

## NORTHCOTE PRIMARY SCHOOL

### ENGLISH POLICY

#### 1. MISSION STATEMENT

To enable pupils to maximise their potential; both intellectually and socially, by creating a stimulating, secure and caring environment in which broad and balanced education is provided.

#### 2. AIMS

We aim to develop pupils' abilities within an integrated programme of Speaking & Listening, Reading & Writing. Pupils will be given opportunities to interrelate the requirements of English within a broad and balanced approach to the teaching of English across the curriculum, with opportunities to consolidate and reinforce taught English skills.

#### 3. STATUTORY REQUIREMENTS

##### EYFS organisation

- Children follow the Early Years Foundation Stage Curriculum. The children have the opportunity to talk and communicate in an increasing range of situations and to practise and extend their range of vocabulary and English skills.
- English is planned on a weekly basis and assessed using the criteria from the Early Learning Goals.
- English is taught both as a discrete subject and within the whole Early Years Curriculum to give children opportunities to use their English skills in real life situations.
- In addition to the English teaching there are also daily systematic synthetic phonics sessions using the Local Authority recommended 'Letters and Sounds' framework.

##### KS1 and KS2

- KS1 and KS2 school staff use the objectives from the New English National Curriculum to support their planning for English, in addition to the Liverpool Council plans (to ensure topic coverage)
- Teachers are to use quality texts to plan for narrative writing
- Objectives for the short term planning are taken from the long term planning for each year group, in line with the NC
- The short term plan lists specific learning goals that are to be covered and the steps to success to support both children and adults in assessing their work.
- Teaching and learning is differentiated to best match the needs of the class or set and the individuals within it; within the context of the aspect of English that is being taught.

## **THE GOVERNORING BODY**

Regular reports are made to the governors on the progress of English provision. We have a reading Governor, who works closely with the English team to monitor the progress of English in the school. This policy will be reviewed every three years or in the light of changes to legal requirements.

## **4. SUBJECT ORGANISATION**

### **EYFS**

- Planning is completed each week from the children's interests and always includes communication and language skills, reading and writing.
- EYFS follow a long term plan which ensures that all of the steps (development matters age bands) and the ELGs are catered for.
- We teach all children at the age band they are working within ensuring that children are both supported and challenged.
- The continuous provision, both indoors and outdoors, ensures that children have access to high quality provision in order to further support their learning and development in English. Enhancements are added in as appropriate.
- Nursery children's emergent writing is added to the display and also to their learning journeys. Reception children have a writing book that contains writing that is both child initiated and also adult led. This is moderated at the end of the year in order to assess the child's writing skills.
- Children in Nursery access books independently and also with adults. We also share a home time story each day.
- In reception children take home a reading book, at a level that is appropriate to share at home, they read and write in groups and 1:1 with adult support and independently.

### **KS1 and KS2**

- Planning is based on the Liverpool Council plans and this is monitored by the English Lead
- An overview of each year group's topics should be available on the class pages
- WALTs in children's books outline the learning for each lesson and are referred back to in the children's AFL
- At the end of a unit, each child completes an 'extended write' in a separate book, to demonstrate their understanding of the skills taught
- There are a wide range of books available in each class, to promote reading for pleasure
- Each class hosts a 'reading pod' where children can access a range of books, in a calm, comfy environment
- All children are assessed termly for their reading and then given a book from the correlating book band, to support reading at home
- When children move up a book band, they are given a certificate in their Key Stage assembly (held weekly) to recognise their hard work
- High quality texts, from a range of authors, are promoted in assembly each week (either by a class teacher or by a reading champion and their peers). A copy of these texts are available in the school for children to read at leisure.

- Each class has a 'reading champion' who attend meetings each half term with the Reading coordinator to discuss new reading ideas and complete book reviews
- A handwriting scheme was put into place last year, to support children and staff to write in a cursive style. The aim of the policy is to ensure consistency for children. Handwriting lessons are still taught within the school and cursive writing is now an expectation from Year 2-Year 6.
- There has been a GPS coverage document devised to ensure coverage across Year groups by the English lead. A 'Basic skills' style document has also been produced to support children with the practice of the skills taught.
- In September 2017, we introduced a spelling scheme (Read, Write, Inc. Spelling), for children form Year 2-6. The aim of this scheme is to encourage children to notice spelling patterns and give them time to practice these each day. These sessions are ran daily, every two weeks (alternating with a grammar and punctuation week).

## **5. Speaking and Listening**

The development of good Speaking and Listening skills is seen as key to developing good general English skills. As such children are explicitly taught how to be good speakers and good listeners as a discrete aspect of English and also across the full English Curriculum, the full academic curriculum and the wider curriculum.

There are many and varied opportunities for the direct teaching of Speaking and Listening skills, both explicitly in English related sessions and across the full curriculum. These include:

- a) focusing children's responses using speaking frames;
- b) by ensuring that each adult and other children provide good role models;
- c) teaching the children the difference between standard and non-standard forms of spoken English and when each of these can be appropriately used;
- d) ensuring opportunities and 'scaffolding' for discussion, individually, in pairs and in groups; and
- e) teaching children about how to be a good listener and insisting that children employ these skills at appropriate points during any teaching session and in their interactions with children and adults across the School.

## **6. APPROACHES TO READING**

### Shared reading

Within the majority of English lessons, and often in the foundation subjects, the teacher will present a wide range of texts in a variety of genres. During Shared Reading the teacher will model key reading skills to the class or group e.g. phonic decoding of words, looking for contextual clues, scanning for evidence, reading with expression and fluency. Texts are discussed as a group, allowing children to respond to what has been read in order to demonstrate their comprehension.

### Guided reading

Guided reading is seen as a key area in which children develop a love of reading. Throughout the phases, small groups of roughly six children (less in foundation stage) are introduced to a lively range of texts specifically chosen for their needs and ability.

Within a typical week, every child participates in a timetabled guided reading session, allowing the teacher to assess progress of individuals, identifying strengths and areas for development. During each session, children read and respond to pre-planned questions in a group discussion. The teacher makes observations of each child which are recorded in their guided reading file.

### Reading for pleasure

At Northcote, we are committed to promoting Reading for Pleasure across the curriculum and providing all children with daily opportunities to develop their love of literature.

### Reading environments

Each classroom has a wide range of fiction and non-fiction texts available for the children select from. Typically, children will read independently during registration times and while others are participating in guided reading sessions. Children must be given the opportunity to select books to read within class to encourage a love of independent reading.

We now have an outdoor 'Reading hub' which promotes reading for children across the school. A Reading trolley is taking out at break times by the reading champions and children are given the chance to continue reading for pleasure.

In the Foundation Stage, children can select books at any time throughout the day. In addition, they will listen to stories daily as a class or in smaller groups, sometimes in audio format, and be encouraged to respond.

The non-fiction library in KS1 is used for research, giving children opportunities to present their discoveries to the class orally. This is built into weekly English planning, developing speaking and listening skills at the same time. Each class also has a specific reading area and their own bank of home reading books.

The school library offers a wide range of topic books that can be borrowed for display in the classroom. This resource is important for providing children with a stimulating classroom environment in which they are encouraged to find interest in texts around them.

Class novels are used in KS2 as a way of sharing and modelling the reading of longer fiction texts amongst a large group. Although class novels may form part of specific English planning, they are often read at other times of the day when opportunities can be found in the timetable.

Classes in upper KS2 are paired with EYFS classes. The older children have specific time set aside to visit children in reception and nursery, where 1:1, small group or even whole class reading takes place.

### Reading recommendations

To further promote reading for pleasure, each class has an allocated Reading Champion who is responsible for regularly reviewing ability and interest appropriate texts in class, during assemblies and with adults in extra-curricular clubs. They recommend texts to their peers and parents which helps to promote reading for pleasure both inside and outside school.

Staff from across the school also recommend texts to children and parents during a weekly 'Read of the Week' slot in Key Stage assemblies. The children are then encouraged to read and review these texts both in school and at home.

#### Wider Reading opportunities (including parental involvement)

In addition to texts used in English lessons and independent reading, we are also committed to providing our pupils with regular opportunities to engage with new or unfamiliar authors/texts.

For example, each year group explores an author per term to develop their knowledge and love of different authors and writing styles. Across the academic year, each year group studies a popular traditional author, a popular modern author and a new author. Throughout the term, each class completes a series of tasks linked to these authors; research into the author, reading and reviewing some of the author's key texts and also short, incidental written tasks. Children are then provided with opportunities to share this knowledge and love of reading with their peers across the school in assemblies and as part of the buddy system.

Class novels are also used in KS2 as a way of sharing and modelling the reading of longer fiction texts amongst a large group. Although class novels may form part of specific English planning, they are often read at other times of the day when opportunities can be found in the timetable.

We also have an extensive Reading for Pleasure Calendar which includes events such as regular author visits and workshops, outings to Reading based facilities such as Central Library and Calderstones' Story Barn, reading celebrations linked to national events such as National Story Telling Week, World Book Day, World Book Night, Chatterbooks sessions (for Key Stage 1 and 2) and Build-a-Bridge sessions (for EYFS).

#### **Resources**

##### Phonics

From Reception through to Y2, Letters and Sounds is taught in 15-20 minute blocks outside of the English lesson, typically 5 times per week. In KS1 children are divided into groups that represent the stages that they are working at. LSAs are often used to support a group. Children are assessed at the end of each phase, and records are kept to show children's progression through the phases.

In Reception, Jolly Phonics is also introduced to support Letters and Sounds. This provides a kinesthetic and auditory stimulus for developing phonic awareness.

Children who have not completed all phases of Letters and Sounds by the end of KS1 continue to develop their phonic skills in Y3. Beyond Y3, individuals are supported further as required, up to the end of KS2. Pupils identified with IEPs receive support individually or in small groups through the LSAs.

#### **Resources**

Book Bands - All home reading books from Reception to Y6 are organised by book bands, giving children a clear framework to choose relevant texts and set targets to improve. Guided reading books throughout the school relate to the same colour-coded book bands, providing a clear and

consistent approach, understood by children, teachers and parents. Nursery children select books of their choice from a wide range of texts.

Use of LSAs and other adults - Learning Support Assistants (LSAs) regularly monitor the progress of children through the book bands in two ways:

- checking home reading records
- carrying out PM Benchmark assessments

A number of other adult helpers regularly offer their time to support the reading of individual children with Special Educational Needs, throughout the school.

### Home Reading

It is vital that children engage in reading with an adult at home on a regular basis. Children take a reading book and reading record home, and are expected to read for a short time each night. Parents sign the card and are encouraged to comment on their child's progress. Home reading records are monitored by the class teacher and/or LSA to ensure children maintain their progress.

Children have access to the school library, where they can select a book to read in parallel with the school home reading scheme. Selection and return of these books is monitored by class teachers and LSAs.

## **7. APPROACHES TO WRITING**

### Phonics and spelling

Throughout the school, the development of spelling is addressed both in class and at home.

Nursery children take home 'playbags' to support Letters and Sounds phase 1.

Reception children take 'flash cards' home to support reading and phoneme blending.

In KS1 and 2, differentiated spelling lists are given to the children to learn at home, tested weekly in class. Spelling lists are set half-termly using the national curriculum spelling list, and are given to the children to refer to in class as well as at home. They are also published on the school's website within the relevant class page.

Spelling tasks are often carried out during guided reading time. As with handwriting, care with spelling must be maintained in all areas of the curriculum.

### Emergent writing

All children are encouraged to develop writing skills through mark-making in a variety of media including paint, shaving foam, sand, markers on balloons etc. Role-play supports early writing by giving children reasons for writing e.g. making signs, shopping lists, making greetings cards, letters to characters from stories etc.

Outdoor provision gives children experience of mark-making with water, chalkboards and paints on a larger scale.

These strategies continue throughout KS1 for those children with SEN who continue to require support.

### Shared Writing

In Reception, shared writing is a key method for developing writing skills. As with Shared Reading, this allows teachers to model good practice in writing, explaining their thoughts and ideas as they write. Examples include book-making about class trips, creating information book about farm animals and sharing weekly news.

This practice is continued throughout KS1 and KS2 so that children have experience of watching a skilled practitioner construct orderly, imaginative writing whilst at the same time having the opportunity of contributing their own ideas. Consequently, children feel more confident to write independently.

### Guided Writing/Independent Writing

In Reception, guided writing takes place on a regular basis from the Spring Term onwards. During these sessions, news is shared and support is given in writing about the children's lives. Writing resources are readily available as and when children want to engage in independent writing in the Foundation Stage.

In KS1, guided writing sessions take place alongside guided reading. Cross-curricular links are already used as a vehicle to enhance learning during these sessions. For example, children complete chronological reports, diary entries, letters, recounts etc. during the Victorian unit.

In KS2, short independent writing tasks are undertaken in a range of cross-curricular topics, as well as within English lessons. This is seen as an important way of developing children's diverse and creative use of language in a variety of genres, across a range of subject areas.

### Extended writing

Children from Y1 to Y6 participate in a weekly extended writing session known as 'Extended writing', which is completed in a separate book. In these sessions, the task is explained and the working wall may be referred to, as part of the planning stage. (In some cases, where a unit is spread across two weeks, the write will be completed at the end of the unit, rather than weekly).

During the second session, a timed independent writing task is carried out based on a recent topic within English or the foundation subjects (specific to each year group). Soft music and low level lighting is used to create a peaceful, focussed atmosphere.

These weekly sessions encourage children to enjoy the freedom of writing, promoting independence and creativity. The coverage of a range of genres in these sessions allows teachers to accurately assess children's writing and plan for specific targets, using the new Liverpool Council writing assessment documents.

Although some SEN children may require some support, extended writing is undertaken independently, and the anthologies are used as key pieces of evidence when assessing pupil progress in writing (during internal and external writing moderation).

### GPS

GPS is now taught from Year 1 to Year 6. In KS1, children are taught a discreet GPS session, instead of the daily phonics session, on a Wednesday morning after assembly. Work is recorded on whiteboards.

In Key Stage 2, all children have a separate GPS skills book, where their GPS work is recorded. Children should complete GPS sessions daily, usually after the afternoon register. In these sessions they are taught about different word classes, sentence structures (inclusive of the Alan Peat sentences taught in KS2) and also how to use a range of punctuation correctly. At the end of the main task, work is peer marked and changes are made in red pen.

Each GPS session is split into two sections: the 'whiteboard workout' and the 'independent task'. Each independent task also has an extension, for children to complete. Children are given the time to practice the new skill in the 'whiteboard workout' and then apply this in their 'independent task'. The extension gives children the chance to apply the new skill to their own ideas.

### Handwriting

In Reception, Jolly Phonics introduces the children to a simple printed handwriting style, which encourages children to form letters correctly and accurately. It also provides a starting point for joining letters, developed later on.

Towards the end of KS1, the children begin to develop a cursive handwriting style. We have adopted a handwriting scheme entitled "joinitC12" available from

<http://www.cursivewriting.org/joined-cursive-fonts.html>

which we feel is a simplistic approach to joined handwriting, accessible to the majority of the children (see Appendix). This scheme has a pre-cursive scheme, which is predominantly used by Year 1, as our aim is to have most children using a cursive, joined up handwriting style by the end of Year 2.

As soon as the class teacher feels that a child has developed a fluent, consistent style of joined handwriting, they will be given a handwriting pen, which will be used in all subjects except Mathematics.

It is important that standards in handwriting are maintained across the whole curriculum, and that care is taken with the presentation of handwriting during all written tasks.

## **8. CROSS-CURRICULAR ENGLISH OPPORTUNITIES**

Teachers will seek to take advantage of opportunities to make cross-curricular links. They will plan for pupils to practise and apply the skills, knowledge and understanding acquired through English lessons to other areas of the curriculum.

Evidence for assessment of writing should be drawn from a range of written opportunities across the curriculum, as this encourages children to maintain a consistently high standard, and to take pride in their work.

## **10. ASSESSMENT AND TARGET SETTING**

Progress in English is assessed in a number of ways, and at different times during the school year:

### **Assessments**

- In the Early Years, children are assessed as working below, in line or above age-related expectations each half term. Examples of written work are kept in writing books.
- Currently, children carry out assessment tasks at the end of each half term using the Rising stars materials in order to give teacher's an understanding of children's reading and their comprehensions skills. (yr1-yr6)
- Children are assessed using the knowledge gained from Rising stars and PM benchmarking in reading in order to be given a 'stage' on our assessment grid and to be highlighted as working at age related expectations or below/above.
- Phonics assessment (Letters and Sounds) Nursery- Yr2
- Book bands - PM Benchmark (Reception to Y6)
- Guided reading files (Reception- Yr6)
- Liverpool Writing Assessment Proformas (Y1-6)
- Internal moderation between year groups
- External moderation with a local school (termly)

## **11. INCLUSION**

We aim to provide for all children so that they achieve as highly as they can in English according to their individual abilities. We will identify which pupils or groups of pupils are under-achieving and take steps to improve their attainment. Gifted children will be identified and suitable learning challenges provided.

### **INTERVENTION PROGRAMMES**

Intervention programmes are used to support children who are identified as struggling to achieve the levels expected of their age group.

- Ginger bear (Nursery and Reception)
- Language Steps (Nursery and Reception)
- Read Write A2Z (Reception- yr1)
- BRAP- (year 2)
- After school reading club (Year 2) - target group
- Outside agencies: Children benefit from a range of visiting partners e.g. Bankview phonics support; speech and language therapy from Alder Hey Speech and Language services; VRH volunteers (Volunteer Reading Help)

Intervention programmes are monitored, and the children's progress is tracked to evaluate their effectiveness, ensuring children are given the best opportunity to fulfil their potential. These programmes are outlined in the school's SEN provision map, which is reviewed termly.

## **EQUAL OPPORTUNITIES**

All children are provided with equal access to the English curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background. (See equal opportunities policy)

## **12. ROLE OF SUBJECT LEADER:**

The Subject Leader should be responsible for improving the standards of teaching and learning in English through monitoring and evaluating:

- Pupil progress (shown by data recorded each half-term on O-Track, evidence in books, pupil voice)
- The teaching of English (including Intervention and Support programmes)
- The quality of the Learning Environment (supportive working walls, resources to support writing, a range of text types, inviting reading areas, Alan Peat displays up, Read, write, Inc. posters clear)
- The deployment and provision of support staff (through staff training and CPD)
- Taking the lead in policy development
- Auditing and supporting colleagues in their CPD
- Purchasing and organising resources
- Keeping up to date with recent English developments
- Monitoring the spending of the English budget

## **13. PARENTAL INVOLVEMENT**

Throughout the school, parents are expected to monitor children's homework tasks, such as spellings and home reading. They are encouraged to maintain an ongoing dialogue with the teacher, through formal and informal meetings, and by making comments in reading cards or homework books.

Parents are invited to a weekly awards assembly in the school hall. In KS1, home reading and progression through the book bands is celebrated. Samples of children's writing are often show-cased in the KS2 assembly. There are also many sessions ran throughout the year where parents are invited to come and share our love of English - these are advertised on our website and on weekly newsletters.

## **14. CONCLUSION:**

This policy is in line with other school polices and therefore should be read in conjunction with the following:

Teaching and Learning Policy

Assessment and Record Keeping

Responding to pupils' work / Feedback / Marking policy

Special Educational Needs Policy

ICT Policy

Equal Opportunities Policy

Health and Safety Policy

Handwriting policy

**Member of staff responsible:** Carly McDermott, Kimberley Manley and Michelle Weston

**Date policy written:** September 2017

**Date to be reviewed:** October 2018

## Appendix

### Northcote Primary School Handwriting and Presentation Policy 2016

#### Handwriting

When communicating and recording ideas in writing, it is important that all children use a neat, legible writing style. From Year 2 onwards, it is our aim that all children are using cursive, joined up writing, in line with the New Curriculum expectations. When work is presented neatly, children take pride in their work, something which we encourage for all children at Northcote.

#### Aims

- For children in EYFS to present letters/writing in a neat, legible style
- To develop a pre-cursive handwriting style for children in Key Stage 1
- To develop a joined, legible handwriting style for all children from Year 2 onwards, which will allow all children to write confidently and fluently
- To present work in a neat style
- All staff to model the correct handwriting style, in line with their Year group expectations
- Marking in books to reflect the expected writing style, consistent with year group expectations
- Children who write in a fluent, legible, joined-up style to write in BLACK pen (at the teachers discretion)

#### Provision

Presentation should be outlined from the outset, so that all children (and visitors to the school) are consistent in their approach. Handwriting should be modelled by all staff, at all times, in the style expected of the children they are working with (this will differ, depending on year groups and individual needs). Additional handwriting sessions may be necessary, in order to support children in achieving a legible, cursive writing style.

#### Teaching time

There should be a minimum of two lessons each week, to allow children to practice and revise letter formations and joins. The '3 P's' (outlined below) should be revisited at the start of each lesson. Each lesson should consist of:

- Teacher/adult modelling at the beginning of the session
- Silent, independent work. Adults in the classroom will use this time to circulate and check letter formation and pencil/pen grip. They should intervene, when necessary, to secure understanding and ensure progress in writing

#### The 'joinitC12' handwriting style

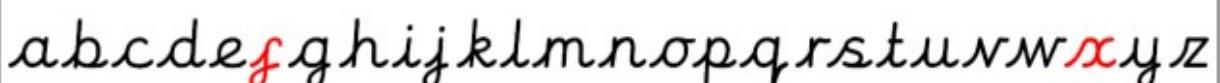
At Northcote Primary, we use the 'joinitC12' handwriting style, to help children develop their writing. Children should be taught the individual letter formations first, before being taught how to join letters. Letter formation as per the scheme is as follows:

#### Pre-cursive writing (EYFS)

Children in reception and foundation stage will be encouraged to practice letter formation in continuous provision and phonics sessions. Letters will not include the lead in and lead out, as children become confident with the distinction between letters.

#### Pre-cursive writing (Year 1):

This style has a closed **b** and **p**, a small **f**, a curly **x** and a straight **z** with no tail and each lower case letter starts with a lead-in from the line, to support children in moving towards a joint, cursive writing style, by the end of Key Stage 1.



#### Cursive writing (Year 2 onwards):



#### Capital letters

Capital letters should NOT be joined.

ABCDEFGHIJKLMNOPQRSTUVWXYZ  
XYZ

#### Numbers

0123456789

#### Physical environment

To support our children in developing their handwriting, we must ensure that we focus on the 3 P's:

- Posture
- Pencil/pen grip
- Paper (direction)

#### Posture

At the start of the lesson, teachers/staff should ensure that the following are in place:

- Paper or books for right handed children must be slanted at 11 o'clock for right handed children or 1 o'clock for left handed children. This must be consistent throughout the school.
- The children must be sat at a table, which is set at the correct height (preferably those that are used in their own classroom environment).
- Feet should be flat on the floor
- The writing forearm should be rested on the table
- Children should sit up straight, not slouched in their chair or on the carpet
- Left-handed pupils should sit on the left of their partners (this must be the case in all lessons)

For children who have specific writing targets/difficulties with their writing, individual supports (such as slanted boards/pencil grips/alternative writing media) should be organised.

#### Pencil/pen grip

A comfortable pencil grip must be taught in EFYS/reception and consistently applied throughout the school. Posters modelling this should be displayed in the early years and EYFS/reception practitioners should ensure all children have a secure grip, with the thumb and forefinger gripping the nib of the pencil, with the middle finger used for support (other writing grips/larger sized pencils should be used to support children who struggle with this). Left handed children should be encouraged to hold the pencil further up, to avoid smudging their writing.

#### Writing equipment

All children must write in **pencil**, until they can demonstrate a cursive, joined up writing style, which is fluent and legible, across all areas of the curriculum. All writing materials will be supplied by the school and those children who write in pen can choose between a **black biro** or a black Berol handwriting pen. It is expected that most children will be writing in pen by the end of Year 5, based on teacher discretion.

#### Presentation

Presentation and expectations of must be consistent across the school. All staff must follow the guidelines outlined in this policy to ensure consistency and progression, taking into account specific needs when necessary.

#### Layout of work (in handwriting books)

Children should put the long date at the top of the page (this helps children practice their handwriting and is also evidence of two sessions per week practice). Children should then practice simple letter joins to begin with and then move to practice words and then pieces of text. The work should be laid out as follows:

The quick brown fox  
jumps over the lazy  
dog. One, two, three,  
four, five, once I  
caught a fish alive!  
0123456789

The 'trace over' sheets, available through the 'jointitC12' scheme can be used for children to practice joins. These should also be kept as evidence.

#### Layout of work (in writing tasks)

All work should be started on a new page, with the date clearly displayed at the top. Children should then miss a line and then write their WALT (We Are Learning To). Another line should then be missed, before starting their work. Date and WALT should then be underlined with a ruler, from the margin, to the right hand side of the page. Where there are no lines (art/DT/blank pages) a line must be drawn across the page, for the date and WALT to be written on. This can be done by adults in Key Stage 1. The long date must be written in all subjects, except for mathematics. E.g.

Monday 5<sup>th</sup> September 2016

WALT: Write in a cursive, joined up style

Errors in pencil should be neatly rubbed out, or crossed out with a single line. For children writing in pen, errors should be neatly crossed out with a single line and the correct word written neatly above or to the side of the crossed out word. E.g. receive receive.

#### Diagrams and pictures

Diagrams or pictures must be drawn in pencil in all books, even if children are writing in pen. Felt tips should not be used in books (apart from art). Crayons and coloured pencils should be used for colouring in.

#### Where to find the pre-cursive and cursive font and other guidelines:

The fonts can be viewed at:

<http://www.cursivewriting.org/joined-cursive-fonts.html>

A school login and password will be emailed to all staff.

There is a child-friendly powerpoint, outlining the 3P's, saved in the staff drive:  
Staff Drive > English > Handwriting 2016