

**WEST HOVE  
INFANT SCHOOL**  
.....  
**A family of friends**



# **Hove Learning Federation English Policy**

**Adopted by Curriculum and Inclusion Committee on behalf of the Governing body: Spring 2022**  
**Amended: Spring 2022**



# Hove Learning Federation English Policy

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## Introduction

*'Reading is the gateway for children that makes all other learning possible'* (Barack Obama)

The Hove Learning Federation has an interconnected approach to English teaching and learning which promotes a lifelong love of reading and writing and inspires children to develop these skills for life.

Children are encouraged to be reflective, critical thinkers who have opportunities to master understanding and develop their individual strategies for reading and writing. All staff have the opportunities and confidence to research, develop and share best practice so that our classrooms are alive with a love of literacy!

We believe that all children have an equal right to access the curriculum and make progress in their learning, regardless of gender, race or background.

## Aims

Our English policy ensures that children are at the centre of our approach. The policy underpins the school's aims and vision statement, is based on pedagogical research and translates these into classroom practice.

Hove Learning Federation will enable children to:

- Develop a lifelong love of reading and creating books and stories.
- Be inspired by language, have an interest in words and their meanings and develop a growing vocabulary.
- Be able to communicate effectively in a range of contexts and develop a positive attitude to themselves as communicators.
- Be able to use their reading skills to read and respond critically and creatively to an extensive range of texts, including literature from different times and cultures, information and reference texts, media texts and online social and collaborative communications.
- Become increasingly fluent and accurate in expressing their thoughts and emotions, imagination and creativity verbally and in writing.
- Be able to use drama conventions to explore a narrative and support writing.
- Be exposed to a wide repertoire of text types and genres, to inspire a desire to write in a variety of styles and forms appropriate to the audience.
- Understand how authors use a range of grammatical devices for effect and be able to manipulate form in their own writing.
- Be able to write effectively for a variety of purposes and audiences, and make independent choices to do so.
- Have the knowledge of and ability to use the main conventions of language.
- Be reflective learners, who are always looking for ways to build upon and improve their literacy skills.
- Be collaborative learners, who are able to offer constructive feedback.

## Approach

At Hove Learning Federation:

- Children are inspired through a core text centred approach to English learning in a safe, secure environment where they are not afraid to experiment and make mistakes.

- Staff should always model a passion for reading, research, books and literature to inspire and enthuse children to develop a love of literacy.
- Our creative, cross-curricular approach to English engages children, builds on previous learning, promotes connected thinking and deepens learning over time.
- Teachers encourage curiosity, awe and wonder through a variety of questioning styles, with a focus on building connections and making learning purposeful and relevant.
- Teachers encourage a developing independence and resilience through scaffolded learning, with challenge and support at every level.
- Children are encouraged to reflect on their own learning styles using the school's learning characters and self-assessment techniques.
- Each classroom has engaging, inviting reading and writing areas; in EYFS, role-play areas support, stimulate and challenge children to apply their learning.
- A language-rich learning environment supports current learning and includes a range of fonts including adult-generated print, pre-cursive, and cursive fonts.
- The application of phonics teaching is the primary reading strategy in KS1.
- Working walls and washing lines display current learning and show progression through a sequence of lessons.
- Displays throughout the school are frequently updated and maintained to a very high standard to celebrate the rich variety of learning taking place across the school. *(Please refer to the Teaching and Learning Policy.)*
- Writing is a creative process, inspiring imagination whilst children also learn the grammatical foundations used by authors.
- Children are inspired by authors to understand the craft of writing and are given opportunities to edit and improve their work and to self- and peer-assess, which enables them to become reflective writers.
- Children should reach their full potential in English. Pupil provision is personalised to the needs of the child through differentiated planning. Every child is given the opportunity to work with the teacher on a regular basis. Children in need of further support are identified through ongoing assessment and targeted support is provided where appropriate.

Teaching across the school includes an appropriate balance of focused subject teaching and well-planned opportunities to use, apply and develop knowledge and skills across the whole curriculum. Teaching strategies include whole-class teaching, guided group work and one-to-one support.

Teaching and learning in the Early Years & Foundation Stage (EYFS) is based on the Literacy area of learning. In Key Stage 1 and 2, teaching and learning of reading, writing and phonics is based on the 2014 National Curriculum for Reading and Writing. Children are assessed against the Early Literacy Goals in EYFS and national age-related expectations in Key Stage 1 and 2.

## Speaking and Listening

### **Aims and key principles:**

Speaking and listening is a key feature of our English Curriculum and opportunities to practise and develop speaking, listening and critical thinking skills are embedded throughout each day in every subject. It underpins the development of reading and writing. Speaking and listening is supported in EYFS and through KS1 through the use of Makaton signs and symbols. In EYFS and KS1 Talk for Writing strategies are used to support children's oral language and embed their knowledge of text structures.

Expectations:	Strategies:
<b>To orally rehearse sounds, words, sentences and known short texts/extracts.</b>	<ul style="list-style-type: none"> <li>• In EYFS and KS1/2, children are supported in their language development by the use of Makaton, Talk for Writing and other strategies to introduce children to a rich range of vocabulary.</li> <li>• All staff to model excellent examples of spoken language through the use of stories and classroom practice.</li> <li>• Accurate language use is modelled back if children have made an error or have a misconception.</li> <li>• “I say, you say” and other techniques to introduce new vocabulary is explicitly taught to the children and they repeat back.</li> <li>• Word meanings are explained and any misconceptions are addressed promptly when speaking with the children.</li> </ul>
<b>To use drama techniques to develop understanding of character and use of voice, posture and role play.</b>	<ul style="list-style-type: none"> <li>• Drama is incorporated into English lessons and planning to embed and deepen the children’s understanding of the core text and characters.</li> <li>• Drama is used across foundation subjects and topic lessons to ensure lessons are fun, exciting and cross-curricular.</li> </ul>
<b>Use of Makaton, actions and visuals to embed and reinforce language in EYFS and KS1.</b>	<ul style="list-style-type: none"> <li>• Makaton symbols, actions and Communicate in Print visuals are used to help embed and reinforce language.</li> <li>• Children with additional needs are supported through Makaton, sign language and visuals.</li> </ul>
<b>In KS1 core texts are taught through Talk for Writing.</b>	<ul style="list-style-type: none"> <li>• Makaton is used to demonstrate words and actions.</li> <li>• Actions and story mapping are child-led and children are encouraged to suggest their own actions, draw their own story maps and edit these to create their own stories.</li> <li>• Children are encouraged to perform their Talk for Writing to each other and the actions and words are practised regularly to ensure children’s understanding.</li> <li>• At the start of each unit the core text is read to the children and any misconceptions and new vocabulary is addressed and pre taught at the start.</li> </ul>
<b>In EYFS core texts are learnt as a whole class through Talk for Writing strategies and the texts are explored in immersive ways from Autumn 2.</b>	<ul style="list-style-type: none"> <li>• Talk for Writing is introduced in Autumn 2 of EYFS.</li> <li>• Adults model drawing text maps and these are displayed in the classroom during each writing unit.</li> <li>• Children explore Talk for Writing in immersive ways in the classroom through role-play and play activities.</li> </ul>
<b>Children have a range of opportunities to engage with a wide range of texts that are read to them each week.</b>	<ul style="list-style-type: none"> <li>• In EYFS and KS1/2, teachers explicitly verbally introduce any new vocabulary and model what good reading out loud looks like.</li> <li>• This is also reinforced in story times and Drop Everything and Read (DEAR) sessions.</li> <li>• In KS1, children have modelled, guided DEAR sessions twice a week to introduce, model and reinforce reading strategies, introduce them to a variety of text-types and develop a love of reading.</li> <li>• In KS2 children have daily DEAR sessions where they have opportunities to read for pleasure and learn about famous authors and illustrators.</li> <li>• They develop their reading skills linked to their book of choice.</li> </ul>
<b>Children with additional needs including disadvantaged and where English is their second language are prioritised for further support.</b>	<ul style="list-style-type: none"> <li>• Groups of children are identified as a priority for interventions in each year group.</li> <li>• Enhanced communication with these families ensures they are aware of their children’s language developmental needs.</li> <li>• At the start of each new topic word mats are sent home to these families to help reinforce the topic words at home and address misconceptions.</li> </ul>

## Vocabulary

### Aims and key principles:

The Hove Federation believes in building vocabulary across the schools. We have vocabulary-rich environments and the use of adventurous vocabulary is celebrated and modelled across all subjects.

Expectations:	Strategies:
<b>Children develop their vocabulary and deepen their understanding of meaning.</b>	<ul style="list-style-type: none"><li>• New vocabulary is recorded on displays, flipcharts, working walls and washing lines for children and adults to regularly refer to.</li><li>• Vocabulary is pre taught when necessary, using Communicate in Print, the noun project and other visual representation to support all children.</li><li>• Dual coding (images alongside words) is used to support children's understanding of vocabulary.</li><li>• 'While you are waiting' activities are used at the start of lessons to introduce new vocabulary and explore other synonyms in KS1.</li></ul>
<b>Children can think of different synonyms and antonyms for given words to improve their vocabulary.</b>	<ul style="list-style-type: none"><li>• Dictionaries and thesauruses are used to support children's understanding of vocabulary and to widen their vocabulary repertoire.</li><li>• Word webs and maps are used to record new vocabulary and synonyms.</li><li>• Home learning tasks support vocabulary development.</li><li>• Adults support children to find alternative, similar words to improve their initial word choice.</li></ul>
<b>Children can confidently use new vocabulary in sentences.</b>	<ul style="list-style-type: none"><li>• Unfamiliar words are taught in the context of sentences.</li><li>• New vocabulary is 'bumped into' in core texts and cross-curricular lessons to familiarise children with new and or challenging language.</li><li>• New vocabulary is displayed in the classrooms and referred to regularly.</li></ul>

## Early reading and phonics

### Aims and key principles:

The Hove Learning Federation believes in a love of literature, that reading underpins children's learning across the wider curriculum and provides a knowledge base for lifelong learning.

Phonics is taught as the primary reading strategy in EYFS and KS1 and we use a systematic synthetic programme of phonics (SSP). We believe in the importance of high-quality texts to ensure children become immersed in a text through understanding themes, characters and authors' intentions.

In EYFS and Key Stage 1, children are assessed continuously in reading and move through books that are closely matched to their phonic knowledge until they become confident and fluent readers. Their phonics and reading skills are tracked each term and used to identify where extra support is needed.

In addition to core texts in English, children are exposed to a wide-range of texts in a variety of situations, for example: DEAR time, topic learning and foundation subjects. Texts are chosen with careful consideration of the strengths, needs and interests of the class/year group and to facilitate the development of children's reading skills.

Expectations:	Strategies:
<p><b>Daily Guided Reading sessions in EYFS, KS1 and Year 3 so that children develop a love a reading and core reading skills.</b></p>	<ul style="list-style-type: none"> <li>• In EYFS, KS1 and Year 3 the reading skills and strategies outlined by the 2014 National Curriculum are explicitly taught and referred to in daily Guided Reading sessions by teachers and support staff.</li> <li>• The application of phonics teaching is the primary reading strategy and EYFS and KS1 use a systematic synthetic programme of phonics (SSP) that adheres to the essential core criteria outlined in the DfE's Phonics Programme validation documentation and is based on the progression set out by Letters and Sounds.</li> <li>• Phonics-based books are used to embed and practise newly taught phonemes and graphemes alongside levelled, banded books.</li> <li>• EYFS children are introduced to a new book every week that they read once with their teacher and once with a teaching assistant.</li> <li>• KS1 operate a two-week reading cycle where the children are introduced to a new book every other week that they read twice with their teacher and twice with their teaching assistant.</li> <li>• The children in Year 3 are taught reading skills through a carousel of activities every day and focused teacher input. Children explore a longer text in their reading carousel over several weeks. Each week, the children read with the teacher once. Children who are still reading banded books, select one book a week to read at home.</li> <li>• In Year 3, Read Write Inc. is used as a reading intervention for children who have not passed their phonics screening and/or are not fluent readers.</li> <li>• The children have opportunities to make predictions about the story, explore the plot, practise re-reading for fluency and complete a range of follow up tasks and comprehension activities linked to the 2014 National Curriculum and Development Matters 2020 objectives.</li> </ul>
<p><b>Daily 30-minute phonics lessons in YR and Y1.</b></p> <p><b>Three weekly phonics sessions in Y2.</b></p> <p><b>Five sessions of phonics over a fortnight in Y3.</b></p>	<ul style="list-style-type: none"> <li>• The application of phonics teaching is the primary reading strategy.</li> <li>• A systematic synthetic programme of phonics (SSP) is taught that adheres to the essential core criteria outlined in the DfE's Phonics Programme validation documentation and based on the progression set out by Letters and Sounds.</li> <li>• Phonic sessions support speaking, listening, reading, handwriting, and writing and these skills are practised throughout.</li> <li>• Phonics sessions supported by a range of effective resources in conjunction with decodable home-school reading books that align with phonics progression, as well as an online e-library.</li> <li>• Graphemes and phonemes are taught with stories, actions, songs and jingles to encourage all learning styles.</li> <li>• Phonics objectives are mapped throughout the year on a curriculum document to ensure coverage.</li> </ul>
<p><b>Phonics assessments are used to track progress and identify and target areas of need.</b></p>	<ul style="list-style-type: none"> <li>• Children are assessed at the end of each phonics phase and this assessment is used by class teachers and year group leaders to closely monitor children's progress and target in-class support and out-of-class interventions.</li> <li>• Phonics and reading interventions are tailored and targeted according to individual need and children are identified through close monitoring and our assessment system.</li> <li>• Teachers and teaching assistants work with small groups throughout each year to boost progress and to extend children's learning.</li> <li>• In Year 1, the children take part in a statutory phonics screening check in which they apply their phonics knowledge to read real and pseudo words.</li> </ul>



	<ul style="list-style-type: none"> <li>• The phonics screener is repeated at the end of Year 2 for children who have not reached required grade or children who were not eligible/in our education system at the time of the Year 1 phonics test.</li> <li>• At KS2 the LSS is used to support children's reading through intervention.</li> </ul>
<b>Children have access to relevant home-school reading material.</b>	<ul style="list-style-type: none"> <li>• Children have access to the Collins Big Cat Letters and Sounds online library of fully decodable books aligned to the Letters &amp; Sounds sequence.</li> <li>• Children have access to physical Collins Big Cat Letters and Sounds fully decodable books aligned to the Letters &amp; Sounds sequence, which are organised by phonics phase.</li> <li>• Children in KS2 have access to the online reading platform Bug Club which contains a wide selection of books organised by phonic phase and book bands.</li> <li>• Children can also take home a weekly book to develop a love of reading.</li> <li>• Details of the week's sounds and linked books are shared with parents &amp; carers each week.</li> </ul>
<b>The learning environment is linked to phonics and early reading in years R-2.</b>	<ul style="list-style-type: none"> <li>• Each classroom contains an up-to-date phonics and spelling displays, which details the sounds taught and a decodable book of the week used.</li> <li>• Relevant phonics and spellings are highlighted in any topic/writing working walls.</li> <li>• EYFS learning environment activities are developed to consolidate phonic understanding as detailed in the weekly environment planner.</li> </ul>
<b>Parents and Carers know and understand what is expected of their child in phonics.</b>	<ul style="list-style-type: none"> <li>• In EYFS and KS1 we invite parents and carers to interactive phonics talks at the start each academic year.</li> <li>• We share how phonics is taught and give ideas of how to support children with phonics in a fun and engaging way by sharing useful websites, books, and online games.</li> <li>• We invite parents to volunteer in classes to support children with phonics and reading. Parent volunteers are trained in school by the Phonics co-ordinator.</li> </ul>

## Reading

<b>Expectations:</b>	<b>Strategies:</b>
<b>Children will be taught to read accurately and fluently and comprehend at an age-related level.</b>	<ul style="list-style-type: none"> <li>• Children read aloud regularly with peers and adults and are supported to decode unfamiliar words.</li> <li>• Opportunities for children to discuss their understanding of texts and explore the meaning of words in context are provided.</li> <li>• Time is provided for children to ask questions to improve their understanding.</li> <li>• Teaching of key reading skills is carefully planned for in reading lessons, including: drawing inferences and deducing characters' feelings, thoughts, and motives from their actions, and justifying inferences with evidence; predicting what might happen from details stated and implied; summarising the main ideas drawn from more than one paragraph and identifying key details that support the main ideas.</li> <li>• The Twinkl Reading Dogs are used to support explicit understanding of reading skills.</li> </ul>
<b>Teachers plan structured lessons to meet National Curriculum standards.</b>	<ul style="list-style-type: none"> <li>• A clear planning approach is used and developed across year groups (e.g., 'Talk for Writing', 'Reading into Writing', 'DEAR time', guided reading and whole-class reading sessions).</li> <li>• In EYFS, KS1 and Year 3, daily guided reading sessions are taught using a range of skills-based activities.</li> <li>• Whole class reading sessions linked to a core text in KS2 are used to teach reading skills.</li> </ul>



<b>Teachers differentiate plans and resources to meet the reading needs of all children.</b>	<ul style="list-style-type: none"> <li>Pupils pinpointed for extra support in reading may be given the opportunity to participate in more intensive programmes, including 'West Hove Read 2 Write' in KS1, 'Better Reading Partnership (BRP)' and 'Inference' in KS2, in addition to extra guided reading groups or additional reading with volunteers to support their progress.</li> </ul>
<b>Children will maintain a positive attitude to reading.</b>	<ul style="list-style-type: none"> <li>DEAR is used in KS1 and KS2 to promote a love of reading.</li> <li>Reading cafés are used in KS2 to promote a range of genres and text types. Children are given choice of what to read and time to recommend books to their peers.</li> <li>Children read and discuss an increasingly wide range of genres/texts during English lessons, DEAR time and guided reading sessions.</li> <li>Children read for a range of purposes.</li> <li>Time for children to recommend books is allocated so that they can read to their peers, giving reasons for their choices.</li> <li>Children participate in discussions about books that are read to them and those that they can read for themselves, building on their own and others' ideas and challenging views courteously.</li> <li>Opportunities are provided for making comparisons within and across books.</li> <li>Book corners are exciting and inviting places that encourage a love of reading with a range of high-quality texts.</li> <li>Reading is celebrated and in EYFS and KS1 certificates are given to children to celebrate them reading 10, 20, 50, 100 and 200 books as well as chapter books.</li> <li>Children have access to Bug Club in KS2 which is a reading platform that includes a wide selection of banded books with comprehension questions included. Access to this forms part of their home learning.</li> <li>In EYFS and KS1, children have access to a wide variety of online phonics-based books on the Big Cat phonics library, which follow the same phonics sequence as our SSP.</li> </ul>
<b>Teachers ensure a positive reading environment.</b>	<ul style="list-style-type: none"> <li>Each classroom has an attractive, inviting reading area containing a range of high quality, accessible books that stimulate and challenge children in their reading choices.</li> <li>Book corners are kept tidy and with clear signage indicating fiction and non-fiction texts.</li> <li>Adults model reading aloud and a love of reading regularly.</li> <li>In KS2 authors are regularly invited into school, virtually or in-person.</li> <li>Regular reading events, including World Book Day, are arranged for all year groups in the reading calendar of events document.</li> <li>Signage is used to remind children to look after the books and examples of questions they might ask when reading to stimulate ideas.</li> </ul>

## Core Texts

### Aims and key principles:

We believe in an interrelated program of teaching reading, vocabulary, writing, spelling, grammar and verbal skills, whereby children are encouraged to see English as the subject of understanding and language. Reading skills, spelling and grammar rules are taught carefully and coverage across the year and key stages is planned out. Children are immersed in a core text and through this, the skills needed to achieve highly in the curriculum are developed.

Expectations:	Strategies:
<b>In each year group, English teaching and learning is centred around an engaging core text.</b>	<ul style="list-style-type: none"> <li>Core texts are carefully selected, to align with each year group's termly topics.</li> <li>Teachers ensure the core texts (and aligned texts of mixed genre) provide rich and varied language, which is used as models for writing.</li> <li>The texts support children's complete topic immersion.</li> <li>Texts are chosen with consideration of the strengths, needs and interests of a class or year group.</li> </ul>
<b>A core text drives the teaching and learning of writing skills.</b>	<ul style="list-style-type: none"> <li>Through careful planning, core texts are studied in detail. Children are exposed to the themes, style, settings, characters, and plots of the core text, which allows them to 'borrow' from and 'imitate' a writer's style and use it as inspiration for their own independent writing.</li> <li>Teachers ensure children are writing for a purpose, driven through planning around the core texts.</li> </ul>
<b>Core texts are at the centre of teaching of reading.</b>	<ul style="list-style-type: none"> <li>Reading is delivered throughout KS2 in a 'whole-class' context. By using the same core text, a shared approach to learning is achieved.</li> <li>Studying a core text in detail allows children to respond to related questions with confidence.</li> <li>Children are explicitly taught to retrieve information, speculate on a writer's intention, make predictions, and use their inference skills to justify viewpoints with evidence.</li> <li>Questions are adapted to meet the needs of the children.</li> <li>Immersing children in a core text encourages a genuine love of reading whereby they are excited about the book they are reading.</li> <li>Other texts supplement the core text, exposing children to a wide range of genres to support children's understanding.</li> </ul>

## Planning and Structure

### Aims and key principles:

At the Hove Learning Federation, there is an appropriate balance of focused subject teaching and well-planned opportunities to use, apply and develop knowledge and skills across the whole curriculum. Teaching strategies include whole-class teaching, guided group work and one-to-one support. Adults use a range of planning techniques to structure their planning, for example: written plans, PowerPoint, Active Inspire Slides, Google Slides and My View Board software. Teachers plan together and update planning regularly.

Expectations:	Strategies:
<b>Planning is adapted based on assessment for learning to meet the needs of the children.</b>	<ul style="list-style-type: none"> <li>Adults review the children's understanding at various points in the lesson to adapt that and subsequent lessons to meet the children's learning needs.</li> <li>Guided groups are created and adult support is provided.</li> <li>Every year the planning is reviewed and adapted to meet the needs of the new cohort.</li> <li>Planning is adapted to meet the needs of our diverse community e.g. Dual coding, word banks and visual prompts are used to support vocabulary development.</li> <li>The Ethnic Minority Achievement Service (EMAS) team and teacher support individual children through translation inside and outside the classroom.</li> </ul>
<b>Planning includes differentiation for challenge and support.</b>	<ul style="list-style-type: none"> <li>A wide variety of resources are used to support all learners, including: word mats, Communicate in Print vocabulary documents, sentence jumbles, sentence stems, visual prompts, phonics mats, story boards and talking tins.</li> <li>Children with the potential to reach Greater Depth are given a wider choice of style when writing for example: tense, genre, the person they are writing in and the text layout.</li> </ul>

	<ul style="list-style-type: none"> <li>High quality model texts with appropriately matched language are used to inspire all learners.</li> </ul>
<b>Planning ensures lessons appeal to a variety of learning styles and resources are of a high quality.</b>	<ul style="list-style-type: none"> <li>Music, poetry, film, drama, audio, pictures, story books, picture books and physical props are used to inspire our English lessons.</li> <li>Adults invest time in creating quality resources and continually renew and update these.</li> </ul>

## Grammar and punctuation

### Aims and key principles:

The Hove Federation believes children should become confident using a wide range of grammatical terminology, which is assessed through writing, low stakes retrieval tasks and continual assessments. We believe in teaching this terminology explicitly whenever possible by discussing language in texts and applying it in writing. Children are taught the National Curriculum content for punctuation which becomes increasingly challenging throughout the primary journey. Grammar and punctuation content is re-visited regularly and children are exposed to this throughout the curriculum.

Expectations:	Strategies:
<b>Children understand the purpose of word class and can identify them in a given text.</b>	<ul style="list-style-type: none"> <li>Children are taught word class meaning in a progressive manner from EYFS in line with the national curriculum appendices.</li> <li>When new vocabulary is introduced, the grammatical word class is also explained and explored.</li> <li>Children group words according to word class in English lessons.</li> <li>Word classes are colour-coded in books, resources and classroom displays in EYFS and KS1.</li> <li>Sections of text extracts are explored with a vocabulary focus, for example: 'locating verbs in a passage'.</li> </ul>
<b>Children can use a variety of grammatical techniques in their own writing.</b>	<ul style="list-style-type: none"> <li>Children explore authors' use of grammar and experiment with writing in their style, for example: 'List descriptive sentences and noun phrases to describe a character.'</li> <li>Adults model sentences with a grammar focus.</li> <li>Adults and children annotate texts with a grammatical focus, for example: 'Highlight all the adjectives in blue and verbs in green.'</li> </ul>
<b>Children understand how authors use grammar for effect.</b>	<ul style="list-style-type: none"> <li>Adults expose children to a variety of high-quality model texts and discuss the impact of sentence structure and description on the reader for example short sentences and precise noun phrases create tension and suspense.</li> <li>Careful questioning is used to unpick writing and how it makes readers feel for example: why did the author use that particular word to describe? How does the author create an image in the reader's mind?</li> </ul>
<b>Children are taught punctuation appropriate to their age and attainment.</b>	<ul style="list-style-type: none"> <li>Adults plan for children to learn punctuation in context.</li> <li>Marking bookmarks and 'Every Time We Write' success criteria include codes for all year-group specific grammar and punctuation targets.</li> <li>Core texts are used to signpost children to punctuation and how it is used.</li> <li>Posters and resources are displayed in the classroom to support children's understanding.</li> <li>Kung Fu punctuation activities are used to support a range of learning styles in KS2.</li> </ul>

## Writing

### Aims and key principles:

The philosophy behind Hove Federation's approach to inspiring children as writers is to immerse them in a core text, through termly topics (*as outlined in the 'core text' section above*). This way, children are exposed to rich and varied language and grammatical devices in context. By teaching a linked sequence of reading, grammar and writing that is linked to the text, children develop as fluent, intuitive and creative writers across a wide range of genres.

Expectations:	Strategies:
<b>Children are inspired to write.</b>	<ul style="list-style-type: none"> <li>Core texts and topic-based learning as a key stimulus.</li> <li>A range of other stimuli include drama and role-play, first hand experiences, visual starting points (including film and pictures) art and artefacts are used.</li> <li>Children see inspirational writer role models in authors and school-based adults.</li> <li>Children hear authors talk about writing in person and virtually.</li> </ul>
<b>Children are given a wide range of opportunities to write across the curriculum.</b>	<ul style="list-style-type: none"> <li>Planning incorporates extended writing opportunities across the curriculum.</li> <li>Double-page spreads in science and foundation subjects provide children with a creative cross-curricular way of applying their writing skills in KS2.</li> </ul>
<b>Children are taught writing according to National Curriculum guidance.</b>	<ul style="list-style-type: none"> <li>In EYFS, children are assessed against the Early Learning Goals for writing and they use 'Development Matters' is used to support the planning and now/next steps in writing.</li> <li>In KS1 and 2, the 2014 'National Curriculum Programme of Study for writing' is followed.</li> </ul>
<b>Children are taught the links between reading and writing</b>	<ul style="list-style-type: none"> <li>Children analyse texts (see reading section), which serves as the starting point for writing.</li> <li>Reading is used as a stimulus for writing.</li> </ul>
<b>Children are taught to write for an audience and purpose</b>	<ul style="list-style-type: none"> <li>A wide range of speaking, listening and drama activities develop children's oral skills as a prerequisite to writing.</li> <li>Children are immersed specifically in discussions around language and grammar in the core text.</li> <li>Children consider how authors have developed characters and settings in what they have read, listened to or seen performed.</li> <li>Children 'borrow' and 'imitate' styles from published authors and peers across a wide range of genres.</li> <li>Children are encouraged to have an authorial voice, 'becoming' characters with different perspectives or exploring levels of formality.</li> <li>Children are encouraged to draw on their own experiences or their own reading, to enhance their and others' writing.</li> <li>Children publish their work for an audience to read.</li> </ul>
<b>Children are taught to plan their writing.</b>	<ul style="list-style-type: none"> <li>Children are taught to identify the audience and purpose of any given piece of writing.</li> <li>Children select the appropriate form and use other texts as models for their own writing.</li> </ul>

	<ul style="list-style-type: none"> <li>Initial ideas are developed, through exploration of vocabulary, reading and research.</li> <li>Adults model writing and conduct shared and guided writing opportunities in small focus groups.</li> <li>Adults demonstrate expectations and talk through the writing process through modelling on flipcharts, computer screens or under visualisers.</li> <li>Writing occurs in mixed ability pairs/groups to encourage a shared learning approach, or independently as appropriate.</li> </ul>
<b>Children are taught to draft and write.</b>	<ul style="list-style-type: none"> <li>Appropriate grammar and vocabulary are selected from the core text and children are encouraged to use an author's style in their drafting.</li> <li>Children are taught to understand how their word choices and sentence structures can change or enhance meaning.</li> <li>Children are taught how to integrate dialogue to convey character and advance the action.</li> <li>A wide range of devices to build cohesion within and across paragraphs is taught, along with further organisational and presentational devices to structure text and to guide the reader.</li> </ul>
<b>Children are taught to evaluate and edit.</b>	<ul style="list-style-type: none"> <li>Children use checklists and success criteria grids to ensure accurate components of writing.</li> <li>Children are taught to proofread; to check sentences make sense; are punctuated accurately; to try out spellings; have consistent and correct use of tense and that subject and verbs agree.</li> <li>Children are taught to use an edit page from summer term in Year 2, when writing at length, which is modelled by teachers.</li> <li>Children are encouraged to edit as they write in pencil and to respond to feedback in purple pen or pencil.</li> <li>Children are taught to assess the effectiveness of their own and others' writing through dedicated editing lessons in KS2.</li> <li>Children are encouraged to propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</li> <li>Children are encouraged to 'magpie' ideas from each other and use them when they edit.</li> <li>Various methods are applied, such as quadrant feedback, editing carousels, teacher feedback, read aloud and live feedback (See feedback and marking policy).</li> </ul>
<b>Children are taught to perform their own compositions.</b>	<ul style="list-style-type: none"> <li>Teachers model reading and performing aloud.</li> <li>Children are encouraged to use appropriate intonation, volume, and movement so that meaning is clear.</li> </ul>
<b>Children are taught to apply their understanding of key concepts and grammatical terminology. (See grammar section.)</b>	<ul style="list-style-type: none"> <li>Children are taught to understand how authors use devices for effect to show grammar is understood in context.</li> <li>Modelled versions are on display in the classroom to support grammar, punctuation and spelling.</li> <li>Children are provided with toolkits and support materials as appropriate.</li> </ul>
<b>Children's writing is published and celebrated.</b>	<ul style="list-style-type: none"> <li>Children are encouraged to creatively publish their writing for an audience.</li> <li>Children's work is displayed in the learning environment (classrooms and school corridors) as well as externally through community newsletters.</li> </ul>

## Spelling

### Aims and key principles:

Spelling is an integral part of the writing process, so we offer a comprehensive yet accessible progression in the teaching of spelling. Our focus embraces knowledge of spelling conventions, patterns and rules.

Integral to our teaching is the opportunity to promote the learning of spellings, including statutory words, common exceptions and personal spellings.

Expectations:	Strategies:
<b>Spelling teaching covers National Curriculum 2014 and Development Matters objectives in EYFS and KS1.</b>	<ul style="list-style-type: none"> <li>• Spelling is taught both discretely and embedded in English lessons in starters and shared, modelled and guided writing.</li> <li>• In EYFS, relevant spelling is taught both discretely and as part of English lessons in starters and shared, modelled and guided writing. Does something else need to be added here???</li> <li>• In Year 1, discrete lessons once a week focus on tricky words and common exception words.</li> <li>• In Year 1, during phase 5d in the summer term, spelling objectives are taught in discrete sessions daily.</li> <li>• In Year 2, discrete spelling lessons are taught three times per week and focus on the National Curriculum objectives.</li> <li>• Spelling objectives are mapped throughout the year on a curriculum document to ensure coverage.</li> </ul>
<b>Spelling objectives are referred to in all curriculum areas.</b>	<ul style="list-style-type: none"> <li>• Self-supporting spelling strategies are modelled throughout all curriculum teaching (see Appendix 1).</li> <li>• High expectations of accurate spelling in all written work focuses on previously taught rules across all areas of the curriculum.</li> <li>• Spelling is a focus for marking in all subjects.</li> </ul>
<b>Spelling teaching covers the National Curriculum (2014) for KS2.</b>	<ul style="list-style-type: none"> <li>• Spelling is taught 5 times in a fortnight, in short, 15-minute sessions which encourage children to investigate patterns, follow morphological rules and familiarise themselves with common exceptions.</li> <li>• The No Nonsense spelling programme is used to sequence lessons for each year group, though teachers use this as a starting point for their planning and adapt the resources to suit the needs of their class.</li> </ul>
<b>Spelling is an integral part of the writing process.</b>	<ul style="list-style-type: none"> <li>• The content from spelling sessions is reinforced and built on throughout English lessons and ensures spelling is seen as an integral part of writing.</li> <li>• Children will become confident using a variety of spelling strategies either to find accurate spellings or to make phonetically plausible attempts.</li> <li>• Children will use their Edit Page in all pieces of writing as a place to edit and improve their spelling from summer term year 2.</li> <li>• Spelling is assessed primarily through children's writing and class quizzes are used to gauge how well children are learning.</li> </ul>
<b>Whole class phonics teaching in Year 3.</b>	<ul style="list-style-type: none"> <li>• Teachers in Year 3 deliver phonics sessions five times per fortnight following a blended programme of the Read Write Inc. and Letters and Sounds.</li> </ul>
<b>Differentiation and support are provided for those who require it.</b>	<ul style="list-style-type: none"> <li>• Based on teachers' assessments, some children might receive extra support in spelling. This could come in the form of words banks, use of Clicker 7, live teacher feedback, use of Nessy and differentiation of certain activities.</li> <li>• Spelling and phonics interventions are provided outside of class for those children who require extra support in KS2. These interventions are tailored to the needs of individual children and are regularly assessed to gauge progress.</li> </ul>

## Handwriting

### Aims and key principles:

Handwriting is taught so that it promotes both children's physical development and confidence in writing. Children in EYFS are involved in a variety of activities to develop their physical development. Both gross and fine motor skills develop in a 'top down' approach.

Expectations:	Strategies:
<b>In EYFS, children are introduced to letters in a pre-cursive style.</b>	<ul style="list-style-type: none"><li>• Teachers and support staff model a clear pre-cursive style across all modelled/shared writing.</li><li>• New letters are introduced, taught, and practised each week in a discrete 20-minute handwriting lesson in the infants.</li><li>• Appropriate pencil grip is explicitly modelled and children are supported to use this.</li><li>• Letter formation is introduced in 'families'.</li><li>• Instant feedback is provided both verbally and through modelling.</li><li>• Children have opportunities to consolidate handwriting skills in activities across the curriculum.</li><li>• There are high expectations of children's handwriting and presentation across the curriculum.</li></ul>
<b>Children continue to develop a cursive style with the aim of fully joining by the end of KS1, using the correct joins and spacing.</b>	<ul style="list-style-type: none"><li>• Adults model a clear cursive style across all modelled/shared writing.</li><li>• Weekly discrete 20-minute handwriting lessons are taught where the letter families are revisited.</li><li>• Appropriate pencil grip is explicitly modelled and children are supported to use this.</li><li>• Year 2 link handwriting sessions to the spelling curriculum.</li><li>• Children are encouraged to join most letters as and when they are confident.</li></ul>
<b>Pupils in KS2 are taught to write legibly, fluently and with increasing speed by:</b> <ul style="list-style-type: none"><li>▪ Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.</li><li>▪ Choosing the writing implement that is best suited for a task.</li></ul>	<ul style="list-style-type: none"><li>• Adults model a clear cursive style across all modelled/shared writing.</li><li>• Adults have high expectations of children's handwriting and presentation across the curriculum.</li><li>• Children who find handwriting difficult to join, may attend interventions to support with this such as busy hands and discrete handwriting practice sessions.</li></ul>



# 1. Appendices

## Appendix 1: Hove Junior Reading Calendar example

HJS Literacy Calendar 2021-2022

Date	Event/Project	About / Website	Resources and Links	Twitter
<b>September 2021</b>				
From 01/09/2021	<b>CLPE's Back to School Campaign</b>	To support the back to school transition, CLPE has created a FREE whole school teaching unit focusing on 'learning together, growing together' which could be used in line with PSHE/WWO activities in each year group. The KS2 book planned is:  <i>The Promise</i> by Nicola Davies and Laura Carlin	<ul style="list-style-type: none"> <li>Resources saved in HJS English resources.</li> <li>Find out more <a href="#">here</a>.</li> <li>If you'd like, share your work using #CLPEGrowingOurFuture</li> </ul>	@CLPE1 #CLPEGrowingOurFuture
01/09/2021	<b>Lit Film Fest</b>	An initiative to improve literacy using filmmaking. Free English projects released each year. Key Stage 1 & Key Stage 2 classroom resources for primary school teachers. Based on the national curriculum, projects bring literacy & computing skills together.	<ul style="list-style-type: none"> <li>Find out more <a href="#">here</a>.</li> <li>Try some of their FREE <a href="#">Classroom Projects</a></li> <li>Enter your videos to win a YouTube Filming Day for your class <a href="#">here</a>.</li> </ul>	@LHFFilmFest
08/09/2021	<b>International Literacy Day</b>	International Literacy Day, celebrated annually on 8 September, is an opportunity for Governments, civil society and stakeholders to highlight improvements in world literacy rates, and reflect on the world's remaining literacy challenges. The issue of literacy is a key component of the UN's Sustainable Development Goals and the UN's 2030 Agenda for Sustainable Development.	<ul style="list-style-type: none"> <li>Find out more <a href="#">here</a>.</li> <li>Read the concept note for this year's event <a href="#">here</a>.</li> </ul>	@UNESCO
13/09/2021	<b>Roald Dahl Day</b>	Celebrated every year on the anniversary of his birthday, the unofficial holiday celebrates all the characters created by the much loved and read children's author.	<ul style="list-style-type: none"> <li>Find out more <a href="#">here</a>.</li> <li>Explore some of the ideas of how to celebrate in the classroom with these <a href="#">teacher resources</a></li> <li>Download the Party Pack <a href="#">here</a>.</li> </ul>	@Roald_Dahl @RoaldDahlDay
27/09 - 01/10/2021	<b>'Reading is Magic' Festival</b>	Live virtual author visits - links will be emailed by <a href="#">English team</a> .	<ul style="list-style-type: none"> <li>Find out more <a href="#">here</a>.</li> </ul>	#readingismagicfest
<b>October 2021</b>				
07/10/2021	<b>National Poetry Day</b>	National Poetry Day generates an explosion of activity nationwide, thousands of amazing events across the UK – in schools, libraries, bookshops and hospitals, on buses, trains and boats – all celebrating poetry's power to bring people together. The 2021 theme is 'Enjoy, Discover, Share'.	<ul style="list-style-type: none"> <li>Find out more <a href="#">here</a>.</li> <li>Poetry competition: write a poem with the theme 'Enjoy, Discover, Share'</li> <li>Start sharing a poem a day with your class</li> <li>Check out the <a href="#">resources and activities</a> on the National Poetry Day website</li> </ul>	@PoetryDayUK

## Appendix 2: No Nonsense Spelling strategies

### Look, say, cover, write, check

This is probably the most common strategy used to learn spellings.

**Look:** first look at the whole word carefully and if there is one part of the word that is difficult, look at that part in more detail.

**Say:** say the word as you look at it, using different ways of pronouncing it if that will make it more memorable.

**Cover:** cover the word.

**Write:** write the word from memory, saying the word as you do so.

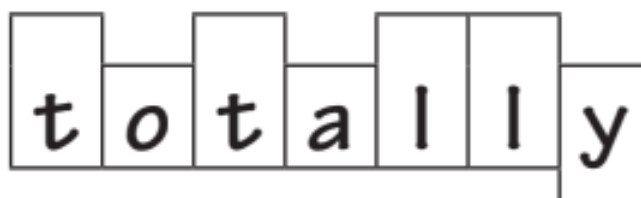
**Check:** Have you got it right? If yes, try writing it again and again! If not, start again – look, say, cover, write, check.

### Segmentation strategy

The splitting of a word into its constituent phonemes in the correct order to support spelling.

### Drawing around the word to show the shape

Draw around the words making a clear distinction in size where there are ascenders and descenders. Look carefully at the shape of the word and the letters in each box. Now try to write the word making sure that you get the same shape.



### Drawing an image around the word

This strategy is all about making a word memorable. It links to meaning in order to try to make the spelling noticeable.



You can't use this method as your main method of learning spellings, but it might work on those that are just a little more difficult to remember.

## Pyramid words

This method of learning words forces you to think of each letter separately.

p  
py  
pyr  
pyra  
pyram  
pyrami  
pyramid

You can then reverse the process so that you end up with a diamond.

Other methods can include:

- Rainbow writing. Using coloured pencils in different ways can help to make parts of words memorable. You could highlight the tricky parts of the word or write the tricky part in a different colour. You could also write each letter in a different colour, or write the word in red, then overlay in orange, yellow and so on.
- Making up memorable 'silly sentences' containing the word
- Saying the word in a funny way – for example, pronouncing the 'silent' letters in a word
- Clapping and counting to identify the syllables in a word.

## Appendix 3: Teaching order of letters and letter combinations

### Single letters

<sup>a</sup>c, <sup>a</sup><, <sup>a</sup>a, <sup>a</sup>d, <sup>a</sup>ü, <sup>a</sup>q, i  
â, û  
ñ, ñm, ñl, ñh, b, ñp, ñr  
ñi, ñý, ñ,, ñt  
ñu, ñb, ñv, ñw  
ñ^, ñz

### Letter combinations

(Practise letters and then appropriate words containing combinations of the letters)

### Top joining letters

<sup>a</sup><, ñr, ñv, ñw, ñ^

### The letter E

â

### Ascender-joining letters

â, ñh, ñt, ñ,, ñl

### Descender-joining letters

û, ñý, ñp, q, b

### Wave letters

<sup>a</sup>a, <sup>a</sup>c, ü, <sup>a</sup><, <sup>a</sup>d

### Arcades:

ñh, ñm, ñn

### Extras:

ñi, i, ñz