of authors and texts including older, more traditional books and more recent releases, as well as greater representation of black and minority ethnic authors. This will need to be regularly revisited.*

- We consulted a range of other people's reading spines when developing ideas for our own, including that of Pie Corbett. We also considered the 5 text types recommended by Doug Lemov in 'Reading Rediscovered', namely: *archaic language, non-linear timelines, narrative complexity, figurative/ symbolic texts and resistant texts*.
- We then turned our attention to the genres recommended in the Cornerstones curriculum and the resources available there and the plans available on the No Nonsense Literacy site, as well as texts that have been previously used successfully in our multi-age classrooms. In keeping with our Literacy intent, it was important to ensure that each of our writing sequences give some opportunity for links to be made with teaching topics. We are confident that in any given term, a class should be able to cover a minimum of 3 teaching sequences. Therefore, we have written a plan that prescribes 3 sequences, ensuring coverage of the range of non-fiction genres (see Genres Overview). Whilst the plan ensures that teachers are provided with ideas and suggestions for additional sequences, these are left to the teacher's discretion to enable them to incorporate texts they particularly wish to teach, ones that are particularly pertinent to current circumstances (eg. beginning with 'The Book of Hopes' in Autumn 2020) and ones that enable them to address any areas of particular need or interests within the class.
- Recommended teaching texts needed to span several year groups. Therefore, we have, in some sequences, made recommendations to support challenging and extending more able children or supporting less able children with alternative texts.
- We used the texts themselves and the Bookwrites teaching sequences produced by the Devon Education Services' English team to identify key objectives from the National Curriculum that would be supported in each teaching sequence and then referred back to the National Curriculum to ensure that key knowledge and skills could be introduced, practised and consolidated across the course of an academic year. Throughout each academic year, there needed to be opportunities for progression in these objectives as well as across the whole key stage. In each term there is at least one Fiction and one Non-fiction text and in each academic year, there is at least one poetry focus. Wider opportunities were considered also – for example, while there are no specifically designated text for teaching play scripts, the children regularly perform plays each summer term and participate in a play in the Autumn term, which provides lots of additional opportunities for them to become familiar with the features of this genre.
- We then selected suitable texts for reading to the class in each topic, linked to a termly author focus, with recommendations provided for additional books that would support the topic, whether for class, group or individual reading. These were checked to ensure diversity of authors, genres, text types and styles, including some older more traditional texts as well as newer ones. Some links were made to key poems or anthologies that we feel children ought to encounter and in each term key authors were highlighted. It is intended that these authors be recommended to children for independent

reading as well as, where appropriate, promoted through class-based discussions, extracts and use in lessons.

- Lists of additional texts to support topics have been compiled to support teachers in locating high quality texts that might further inspire and develop children's understanding of topics and the expansion of their knowledge and vocabulary.
- Initially, texts from Literacy Shed + supported by VIPERS questions, were chosen for each Key Stage 2 topic and year group. To support teachers in ensuring that they are able to assess the breadth of objectives on the Bug Club reading progression sheets, a key objective/ assessment criteria was identified for each lesson, in an attempt to match these assessment criteria to a suitable text for exploring each of these. While these reading texts are set out in a logical order, it is up to teacher's discretion to reorder the texts across the term or spend a longer time on a particular text if their assessment for learning indicates that this is required. In each year, it is intended that children will complete at least 2 book study units as well as reading one-off texts, to encourage children to read and discuss whole books. These were carefully selected either from the reading spine, to support understanding of the topic or to develop breadth, complexity and stamina with teacher support.
- Following discussion with Key Stage 1 teachers, more latterly texts have also been identified from Literacy Shed Plus for Year 2 children. This is intended to provide a transition between children's reading from fully decodable texts in Year 1, while following the Phonics programme and beginning to use VIPERS to support comprehension. However, the point at which groups of children move from the fully decodable texts of Bug Club to use the Literacy Shed Plus texts for Guided Reading, will depend on their ability to apply their phonic knowledge to read with a reasonable degree of fluency and will be at the teacher's discretion.
- Finally, we completed the Reading progression document to ensure coverage of the various texts on the Reading Spine. Texts that are not specifically included elsewhere – either as a base for a writing sequence, as a text for reading aloud to the class or as a Guided Reading focus – were listed in the recommended texts for children to read individually or have read to them. It is intended that lists of these texts be produced and distributed to parents, along with the reading leaflets that explain our approach to reading in the Jubilee Hub.
- Going forward, it will be important to complete an audit of the schools to ensure that teachers have access to core texts, either in school or through the Devon Library Service and to recommend the purchase of key texts.
- When redrafting and updating the documents in 2023, a big focus was on attempting to include a wider range of books by black and minority ethnic authors, as well as books that promote equality and diversity. This will need to continue to be a focus going forward.
- Below are lists that support understanding of some of the reasons for selecting particular core texts:

Core/ additional texts for Writing Sequences

Books to be read to the class

Texts for Guided Reading

Recommended texts for independent or shared reading

Promoting Growth Mindset/ Aspiration/ Mental Health

The Tear Thief by Carol Ann Duffy

Nothing by Mick Inkpen

Have you filled a bucket today? by Carol McLeod

The Firework Maker's Daughter by Phillip Pullman

There's a Boy in the Girls' Bathroom by Louis Sachar

The Dot by Peter H. Reynolds

Rosie Revere, Engineer/ Aaron Slater, Illustrator/ Sophia Valdez, Future

Prez by Andrea Beatty

The Most Magnificent Thing by Ashley Spires

The Big Bag of Worries by Virginia Ironside

Have you Filled a Bucket Today by Carol McLeod

Christian Ethos/ morality / spirituality

Fair's Fair by Leon Garfield

Aesop's Fables by Beverley Naidoo and Pet Groller

One Well by Rochelle Strauss and Rosemary Wells

Are Humans Damaging the Atmosphere? by Catherine Chambers

The Lion and the Unicorn by Shirley Hughes

Mimi and the Mountain Dragon by Michael Morpurgo

The smallest girl in the class by Justin Roberts

Thorfinn the Nicest Viking and the Awful Invasion by David McPhail

Rose Blanche by Ian McEwan and Roberto Innocenti

You are Special by Max Lucado

The Smartest Giant in Town by Julia Donaldson

The Velveteen Rabbit by Marjery Williams

The Lion, the Witch and the Wardrobe by C. S. Lewis

Rainbow Fish by Marcus Pfeffer

Books that promote diversity and equality

Amelia Earhart by Izabel Sanchez Vegara/ **Rosa Parks** by Lisbeth Kaiser (Little People, Big Dreams series, Frances Lincoln)

The Colours of History – how colours shaped the world

Out of Wonder: poems celebrating poets by Kwame Alexander, Chris Colderley and Marjory Wentworth

The Firework Maker's Daughter by Phillip Pullman

The smallest girl in the class by Justin Roberts

A Galaxy of Her Own: Amazing Stories of Women in Space

Libby Jackson

Rosie Revere, Engineer/ Aaron Slater, Illustrator/ Sophia Valdez, future prez by Andrea Beatty

Counting on Katherine by Helaine Becker

Hidden Figures: The True Story of Four Black Women and the Space Race

Simon Bartram

Wider world

Fatou, Fetch the Water by Neil Griffiths

Outdoor Wonderland by Alice Lickens

Everest by Sangma Francis/ Lisk Fen

Ask Dr K Fisher by Claire Llewellyn and Kate Sheppard

Cinderella of the Nile by Beverley Naidoo

Mimi and the Mountain Dragon by Michael Morpurgo

River of Stories: poems and tales from across the Commonwealth

When Fishes Flew by Michael Morpurgo

Wonderful Earth by Mick Inkpen & Nick Butterworth

The Abominables by Eva Ibbotsen

King of the Cloud Forests by Michael Morpurgo

Into the Volcano by Jess Butterworth

The Phoenix Code by Helen Moss

Windrush Child by Benjamin Zaphaniah

Varjak Paw – S. F. Said

Nim's Island by Wendy Orr

Journey to the River Sea by Eva Ibbotsen

Locality, community and environment

My Secret War Diary by Flossie Albright

Where My Wellies take Me by Michael and Clare Morpurgo

Window by Jeannie Baker

One Well by Rochelle Strauss and Rosemary Wells

A River by Marc Martin

Are Humans Damaging the Atmosphere? by Catherine Chambers

The Pig in the Pond by Martin Waddell

Farmer Duck by Martin Waddell

The Three Little Pigs

The Mousehole Cat by Antonia Barber & Nicola Bayley

The Sheep-pig by Dick King-Smith

Archaic language

Hansel and Gretel by Neil Gaiman

Snow White and Story Box by from Classic Fairy Tales by Berlie Doherty and Jane Ray

Aesop's Fables by Beverley Naidoo and Pet Groller

Beowulf by Kevin Crossley-Holland

Winnie the Pooh by A A Milne

The Velveteen Rabbit by Marjery Williams

Raven by Edgar Allen Poe

Daffodils by William Wordsworth

The Listeners by Walter de la Mare

From a Railway Carriage by R. L. Stevenson

The Owl and the Pussycat by Edward Lear

Charlotte's Web by E B White

The Railway Children by E. Nesbitt

The Lion, the Witch and the Wardrobe by C. S. Lewis

Non-linear timelines

Cloudbusting by Malorie Blackman

Holes by Louis Sachar

Cosmic by Frank Cottrell-Boyce

The Stinky Cheese-man and other Fairly Stupid Tales by Jon Scieszka

My Friend Walter by Michael Morpurgo

The Firework Maker's Daughter by Phillip Pullman

Clockwork by Phillip Pullman

Cool by Michael Morpurgo

Farm Boy by Michael Morpurgo

I, Coriander by Sally Gardner

Narrative complexity

Voices in the Park by Anthony Browne

Holes by Louis Sachar

Short! by Kevin Crossley Holland

Owl Babies by Martin Waddell

The True Story of the 3 Little Pigs by John Scieszka

Fantastic Mr Fox by Roald Dahl

The Stinky Cheese-man and other fairly stupid tales by Jon Scieszka

The Scarecrow and His Servant by Phillip Pullman

Nim's Island by Wendy Orr

Clockwork by Phillip Pullman

I, Coriander by Sally Gardner

Cogheart by Peter Bunzl

Varjak Paw by S.F.Said

Figurative/ symbolic texts

Wanted: the Perfect Pet by Fiona Robertson

Where the Wild Things Are by Maurice Sendak

I am Cat by Jackie Morris

Paint me a poem by Grace Nicholls

The Tiger Who Came to Tea by Judith Kerr

Clockwork by Phillip Pullman

Revolting Rhymes by Roald Dahl

The Tunnel by Anthony Browne

The Red Tree by Shaun Tan

Resistant texts

Cloudbusting by Malorie Blackman

The Mysteries of Harris Burdick by Chris van Allsburg

Lost and Found by Oliver Jeffers

Mirror by Jeanne Baker

On the Ning Nang Nong by Spike Milligan

Jabberwocky by Lewis Carroll

Appendix 2

Example of school Phonics Rationale (each school in federation has a similar document on their individual website)



Broadhembury C of E Primary School Phonics' Statement

At Broadhembury C of E Primary School, we aim to develop the full potential of all our pupils as confident, literate readers and writers. If children are to develop as competent readers and writers, it is vitally important that they have a secure understanding of the letter sounds and spelling system of the English language. Phonic skills need to be developed in a systematic way, based on a stage approach. Our prioritisation of reading is all about ensuring that our children are equipped with the skills they need to access the curriculum as a whole, regardless of their starting point.

The Principles of the Phonics' Bug Programme

We believe that our school's Phonics' Programme should match and aim to exceed the expectations of the English National Curriculum and Early Learning Goals. We are using the Phonics Bug programme as we feel it will best help our teachers to deliver this. When starting in Reception, children will quickly start to be taught phonics and this will progress week by week, term by term whilst they are in KS1.

- Phonics Bug presents high quality systematic, synthetic phonic work as the prime approach to decoding print, i.e. a phonics 'first and fast' approach.
- Phonics Bug enables children to start learning phonic knowledge and skills using a systematic, synthetic programme by the age of five, with the expectation that they will be fluent readers having secured word recognition skills by the end of key stage one
- Phonics Bug is designed for the teaching of discrete, daily sessions progressing from simple to more complex phonic knowledge and skills and covering the major grapheme/phoneme correspondences
- Phonics Bug enables children's progress to be assessed
- Phonics Bug uses a multi-sensory approach so that children learn variously from simultaneous visual, auditory and kinaesthetic activities which are designed to secure essential phonic knowledge and skills
- Phonics Bug demonstrates that phonemes should be blended, in order, from left to right, 'all through the word' for reading
- Phonics Bug demonstrates how words can be segmented into their constituent phonemes for spelling and that this is the reverse of blending phonemes to read words

- Phonics Bug ensures that children apply phonic knowledge and skills as their first approach to reading and spelling even if a word is not completely phonically regular
- Phonics Bug ensures that children are taught high frequency words that do not conform completely to grapheme/phoneme correspondence rules
- Phonics Bug provides fidelity to the teaching framework for the duration of the programme, to ensure that these irregular words are fully learnt means that, as pupils move through the early stages of acquiring phonics, they are invited to practise by reading texts which are entirely decodable for them, so that they experience success and learn to rely on phonemic strategies.

Tracking and Assessment

All pupils are assessed at appropriate intervals (half termly) as they progress. During daily sessions of phonics there are also opportunities for the teaching staff to regularly assess children's understanding. Outside the discrete daily phonics' sessions there are opportunities to observe the application of phonic skills, e.g. during guided/ shared reading.

Regular monitoring of the assessment outcomes allows teachers to ensure that all children are making expected progress, including children in the most vulnerable groups. This information is also used to identify children who are not making expected progress and therefore early intervention can be put in place. Assessment opportunities through the Phonics Bug Programme might include:

- offering ongoing daily assessment through the 'revision' section of each daily session and through independent tasks.
- building in summative assessment materials at regular intervals in the programme, ensuring children can be monitored in their progress and so time can then be allocated for catch-up work.
- providing assessments of real words and non-words so that teachers can make accurate assessments of children's phonic knowledge
- encouraging self-assessment through discussing learning outcomes at the end of every lesson, and other materials appropriate for the children's level.
- through the training (which all Teachers and Teaching Assistants will have had), providing teachers with the necessary skills and understanding to be able to carry out high-quality assessments.

Specifically, at Broadhembury C of E Primary School, teachers are able to complete a daily tracking and assessment sheet which gives them a clear and up to date understanding of where the children are. This is also given to the school's Head of

Learning weekly to give everyone a clear overview and because leaders prioritise early reading and phonics. Children may also be assessed through the use of PM Benchmark. This is designed to assess their reading comprehension and skills other than fluency. With our phonics' programme, this gives teachers and children a clear understanding of all the skills that are required to be a successful reader.

Year 1 Phonics' Screening Check

Every Year 1 child in the Summer term will take a Phonics' Screening Check. This is a phonics' based check where children will be expected to read 40 simple, decodable words including nonsense words. This is a progress check to identify those children who have achieved 'expected level' in their reading. The results will be reported to parents as well as the Local Authority. If they do not reach the expected level then children will be rechecked in Year 2. Any child working below the level of the screening check may be disapplied, with the acknowledgment of the parent/carer.

Reading

Bug Club is a whole-school reading programme designed for use at Foundation, KS1 and KS2. It is the first phonic-based reading programme to join books with an online reading world, to teach today's children to read. Children will have access to a wide range of paper-back books, along with their own personalised reading world which includes: interactive activities, characters they know and love and rewards to keep them motivated. This will create that all important link between school and home. Throughout their time with us, the skills of reading and the love of reading will be promoted and prioritised. All children will also have books read and shared with them by their class teacher which means guided reading and story time is seen as an exciting and important part of the school day. All children at Broadhembury C of E Primary School, will be hearing a wide range of texts read aloud in the classroom including; stories, poems, rhymes and non-fiction to develop their vocabulary, language comprehension and love of reading.

Reception and KS1

We have changed our approach to reading and we will no longer be focusing on the use of the traditional colour book banding system. We feel that reading books should closely match the phonics' knowledge that pupils are being taught. A Phonically Decodable Book will be your child's main reading book.

However, we will also be providing a second book of each child's choosing. Within the Jubilee with Pebblebed Federation of Schools we are passionate about reading! We aspire for our children to develop a love of reading and become fluent and expressive readers who can independently unlock the magical worlds offered by books. Including a second book offers greater variety, gives exposure to a wider range of vocabulary, as well as promoting this enjoyment and love of reading.

With this in mind, every week your child will come home with two of these three book types:

- A phonically decodable book (main reading book)
- A colour band book
- A library book

A Phonically Decodable Book

Children in KS1 **will always have a phonically decodable book**. They will read a book three times and will have read a book before it is taken home, this is designed to improve confidence and reading fluency. Their Phonics' Book will be matched to their specific phonics' level and reinforce the graphemes and phonemes. This will ensure that, as pupils move through the early stages of acquiring phonics, they are invited to practise by reading texts which are entirely decodable for them, so that they experience success and learn to rely on phonemic strategies.

A Colour Band Book

This is a book chosen by your child from a selection of books at the Colour Band Level they are working within. This book may be more challenging, as the children will meet unfamiliar words including some high frequency which the children cannot sound out. You may need to help your child with this book and talk about the vocabulary and story line.

A Library Book

This is chosen by your child from our school library. It is for you and your child to enjoy together. Encourage your child to talk about the book and join in where possible.

KS2

Once children have left KS1 our focus on prioritising reading does not stop. As children grow in confidence and ability, the progression of their reading books will also. Our aim is for all children to become confident fluent readers by the time they start Year 3. Our children will be able to access and select books that are appropriate to their age and ability which will continue to develop their skills and a love of reading. Children will be assessed through the online Bug Club games and quizzes, through Bug Club comprehension and through PM Benchmarking to create the picture of an all-round modern reader. Much like in KS1, the importance of Guided Reading and Class Story Time still continues. Again these will ensure that all children at Broadhembury C of E Primary School, will be experiencing a wide range of texts to develop their vocabulary, language comprehension and love of reading.

Intervention

Through careful monitoring and tracking, teachers are able to identify children who are not making the expected progress and therefore need intervention to catch up. Depending on the needs of individuals, this may include additional individual or small group tutoring before the lesson or after the main lesson; one to one work with a skilled teaching assistant, who is trained in using the Phonics' Bug Programme, or extra support for a child or small group of children within a lesson. Phonics' Bug gives the teacher the ability to allocate the child specific element that is appropriate to them for their intervention work. There are interactive games and activities that will support the development of the child. It is important that children who are struggling to learn to read not only need to catch up with their peers, but also to continue to make progress.

Phonics in Key Stage 2

If children in Key Stage 2 experience difficulty in reading and/or writing because they have missed or misunderstood a crucial phase of the systematic phonics teaching then additional resources can be used to support them.

Special Education Needs

Our aim at Broadhembury C of E Primary School, is that every child's needs are catered for and every child is given the chance to succeed and become a competent reader. If children are not attaining as expected, due to other difficulties, then it is our duty to put extra intervention in place, to help close the gap and ensure progress is being made. Please see our SEND policy for further information.

Homework

Homework is used to support phonics taught in class, through tasks such as:

- Practising phonic skills in spelling words
- Reading and activities linked to reading
- Writing tasks which enable children to use their phonetic spelling and vocabulary knowledge.

Appendix 3



Reading Spine

EYFS

Featured Authors: Martin Waddell, Anthony Browne, Julia Donaldson, Jill Murphy, Allan Ahlberg, Shirley Hughes

The Gruffalo – Julia Donaldson

Stick Man – Julia Donaldson

Room on the Broom – Julia Donaldson

The Smartest Giant in Town – Julia Donaldson

The Pig in the Pond – Martin Waddell

We're Going on a Bear Hunt- Michael Rosen and Helen Oxenbury

Guess How Much I love You – Sam McBratney

The Very Hungry Caterpillar – Eric Carle

Farmer Duck – Martin Waddell

Mr Gumpy's Outing – John Burningham

Hairy Maclary from Donaldson's Dairy - Lynley Dodd

Rosie's Walk – Pat Hutchins

Can't you sleep, Little Bear? – Martin Waddell
Astro-girl by Ken Wilson-Max
The Worrysaurus/ The Lion Inside by Rachel Bright
Silly Billy – Anthony Browne
You Choose – Nick Sharratt
Dear Zoo – Rod Campbell
Each Peach Pear Plum – Alan and Janet Ahlberg
Where's Spot? – Eric Hill
Jasper's Beanstalk – Nick Butterworth and Mick Inkpen
Peace at Last – Jill Murphy
The Wonky Donkey by Craig Smith
Elmer – David McKee

Poetry:

The Oxford Book of Nursery Rhymes
Poems for the Very Young -ed. Michael Rosen
Out and About - Shirley Hughes
The Train Ride - June Crebbin
Sharing a Shell - Julia Donaldson and Lydia Monks

KS1

Featured Authors: Julia Donaldson, Mick Inkpen, Alan Ahlberg, Michelle Robinson, Paul Geraighty

Owl Babies – Martin Waddell
Handa's Surprise - Eileen Browne
Rainbow Fish – Marcus Pfister
Augustus and His Smile - Catherine Rayner

Old Bear Stories - Jane Hissey

Giraffes Can't Dance by Giles Andreae

Rosie Revere Engineer/ Aaron Slater, Illustrator/Sophia Valdez, future prez - Andrea Beatty

The Most Magnificent Thing – Ashley Spires
The Big Bag of Worries - Virginia Ironside
The Proudest Blue by Ibtihaj Muhammad
The Dot – Peter H Reynolds
Fatou, Fetch the Water by Neil Griffiths and Peggy Collins
Daisy Doodles by Michelle Robinson
Tell Me a Dragon by Jackie Morris
The Tunnel – Anthony Browne
The Tiger Who Came to Tea – Judith Kerr
Nothing – Mick Inkpen
Wonderful Earth – Mick Inkpen and Nick Butterworth
Amazing Grace –Mary Hoffman & Caroline Hinch
Meerkat Mail – Emily Gravett
Dr Xargles book of Earthlets – Jeanne Willis
The Jolly Postman – Alan Ahlberg
On the Way Home – Jill Murphy
Six Dinner Sid – Inga Moore
Mrs Armitage on Wheels/ Mrs Armitage and the Wave – Quentin Blake

Where the Wild Things Are – Maurice Sendak
Lost and Found – Oliver Jeffers
Beegu – Alexis Deacon
Dogger – Shirley Hughes
How to Wash a Woolly Mammoth - Michelle Robinson
The Lighthouse Keeper's Lunch - Ronda and David Armitage
Cops and Robbers – Alan and Janet Ahlberg
The Owl who was Afraid of the Dark – Jill Tomlinson
The Enormous Turnip - Vera Southgate/ Alexi Tolstoy
Stone-girl Bone-girl – Laurence Anholt
There's a Rang-tan in My Bedroom by James Sellick and Frann Preston-Gannon
Katie Morag - Mairi Hedderwick
Love you forever - Robert N. Munsch
The Incredible Book-Eating Boy – Oliver Jeffers
It's a Book – Lane Smith
The Elephant and the Bad Baby – Raymond Briggs
Voices in the Park / A Walk in the Park – Anthony Browne
Once There Were Giants - Martin Waddell
Counting on Catherine by Helaine Becker
Hidden Figures: The True Story of Four Black Women and the Space Race
Simon Bartram

You Choose - Nick Sharratt
The Mousehole Cat - Antonia Barber & Nicola Bayley
The True Story of the 3 Little Pigs - Jon Scieszka and Lane Smith (Traditional Tales)

Poetry:

This Little Puffin - compiled by Elizabeth Matterson
When we were very young/ Now we are Six - AA Milne
Mr Nobody - Walter de la Mare
My Many Coloured Days - Dr. Zeuss
Zim Zam Zoom by James Carter and Nicola Colton
A First Poetry Book - ed. Pie Corbett
The Owl and the Pussycat - Edward Lear
Heard it in the Playground - Allan Ahlberg
The Puffin Book of Fantastic First Poems - ed. June Crebbin
The Quangle Wangle - Edward Lear
A Children's Treasury of Spike Milligan

Lower KS2

Featured Authors: Jackie Morris, Beverley Naidoo, Dick King-Smith, Roald Dahl, Anne Fine, Jeremy Strong, Brian Moses, Steve Voake, Eva Ibbotsen, Jackie Morris, Joseph Coelho

Firebird – Saviour Pirotta
Cinderella of the Nile – Beverley Naidoo
The Hodgeheg – Dick King-Smith
The Sheep-pig – Dick King-Smith
Bill's New Frock – Anne Fine
The Twits – Roald Dahl
The Velveteen Rabbit - Margery Williams

Flat Stanley - Jeff Brown
A Bear Called Paddington – Michael Bond
Fantastic Mr Fox – Roald Dahl
George’s Marvellous Medicine – Roald Dahl
A Necklace of Raindrops – Joan Aiken
The Stinky Cheese-man and other fairly stupid tales – Jon Scieszka
The Firework Maker’s Daughter – Philip Pullman
Cool – Michael Morpurgo
The Lion, the Witch and the Wardrobe – C. S. Lewis
Charlotte’s Web – EB White
How to Train your Dragon – Cressida Cowell
Stig of the Dump – Clive King
The Abominables – Eva Ibbotsen
Mirror – Jeannie Baker
The Boy at the Back of the Class - Onjali Q. Rauf
Rumaysa – a fairy tale - Radiya Hafiza
The Other Side of Truth - Beverly Naidoo
The World’s Worst Children – David Walliams
Anglo Saxon Boy – Tony Bradman
Pippi Longstocking – Astrid Lindgren
Emil and the Detectives – Erich Kastner
Woof – Alan Ahlberg
Nim’s Island – Wendy Orr

Poetry:

From a Railway Carriage - Robert Louis Stevenson
Please Mrs Butler - Alan Ahlberg
Poetry Emotion - Stewart Henderson
Revolting Rhymes - Roald Dahl
Funny Poems - Jan Dean
The Puffin Book of Utterly Brilliant Poetry - ed. Brian Patten
Sensational -ed Roger McGough
Walking with My Iguana – Brian Moses
Macavity - TS Eliot’s book of Practical Cats
‘Twas the Night Before Christmas - Clement Clark Moore

Upper Key Stage 2

Featured authors: Michael Morpurgo, Phillip Pullman, Malorie Blackman, Eva Ibbotsen, Maz Evans, Marcia Williams, Berlie Doherty, Jamila Gavin, Carol Ann Duffy, Louis Sachar, Neil Gaiman

The Call of the Wild/ White Fang – Jack London
Around the World in 80 Days – Jules Verne
Who Let the Gods Out – Maz Evans
Tom’s Midnight Garden – Philippa Pearce
Goodnight Me Tom – Michelle Magorian
Wolf Brother – Michelle Paver
The Midnight Fox – Betsy Byars
Mohinder’s War - Bali Rai
Clockwork - Phillip Pullman
I, Coriander - Sally Gardner

Pig-Heart Boy - Malorie Blackman
Race to the Frozen North - Katherine Johnson
FArTHER – Grahame Baker-Smith
The Scarecrow and His Servant – Phillip Pullman
Varjak Paw – S. F. Said
There's a Boy in the Girls' Bathroom – Louis Sachar
Holes – Louis Sachar
Zombierella: Fairy Tales Gone Bad by Joseph Coelho
Kensuke's Kingdom - Michael Morpurgo
Windrush Child - Benjamin Zephaniah
Black and British - David Olusoga
The Railway Children - E. Nesbitt

Cosmic – Frank Cottrell-Boyce
The Red Tree – Shaun Tan
Journey to the River Sea – Eva Ibbotsen
Dragon Rider -Cornelia Funke
The Mysteries of Harris Burdick – Chris Van Allsburg
War Game – Michael Foreman

Poetry

The Tear Thief - Carol Ann Duffy
I am Cat - Jackie Morris
Cloudbusting - Malorie Blackman
Where My Wellies Take Me - Michael and Anne Morpurgo
Paint Me a Poem - Grace Nicholls
Lost Magic: the Very Best of Brian Moses
Poems of Carol Ann Duffy
Jabberwocky - Lewis Carroll
Hiawatha's Childhood - Henry Wadsworth Longfellow
Daffodils - William Wordsworth
In Flanders' Field - John McCrae
Life Doesn't Frighten Me - Maya Angelou
Cautionary Tales for Children - Hilaire Belloc
The Raven – Edgar Allan Poe

Appendix 4



Branscombe CE Primary School, Broadhembury CE Primary School, Farway CE Primary School, Littleham CE Primary School and Woodbury Salterton CE Primary School

Handwriting Policy

Due for review: Spring	Approved by Governing body on	Head teacher signature	Chair of Governors signature
2023			
2026			
2029			

Rationale

A consistently high standard of presentation and handwriting is promoted across the whole federation which all children and staff recognise, understand and follow. For children and teachers this aims to foster a sense of pride and respect in their work. Self-esteem is raised when children are able to communicate meaning accurately.

‘The ability to write easily and quickly and legibly affects the quality of a child’s written output, for difficulty with handwriting can hamper his flow of thoughts and limits his fluency...’ (The Bullock Report)

Aims

This policy aims to support a consistent approach to the teaching of handwriting across the federation. This enables the development of a neat, legible, fluent handwriting style using continuous cursive letters from EYFS to Year 6, which leads to producing letters and words automatically in independent writing. High expectations for the presentation of written work are to be established and maintained.

Teaching and Learning of Handwriting

The teaching of handwriting skills begins as soon as possible when a child joins our setting. Within The Jubilee with Pebblebed Federation we use the Letter Join scheme to support our pupils' handwriting development.

The structured teaching of the correct letter formations begins in Foundation Stage along with the development of gross and fine motor skills.

By the age of 8, most children have adopted a pencil grip, formed a style and developed habits which are hard to change. It is essential therefore that they have been taught the correct habits by this stage. It is in the Early Years Foundation Stage and Key Stage 1 that these should be taught; teachers in this part of the school should regularly check that children are learning the right habits from the start, such as holding a pencil correctly.

We believe that if pupils are to produce a clear, legible style, they need to be introduced to the movements and principles of cursive writing from the beginning of their time in school. The reason for this is logical: if children learn to print they will subsequently have to relearn how to write for a second time when they are taught to join letters. Cursive writing also supports children to not confuse capital and lower case letter formation. If pupils are taught joined writing from the start they will also find it easier to learn how to read a joined script.

The teaching of handwriting involves exercises for gross and fine motor skills, training, tracing, copying and practising. It is essential that, as well as observing any interactive animations of letter formation from our handwriting scheme, the children watch their teacher demonstrating how to formulate and join letters and then try to emulate the teacher's model. As handwriting is a movement skill, demonstration by a competent teacher is essential.

Children should then be taught to compare their results very critically with what the teacher has written. Older children can also be taught to constructively criticise each other's efforts.

Fundamental issues which must be taught to children

- The tripod pencil grip (see diagram).
- Knowing that a pencil must always be sharp before using it.
- How to sit on a chair properly (not slouch), sitting up, with a straight back, the chair pushed in a comfortable amount, with both legs under the table. The child's thighs should be parallel and their feet flat on the floor (see diagram).
- All four chair legs must be on the ground – children should not be rocking.

- The non-writing hand (left for right handers, right for left handers) should be on the table, with palm flat, in front of the child in a supportive position.
- When writing in any exercise book the book should be fully open, not folded over. Children should be sitting in such a way that their books are not overlapping another child's book when they are writing.
- Right handers can tilt their book to the left. Left handers can tilt their book to the right. In each case the amount of tilt should be no more than 45 degrees.
- A clutter free table is required with adequate space for the number of children to write.
- Above all, avoid the creation of the following four ingrained habits
 - Faulty pencil grip
 - Poor posture
 - Poor book positioning
 - Incorrect letter formation.

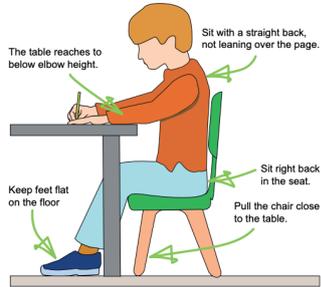
Left Handers

- Left handed children should always sit on the left hand side of the desk. This makes writing infinitely easier for them. Children must be taught this and continually reminded of it.
- Left handers may need additional support ensuring a correct pencil grip.
- Left handers tend to write lower down, so they should tilt their page to the right. Often a left hander may be too low down – to correct this either a cushion, a lower table or a higher chair can be used.
- Left handers tend to need a slightly longer stem to write with.
- Left handers will need support finding a suitable pen to use once awarded a pen licence to avoid smudging their work.

Comfortable Sitting Position and Correct Paper Position

Right handed children

How to sit correctly to be comfortable for handwriting.

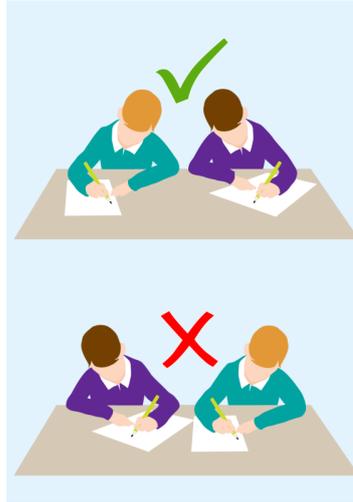


How to hold and position the paper.



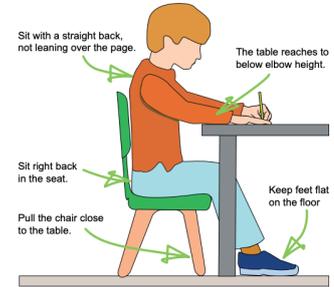
Sitting position

Sit left-handed children to the left of their partner so they have plenty of room to write.



Left handed children

How to sit correctly to be comfortable for handwriting.



How to hold and position the paper.



Tripod Pencil Grip

How to hold a pencil correctly for handwriting.

Right handed grip



1. Point away the pencil,



2. Pinch it near the tip,



3. Lift it off the table,



4. Spin it round...



5. ...and grip.

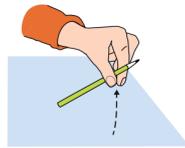
Left handed grip



1. Point away the pencil,



2. Pinch it near the tip,



3. Lift it off the table,



4. Spin it round...



5. ...and grip.

Handwriting practice exercises will be carried out on Phonics Bug or Letter Join worksheets/work booklets, or within a handwriting exercise book.

Having developed a good pencil grip style, pupils use HB pencils. As a pupil's handwriting skills develop further they will move from pencil to pen, once a pen licence has been awarded. Jubilee Schools use black ink pens and Pebblebed Schools use blue ink pens. Pupils should be encouraged to work towards their pen licence and to use pens when the Executive Headteacher feels that they have

developed a good handwriting style, from Year 4 onwards. Children are awarded a Pen Licence by the Executive Headteacher and these are given out in Sharing/Celebration assemblies where the pupil will be recognised for their achievement. Fibre tip or cartridge pens will be used – not biro.

All notices, displays, titles and signs in the classroom and around the school should be in joined script if they are handwritten. The school has purchased the continuous cursive font for all computers so that labels, signs and worksheets can be created in the agreed font. The more examples of the continuous cursive script that there are around the school environment, the greater the assistance pupils receive to appreciate this writing convention.

The discrimination between printed script (a conventional, non-joined script, used by publishers for books and also for computer generated word-processed documents) and the continuous cursive script that we use for our handwriting should continually be pointed out to children.

When teachers are writing comments in a child's book teachers should always write in the continuous cursive style that children can read.

Our Chosen Handwriting Scheme

Across the federation we use Letter Join's on-line handwriting resource and lesson planners as the basis of our handwriting policy. This scheme covers all the requirements of the National Curriculum. All teachers should model the Letter Join continuous cursive handwriting style. Handwriting lessons for pupils (**post phonics**) should be based on the modules from our chosen scheme and the linked worksheets. The scheme is based around 6 key elements;

- Warm up activities to build hand and wrist strength, upper body strength and improve co-ordination.
- Getting ready to write activities aimed at developing gross and fine motor skills to build strength and stability and visual perception skills to discriminate between different letter shapes.
- Teaching children sets of 'letter families' to ensure the correct letter formation for letters that are formed in similar ways or patterns.
- Positioning activities to target the beginnings of joining with a focus on forming letters of the correct relative size, positioning and spacing.
- Joining letters practice, to develop pupils' understanding of different types of letter joins in an aim to increase legibility, quality and consistency.
- Increasing fluency, speed and style activities to develop pupils' fluency of each type of letter join. The scheme often does this through links to other areas of our curriculum e.g. dictation, practising handwriting through writing the key vocabulary of different curriculum areas, labelling etc.

Use of the Letter Join scheme is in the context of whole class, post phonics, handwriting teaching leading to independent writing which is developed through:

- Vocabulary for talking about letter formation and joining.
- An understanding of the correct orientation of patterns and letters.
- A knowledge of the correct letter heights.
- An understanding of different types of letter joins.
- Strong links between letter strings and handwriting practice.
- Efficient pencil/pen hold and good posture.
- An emphasis on developing legibility, speed and fluency.
- Consideration of different styles of writing for different purposes.
- Awareness of presentational issues.

EYFS and KS1

For our youngest pupils there are daily opportunities to practise the initial skills needed for good handwriting development. These will include activities and exercises that will;

- Enhance gross motor skills such as air writing, pattern making and physical activities
- Develop fine motor skills such as mark-making on paper, whiteboards, sensory trays, light boards etc.
- Enable children to become familiar with letter shapes, their sounds, letter formation and vocabulary.
- Develop the correct sitting position and pencil grip for handwriting.

Formal handwriting teaching in **Reception** will be during their **Phonics Bug** sessions and linked to their phonic programme, however, activities to strengthen gross and fine motor skills will continue to be accessible in their continuous provision throughout the day.

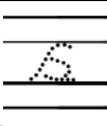
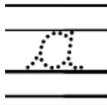
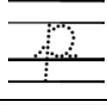
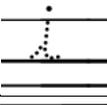
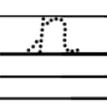
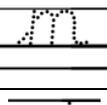
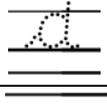
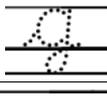
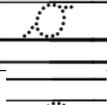
As the children progress into KS1 the handwriting activities and exercises that are provided for them will:

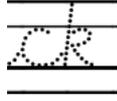
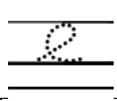
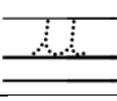
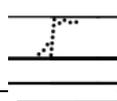
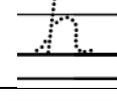
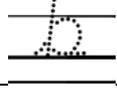
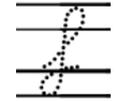
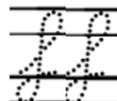
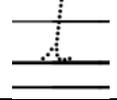
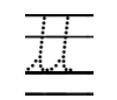
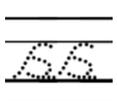
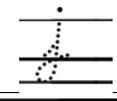
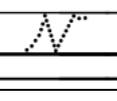
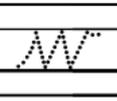
- Continue to support their gross and fine motor skill development
- Strengthen and develop their cursive handwriting, learning and practice through a focus on letter families, joining technique practice and dictation exercises.
- Support children to write numerals, capitals and printed letters and to know where and when to use.
- Link to KS1 SATS SPAG exercises.

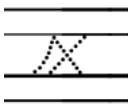
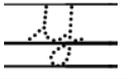
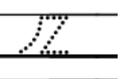
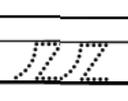
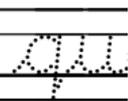
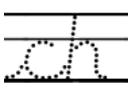
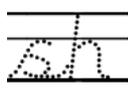
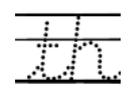
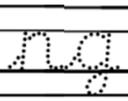
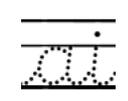
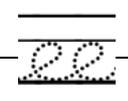
Whilst pupils are being taught phonics (using our Phonics Bug scheme) their specific handwriting teaching is part of their phonics' sessions, although there will still be exercises to develop their gross and fine motor skills within their continuous provision throughout the day – ideas for this can be taken from the Letter Join

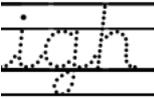
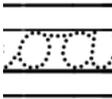
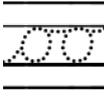
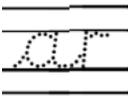
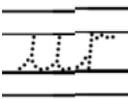
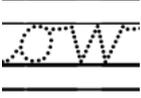
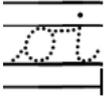
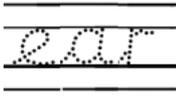
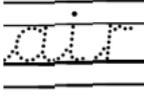
scheme. When it comes to the handwriting section of the Phonics Bug lesson teachers will emphasise to the pupils that the previously shown letters in that day's phonics videos show how we see the letter in printed form in books etc.

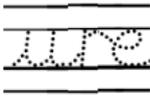
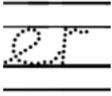
The teacher then stops the lesson on screen (or on the Phonics Bug flashcards) and moves to a flip chart or whiteboard with handwriting lines available. The handwriting section of the phonics lesson continues here and uses the script below for the day's prescribed letters or sounds (from Phonics Bug). On the advice of Cornerstone's English Hub (report 2/11/22) the teachers have adapted all bug club sound mats and worksheets to ensure both printed and cursive styles are exemplified and handwriting sheets show the cursive pattern to be practised.

	<p>s - Start on the line, lead in up to the middle, back over to curl out and in and out again, then flick.</p>
	<p>a - Start on the line, lead in up to the middle, go back all the way round, down again and flick.</p>
	<p>t - Start on the line, lead in up to the top, go down to the bottom, flick and lift off, make a short stroke across the middle.</p>
	<p>p - Start on the line, lead in up to the middle, go all the way down below the line, back up to the middle and go all the way around, then flick.</p>
	<p>i - Start on the line, lead in up to the middle, go all the way down, flick and lift off. Put a dot above.</p>
	<p>n - Start on the line, lead in up to the middle, go all the way down, back up and over to the bottom and flick.</p>
	<p>m - Start on the line, lead in up to the middle, go all the way down, back up and over to the bottom, back up and over to the bottom and flick.</p>
	<p>d - Start on the line, lead in up to the middle, go back all the way round, then up to the top, back down and flick.</p>
	<p>g - Start on the line, lead in up to the middle, go back all the way round, go back down below the bottom line, make a loop and tail.</p>
	<p>o - Start on the line, lead in up to the middle, go back all the way round, flick from the top.</p>
	<p>c - Start on the line, lead in up to the middle, go back round to the bottom then stop.</p>
	<p>k - Start on the line, lead in up to the top, go back down to the bottom, come back up to the middle, loop round, out and flick.</p>

	<p>ck - Start on the line, lead in up to the middle, go back round to the bottom then slope up to the top, go back down to the bottom, come back up to the middle, loop round, out and flick.</p>
	<p>e - Start on the line, lead in up to the middle, loop back over to the left, down to the bottom and up to flick.</p>
	<p>u - Start on the line, lead in up to the middle, go down to the bottom, curve up to the middle back down to the bottom line.</p>
	<p>r - Start on the line, lead in up to the middle, go all the way down, back up and over and flick.</p>
	<p>h - Start on the line, lead in up to the top, go all the way down, back up to the middle and over to the bottom and flick.</p>
	<p>b - Start on the line, lead in up to the top, go all the way down, back up to the middle and all the way round, back to the right for a flick</p>
	<p>f - Start on the line, lead in up to the middle, loop back over to the left and go down below the line to the bottom, curve round the left and loop back up to above the bottom line and off with a flick.</p>
	<p>ff - Start on the line, lead in up to the middle, loop back over to the left and go down below the line to the bottom, curve round the left and loop back up to above the bottom line. Then curve back up to the middle, loop back over to the left and go down below the line to the bottom, curve round the left and loop back up to above the bottom line and off with a flick.</p>
	<p>l - Start on the line, lead in up to the top, go all the way down and flick.</p>
	<p>ll - Start on the line, lead in up to the top, go all the way down and curve up to the top, go all the way back down to the bottom again and flick,</p>
	<p>ss - Start on the line, lead in up to the middle, back over to curl out and in and out again, then curve up to the middle, back over to curl out and in and out again, then flick.</p>
	<p>j - Start on the line, lead in up to the middle, go down below the bottom line, make a loop and tail. Lift off and put a dot above.</p>
	<p>v - Start on the line, lead in up to the middle, slop down to the bottom and slop up to the middle, flick across.</p>
	<p>w - Start on the line, lead in up to the middle, slope down to the bottom and slope up to the middle,</p>

	slope down to the bottom again and slope back up to the middle, flick across.
	x - Start on the line, lead in up to the middle, slope down to the bottom. Lift off, start a new stroke on the other side, slope down to the bottom, crossing the other stroke.
	y - Start on the line, lead in up to the middle, go down to the bottom, curve up to the middle back down below the bottom line, make a loop and tail.
	z - Start on the line, lead in up to the middle, go across, slope down to the bottom and go across again.
	zz - Start on the line, lead in up to the middle, go across, slope down to the bottom and go across again, curve up to the middle, go across, slope down to the bottom and go across again.
	qu - Start on the line, lead in up to the middle, go back all the way round and straight down below the line, slope up to the bottom line then curve up to the middle go down to the bottom, curve up to the middle back down to the bottom line.
	ch - Start on the line, lead in up to the middle, go back round to the bottom then slope up to the top, go back down to the bottom, come back up to the middle, curve over and down to the bottom line, flick.
	sh - Start on the line, lead in up to the middle, back over to curl out and in and out again, then curve up to the top, come straight down to the bottom, come back up to the middle, curve over and down to the bottom line, flick.
	th - Start on the line, lead in up to the top, go down to the bottom, curve back up to the top, come all the way back down to the bottom, back up to the middle, curve over and down to the bottom, then flick and lift off, make a short stroke across the middle of the t..
	ng - Start on the line, lead in up to the middle, go all the way down, back up and over to the bottom and curve back up to the middle, go back all the way round, go back down below the bottom line, make a loop and tail.
	ai - Start on the line, lead in up to the middle, go back all the way round, down again and then curve back up to the middle, go all the way down, flick and lift off. Put a dot above.
	ee - Start on the line, lead in up to the middle, loop back over to the left, down to the bottom and curve

	back up to the middle, loop back over to the left, down to the bottom and flick.
	igh - Start on the line, lead in up to the middle, go all the way down. Curve up to the middle, go back all the way round, go back down below the bottom line, make a loop and tail as you curve back up to the top, go all the way down, back up to the middle and over to the bottom and flick. Put a dot above the i.
	oa - Start on the line, lead in up to the middle, go back all the way round, come across from the top, then go back all the way round, down again and flick.
	oo - Start on the line, lead in up to the middle, go back all the way round, come across from the top, then go back all the way round, flick from the top.
	ar - Start on the line, lead in up to the middle, go back all the way round, down again and curve back up to the middle, then come back down to the bottom line, back up to the middle line, curve over and flick.
	ur - Start on the line, lead in up to the middle, go down to the bottom, curve up to the middle back down to the bottom line. Curve back up to the middle, then come back down to the bottom line, back up to the middle line, curve over and flick.
	ow - Start on the line, lead in up to the middle, go back all the way round, come across from the top, then slope down to the bottom and slope up to the middle, slope down to the bottom again and slope back up to the middle, flick across.
	oi - Start on the line, lead in up to the middle, go back all the way round, come across from the top, then curve up to the middle, go all the way down, flick and lift off. Put a dot above.
	ear - Start on the line, lead in up to the middle, loop back over to the left, down to the bottom and curve back up to the middle, go back all the way round, down again and curve back up to the middle, then come back down to the bottom line, back up to the middle line, curve over and flick.
	air - Start on the line, lead in up to the middle, go back all the way round, down again and then curve back up to the middle, go all the way down. Curve back up to the middle, then come back down to the bottom line, back up to the middle line, curve over and flick. Put a dot above the i.

	<p>ure - Start on the line, lead in up to the middle, go down to the bottom, curve up to the middle back down to the bottom line. Curve back up to the middle, then come back down to the bottom line, back up to the middle line, curve over and come across, dip to the right, curve up to the middle and over to the left and round.</p>
	<p>er - Start on the line, lead in up to the middle, loop back over to the left, down to the bottom and curve back up to the middle, then come back down to the bottom line, back up to the middle line, curve over and flick.</p>
<p>Unit 13 onwards - Use Bug Club/Phonics Bug cursive tab as guidance but include appropriate lead-ins and flicks at the end as taught to date.</p>	

KS2

As pupils move into Key Stage 2, handwriting lessons will consist of continuing to refine their cursive style. This will be through exercises such as:

- Dictation with a focus on consistency on cursive joins and size of appropriate handwriting.
- Linking handwriting to the words on the statutory spelling list.
- Double letter practice.
- Practising writing rhymes and tongue twisters.
- Linking handwriting practice to other areas of the curriculum whilst at the same time building on fluency and consistency.

When pupils are coming towards the end of Key Stage 2 more advanced handwriting techniques and lessons will include:

- Reinforcement of cursive handwriting across the curriculum.
- Form filling/labelling using printed and capital letters.
- Dictation exercises promoting quick note-taking and speedy handwriting skills.
- Links to KS2 SATS SPAG practice.

By the end of primary school our pupils should be producing cursive writing automatically, enabling them to focus on the content of their work rather than the process of writing.

Intervention and Extra Support

- Pencil grips can be used to help develop an appropriate grip.
- Occupational therapists recommend Stabilo pens for some pupils who need a tool more tailored to the shape of their hands.
- A raised board with a non slip surface can also support pupils.
- Advice specifically for left handers as well as the support and reminders as included earlier in policy.
- It may be appropriate for some pupils to be given additional support from a teaching assistant using the Letter Join in a handwriting intervention to provide extra reinforcement to secure formation and joins.

The role of the Federation English Team

- To support staff in raising standards in the quality of pupils' handwriting through auditing and moderating pupils' work and ensuring that staff are aware of and adhere to the agreements within the policy.
- To monitor the use of resources and their impact.
- To lead staff meetings related to handwriting.

The role of the teacher and teaching assistant

- To appreciate the importance of developing a consistent style of continuous cursive handwriting.
- To learn and use the agreed style of handwriting to a degree of competency so that they can support its use in the classroom and act as an exemplar when writing comments in pupils' books.
- To provide regular opportunities for pupils to practise their handwriting skills as well as the daily/weekly taught handwriting lessons.
- To differentiate tasks according to levels of competency.
- To communicate clear expectations on the quality of presentation in all pupils' books across the curriculum.

Presentation

Across the federation the following expectations are to be implemented for the presentation of children's work:

- At the start of each lesson the learning objective should be stuck into the child's book or children write it at the beginning of the work. If handwritten this should be underlined with a ruler.
- The date should also be written and underlined with a ruler.
- Pens can only be used by the children if Mrs Gray has presented them with a pen licence. Pens used should be black (Jubilee)/blue (Pebblebed) ink or fibre tip pen, not biro.
- A unit of work should be chronological and in literacy should start with the elicitation task and end with the 'invent' task.
- Rubbers should not be used by the children – instead a single pencil line (with a ruler) should be drawn through the mistake. This is neater and also shows teachers what the initial mistake had been.
- There should be no scribbling or crossing out.
- Felt tips should never be used for a pupil's work unless a very specific art task – such as graphics based design.
- Children use guidelines if they are writing on plain paper.
- All drawings and diagrams should be in pencil
- Tippex and correction pens are not used by children
- Books are well kept with no writing or doodling on the outside or inside of covers.
- When children are given time to respond to teacher's marking KS1 children should write a capital 'R' and underline it to start the response section. KS2 children can use purple (green at Woodbury Salterton) response pens (provided by the school).

