



# Anchorsholme Academy English Policy



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Adopted by Governors/HT: HT  
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Person responsible for policy: Mrs C Lang

This policy should be read in conjunction with the following policies:

- Phonics
- Presentation and Marking
- SEND
- Spelling
- Teaching and Learning

## 1. Our Intent

*At Anchorsholme Academy our curriculum fosters a sense of belonging and the desire for our school family to be **curious, confident, communicative and collaborative** learners. Our intent is that children leave our school as resilient, motivated lifelong learners with high aspirations for their future.*

**Curious** – having a thirst for knowledge.

**Confident** – being resilient and demonstrating a growth mind-set and self-belief.

**Communicative** – vocabulary and interaction is the key to learning and understanding.

**Collaborative** – ability to work together respectfully and effectively towards a common goal.

## 2. Aims

We aim to develop pupils' abilities within an integrated programme of speaking and listening and reading and 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 literacy skills.

At Anchorsholme Academy, we strive for children to be a 'Primary Literate Pupil'. By the age of 11 we aim for every child to be able to:

- read and write with confidence, fluency and understanding, orchestrating a range of independent strategies to self-monitor and correct;
- have an interest in books and read for enjoyment;
- have an interest in words and their meanings; developing a growing vocabulary in spoken and written forms;
- understand a range of text types and genres; be able to write in a variety of styles and forms appropriate to the purpose and audience;
- demonstrate imagination, inventiveness and critical awareness; and
- make use of suitable technical vocabulary to articulate their responses.

## 3. Statutory Requirements

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum and in the Statutory Framework for the Early Years Foundation Stage.

This policy will be reviewed annually or in the light of changes to legal requirements.

## 4. The Governing Body

Regular reports are provided to Anchorsholme's Governing Body regarding the progress of English provision and there is regular involvement and communication from our curriculum governor

## 5. **Subject Organisation**

At Anchorsholme Academy, we deliver the requirements of the National Curriculum for English through consistent and systematic approaches to the teaching of phonics and reading using the structured programme 'FFT-Success for All' (also referred to in this document as SFA) and through a whole-school approach to the teaching of writing. More information on the pedagogy and ethos of SFA is available on our website at: <https://www.anchorsholme.co.uk/success-for-all>.

The Early Learning Goals are used to ensure continuity and progression from the Early Years Foundation Stage (EYFS) through to the National Curriculum.

For the teaching of phonics and reading, pupils work in groupings according to their reading stage in order to promote speaking and listening and peer to peer support. Within groups, tasks are differentiated in order to address the needs of individual pupils.

The SFA programme groups pupils by stage, not age, thereby enabling them to access texts at a level which is appropriately challenging. Where pupils are identified as requiring further support, the school implements a range of intervention programmes such as NELI, Tutoring with Lightning Squad, Reciprocal Reading and Toe-by-Toe. Where necessary, identified children also benefit from additional 1-1 reading with an adult in school. Teachers will consult with the SENDCo and parents to ensure children are placed on programmes appropriate to their needs.

## 6. **Approaches to Teaching Speaking and Listening**

Our learning environments foster oracy through a range of opportunities for pupils to engage in effective oral communication. Pupils are encouraged to communicate effectively to a range of audiences in a range of context, both formal and informal. Children are encouraged to participate in choral speaking through reading and performance and there are opportunities to take part in choral and public speaking competitions.

The foundation of SFA lies in teaching pupils to collaborate and co-operate within their identified groupings. 'Sharing ideas and explaining why' is a key co-operative learning strategy and 'Team Huddles' and 'Talk to Your Partner' activities provide pupils with structured opportunities to share and explore their ideas and responses to literary questions.

Pupils are given regular opportunities to develop their speaking and listening skills in all areas of the curriculum. Pupils are encouraged to discuss their experiences of reading and writing and the impact that this has on them and their own writing.

The teaching and learning process includes opportunities for role play and drama in order to explore and understand texts.

Children are encouraged to present to their peers in a range of subjects and to debate current and historical issues with articulacy and confidence using a growing vocabulary in each subject area.

## 7. **Approaches to Teaching Reading**

It is our aim to develop enthusiastic and confident readers who can understand a wide range of texts. Children will read for interest, information and enjoyment.

SFA encourages the exploration and enjoyment of a wide range of text types, with pupils having access to a hard copy of at least two texts per learning unit. During the daily 30 minute SFA session, children are given reading opportunities through shared texts, guided reading, paired and independent reading. Fluent and expressive reading is modelled by the class teacher, using the identified text for each unit. Pupils are then able to practise and consolidate their reading skills during daily paired reading. These sessions are used to identify key features of particular text types and support vocabulary development and writing activities.

Weekly 'Treasure Hunt' comprehension lessons and guided reading sessions enable the teaching of specific reading strategies and comprehension skills and children are encouraged to identify the different question types they are presented with.

Children requiring additional support, read daily to an adult within the class and are provided with regular support during reading activities.

- **Shared Reading**

In shared reading the teacher's role is to make overt what good readers do and to make explicit the links between reading and writing. During shared reading the children can access a text which may be challenging to them individually. Reading skills, strategies and reader 'talk' should be clearly modelled and discussion should help children to gain a deeper understanding of the text. Shared reading has a specific focus and all abilities are included in discussions by differentiated questions which challenge and support comprehension. Shared reading takes place within the English lessons, as well as through the reading of information texts in other curriculum areas.

- Paired Reading

Paired reading takes place daily throughout the school. Texts are progressive within SFA and provide an appropriate level of challenge for phonic development, vocabulary and comprehension skills, according to the reading stage of the group. Through SFA, pupils are taught to be supportive reading partners and to use effective questioning to explore thoughts and ideas in response to texts. Reading responses are shared through paired, team and class discussions and, where appropriate, are recorded in SFA journals. Identified pupils have interventions to support their reading development each week and this is in addition to English lessons and guided reading sessions.

- **Independent Reading**

This will be modelled during shared and guided reading and hearing books read aloud. Children should have the opportunity to read aloud to a variety of audiences, including their own age group, SFA partners, younger children and class assemblies. Children have access to a wide range of books including fiction and non-fiction via the school library, public library visits, book fairs and their classroom library. Children are encouraged to take home a book from the school library; self-selection of texts is an important part of developing independence. Selecting texts motivates readers and helps children to develop and discuss their reading preferences. Children have daily opportunities to read for pleasure through a selection of books from classroom and school libraries and through whole school ACES (Anchorsholme Children Enjoying Stories) time. Children are encouraged to take books home to read with parents and carers.

- **Phonics (see also 'Phonics Policy')**

Phonics is taught systematically during daily SFA sessions from EYFS to Y2, with additional intervention in place for those pupils that are not meeting year group expectations. This is maintained in Y3 for pupils that do not reach the benchmark by the end of Y2. The use of phonic knowledge is developed as part of the shared, paired and independent reading process and during writing opportunities.

### **Links to Parents**

Co-operation and support from parents is paramount if a child is to become a successful and competent reader. At Anchorsholme Academy we strive to develop and encourage a strong partnership between home and school. It is our policy to send reading books home regularly and to encourage parents and carers to contribute to their child's reading development, welcoming comments in individual reading record books. We hold Induction Evenings that include information to parents and carers about how reading is taught and developed. In the Autumn term, EYFS parents and pupils are invited to a 'Bedtime Story Night' where staff and parents share stories with the children in an informal setting. The purpose of the evening is to promote a love of reading. Parents are welcomed and encouraged to come into school and read to/with the children and should enquire about availability via the school office. Teachers and parents communicate weekly about the reading attainment of pupils both at home and at school via home reading records and Class Dojo.

### **Home Reading**

Children in EYFS and Y1 are provided with a digital copy of the book they have been studying each week. This is matched to their growing phonic knowledge and provides them with an opportunity to read a familiar text in order to develop fluency and independence. Home reading is supported through the use of the Oxford Reading Tree scheme. Specific schemes within this look to support phonic development, target boys and provide age appropriate texts for struggling or high ability readers. Throughout both key stages, children are given a reading book at an appropriate level to take home and share with parents/ carers together with a reading record. Children's individual reading is monitored by staff and supported by teaching assistants and volunteers. Each time a child reads, at home or at school, a comment will be written in their reading record. Where children do not read regularly at home, teachers will arrange for them to read individually at school to parent helpers, teaching assistants or older children. Home reading is monitored on a regular basis. Comments made by parents regarding their child's reading journey are encouraged in order to create a supportive dialogue between school and home. Expectations for home reading are shared at Induction Evening and Meet the Teacher evenings.

### **ACES Time (Anchorsholme Children Enjoying Stories)**

Daily whole class reading from shared novels influences independent reading and tunes children in to book language. Teachers of all age groups read aloud with their class every day, introducing a range of modern and classic novels beyond their independent level of reading. Teachers model good reading habits and engage in informal book talk with their classes.

### **Accelerated Reader**

Children from Year 2 upwards are able to access Accelerated Reader as a means of quizzing themselves on their reading. Pupils are rewarded for their achievements and progress through class and whole school initiatives and are encouraged to become 'Word Millionaires'

### **Reading Environment**

The school environment and classrooms in particular provide a print rich environment. Reading displays form a part of that environment – library corners, favourite books, book reviews, book of the week, author displays and collections of books on a similar theme develop enthusiasm and pleasure in reading, broaden pupils' vocabulary and provide cultural capital.

## 8. Assessment of Reading

EYFS and KS1 assess progress in phonics and reading formatively during daily SFA sessions. Summative assessments in these year groups are carried out regularly using the FFT Reading Assessment Programme. Information from these assessments is used to inform groupings and interventions.

In KS2, formative assessments continue as part of the daily reading sessions and using information from Accelerated Reader. Summative Assessments in KS2 take place each half term using Renaissance 'STAR Reader'.

## 9. Approaches to Teaching Writing

At Anchorsholme Academy, we encourage children to write in creative and imaginative ways developing confidence and independence alongside a 'love' of words. In pursuit of this aim, we ensure that children experience a range of purposes and forms of writing. They are supported in the exploration of a wide range of text types and genres.

### **Progression and Continuity**

The Anchorsholme Way writing cycle provides a progressive programme for the teaching and development of language and writing skills (**See Appendix 1A**). The approach is a 3-week cycle which explores genres of writing, provides children with opportunities to create their own ideas, practise using writing techniques and finally apply the skills developed in independent writing opportunities.

The cycle of writing is divided into 'Explore', 'Create' and 'Apply' stages. The language of each stage is introduced to the children in Foundation stage and the cycle begins in Year 1.

Long term plans outline a clear progression in GPS skills, writing genres and text types taught across the school (**See Appendix 1B**).

A variety of texts are used as a writing stimulus and to further develop a 'love' of words and language. The audience, purpose and effect are considered in each writing genre to ensure that the children write effectively and purposefully.

New vocabulary is introduced and revisited throughout the cycle with children being encouraged to practise using new words in context throughout their writing.

We teach the cursive handwriting style throughout the school.

### **Writing in EYFS**

In every session, the children are encouraged to take part in mark-making and writing activities. This may take the form of writing their names or words/sentences they have said; writing taking place in role play; or to write about a model they have made in the construction area/outside etc. Writing can take place at any point in the day and in any area in the setting. Writing is modelled daily by the class teacher to develop writing skills in all sessions. Children are encouraged to 'line write' when they have enough knowledge of grapheme-phoneme correspondences and the fine motor skills to hold a pencil effectively. They are then encouraged to 'sound out' each word in their sentence and write down the sounds they can hear in each word until they are writing whole words spelt phonetically. As the children develop their understanding of phonics, they are then able to use this knowledge in their writing to make informed spelling choices. Following modelled examples from the class teacher, and when pupils have developed enough confidence, the children go on to 'line writing' their own sentence ideas.

## **Shared and Modelled Writing in KS1 and KS2**

Shared writing is a whole class activity where the teacher models the writing of a text. In shared writing, the children will contribute to the text by suggesting words or sentences to be used; they are critical partners for the teacher and each other. The teacher demonstrates how to write and explains decisions. The teacher will model: thinking, rehearsing sentences, writing and re-reading constantly generating words and ideas. Across the key stages, teachers will focus on the purpose, audience, level of formality, structure and organisation of the text. A particular aspect of word or sentence level work provides an additional focus depending on the objectives and targets being worked on at that time (See year group long term plans). Within the cycle, children have the opportunity to work with their 'writing buddy'. This comes between the teacher modelled write and independent writing to allow children the opportunity to explore sentence structures, vocabulary and writing effectively and purposefully.

### **Independent writing**

Opportunities for independent writing take place once per cycle although the children will have had further opportunities to write during each stage of the cycle. Before independent writing, input from the teacher in shared or modelled writing and opportunities for paired writing will have been delivered. Independent writing gives children the chance to apply the writing skills that they have been taught and to demonstrate their understanding and ability. Independent writing can be short tasks which develop a specific skill or aspect of a genre, or lengthier pieces which provide an opportunity for planning, editing and improving. Children will also complete a cross-curricular piece of writing at least once per half term. This genre will be a text type that the children are familiar with so that they can apply and demonstrate their skills.

### **Assessment**

Pupils' are given feedback on their writing work in every session. This may be in the form of verbal feedback from an adult or peer, self-assessment or margin marking.

Each half term, pupils complete a cross-curricular piece of writing so that children are able to work through a range of text types and demonstrate the application of writing skills outside of structured writing lessons. All children will have a 1:1 pupil progress meeting once per term. Teachers discuss progress made with the child and identify areas for development. Within this session, teachers will model how to apply targets and the children are to practise this with the guidance from the teacher. Pupil progress meeting targets are found in the back of writing books. Children and staff can refer back to these targets when writing independently. When assessing targets, staff will highlight evidence in orange. Teachers will assess the children's independent writing using The Trust Milestone document (found in the children's portfolios) and update FFT when children have independently shown that they have secured an objective. Children's polished writing is showcased in their writing portfolios.

### **The Learning Environment**

Each classroom has a 'working wall' that displays reference points for the children to use when writing and examples of shared or modelled writing. Displays are split into 3 sections headed with: Explore, Create and Apply. Displays are an important aspect in writing development and reflects the high status attached to writing at Anchorsholme Academy. Displays provide a range of models for writing including:

#### **Explore:**

- Vocabulary displayed
- APE prompt sheet
- Success Criteria created together
- WAGOLL- annotated
- GPS shared ideas/ prompts
- WABOLL- up-levelled with improved sentences

#### **Create:**

- Planning sheet (annotated)
- Teacher modelled writing
- Examples of children's shared writing

**Apply:**

- WOW sentence examples from children's independent writing
- Marking prompt sheet
- Teacher modelled edit and improved sentences/ text

All classrooms will have a writing resource station to support the children's writing.

**10. Phonics (see also 'Phonics Policy')**

**Phonics in EYFS and KS1**

Phonics is taught systematically through the FFT 'Success for All Phonics' programme. Every class has a daily discrete phonics session within their teaching group. Children are assessed regularly using the FFT Reading Assessment Programme and this information is used to support the children appropriately. Phonics sessions incorporate multi-sensory approaches and make links between reading and writing. Children are encouraged to identify sounds using sound buttons and lines and this strategy is implemented to support them in their spelling choices. In June of Year 1, pupils take the Phonics Screening Check along with any Year 2 pupils that did not meet the benchmark in Year 1.

**Phonics in KS2**

Pupils that do not reach the benchmark for phonics by the end of Y2 receive continued daily phonics sessions into Y3. Individual Phonics Trackers and results of the statutory Phonics Screening Check are used to identify any weaknesses in children's knowledge of phonics. We then deliver daily phonics sessions, using the FFT Success for All Phonics programme, in order to address any learning gaps. Where necessary, children with significant learning gaps receive appropriate intervention support in small groups using the 'Tutoring with Lightning Squad' intervention programme.

**11. Spelling (see also 'Spellings Policy')**

Children develop their spelling ability based on the National Curriculum spellings lists, supplemented with common exception words. Children are introduced to a weekly spelling pattern and teaching time is dedicated to the exploration of the pattern, word families and other examples. All children have access to 'Spelling Shed' as a vehicle for practising spelling patterns and as a tool for staff to track attainment and progress against spelling objectives. Children are grouped for weekly spelling sessions according to ability, and a different spelling pattern is taught and assessed each week.

**12. GPS**

GPS is embedded throughout the teaching process. Pupils are able to explore the rules and conventions of GPS in high quality texts and to discuss its impact on them both as a reader and as a writer. During each Anchorsholme Way Writing Cycle, children are taught 2 GPS features which supports the genre of writing.

**13. Handwriting**

**Handwriting in EYFS**

During systematic phonics teaching, children in EYFS are also taught correct letter formation through the use of rhymes, actions and modelling. In every classroom, there are opportunities for the children to develop their fine motor skills, mark making skills and handwriting. As part of the continuous provision, there are 'pincer grip' development activities, whiteboards and pens, a range of pencil control sheets,



magnetic pencil control activities, sand trays, ribbons, pencils with grippers etc. available for the children to access. A copy of our Handwriting and Presentation Policy is available to parents on our school website and practise handwriting sheets are sent home with the children to complete with their parents/carers.

### **Handwriting in KS1**

Through weekly discrete handwriting lessons, children are taught to form lower-case letters in the correct direction using the cursive style, starting and finishing in the right place. They are also taught to correctly form capital letters and the digits 0-9. They learn which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these. They start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left un-joined. They learn correct letter orientation and their relationship to one another and use spacing between words that reflects the size of the letters.

### **Handwriting in KS2**

Handwriting is taught through weekly discrete handwriting lessons, where children are encouraged to increase the legibility, consistency and quality of their handwriting. They are taught to use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined. Children must ensure that the down strokes of letters are parallel and equidistant; and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch. Children that require support with handwriting receive intervention in the form of additional handwriting practice in class, and some children take home handwriting booklets to be completed at home.

## **14. Assessing Pupil Progress**

In addition to ongoing formative assessment, in line with our Presentation and Marking Policy, SFA requires regular assessment of reading proficiency in order to ensure teaching groups are appropriately supportive and challenging. Each half term, pupils in KS2 are assessed in reading using 'Star Reader' and are then regrouped accordingly (Star Reader provides a wealth of assessment information which also supports target setting). Children in EYFS and KS1 are assessed in the same timescale using published FFT SFA assessments.

Staff gather evidence of different writing from children in order to make an accurate judgement of their attainment in writing and GPS. Using this evidence, we are able to assess the children against year group expectations and monitor their progress. The progress against objective is recorded on FFT throughout the term and teacher judgements recorded at the end of each term in Arbor. Pupil progress is discussed during pupil progress meetings with SLT following each term's data drop.

Summative assessment data is collected as follows:

- Y2 & KS2 Star Reader assessments – half termly
- EYFS/ KS1 FFT Reading Assessment Programme – half termly (phonics and reading)
- Writing – formative assessments within FFT curriculum tracker
- Reading & Writing- summative teacher assessments- termly in Arbor
- Phonics Screening Test – for Y1 in June and a Y2 re-screening in June also.

Formative assessment informs target setting for all pupils. Children are set new Reading and Writing targets each half-term. They spend time over the half term working towards achieving these targets and are supported through 1-1 feedback sessions. There is a discussion between the child and their teacher regarding progress to ensure that pupils are aware of their successes and their next steps.

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## Appendix 1A

## Writing – The Anchorsholme Way



### WRITING – The Anchorsholme Way

(2-week cycle)



| EXPLORE  |   |  | CREATE   |   | APPLY   |  |
|--|---|--|--|---|---|--|
| 1. Immersion (1-2 lessons)   | 2. Analysis (1-2 lesson)  | 3. GPS (2 lessons)   | 4. Planning (1 lesson)   | 5. Modelling (1 lesson)   | 6. Independent write (2 lessons)  | 7. Published piece (1 lesson)  |
| <ul style="list-style-type: none"> <li>Select and read WAGOLL text(s) to identify the <b>audience and purpose</b> and provide opportunities to orally rehearse – internalise language.</li> <li>Identify features of the text type, create success criteria (refer to the trust-based milestones) and display within the classroom.</li> <li>Create opportunities for children to role play scenes from within the text and character exploration activities.</li> <li>Introduce the planning grid for children to add success criteria to and magpie ideas throughout the writing cycle. This should not be stuck in books until the planning stage of the cycle.</li> <li>Immersion activities should be recorded in books e.g. highlighting texts, photos of group work etc.</li> </ul> | <ul style="list-style-type: none"> <li>Compare and contrast the features of WAGOLLS including poor examples.</li> <li>Analyse the structure and layout of the text e.g. paragraphs and sub-headings etc.</li> <li>Analyse the cohesion of the text – is it easy for the reader to follow? How? Why?</li> <li>Identify the specific text type vocabulary – considering the <b>effect</b> it has on the reader.</li> <li>Identify the specific text type punctuation – considering the <b>effect</b> it has on the reader.</li> <li>Add relevant vocabulary, phrases and punctuation to the planning grid.</li> </ul> | <ul style="list-style-type: none"> <li>GPS objectives to be taught based on the success criteria of the text type e.g. punctuation, sentence types and word classes.</li> <li>Use a range of engaging activities to ensure GPS objectives are <b>embedded</b>.</li> <li>Identify effective sentences <b>from the text</b> – different sentence types and the order that they are placed.</li> <li>Using a similar sentence structure, children create their own through bite-size writing opportunities considering purpose and effect.</li> <li>Children to have opportunities to read their writing out loud to ensure it makes sense and for others to magpie ideas.</li> <li>Add relevant vocabulary, phrases and punctuation to planning grid.</li> </ul> | <ul style="list-style-type: none"> <li>Review the planning format and generate ideas as a class to support writing content. Stick the plan into books.</li> <li>Teacher to model completing the format step by step.</li> <li>Children to complete their planning grid – the plan should be referred to when writing.</li> </ul> | <ul style="list-style-type: none"> <li><b>Teacher modelled write</b> - Each writing genre should be modelled to the children. This should be an interactive session where the teacher gathers ideas from the children, articulates writing thought process and reasoning for the choices made. Model how to use the success criteria with an emphasis on GPS features and model the editing process.</li> <li><b>Paired writes</b>- Children should be given opportunities to work in pairs/ small groups to create a short extract or full piece of writing. Where possible, children should work in mixed ability pairs. All shared writes should be recorded in books.</li> <li>Give feedback on some paired writes as a class e.g. under visualiser or displayed on the board modelling the editing process.</li> </ul> | <ul style="list-style-type: none"> <li><b>First draft</b> - Children independently write their first draft using their plan, success criteria, GPS skills and modelled writes to support them.</li> <li>Children should miss a line when they write to allow for neat editing and improving.</li> <li>Children should be given opportunities to read parts of their first drafts out loud.</li> <li><b>Edit &amp; improve writing</b>- Using self-assessment, peer assessment, teacher feedback (margin marking) and their success criteria, children should edit their own writing.</li> <li>Children should be given time to respond to the teacher's feedback to make improvements.</li> <li>Editing should be completed by children on their first draft in red pen – it is not a rewrite.</li> </ul> | <ul style="list-style-type: none"> <li>Children should write their final/ polished piece on a separate piece of paper including all of their improvements.</li> <li>All children should have writing portfolios where they can showcase their polished pieces of writing from both their English lessons and cross-curricular writing opportunities.</li> <li>Teachers and pupils evaluate and assess writing identifying EBIs for future writing of a similar genre.</li> </ul> |

- Children should have a writing buddy throughout the cycle (mixed ability).
- Children should write the title which corresponds to each stage of the writing cycle in their book e.g. Immersion, GPS etc. This should also be clear in the classroom e.g. title on the board.
- All classrooms should have the writing cycle displayed on their writing working wall.

- GPS skills will be taught during the GPS phase of the writing cycle and teachers should also model how to embed these skills through the planning, modelling and independent writing process.
- All GPS activities should be recorded in books in some way.

**Appendix 1B Progression of writing genres**

| Year Group                                  | Genre       | Text Type  |
|---|-------------|--|
|   |             |  |
| 1   | Fiction     | Stories, character description, setting description  |
|   | Non-Fiction | Informal letter, non-chronological report, instructions  |
|   | Poetry      | Acrostic poem  |
| Cross-curricular writing (1 per term):      |             | Complete a piece of writing within your topic lessons which links to the cycle for that half-term one of which must be an acrostic poem. |
|   |             |  |
| 2   | Fiction     | Stories, character description, setting description  |
|   | Non-Fiction | Informal letter, instructions, non-chronological report, informative leaflet, diary  |
|   | Poetry      | Rhyming poem   |
| Cross-curricular writing (1 per half-term): |             | Complete a piece of writing within your topic lessons which links to the cycle for that half-term.<br><br>Acrostic poem                  |
|   |             |  |
| 3   | Fiction     | Stories, character description, setting description  |
|   | Non-Fiction | Informal letter, non-chronological report, biography, diary, formal letter, instructions   |

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|   |             |  |
|---|-------------|--|
|   | Poetry      | Haiku Poem   |
| Cross-curricular writing (1 per half-term): |             | Informative leaflet, rhyming poem  |
|   |             |  |
| 4   | Fiction     | Stories, character description, setting description, playscripts                                   |
|   | Non-Fiction | Discursive text, newspaper, persuasive leaflet/ advert, explanation text, biography, formal letter |
|   | Poetry      | Shape Poem   |
| Cross-curricular writing (1 per half-term): |             | Instructions, non-chronological report, diary, informal letter, haiku poem                         |
|   |             |  |
| 5   | Fiction     | Stories, character description, setting description, playscripts                                   |
|   | Non-Fiction | Discursive text, newspaper, formal letter, autobiography, diary, explanation text                  |
|   | Poetry x 2  | Cinquain Poem  |
| Cross-curricular writing (1 per half-term): |             | Non-chronological report, instructions, persuasive text, biography, shape poem                     |
|   |             |  |
| 6   | Fiction     | Stories, character description, setting description  |

|   |             |  |
|---|-------------|--|
|   | Non-Fiction | Discursive text, newspaper, informal letter, diary, explanation text, persuasive article |
|   | Poetry      | Narrative Poetry   |
| Cross-curricular writing (1 per half-term): |             | Cinquain poem, non-chronological report, instructions, auto-biography, formal letter     |

Every half-term, there should be a minimum of 2 text types covered (using the writing cycle)- one of which must be a fiction piece and a non-fiction piece. In the half-term when you teach poetry, this should be in place of a fiction piece of writing.

In addition, a short, cross-curricular piece should be completed during history, geography, D.T, RE or science lessons. The cross-curricular piece should be a text type that the children are familiar with so that they can write with greater independence (the cycle does not need to be followed here). Please see the year group's genres above for the cross-curricular pieces.

In Summer 2 (starting next year), we will hold a whole school poetry competition. The teaching of poetry could either be delivered within the writing cycle or as part of your cross-curricular lesson.

# Anchorholme Academy Handwriting Overview

|               | <u>Autumn</u>   | <u>Spring</u>   | <u>Summer</u>   |
|---------------|---|---|---|
| <b>EYFS</b>   | <p>Correct sitting position<br/>Pencil control<br/>Fine motor activities<br/>Mark making / directional lines<br/>Introduce lower/upper case letter formation with SFA rhymes.<br/>Introduce number formation.</p>                                 | <p>Practise letter formation lower case and capitals<br/>Practise number formation<br/>Writing on a line</p>  | <p>Consolidation of letters and numbers including capitals.<br/>Ascenders and descenders.<br/>Writing on a line.</p>  |
| <b>Year 1</b> | <p>Review correct sitting position and pencil grip.<br/>Review lower case and capital letter formation.<br/>Introduce the entry and exit stroke following the four-letter families.</p>   | <p><b>Teach bottom joins.</b><br/>(ai, ck, er, ff, sh, ch, but, th, jig)<br/><b>Teach bottom to c shape joins.</b><br/>(as, ea, ed, ss, igh, ing, sat)</p>  | <p><b>Teach e top and bottom stroke joins.</b><br/>(be, ie, se, her, men)<br/>(oe, re, ve, we, ere, ure)<br/><b>Teach top joins.</b><br/>(oa, oo, oh, oi, on, or, ou, ov, ow, oy, wh)<br/><b>Other</b> - (ll, lr)</p> |
| <b>Year 2</b> | <p>Review correct sitting position and pencil grip.<br/><b>Review and consolidate bottom joins.</b><br/>(ai, ck, er, ff, sh, ch, but, th, jig)<br/><b>Review and consolidate bottom to c shape joins.</b><br/>(as, ea, ed, ss, igh, ing, sat)</p> | <p><b>Review and consolidate e top and bottom stroke joins.</b><br/>(be, ie, se, her, men)<br/>(oe, re, ve, we, ere, ure)<br/><b>Review and consolidate top joins.</b><br/>(oa, oo, oh, oi, on, or, ou, ov, ow, oy, wh)<br/><b>Other</b> - (ll, lr)</p> | <p>Consolidate all joins and use accurately within writing.</p>   |
| <b>KS2</b>    | <p>Review correct sitting position and pencil grip.<br/>Assess handwriting to determine focus joins for intervention.</p>   | <p>Consolidate all joins and use accurately within writing.</p>   | <p>Consolidate all joins and use accurately within writing.</p>   |