



Literacy policy

Aim of the policy:

- To ensure high quality learning across the whole school
- To ensure continuity in the literacy curriculum being delivered at iCAN
- To share Literacy assessment procedures at iCAN

Curriculum

Literacy sessions should be, where possible, linked with the IPC units being conducted. These should be planned using the National curriculum objectives. Over the course of the year all appropriate objectives should be met.

Reading

All reading books at iCAN have been book banded. The children are able to choose to read any of the books in their appropriate colour level. Children should not be moved up a level without being PM tested.

PM testing

Why PM testing?

- It assesses the children's reading abilities on an unseen text
- It is a method of assessing children's reading levels
- It helps to diagnose any specific reading issues
- In tandem with book banding it enables us to accurately place children on the correct book band

Throughout the year there are three main testing periods; September, December and May. Some children will also need testing between these periods but should only do so following consultation with the literacy leader to ensure that over-testing does not occur. PM testing should be completed by the class learning facilitator where possible. PM folders will be kept with and returned to the literacy leader.

Individual reading

Children should be reading individually with either the learning facilitator or learning support assistant on a regular basis. For Individual Reading the children should be reading at their colour level, as given from their most recent PM assessment.

The expectations are that in:

Reception

- Individual reading should start in November and books should begin to go home at the same time, any children who are ready earlier than this can be looked at on a case by case basis
- Children should read 4 times a week, alternating sessions between the learning facilitator and learning support assistant

MP1 learners

- Should be reading twice a week, once with the learning facilitator and once with the learning support assistant
- Children who are working at lower band levels than expected should be reading daily

MP2 & MP3 learners

- Should be reading once a week, this should be alternated weekly between the learning facilitator and the learning support assistant
- Children who are working at lower band levels than expected should be reading daily

Free readers

- Free readers in each milepost should be sharing and discussing their books on a weekly basis with either the learning facilitator or learning support assistant to ensure that they are fully comprehending the texts and making appropriate book choices

Reading should be recorded both in the reading folders as well as in the childrens reading record books. LSA should use the stamps when recording in the childrens reading record books.

Guided reading

Why guided reading?

- It provides a structured reading strategy that pupils can then apply independently.
- It allows for valuable responses from peers and learning facilitator in a trusted small group setting.
- It enables explicit modelling of how “to behave like a reader”.
- It ensures individual assessment and target setting opportunities.

(DFES Secondary Group Reading Publication 2002)

Guided reading is expected to happen in each milepost twice a week. These sessions have been timed where support can also be given from the Learning Support team. In MP2 and MP3 children should be grouped across the milepost according to their PM colour band level. In MP1 children should be grouped across the year group according to their PM colour band level.

For guided reading sessions children should be reading one book band higher than their PM assessed reading level as this is their instructional reading session.

Guided reading in Reception should start at the beginning of the year using picture books initially before progressing alongside the children’s ability.

Grammar

Grammar is an important part of the literacy curriculum. iCAN has a large proportion of EAL children and grammar sessions are invaluable to them. Grammar should be integrated into literacy planning on a weekly basis using the grammar objectives appropriate for their age group. These can be found in both learning facilitator literacy packs and in the literacy section of the server.

Spelling

Why children need to learn to spell correctly?

- Poor spelling creates a bad impression - it’s one of the first things a reader notices
- Examiners, learning facilitators, prospective employers, often place a lot of weight on spelling
- Anxiety about spelling inhibits a child's writing, especially their choice of words
- Even in these days of word processors there are still times when we need to write

To improve and develop their spelling children need to:

- Develop an interest in words
- Feel safe about trying new words, not just words they're sure about
- Learn about, the way words are built up using syllables
- Know about the basic spelling patterns of English
- Have a range of memorizing strategies
- Explore the meanings of words
- Understand prefixes and suffixes
- Write for their own enjoyment, without the fear that they will be criticized
- Read for pleasure

LETTERS & SOUNDS

Rationale

At iCAN we follow the Letters & Sounds programme from Early Years through to the end of Milepost 1 (and beyond where necessary). Pupils are systematically taught the phonemes (sounds), how to blend the sounds all through the word for reading, and how to segment the sounds in order to write words. They are taught to use their phonic skills and knowledge as their first approach to reading, but are also taught high frequency words which do not completely follow the phonic rules.

The school follows the British government published programme ‘Letters & Sounds’ using a variety of hands on interactive resources on the Interactive Whiteboards and iPads as well as through a range of different tactile activities and games.

Aims

We aim to teach high quality phonics to ensure the children have the best start possible in reading and writing. Phonics is the beginning of children’s body of knowledge, skills and understanding that are an essential part of learning to read and write.

In order to read and understand texts children must learn to recognise/ decode the words on the page.

Good quality phonic teaching secures the skills of word recognition and decoding which allow children to read fluently. This will result in children being able to read for pleasure, then move onto children develop comprehension skills. These phonic skills need to be taught systematically.

Expectations at iCAN British International School

PHASE 1 - (iCAN PLAY/Nursery)

- Showing an awareness of rhyme and alliteration (words that start with the same sounds)
- Distinguishing between sounds in the environment and phonemes
- Exploring and experimenting with sounds and words
- Beginning to orally blend and segment phonemes

PHASE 2 - Learning graphemes

During Phase 2 children will:

- Use these common consonants and vowels, children will blend them to read and segment them to spell, simple 3 phoneme words
- Understand that words are constructed from phonemes and that phonemes are represented by graphemes.
- Set 1 - s, a, t, p,
- Set 2 - i, n, m, d,
- Set 3 - g, o, c, k,
- Set 4 - ck, e, u, r,
- Set 5 - h, b, f, ff, l, ll, ss,

PHASE 3

In Phase 3 children will:

- use more graphemes to blend to read and segment them to spell simple 3 and 4 phoneme words.
- Recognising and reading 'tricky words' (eg what, my, the, are)

Learning one grapheme for each phoneme we have in English

- Set 6 - j, v, w, x
- Set 7 - y, z, zz, qu
- Consonant digraphs: ch, sh, th, ng
- Long vowel graphemes: ear, air, ure, er, ar, or, ur, ow, oi, ai, ee, igh, oa, oo **PHASE 4** No new sounds – adjacent consonants

PHASE 4

In Phase 4 the children will learn to spell words with adjacent consonants:

- CVCC (tent) said, so, he, she, we, me, be
- CCVC (flag) have, like, some, come, was, you
- CCVCC (stomp) were, there, little, one, they, all, are
- CCCVCC (sprint) do, when, out, what, my. Her
- Recognising and read 'tricky words' e.g. do, when, out, what, my, her

PHASE 5c – An introduction to 'Multiple spellings'

In this phase children are taught multiple spellings – new spellings for known sounds (spelling choices)

- ai and ay ee and ea igh and ie oa and oe
- ie, igh and i_e oa, oe and o_e ai, ay and a_e ee, ea and e_e

- oo, ue, and ew oi and oy ur and ir ow and ou
- ue and u_e 'zh' or and aw w and wh, f and ph
- ee, ea and ey or , aw and au
- Recognising and read 'tricky words' e.g. oh, their, people, said, looked, asked, Mr, Mrs

PHASE 5b – An introduction to 'Alternative pronunciations'

Alternative pronunciations – different sounds same spellings can make

- hot and cold stick and find cow and blow cat and cent
- goat and giant pie and thief eat and bread hat and what
- chin, school and chef farmer and her yes and by
- out and shoulder out, shoulder, could out, shoulder blue and statue

Recognising and read 'tricky words' water, where, who, work, please, once, thought, though, laughed, again, mouse, because, many, different, any, eyes, friends

PHASE 5a – Investigating

In this phase children will investigate further/ rarer multiple/ alternative spellings.

/ai/ /ee/ /igh/ /oa/ /oi/ /oo/ /or/ /ow/ /ur/ /air/

/e/ /o/ /ch/ /j/ /c/ /t/ /m/ /n/ /s/ /w//r/ /sh/

/ear//air//ure/ /er/ /zh/ /v/

PHASE 6 – Informed spelling choices

This phase reinforces much of the learning from Phase 5, helps children to develop greater automaticity in reading, and begins to explore spelling rules and conventions e.g. adding -ing and -ed.

OUR PHONICS PLANNING:

- Follows a planned letters & sounds programme, building on previous learning to secure progress
- It is taught daily through practical hands on activities including the use of ICT
- It reinforces and applies acquired phonic knowledge and skills as they progress through their phonics.
- It ensures children progress in developing and applying their phonic knowledge by assessing this.

LETTERS & SOUNDS PROGRAMME EXPLAINED:

Letters & Sounds is designed to teach children how the alphabet works for reading and spelling. Systematic, high quality phonics teaching is essential and is needed for children to achieve the goal of reading. Letters & Sounds is designed as a time limited programme of phonics. It works on securing fluent word recognition skills for reading by the end of Milepost 1 and as an intervention in Milepost 2 and 3.

The letters & sounds phases are set up so that no children are held back or pressured to move on before they are ready or confident to do so. Therefore, in Milepost 1 the children are taught at the correct level in phased groups.

We will continuously practise and revisit all sounds from the beginning of phase 3 onwards to ensure consolidation. The children are encouraged and given opportunities to use their phonic knowledge in their independent writing across the curriculum.

Beyond Letters & Sounds

Once children have completed the Letters & Sounds programme they will then begin Big Spelling. This is a programme where children will individually work through spellings that are suitable for their own ability level. All children will be tested to initially place them at an appropriate level and will be reassessed when necessary throughout the year to allow them to progress to more challenging words.

In addition to this individual schemes spelling rules will be taught in whole class literacy sessions and revisited regularly. These will be taught based on the following scheme:

Milepost 2	Adding suffixes beginning with vowel letters to words of more than one syllable	If the last syllable of a word is stressed and ends with one consonant letter which has just one vowel letter before it, the final consonant letter is doubled before any ending beginning with a vowel letter is added. The consonant letter is not doubled if the syllable is unstressed.	forgetting, forgotten, beginning, beginner, prefer, preferred gardening, gardener, limiting, limited, limitation
	The /i/ sound spelt y elsewhere than at the end of words	These words should be learnt as needed.	myth, gym, Egypt, pyramid, mystery
	The /ʌ/ sound spelt ou	These words should be learnt as needed.	young, touch, double, trouble, country
	More prefixes	Most prefixes are added to the beginning of root words without any changes in spelling, but see in- below. The prefix in- can mean both 'not' and 'in'/'into'. In the words given here it means 'not'.	in- : inactive, incorrect
		Like un- , the prefixes dis- and mis- have negative meanings.	mis- : misbehave, mislead, misspell (mis + spell) dis- : disappoint, disagree, disobey
		Before a root word starting with l , in- becomes il .	illegal, illegible
		Before a root word starting with m or p , in- becomes im- .	immature, immortal, impossible, impatient, imperfect
		Before a root word starting with r , in- becomes ir- .	irregular, irrelevant, irresponsible
		re- means 'again' or 'back'.	re- : redo, refresh, return, reappear, redecorate
		sub- means 'under'.	sub- : subdivide, subheading, submarine, submerge
		inter- means 'between' or 'among'.	inter- : interact, intercity, international, interrelated (inter + related)
		super- means 'above'.	super- : supermarket, superman, superstar
	anti- means 'against'.	anti- : antiseptic, anti-clockwise,	

		antisocial
	auto- means 'self' or 'own'.	auto- : autobiography, autograph
The suffix -ation	The suffix -ation is added to verbs to form nouns. The rules already learnt still apply.	information, adoration, sensation, preparation, admiration
The suffix -ly	The suffix -ly is added to an adjective to form an adverb. The rules already learnt still apply. The suffix -ly starts with a consonant letter, so it is added straight on to most root words.	sadly, completely, usually (usual + ly), finally (final + ly), comically (comical + ly)
	Exceptions: (1) If the root word ends in -y with a consonant letter before it, the y is changed to i , but only if the root word has more than one syllable. (2) If the root word ends with -le , the -le is changed to -ly . (3) If the root word ends with -ic , -ally is added rather than just -ly , except in the word <i>publicly</i> . (4) The words <i>truly, duly, wholly</i> .	happily, angrily gently, simply, humbly, nobly basically, frantically, dramatically
Words with endings sounding like or /ʒə/ ure	The ending sounding like /ʒə/ is always spelt -sure . The ending sounding like /tʃə/ is often spelt -ture , but check that the word is not a root word ending in (t)ch with an er ending – e.g. <i>learning facilitator, catcher, richer, stretcher</i> .	measure, treasure, pleasure, enclosure creature, furniture, picture, nature, adventure
Endings which sound like ʒ/ /ən sion	If the ending sounds like /ʒən/, it is spelt as -sion .	division, invasion, confusion, decision, collision, television
The suffix -ous	Sometimes the root word is obvious and the usual rules apply for adding suffixes beginning with vowel letters. Sometimes there is no obvious root word. -our is changed to -or before -ous is added. A final 'e' of the root word must be kept if the /dʒ/ sound of 'g' is to be kept. If there is an /i:/ sound before the -ous ending, it is usually spelt as i , but a few words have e .	poisonous, dangerous, mountainous, famous, various tremendous, enormous, jealous humorous, glamorous, vigorous courageous, outrageous serious, obvious, curious hideous, spontaneous, courteous
Endings which sound like spelt -tion, -sion, -ssion, -cian /ʃən/,	Strictly speaking, the suffixes are -ion and -ian . Clues about whether to put t, s, ss or c before these suffixes often come from the last letter or letters of the root word. -tion is the most common spelling. It is used if the root word ends in t or te . -ssion is used if the root word ends in ss or -mit . -sion is used if the root word ends in d or se . Exceptions: <i>attend – attention, intend – intention</i> . -cian is used if the root word ends in c or cs .	invention, injection, action, hesitation, completion expression, discussion, confession, permission, admission expansion, extension, comprehension, tension musician, electrician, magician, politician, mathematician
Words with the /k/ sound spelt ch (Greek in origin)		scheme, chorus, chemist, echo, character
Words with the sound spelt ch (mostly French in origin) /ʃ/		chef, chalet, machine, brochure
Words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que (French in origin)		league, tongue, antique, unique
Words with the /s/ sound spelt sc (Latin in origin)	In the Latin words from which these words come, the Romans probably pronounced the c and the k as two sounds rather than one – /s/ /k/.	science, scene, discipline, fascinate, crescent
Words with the /eɪ/ sound spelt ei, eigh, or ey		vein, weigh, eight, neighbour, they, obey
Possessive apostrophe with plural words	The apostrophe is placed after the plural form of the word; -s is not added if the plural already ends in -s , but <i>is</i> added if the plural does not end in -s (i.e. is an irregular plural – e.g. <i>children's</i>).	girls', boys', babies', children's, men's, mice's (Note: singular proper nouns ending in an s use the 's' suffix e.g. <i>Cyprus's population</i>)
Homophones and near-homophones		accept/except, affect/effect, ball/bawl, berry/bury, brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, knot/not, mail/male, main/mane, meat/meet, medal/meddle,

			missed/mist, peace/piece, plain/plane, rain/rein/reign, scene/seen, weather/whether, whose/who's
Milepost 3	Endings which sound like /ʃəs/ spelt -cious or -tious	Not many common words end like this. If the root word ends in -ce , the /ʃ/ sound is usually spelt as c – e.g. <i>vice</i> – <i>vicious</i> , <i>grace</i> – <i>gracious</i> , <i>space</i> – <i>spacious</i> , <i>malice</i> – <i>malicious</i> . Exception: <i>anxious</i> .	vicious, precious, conscious, delicious, malicious, suspicious ambitious, cautious, fictitious, infectious, nutritious
	Endings which sound like /ʃəl/ -tial -cial	-cial is common after a vowel letter and -tial after a consonant letter, but there are some exceptions. Exceptions: <i>initial</i> , <i>financial</i> , <i>commercial</i> , <i>provincial</i> (the spelling of the last three is clearly related to <i>finance</i> , <i>commerce</i> and <i>province</i>).	official, special, artificial, partial, confidential, essential
	Words ending in -ant, -ance/-ancy, -ent, -ence/-ency	Use -ant and -ance/-ancy if there is a related word with a /æ/ or /eɪ/ sound in the right position; -ation endings are often a clue. Use -ent and -ence/-ency after soft c (/s/ sound), soft g (/dʒ/ sound) and qu , or if there is a related word with a clear /ɛ/ sound in the right position. There are many words, however, where the above guidance does not help. These words just have to be learnt.	observant, observance, (observation), expectant (expectation), hesitant, hesitancy (hesitation), tolerant, tolerance (toleration), substance (substantial) innocent, innocence, decent, decency, frequent, frequency, confident, confidence (confidential) assistant, assistance, obedient, obedience, independent, independence
	Words ending in -able and -ible Words ending in -ably and -ibly	The -able/-ably endings are far more common than the -ible/-ibly endings. As with -ant and -ance/-ancy , the -able ending is used if there is a related word ending in -ation . If the -able ending is added to a word ending in -ce or -ge , the e after the c or g must be kept as those letters would otherwise have their 'hard' sounds (as in <i>cap</i> and <i>gap</i>) before the a of the -able ending. The -able ending is usually but not always used if a complete root word can be heard before it, even if there is no related word ending in -ation . The first five examples opposite are obvious; in <i>reliable</i> , the complete word <i>rely</i> is heard, but the y changes to i in accordance with the rule. The -ible ending is common if a complete root word can't be heard before it but it also sometimes occurs when a complete word <i>can</i> be heard (e.g. <i>sensible</i>).	adorable/adorably (adoration), applicable/applicably (application), considerable/considerably (consideration), tolerable/tolerably (toleration) changeable, noticeable, forcible, legible dependable, comfortable, understandable, reasonable, enjoyable, reliable possible/possibly, horrible/horribly, terrible/terribly, visible/visibly, incredible/incredibly, sensible/sensibly
	Adding suffixes beginning with vowel letters to words ending in -fer	The r is doubled if the -fer is still stressed when the ending is added. The r is not doubled if the -fer is no longer stressed.	referring, referred, referral, preferring, preferred, transferring, transferred reference, referee, preference, transference
	Use of the hyphen	Hyphens can be used to join a prefix to a root word, especially if the prefix ends in a vowel letter and the root word also begins with one.	co-ordinate, re-enter, co-operate, co-own
	Words with the /i:/ sound spelt ei after c	The 'i before e except after c' rule applies to words where the sound spelt by ei is /i:/. Exceptions: <i>protein</i> , <i>caffeine</i> , <i>seize</i> (and <i>either</i> and <i>neither</i> if pronounced with an initial /i:/ sound).	deceive, conceive, receive, perceive, ceiling
	Words containing the letter-string ough	ough is one of the trickiest spellings in English – it can be used to spell a number of different sounds.	ought, bought, thought, nought, brought, fought rough, tough, enough cough though, although, dough through thorough, borough plough, bough
	Words with 'silent' letters (i.e. letters whose	Some letters which are no longer sounded used to be sounded hundreds of years ago: e.g. in <i>knight</i> , there was a /k/	doubt, island, lamb, solemn, thistle, knight

presence cannot be predicted from the pronunciation of the word)	sound before the /n/, and the gh used to represent the sound that 'ch' now represents in the Scottish word <i>loch</i> .	
Homophones and other words that are often confused	<p>In the pairs of words opposite, nouns end -ce and verbs end -se. <i>Advice</i> and <i>advise</i> provide a useful clue as the word <i>advise</i> (verb) is pronounced with a /z/ sound – which could not be spelt c.</p> <p><u>More examples:</u> aisle: a gangway between seats (in a church, train, plane). isle: an island. aloud: out loud. allowed: permitted. affect: usually a verb (e.g. <i>The weather may affect our plans</i>). effect: usually a noun (e.g. <i>It may have an effect on our plans</i>). If a verb, it means 'bring about' (e.g. <i>He will effect changes in the running of the business</i>). altar: a table-like piece of furniture in a church. alter: to change. ascent: the act of ascending (going up). assent: to agree/agreement (verb and noun). bridal: to do with a bride at a wedding. bridle: reins etc. for controlling a horse. cereal: made from grain (e.g. breakfast cereal). serial: adjective from the noun <i>series</i> – a succession of things one after the other. compliment: to make nice remarks about someone (verb) or the remark that is made (noun). complement: related to the word <i>complete</i> – to make something complete or more complete (e.g. <i>her scarf complemented her outfit</i>).</p>	<p>advice/advise device/devise licence/license practice/practise prophecy/prophesy</p> <p>farther: further father: a male parent guessed: past tense of the verb guess guest: visitor heard: past tense of the verb hear herd: a group of animals led: past tense of the verb lead lead: present tense of that verb, or else the metal which is very heavy (as heavy as lead) morning: before noon mourning: grieving for someone who has died past: noun or adjective referring to a previous time (e.g. In the past) or preposition or adverb showing place (e.g. he walked past me) passed: past tense of the verb 'pass' (e.g. I passed him in the road) precede: go in front of or before proceed: go on</p>
Homophones and other words that are often confused (continued)	<p>descent: the act of descending (going down). dissent: to disagree/disagreement (verb and noun). desert: as a noun – a barren place (stress on first syllable); as a verb – to abandon (stress on second syllable) dessert: (stress on second syllable) a sweet course after the main course of a meal. draft: noun – a first attempt at writing something; verb – to make the first attempt; also, to draw in someone (e.g. <i>to draft in extra help</i>) draught: a current of air.</p>	<p>principal: adjective – most important (e.g. <i>principal ballerina</i>) noun – important person (e.g. <i>principal of a college</i>) principle: basic truth or belief profit: money that is made in selling things prophet: someone who foretells the future stationary: not moving stationery: paper, envelopes etc. steal: take something that does not belong to you steel: metal wary: cautious weary: tired who's: contraction of <i>who is</i> or <i>who has</i> whose: belonging to someone (e.g. <i>Whose jacket is that?</i>)</p>

Independent spelling sessions should take place at least twice a week for around 15 minutes. At the end of the week children should complete a learning review to see if they are ready to move onto the next set of word.

Big Writing

Introduction

iCAN has adopted the Big Write approach to proactively teach writing skills and producing written outcomes.

Big Writing is a strategy introduced in Ros Wilson's document *Strategies for Immediate Impact on Writing Standards, 2004*. Ros Wilson has introduced a teaching methodology for raising standards in writing rapidly and effectively. The method is based on fast, fun and lively teaching of the 'writing voice' through oracy. It gives learners confidence and the understanding to develop control of a higher level writing voice without requiring the understanding of technical knowledge of syntax and grammatical analysis. This is important as not all primary aged children are ready for the level of technical knowledge and understanding required to access higher order language in this way.

It is highly effective for learners from Reception to the end of Milepost 4, and has an immediate impact on writing standards.

Thousands of learning facilitators are now using this approach across the UK. It has been praised by HMI in their monitoring of schools in category, and its impact has been recognised in OFSTED reports.

The approach has also been found to be a huge motivator for boys, who are quickly found to become 'excited writers'. It is also highly successful for bilingual learners, because of its clarity and structure.

Features of Big Writing

This section of our policy outlines the key features that will be implemented by each class learning facilitator to ensure Big Writing is consistent and clear across school.

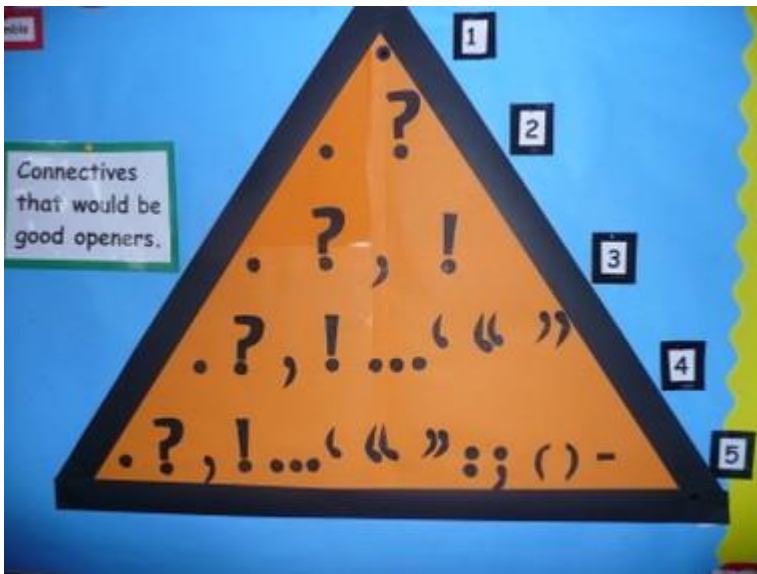
VCOP

The teaching of VCOP is one of the key strands of Big Writing. VCOP is focused teaching of the following:

Vocabulary = teach a wide range of 'wow' words, (ambitious vocabulary)

Connectives = teach a wide range of words and phrases for connecting thoughts, ideas, sentences etc.

Wow words are age related and the learning facilitator's definition of ambitious is crucial – A wow word



Timing

Big Writing will initially be one hour at least every 2 weeks. The session should include the use of fun, fast and lively activities include a variety of speaking and listening strategies.

Talking Topic will be sent home with the children early on in a Big Write week. They should be encouraged to discuss this with their parents to build up their ideas ahead of the Big Write session.

The amount of writing children do during this Big Writing session will depend on their age and Ability. 30 minutes for year 1. 45 minutes for Year 2 up.

Providing an atmosphere

The key to Big Writing is to provide an exciting and unique atmosphere compared to the rest of the school day. Therefore the following things are recommended:

Lighting: lighting should be slightly dimmer than usual. Fairy lights could also be used to create a calming atmosphere.

Music: relaxing music turned down so that it can only be heard when the room is silent. There are some great examples on You Tube.

Special Resources: All children will use special paper to write on for their Big Write. Line guides have been provided if needed. Once completed Big Writes should be stored in the childrens' Big Write folders. Children in MP3 can use pens at the learning facilitators discretion.

Interactive Timer: An interactive timer will be displayed on the board so that the children know how much time they have left to write. An example of which is found on the school server in the literacy coordinator Big Write folder.

Assessment

The Success Criteria will be differentiated to the ability of the children and will be shared at the beginning of the session.

Big Writing work will be marked using the coloured highlighters, based upon the year group of the children.

When marking the children's work, comments should be drawn to the SC. These comments should also include a lot of praise and positive comments.

Children should be given time to review their Big Writes and use these to help target set for the next week.

Phonics/Spelling

At iCAN we follow the Letters & Sounds phonics programme. Children begin Phase one in Nursery and move through the stages throughout their time in EY and MP1. These sessions should be differentiated and mixed between the milepost. In EY and Year 1 it is expected that phonics is taught daily, in Year 2 it is expected that phonics is taught at least 3 times a week. These sessions should be grouped across the year group. Once the children have achieved Phase 6 of the Letters and Sounds programme they should move on to the Letters and Sounds follow on; Support for Spelling. Rules should be revisited on a regular basis.

All children MUST work through the Letters & Sounds programme until the end of Phase 6. This might mean that in some instances children at MP2 and MP3 will still be working through the phases.

Handwriting

Here at iCAN we are very proud of our learner's handwriting and take particular care in our cursive/joined-up handwriting style. We use Letter-join as the basis of our handwriting policy that covers all the requirements of the 2014 National Curriculum.

Handwriting is a basic skill that influences the quality of work throughout the curriculum. At the end of Milepost 3 all learners should have the ability to produce fluent, legible and, eventually, speedy joined-up handwriting, and to understand the different forms of handwriting used for different purposes.

We aim to make handwriting an automatic process that does not interfere with creative and mental thinking.



School aims

We aim for our learners to develop a neat, legible, speedy handwriting style using continuous cursive letters that leads to producing letters and words automatically in independent writing.

By the end of Year 6 learners will understand the importance of neat presentation and the need for different letterforms (cursive, printed or capital letters) to help communicate meaning clearly.



Method

Our learning facilitators are encouraged to use neat, joined-up cursive writing for all handwriting tasks including when writing on the board, marking and comments.

Consistency throughout the school

Learners should experience coherence and continuity in the learning and teaching of handwriting across all school years and be encouraged to take pride in the presentation of their work. Our aim is to help learners enjoy learning and developing their handwriting with a sense of achievement and pride.

Handwriting frequency

Handwriting is a cross-curriculum task and will be taken into consideration during all lessons. Formal teaching of handwriting is to be carried out regularly and systematically to ensure Key Stage targets are met.

FOUNDATION STAGE:

For our youngest learners we aim for two to three weekly sessions totalling 30 minutes that will include the following;

- Movements to enhance gross motor skills such as air-writing, pattern making, dancing.
- Exercises to develop fine motor skills such as making marks on paper, whiteboards, blackboards, sand trays, iPads and tablets.
- Letter learning to familiarise letter shapes, formation and vocabulary.

YEARS 1-3:

Learning will continue with one or two weekly sessions including:

- Gross and fine motor skills exercises.
- Cursive handwriting reinforcement, learning and practice.
- Numerals, capitals and printed letters: where and when to use, learning and practice.

YEARS 4-6:

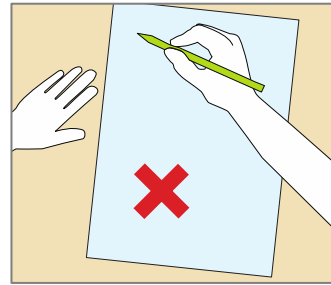
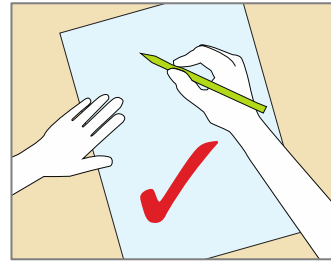
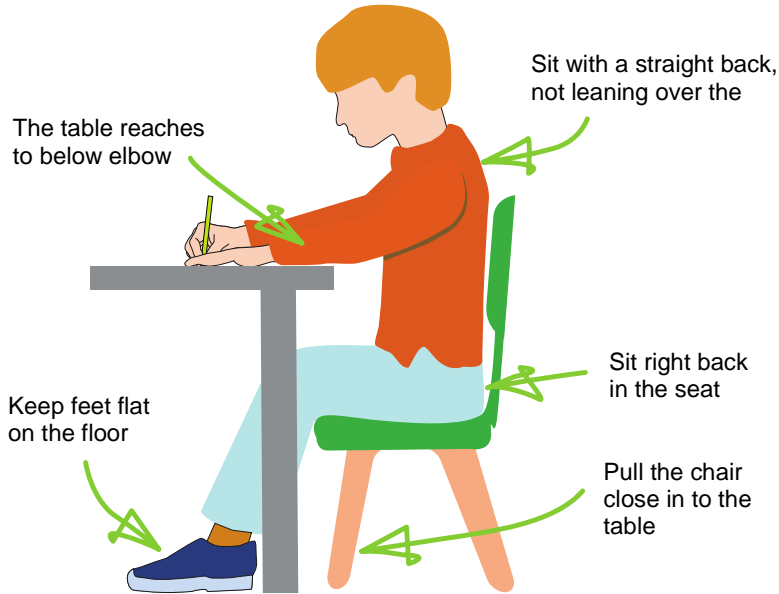
More advanced handwriting techniques will be taught throughout the curriculum and there is no need for explicit handwriting sessions expect for individual children who need it. Though there are no explicit sessions handwriting should still be encouraged and practised focusing on the following areas:

- Cursive handwriting re-enforcement.
- Form-filling/labelling using printed and capital letters.
- Dictation exercises to teach the need for quick notes and speedy handwriting writing.

Correct posture and pencil grip for handwriting

Learners should be taught to sit correctly at a table, holding a pencil comfortably and correctly.

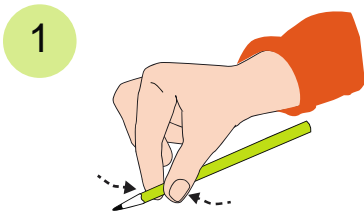
SITTING POSITION



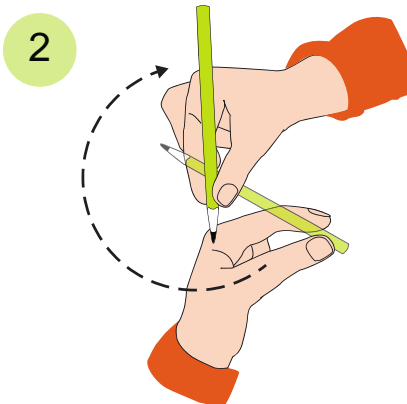
Paper position for right-handed children

THE TRIPOD PENCIL GRIP

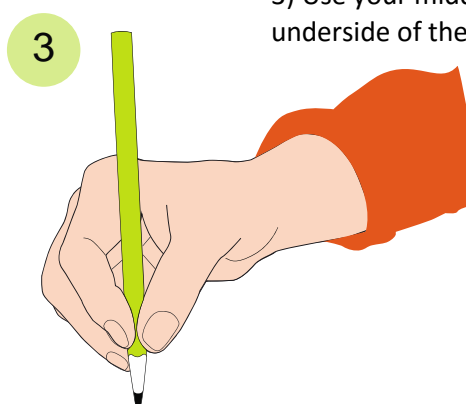
Both right and left handed children should be encouraged to use the tripod grip which allows the pen/pencil to be held securely whilst allowing controlled movements of the pen/pencil nib.



1) Grip the pencil with your index finger and thumb with the nib pointing away.



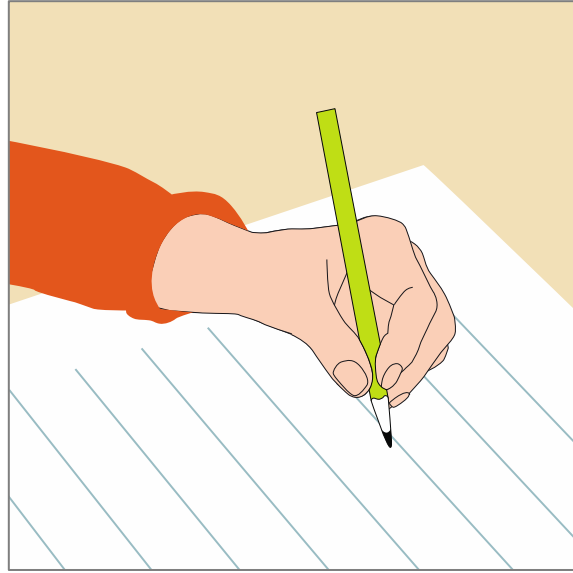
2) With your free hand, spin the pencil from underneath.



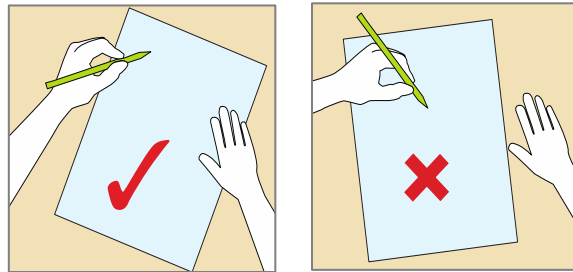
3) Use your middle finger to support the underside of the pencil.

LEFT-HANDED LEARNERS

Left-handed learners may find it difficult to follow right-handed learning facilitators as they demonstrate letter formation (and vice versa). Learning facilitators should demonstrate to left-handers on an individual or group basis.



- Left-handed learners should sit to the left of a right-handed child so that they are not competing for space.
- Learners should position the paper/book to their left side and slanted, as shown.
- Pencils should not be held too close to the point as this can interrupt learners' line of vision.
- Extra practice with left-to-right exercises may be necessary before learners write left-to-right automatically.



Paper position for left-handed children

INCLUSION

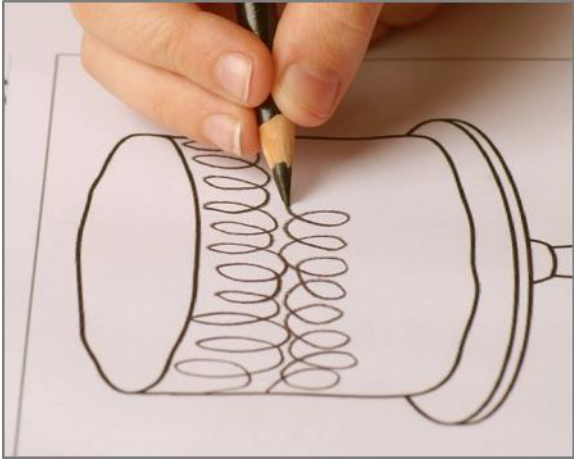
Children whose handwriting is limited by problems with fine motor skills, including left-handed children, and children with special educational needs, will be given one-to-one tuition to help achieve their optimum handwriting level.

PENS AND PENCILS

Children are encouraged to start handwriting using a soft pencil. When fine motor skills have been established a handwriting pen can be used. MP3 (and in some instances MP2) are able to achieve their pen license once they have shown that they can use neat, cursive handwriting in their work across the curriculum areas. Once the teacher feels this has been achieved it should be discussed with the literacy coordinator. Pen Licences will be presented in assemblies.

Teaching by Milepost

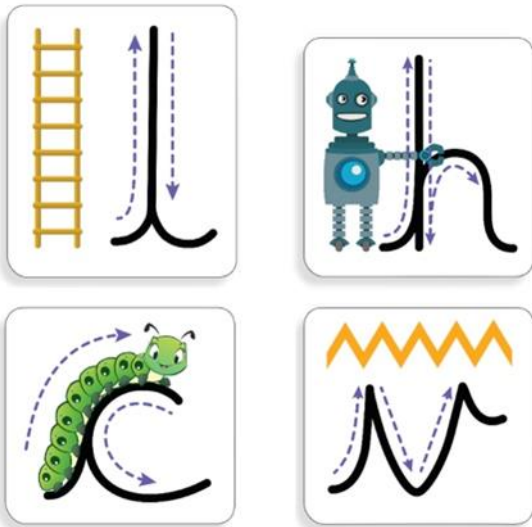
FOUNDATION



- Sit in the correct position and hold a pencil correctly to allow fluid movement of the nib.
- Improve fine and gross motor skills by enjoying drawing pre-cursive patterns in a variety of writing materials such as modelling clay, air writing, sand trays, felt pens, crayons, pencils, IWB, iPads/tablets.
- Understand the language need to describe pencil movements in preparation of letter formation.

RECEPTION

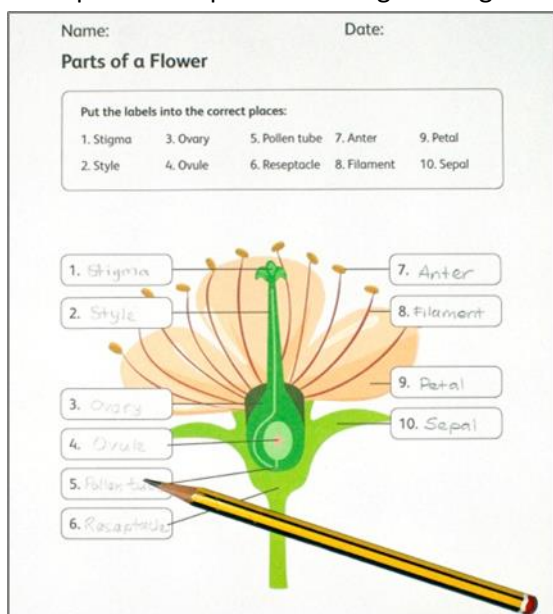
- Hold a pencil in an effective manner for writing and be encouraged to correct any errors in grip or stature.
- Understand that letters are written on a base line and that all cursive letters 'start on the line' and 'end with a hook'.
- Begin to form some recognisable joined-up cursive letters, capital letters and numerals.
- Have an understanding of writing their own name.
- Understanding different shaped letter families.



MILEPOST 1



- Write legibly using upper and lower case letters with correct joins.
- Ensure that letters sit on the base line and are consistent in size with ascenders and descenders that are the correct length and formation.
- Leave the correct space between words.
- Form capital letters and use where appropriate.
- Form numerals that are consistent in size and sit on the base line.
- Begin to form printed letters and understand when they are to be used.
- Improve the speed of writing and begin to write automatically so promoting creativity in independent writing.



MILEPOST 2 & 3

Improve quality, speed and stamina of handwriting.

- **Quality:** Ensure letters are consistently sized with equal word spacing and that ascenders and descenders are parallel and do not touch words on the lines above and below.
- **Speed:** Improve speed of handwriting to allow creative writing to take precedence over the task of handwriting and be able to take 'quick notes' at a faster pace.
- **Stamina:** Have the strength and mobility to be able to write for longer periods of time without fatigue.

Dictation Exercises

<p>Easy practice A selection of CVC words, a list of numbers and an easy poem.</p> <p>dog hill bus 24 37 92</p> <p>I can eat a bun. Put it in my bun. Open up the top. Sip on my pop.</p>	<p>Harder exercises A list of phrases, easy sums and a three-verse poem.</p> <p>Over the hill. 2 + 1 = 3</p> <p>A is an ant That seldom stand still. It made a nice house. Inside a hill. Nice little ant!</p>	<p>More challenging Shopping list, complex numbers and a written passage.</p> <p>6 small sausages 12 medium barn eggs 29-10-2003</p> <p>My birthday is Scotland but at seven I moved south to Lancashire. I have lived there since then, other than</p>
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Have full knowledge and ability of the different forms of handwriting for different purposes:

- Neat, joined, cursive letters for writing passages and large amounts of text, lists and letters.
- Printed or capital letters for posters, notices, headings, labelling, and form filling.
- Speedy handwriting for note-taking and dictation where neatness is not as important and shortcuts, such as + instead of 'and', can be used.



Planning

Literacy should be planned across each year group. All classes should follow the set literacy plan. (See Literacy folder on server for example). When planning Learning objectives should be clear and taken from the National Curriculum objectives.

Marking

Once a week highlighters are expected to be used to mark literacy work. Please see the Marking and Feedback policy for more information.

Differentiation and cooperative learning

All literacy lessons should be differentiated appropriately to allow all children to access the learning. Please see the Learning Support Policy for more guidance.

Where possible, cooperative learning structures should be used to support children's learning in lessons. Please see the Cooperative learning Policy for more details.

This policy will be reviewed on an annual basis to ensure it is supportive of our vision:

To inspire every child to recognise their full potential, believe they can make a difference and respect themselves, others and the world in which they live.