



Buckingham Park
Church of England Primary School
Excellence, through God who strengthens us

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English Policy

2022-2023

Date Adopted by Full Governing board:

Last reviewed on:

16/03/2023

Next review due by:

16/03/2024

Aims and expectations

- 1.1.** At Buckingham Park Church of England Primary School it is important that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, built on a clear Christian foundation and rooted in Christian values. We aim to provide the highest quality all round education, for each and every child, in partnership with parents, within the context of a Christian community. In short, 'Excellence, through God who strengthens us'.
- 1.2.** Buckingham Park Church of England Primary School is committed to creating a school community where exemplary behaviour is at the heart of productive learning. Everyone, staff, children and parents alike, are expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour, and encourage others to do the same.
- 1.3.** All school policies are therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.
- 1.4.** The school has a set of values that are based on Jesus' Sermon on the Mount. These are a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. These values are displayed below:

We are kind, helpful and polite
We do our best
We are honest
We share
We are peacemakers
We forgive others
We take care of everything, and everyone

- 1.5.** The school expects every member of the school community to behave in a considerate way towards others and by following these set of values.

SEND STATEMENT

- 2.1** At Buckingham Park Church of England Primary School, we value, nurture and celebrate the skills and talents of every child.
- 2.2** Our curriculum is aspirational, vibrant, engaging and inclusive. We strive to enable all children to do their best and optimise their potential through quality first teaching, careful planning- in line with developmental stage and interests of cohorts, removal of barriers in accessing the curriculum e.g., writing frames, visual prompts, adapted resources and alternative methods of recording.
- 2.3** The careful planning and learning opportunities are designed to reduce, and ultimately remove, gaps between disadvantaged and vulnerable learners and their peers. Our commitment to engaging, inspiring and equipping all learners is at the heart of our curriculum intent and fosters the implementation of our curriculum and the development of skills, in both academic and non-academic subjects equally, ensuring equality of opportunity and a broad and balanced provision- for all learners- in a holistic and personalised way.

2.4 Careful consideration is afforded to the broad and diverse offer interwoven throughout our curriculum to reflect our multi-cultural, multi faith school community and so that quality, first-hand experiences are presented in a multitude of ways enabling full participation and maximum engagement. All educational visits are risk assessed and planned, so that every child may access and enjoy these educational opportunities, capitalising on enriching and memorable experiences.

2.5 At Buckingham Park School we endeavour to instil a love of learning, for life.

Introduction

At Buckingham Park Church of England Primary School we use a range of strategies to support the teaching and learning of English. We use Lesley Clarke Synthetic Phonics as our systematic, synthetic phonics programme as well as Whole Class Reading to support the teaching and learning of reading across the school. We have worked with Pie Corbett's team to develop our Talk for Writing curriculum, which is progressive and cumulative so that children's learning is built upon over time.

Intent

At Buckingham Park we believe that all children can become confident readers and writers which is why we have designed our English curriculum with the intent that all children, regardless of background, will become fluent, insightful readers and technically skilled, creative writers. We believe that a high quality English curriculum should develop children's love of reading and writing and recognise that a secure basis in English skills is crucial to a high quality education and will give our children the tools they need to succeed in all other areas.

One of our top priorities is enabling children to develop their reading skills and a love of reading. Our children will engage with a range of genres and develop their understanding of fiction and non-fiction styles. We recognise the importance of nurturing a culture where children take pride in their writing, can write clearly and accurately and are able to adapt their language and style for a range of contexts. We understand that a good grasp of English is the foundation of the entire curriculum and that children who are confident and adept readers and writers will be empowered to thrive in all areas of the curriculum. At Buckingham Park we have designed a secure, knowledge-based English curriculum which follows a clear pathway of progression.

Implementation

Reading

Reading is an integral part of our curriculum at Buckingham Park. We believe in providing pupils with opportunities to read throughout the day, not only to develop their reading and comprehension skills, but also to develop a love of reading for pleasure. Teachers explicitly model reading skills by reading to the children daily. For example, by reading a story book or class novel at the end of the day. This is an enjoyable experience which exposes children to new vocabulary and genres but most importantly, it allows our teachers to share their passion for reading.

Phonics and Early Reading

Please see our separate Phonics and Early Reading policy for a detailed overview of how early reading is delivered at Buckingham Park.

Whole Class Reading

In Key Stage 1 and Key Stage 2 reading is taught through Whole Class Reading sessions, these are taught in addition to daily English lessons. The reading skills taught are: vocabulary, inference, predication, explanation, retrieval and summarising (VIPERS). Whole class reading sessions mean that children of all attainment bands are immersed in the same high quality literature and the high quality, language rich discussions that these texts promote. Whole Class Reading includes a range of activities (not all of which have a written outcome) that enable pupils to develop their vocabulary and comprehension skills. They are also exposed to the enhanced reasoning skills of more confident readers.

Reading Scheme

We use the Collins Big Cat reading scheme, this is a whole school programme that provides complete support for primary reading from early phonics development to fluent reading and comprehension. From early decodable readers to chapter books, Collins Big Cat supports a journey from phonics to fluency, with levelled readers that systematically increase the level of challenge, vocabulary and stamina as children work up through the bands. Books are colour banded to ensure they match appropriately to the ability of each child. See appendix 1 for the progression of coloured bands.

Children who are learning Phonics phases will read a phase book which could be a variety of colours as they include phonemes from the appropriate phase. Once children have passed the BP Phonics Phase 5 assessment they will begin reading Orange books and can then be benchmarked.

Benchmarking

We use the Collins Big Cat Assessing Reading in Fluency benchmarking system to assess reading fluency across the school, from Reception to Year 6. These assessments are used to determine whether a child is ready to move up to the next book band. They usually happen half termly by a TA who works in the year group with the child, but can take place whenever the child is ready. Benchmarking assesses pupils' speed, accuracy, expression and understanding by asking the child to read a short passage of text and then answer a couple of questions about it. Adults mark any errors the child makes, how many words they read in a minute and records their answers to the comprehension questions and then uses this information to calculate an "accuracy percentage" which will advise whether the child is ready to move to the next coloured band or is currently on the correct level.

Children who are learning Phonics phases will be assessed using BP Phonics assessments. Once they have passed the Phase 5 assessment they will move onto Orange books and will then be benchmarked.

Assessing reading

Teachers are responsible for assessing the progress of all pupils in their class and do so using a range of strategies. The assessment of reading is used to inform the planning, teaching and additional provisions needed to support reading development.

We use the Rising Stars PIRA (Progress in Reading Assessment) termly assessments in Years 1 to 6 to gain an understanding of children's ability to read a text and answer a range of questions about it. Each paper has a number of text types in, which increase in difficulty throughout the paper and year, and include a variety of question types. These assessments are then inputted onto the Rising Stars system to give the teacher a "scaled score" which can then be used to inform teacher assessment as to whether the child is working at, below or above age related expectations.

Reading at Home

We work in partnership with parents so that children develop a love of sharing and discussing books. All children take home a reading book and a reading record to record the reading they do at home. These should be brought into school daily so that children can be listened to read regularly at school as well as at home. Reading records are checked daily by classroom staff and reading books are changed regularly. Teachers monitor how often children are reading at home and reading records provide a means of communication between home and school. Reading is regarded as a regular home learning activity, with the expectation that all children read at least three times a week at home. We encourage all parents to listen to their child read and take time to discuss the book and ask questions; inside each reading record is a list of comprehension questions which can be used before, during and after reading a book. These are differentiated by key stage (please see appendix).

Reading for Pleasure

There are four specific practices that, combined, motivate children to choose to read and become frequent readers who develop a love of literature. These are:

Reading aloud to, and with, children

This is in addition to the reading done in English and Whole Class Reading sessions. Reading aloud for pleasure enables children to access rich, challenging texts and creates a class repertoire of 'texts in common' to discuss. At Buckingham Park we share stories with our children every day.

Informal book talk

Talk about texts is essential in all English teaching, but informal, reader-to-reader talk is also crucial. This is often spontaneous and includes book-related play and recommendations. Teachers model book recommendations and children are invited to share these. Recommendations of texts can also be found in our library.

Choice-led reading time

Children need time to read and explore books in a relaxed environment. Time is given regularly to children to choose and read books in their classroom; this may be first thing in the morning, ERIC (everybody reading in class) or once they have finished their work. Classes also visit the school library regularly, allowing them to read and take challenging and exciting books to read at home in addition to their reading book.

Reading environments

Exciting reading environments are key to promoting a strong reading culture. All classrooms have inviting and exciting well-stocked book corners with fiction and non-fiction titles. Teachers ensure that a wide range of texts are available in terms of content, form and genre and, where possible, books relating to learning in Humanities and Science are included in the book corner. Books are changed regularly to ensure the class library stays fresh and exciting for all children. The learning environment also promotes reading in an engaging way. Key vocabulary is included and referred to on class displays for different subjects, which the children are encouraged to access during lessons. In Key Stage 1, displays also include elements of phonics.

Inclusion

We are committed to providing effective learning opportunities for all of our children at Buckingham Park to enable them to achieve the age-related expectations. We recognise that occasionally, some children may find reading challenging and, when this is the case, all reading sessions and resources can be adapted and differentiated to ensure that all children make progress. Teachers use their secure knowledge of the

pupils in their class to adapt Whole Class Reading sessions and activities to ensure that each child's needs are met. When assessing pupils, adaptations are made for children with additional needs, for example by providing extra time or support when completing the Rising Stars PIRA assessments.

Children who are making slow progress with their reading may become a "daily reader" to support their reading and comprehension, or may be part of an intervention, for example to support phonics or comprehension skills. Further intervention may be arranged with the SENDCo who can advise on targeted support for individual children.

Writing

At Buckingham Park, all children are provided with many opportunities to develop and apply their writing skills across the curriculum. Our intention is for children to be able to successfully plan, share, evaluate, edit and publish their writing, to be able to do this effectively, children will be immersed in a language rich environment where the extensive use of classroom talk supports their composition and writing is purposeful and focused on creating the intended effect for the reader. We have high expectations for transcriptional accuracy, spelling and handwriting and want children to strive for excellence in their writing.

We intend to develop in our children:

- Their imagination and creativity so they excel as writers
- Excellent oral language skills to support their writing
- The confidence to write with growing independence
- The competence to produce a high standard of work
- An awareness of audience
- A fluent handwriting style
- A good understanding of phonics, spelling, vocabulary, grammar and punctuation

Early writing

Early writing is taught through mark making, then when the children begin Phonics they are taught letter formations. This begins with writing CVC words (whether with a writing tool or in the air) and then moving on to short sentences using the sounds they have been taught. The children also learn to recite and write stories using the Helicopter Stories approach interweaved with Talk for Writing. Children in Reception are encouraged to write independently in continuous provision.

Talk for Writing

At Buckingham Park we use Pie Corbett's 'Talk for Writing' approach to teach writing. This is a nationally, and internationally, recognised process and has proven to have significant impact on developing children as writers. Talk for Writing is impactful because it is based on how children learn and moves children systematically and supportively from being a dependent writer to independent application. Talk for Writing is inclusive, which means that all children can learn to be a writer and access lessons, it also supports children with English as an Additional Language by immersing them in language.

The Talk for Writing approach is based on three phases (see appendix). We ensure that children have regular opportunities to learn new skills but also revisit and apply ones that have been previously taught. Our curriculum ensures that there is a progression in both skills and writing genres throughout the school, and that during each writing unit, children explore high quality texts and literature.

Talk for Writing enables us to deliver a focused approach to teaching new vocabulary. Model texts are pitched to provide examples of new 'tier 2' and 'tier 3' words; these are words that the children are likely to be unfamiliar with. 'Tier 2' words are known to the children as "Speed Words" and there will often be a lesson based around these when the children learn the definitions of these and have the opportunity to use these in their writing. 'Tier 3' words are words that the children may not come across in their day-to-day reading or are subject specific.

Grammar is embedded in the model text, but may also be taught through discrete lessons. Teachers adapt the model text for their writing units to reflect any gaps identified from the cold write. Teachers map the grammar skills for the year group to their writing units using the toolkits designed for each genre. Again, teachers are expected to track back to previous year's objectives, if this is appropriate. There is an expectation that all teachers' and teaching assistant's use of grammar is accurate. Teachers are very aware that, if grammar is to be understood in a meaningful way, it must be taught purposefully and discretely alongside being applied and examined in the context of real composition.

To support and maintain high standards of written work, each phase has an "everyday toolkit" which details the expectations for all written work. This is progressive and builds on the expectations of what should be included in each piece of written work as the children move through the school. These toolkits are displayed prominently in classrooms and are also regularly referred to by adults throughout lessons. A copy of these can be found in the appendices.

Assessing writing

In Years 1 to 6, teachers set a 'cold write' before beginning a new Talk for Writing unit, this is usually completed the half term before beginning the new unit. This is used to assess the areas the children will need to be specifically taught, which may mean tracking back to objectives from previous years, in grammar and genre. After the teaching of a writing unit, teachers assess the 'hot write' at the end of the unit and compare this to the 'cold write'. Progress should be evident between the two pieces. Both the cold and hot writes should be completed mainly independently as they are used for assessment.

Spelling

Good spelling is an essential skills which allows children to communicate their understanding in all subjects. In order for pupils to develop into effective and confident writers, they need to develop and use a range of effective strategies. By providing these, we equip them with the independence to attempt spellings before seeking support. We want children at Buckingham Park to develop a love of language and the confidence to spell more challenging and ambitious words.

Teaching and Learning

To support the teaching and learning of spelling at our school, children use *Emile* from Year 1. This is a programme that includes a range of resources that has been developed by teachers, academic and game developers. All resources are underpinned by robust pedagogical research and are tested rigorously by teachers in real classrooms.



Emile has adopted the Assess, Practice, Achieve model which ensures students are working at the right level and are making progress. Students are engaged by an enchanting adventure, crazy characters, enthralling game modes and class competitions. The more questions children answer, the more Emile is able to know which questions to allocate and the more data is therefore available for teachers to know what their class needs help with.

We do not do weekly spelling tests. Instead, children receive one ten minute spelling lesson a week, using the Emile teaching resources which include a power point, word list and word search. Children are then given a spelling list to take home; this may be in a separate spelling book or stuck inside children's reading records, and includes "game codes" that the children are expected to access on Emile.

Teachers are able to set specific word lists for their classes, which are all aligned to the national curriculum and have been taken from the appendices for Key Stage 1 and Key Stage 2; an example overview can be found in the appendix. Children are able to complete various activities focusing on these word lists, but can also complete a 'rating game' which gives access to a range of spelling rules and increases in difficulty.

Teachers can see how their class are progressing with word lists and spelling rules by looking at a RAG overview which shows when students login, how they perform across multiple attempts and week by week tracking, which enables them to see which spelling rules may need to be revisited.

Spelling in lessons

Spelling and punctuation is largely self-monitored as children write; children have green pens to correct any errors and are regularly encouraged to read through and check their finished writing. Children are encouraged to use their phonics skills to attempt spelling unfamiliar and tricky words and phonetically plausible 'invented' spellings are seen as acceptable.

Children are encouraged to have a go at spelling words they are unsure of and asked to underline this with a wavy line so that, when marking, teachers are aware that the child is unsure of the spelling but made their best attempt.

Handwriting

Handwriting is a skill which, like reading and spelling, affects written communication across the curriculum. The ability to write legibly and fluently enables children to communicate their thoughts, ideas and responses effectively. Children need to have a secure understanding of correct letter formation before

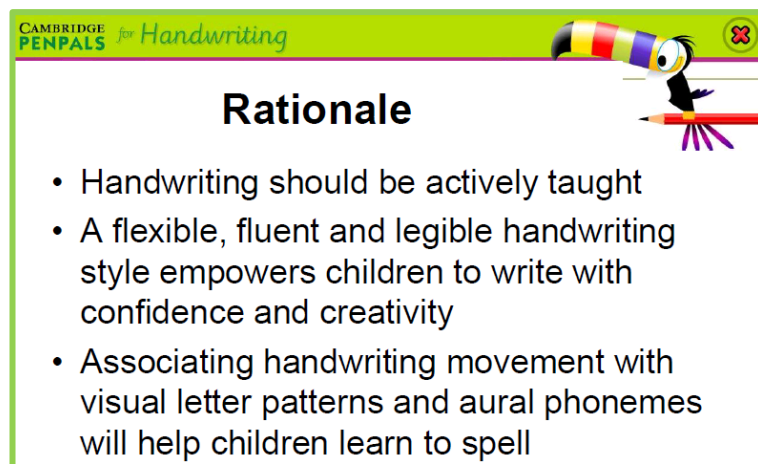
progressing to writing with a joined style. To support correct letter formation, there should be plenty of opportunities to practise and consolidate skills.

At Buckingham Park we believe that handwriting should be taught regularly and systematically using demonstrations, explanations and practise. Our aims in teaching handwriting are that children will:

- Understand the importance of clear and legible writing
- Take pride in the presentation of their work
- Develop their letter formation and handwriting skills through a multisensory approach
- Develop a comfortable and legible joined handwriting style
- Be able to write quickly and fluently to support them when expressing themselves creatively

Teaching and Learning

To support the teaching and learning of handwriting at our school, we use *Penpals for Handwriting*, a scheme of work published by Cambridge. The scheme is used to plan a clear progression of skills from EYFS to Year 6.



Rationale

- Handwriting should be actively taught
- A flexible, fluent and legible handwriting style empowers children to write with confidence and creativity
- Associating handwriting movement with visual letter patterns and aural phonemes will help children learn to spell

Handwriting is a taught skill that develops at different rates for different children; *Penpals for Handwriting* provides a range of teaching resources to support the planning, teaching, learning and assessment of handwriting. All of these can be adapted to suit the needs of individual children. The resources we have for each year group include:

- A Teacher's guidebook
- Practise book or PDFs of practise sheets
- A big book for whole class or group teaching which is 'write-on, wipe-off'
- CD-ROMs which includes videos, warm-up exercises, animated letters and joins

Font

The font we use is *Sassoon Penpals* which has a number of variations to support the development of children's handwriting. Examples of some of the fonts are below:

Sassoon Infant Dotted

Sassoon Infant

Sassoon Primary

Posture

A good posture and pencil hold are vital for good handwriting. Children should be taught the importance of sitting upright and correctly on a chair, with their feet on the floor. Sitting on one foot, kneeling on a chair or wrapping their feet around the legs of a chair should be discouraged.

Pencil grip

Children are encouraged to use the 'Tripod Grip'. Children should be shown how to place their pencil on the table in front of them with it pointing towards their bodies. This then makes it easier to allow the pencil to fall back into the tripod grip when they pick it up. We recognise that other pencil holds may be more comfortable, particularly for left-handed children – the aim is for children to be comfortable with their pencil grip and for it not to hinder their legibility. It is important that, when a child is writing, the pen or pencil they are using is the correct size for the child and not too large.

Modelling

All staff should model the *Penpals* handwriting style suitable for the age group they are working with; this includes any writing an adult does on the board, in children's books or on classroom displays. Children's worksheets, spelling lists and book labels should use the *Penpals* font when possible. Classroom displays may use different fonts but a display modelling *Penpals* should be somewhere prominent in the classroom (at the front of the room near the whiteboard, smartboard or English display).

Progression of Skills

Penpals for Handwriting provides a detailed 'Scope and Sequence' guide of progression which can be found at the end of this document. A brief overview of the progression of letter formation is as follows:

1. Pattern-making
2. Long-legged giraffe letters (l, i, t, u, j, y)
3. One-armed robot letters (r, b, n, h, m, k, p)
4. Curly caterpillar letters (c, a, d, o, s, g, q, e, f)
5. Zig-zag monster letters (z, v, w, x)
6. Writing words with double letters (ff, ss, etc.)
7. Diagonal joins
8. Horizontal joins
9. Mixed joins

Early Years

Throughout Nursery and Reception, children will:

- take part in a variety of engaging activities to develop their fine and gross motor skills and recognition of patterns; for example forming letters using their index finger in sand, using paint or taking part in activities such as "Dough Disco"
- be given plenty of opportunities to create patterns: exploring straight lines, loops, circles and angles
- begin to learn how to correctly hold and use a pencil
- be shown how to sit at a table with good posture

Key Stage 1

Priority is given to teaching the correct letter formation before progressing to joining. All pupils should have at least a 10-minute teacher-led handwriting session each day with further opportunities to practise and develop letter formation and handwriting skills as necessary. This may take the form of small group interventions. Children will record their handwriting in separate handwriting books. In Year 1 these will have handwriting guides and in Year 2 they will be the same 8mm lines that the children will be using in their English books.

In Year 1, links should be made to promote the correct letter formation in Phonics sessions. Adults should continue to support and guide children to maintain good posture and use a comfortable and efficient pencil grip. Lines in exercise books should be 15mm with children encouraged to correctly space their words.

In Year 2, children should have a secure understanding of correct letter formation and spacing. Exercise books should be 8mm with a separate handwriting book for taught sessions. When the teachers feel it is appropriate, joining can be introduced following the *Penpals for Handwriting* scheme. It is important that joined writing is modelled explicitly to the children and that there are plenty of opportunities for them to practise joining in handwriting sessions. The National Curriculum states that children should also be taught which letters are best left unjoined (break letters). These are:

b, g, j, p, q, x, y, z

Key Stage 2

By the time children are in Year 3 they should have learnt and be able to use at least some of the joins for handwriting. Children will continue to have direct teaching and regular practice of handwriting, securing joins and developing their speed and fluency. Children in Key Stage 2 should have a 10-minute handwriting session at least three times a week; it may not be necessary to have a separate handwriting book for these sessions but some teachers may choose to do so for individual children. Handwriting will be recorded in the back of the children's English books. By the end of Year 6, children should have a clear, fluid handwriting style and be able to adapt this for different purposes; for example presented work, note making and labelling diagrams.

Marking and Feedback

It is not necessary for handwriting books to be marked after a session unless the teacher feels it is beneficial to do so. Teaching staff should give immediate verbal feedback during handwriting sessions; addressing misconceptions and modelling the correct formation and joins in children's books before giving the child another opportunity to practise.

Provisions

Inclusion

We expect the vast majority of the children at Buckingham Park to achieve the age-related expectations in handwriting but recognise that occasionally, some children may find handwriting challenging. When this is the case, all handwriting sessions and resources can be adapted and differentiated to ensure that all children make progress. Children who are not yet ready to write are provided with a range of pre-writing activities, some of which are provided in the *Penpals* scheme. Further intervention may be arranged with the SENDCo who can advise on targeted support for individual children. Where necessary, additional resources such as triangular pencils, pencil grips or seat cushions can be discussed with the SENDCo.

Left-handed children

At least 10% of the population are left-handed. Teachers are aware that adaptations and provisions may be needed for children who are left-handed. This may include:

- children positioned so that they can place their book to their left side
- left-handed children sitting to the left of a right-handed child so that there is plenty of space
- not holding a pencil too close to the point as this can interrupt the child's line of vision
- the teacher modelling letter formation or handwriting using their left hand on an individual or group basis, even if the resulting writing is not neat

Writing in Pen

Published Work

All children in Year 2 and above are encouraged to use a blue handwriting pen when writing their 'hot piece' in English or any other writing that is going to be published or put on display. This emphasises the importance of the piece of work and gives it more of a purpose and 'published' feel. Children are able to edit and improve their work using a green pen, and are encouraged to do this regularly during the "invent" stage of Talk for Writing. All other writing will be completed in pencil.

Impact

Early Years Foundation Stage

EY GLD results have dipped compared to our usual high standards at Buckingham Park, but remain 5% above the expected national value which is broadly in line with our usual performance. This has been a national dip, but we have still maintained a high performance here.

Year 1 Phonics screening check

Phonics Yr 1	2017-2018 National %	2017-2018 Buckingham Park %	2018-2019 National %	2018-2019 Buckingham Park %	2021-2022 National %	2021-2022 Buckingham Park %
	81%	80%	83%	78%	75.8%	76%

Year One Phonics screening results have always been broadly in line with national trends and this is the same this year, despite a dip in the national average due to the pandemic effects.

Key Stage 1 SATS

Subject area	2018/19 National %	2018/19 BP %	2021/22 National % (estimated)	2021/22 BP %
Reading	76%	70%	68%	73%
Writing	70%	62%	50%	64%
Reading, writing and maths combined	N/A	N/A	N/A	63%

In regards to children working at the higher level and achieving 'Greater Depth':

Subject	2017/18 BP % at GDS	2017/18 National % at GDS	2021/22 BP % at GDS
Reading	33%	26%	24%
Writing	18%	16%	20%
Reading, writing and maths combined	N/A	N/A	10%

Key Stage 2 SATS

Subject Area	2018/19 National %	2021/22 National %	2021/22 Buckingham Park %	Subject	2021/22 Buckingham Park % at Greater Depth
Reading	73%	74%	76%	Reading	37%
Writing	78%	69%	74%	Maths	24%
Spelling, Punctuation and Grammar.	78%	72%	76%	Spelling, Punctuation and Grammar	34%
Reading, Writing and Maths Combined	65%	59%	69%	Reading, Writing and Maths Combined	8%

In regards to children working at the higher level and achieving 'Greater Depth':

Subject	2021/22 BP % at GDS
Reading	37%
Writing	11%
SPAG	24%
Reading, writing and maths combined	8%

Appendix

Collins Big Cat progression of coloured book bands

	Orange
	Turquoise
	Purple
	Gold
	White
	Lime
	Copper
	Topaz
	Ruby
	Emerald
	Sapphire
	Diamond
	Pearl

*Children who are learning Phonics phases will complete a BP Phonics assessment for each phase. Once they have passed Phase 5 they will begin reading Orange books.

Example of BP Phonics Assessment

Phase 3 - Assessment

Set 6		
	Can give the sound when shown the grapheme	Can find the grapheme when given the sound
j		
v		
w		
x		

Set 7		
	Can give the sound when shown the grapheme	Can find the grapheme when given the sound
y		
z		
qu		

Consonant digraphs		
	Can give the sound when shown the grapheme	Can find the grapheme when given the sound
ch		
sh		
th		
ng		

Vowel digraphs		
	Can give the sound when shown the grapheme	Can find the grapheme when given the sound
ai		
ee		
oa		
oo		
ar		
or		
ur		
ow		
oi		
er		

Vowel trigraphs		
	Can give the sound when shown the grapheme	Can find the grapheme when given the sound
igh		
ear		
air		
ure		

Blending		
Show the children the word. Ask them to soundtalk the word and then blend to read it.		
f-o-x	fox	
sh-o-p	shop	
v-a-n	van	
r-i-ng	ring	
t-ai-l	tail	
m-oo-n	moon	
r-oa-d	road	
l-igh-t	light	
p-ar-k	park	
c-oi-n	coin	

Reading tricky words	
	Can read these tricky words on sight
he	
she	
we	
me	
be	
was	
my	
you	
her	
they	
all	
are	

Oral Segmenting	
Say the word. Ask the child to segment it orally and then write the word.	
box	
rich	
ship	
teeth	
zip	
rain	
goat	
tear	
owl	
fight	

Spelling tricky words	
the	
to	
l	
no	
go	

Also assess children's ability to write the correct grapheme given the sound (phase 2 and phase 3).

KS1

LKS2

Reading Comprehension Questions

Questions to ask before you begin a book:

- Look at the pictures. What do you think will happen in the book?
- What characters do you think might be in the story?
- Do you think there will be a problem in this story? Why/why not?

Questions to ask whilst reading a book:

- Who are the characters in this book? what can you tell me about them?
- What words in the story tell you how the character feels?
- Why do you think the character did ...?
- What would you have done if you were the character?
- How would you have felt if you were ...? (use different characters)
- What can you tell me about the story so far?
- What do you think will happen next?
- How do you think the story will end?
- Can you think of another word to use instead of ...?

Questions to ask after reading a book:

- What is the title of this book?
- Were your predictions about the story correct?
- If there was a problem, did it get solved? How?
- What was your favourite part of the story?
- If you could change one thing about the story, what would it be?
- Can you tell me the main parts of the story?
- What is your favourite part of the story?
- Did you like this book? Why/why not?
- Are there any words you don't know in this book?

Reading Comprehension Questions

Questions to ask before you begin a book:

- Look at the cover. What do you think will happen in the book?
- What characters do you think might be in the story?
- Do you think there will be a problem in this story? Why/why not?
- Does the topic/story relate to you or your family? How?

Questions to ask whilst reading a book:

- What can you tell me about the characters?
- What words in the story tell you how the character feels?
- Why do you think the character did ...?
- How would you have felt if you were ...? (use different characters)
- How does (character) feel at this part of the story? How do you know?
- What do you think will happen next?
- Can you predict how the story will end?
- Can you think of another word to use instead of ...?
- Can you put what you've just read into your own words?
- As you read ... it made me picture ... in my head. What pictures do you see in your head while you're reading?

Questions to ask after reading a book:

- Do you think this was a good title for the book? Why/why not?
- Were your predictions about the story correct?
- If there was a problem, did it get solved? How?
- If you were (character), how would you have felt?
- If you could change one thing about the story, what would it be?
- Can you tell me the main events in the story?
- What is the most interesting part of this book?
- What kind of story is this? How do you know?
- Is there a character in this story like you? How are you alike?
- Why do you think the author wrote this book?
- Is there a moral of this story?
- Did you like this book? why/why not?

Reading Comprehension Questions

Questions to ask before you begin a book:

- Look at the cover. What do you think will happen in the book?
- What characters do you think might be in the story?
- Do you think there will be a problem in this story? Why/why not?
- Does the topic/story relate to you or your family? How?

Questions to ask whilst reading a book:

- What can you tell me about the characters?
- What words in the story tell you how the character feels?
- What would you have done if you were the character?
- How would you have felt if you were ...? (use different characters)
- How does (character) feel at this part of the story? How do you know?
- Can you put what you've just read into your own words?
- What do you think will happen next?
- Can you predict how the story will end?
- Can you think of another word to use instead of ...?
- As you read ... it made me picture ... in my head. What pictures do you see in your head while you're reading?

Questions to ask after reading a book:

- Do you think this was a good title for the book? Why/why not?
- Were your predictions about the story correct?
- What specific details from the text tell you where and when the story takes place?
- How does the setting impact the story? Can you reimagine the story in a different setting?
- What is the most important point the author is trying to make in their writing?
- If you could change one thing about the story, what would it be?
- Can you tell me the main events in the story?
- Why does (character) feel ...? What text clues let you know they are feeling this way?
- What kind of book is this? How do you know?





Handout 1




The Talk for Writing process

Key stages	The underpinning process	Essential features	Useful ideas
<p>Imitation</p>	<ul style="list-style-type: none"> • Cold task to establish key features of model text/processes to focus on • Hook to interest pupils • Warm up topic, words, phrases & display • Internalise model text/process • Read as a reader to ensure comprehension • Read as a writer: Box-up structure, & analyse ingredients 	<ul style="list-style-type: none"> ○ set a task where provide some content but no help in expressing/ doing ○ earlier work of a similar type ○ games and activities that involve pupils saying the words and phrases in context; display ○ Daily spelling and sentences games at primary and secondary English as appropriate ○ Text map and actions ○ Book talk approach to encourage open discussion ○ colour code model text once class analysed it, eg: Brown = structure; Pink = links ; Green = effective phrases; Blue = technical vocabulary ○ Focus on techniques not grammar features 	<ul style="list-style-type: none"> ➢ never heard word grids; cloze; sorting/ clumping activities; word dominoes; icons & mime; drama; etc ➢ Display words/ phrases on washing line ➢ hear it , map it & recall word for word ➢ see it , map it and recall gist ➢ One box per paragraph/ key section ➢ Highlight generic features/ sentence signposts ➢ Identify ingredients
<p>Innovation</p>	<ul style="list-style-type: none"> • Co-construct toolkit & display • Show class how to innovate on model • Pupils produce own version • Share with partner • Teacher assesses • Focused teaching based on assessment • Consolidate learning • Hot task to show progress 	<ul style="list-style-type: none"> ○ Shared planning & writing & model how to talk about the ingredients; all views valid ○ Increasingly model how to move away from the model ○ Provide a range of different models; support visually ○ Use toolkit as model of key ingredients ○ Provide time to act on initial feedback so pupils improve work ○ Devise a range of explaining to others activities ○ pupils compare cold & hot tasks 	<ul style="list-style-type: none"> ➢ Writing journals/ magpie books ➢ Talking partners ➢ Pink for progress; green for growth ➢ Post-it notes to indicate ingredients ➢ Pupils comment on own work before hand in ➢ Use same two colours eg pink and green ➢ mini lessons/ guided writing ➢ visiting professor; each one teach one; word dominoes; summarising activities; annotate exemplar; present work and analyse etc. ➢ invention/independence indicator to encourage pupils not to hug close to model
<p>Independent application</p>			





EYFS

<p>The end.</p>	<p>end.</p>	<p>One day</p> 	 <p>book</p>
<p>Capital letter at the start of the sentence</p>	<p>Full stop at the end of the sentence</p>	<p>Finger spaces</p>	<p>Use phonics to help you spell</p>





KS1

<p>The end.</p>	<p>end.</p>	<p>One day</p> 	<p>abc</p> 	 <p>book</p>
<p>Capital letter at the start of the sentence</p>	<p>Full stop at the end of the sentence</p>	<p>Finger spaces</p>	<p>Writing is on the line</p>	<p>Use phonics to help you spell</p>

LKS2

<p>A good writer...</p>	
<p>Uses capital letters to start sentences and for some nouns (people, places, days, months, I)</p>	<p>On Monday I went to Tesco.</p>
<p>Uses the correct punctuation to end sentences</p>	
<p>Writes neatly so their writing is a joy to read</p>	
<p>Uses word mats or a dictionary to check their spelling</p>	
<p>Stops and checks their writing after every few sentences</p>	

UKS2

A good writer...	
Uses capital letters to start sentences and for some nouns (people, places, days, months, I)	On M onday I went to T esco.
Uses the correct punctuation to end sentences	
Writes neatly so their writing is a joy to read	abc 
Uses word mats or a dictionary to check their spelling	
Stops and checks their writing after every few sentences	
Sets their work out in clear paragraphs	<p>Jasper looked up at the sky and a sense of panic began to set in. It would soon be dark and he was not home. The streetlamps flickered above his head, threatening to light; the darkness was looming menacingly.</p> <p>Only yesterday he had promised to avoid the blackness of night. Only yesterday he had promised to never get caught. Yet here he was, out in the street, with the blackness poised ready to envelop him.</p>

Emile Example Overview

Year 2 Overview

Year 2 - Overview

	Winter Term 1	Spring Term 2	Summer Term 3
Half Term A	<ol style="list-style-type: none"> The /n/ sound spelt kn- and (less often) gn- at the beginning of words. The /r/ sound spelt wr- at the beginning of words. The /s/ sound spelt c before e, i and y. The /j/ sound spelt j or g. The /j/ sound spelt as ge and dge. Common Exception Words 1. <p>Consolidation.</p>	<ol style="list-style-type: none"> The /i/ sound spelt -y at the end of words. Adding -ies to words ending in -y. Adding -ed, -ing, -er and -est to a root word ending in -y with a consonant before it. Adding the endings -ing, -ed, -er, -est and -y to words <u>ending in -e</u> with a consonant before it. Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter. Common Exception Words 3. <p>Consolidation.</p>	<ol style="list-style-type: none"> The /or/ sound spelt a before l and ll. The suffixes -ment, -ness & -ful The suffixes -less and -ly. Words ending in -tion. Common Exception Words 4. Common Exception Word 5. <p>Consolidation.</p>
Half Term B	<ol style="list-style-type: none"> The /l/ sound spelt -le at the end of words. The /l/ sound spelt -el at the end of words. The /l/ sound spelt -al at the end of words. Words ending -il. Common Exception Words 2. *Compound words 2. <p>Year 2, winter term, spelling assessment.</p>	<ol style="list-style-type: none"> The /u/ sound spelt o. The /ee/ sound spelt -ey. The /o/ sound spelt a after w or qu The /ur/ sound spelt or after w. The /or/ sound spelt ar after w. The /zh/ sound spelt s. <p>Year 2, spring term, spelling assessment.</p>	<ol style="list-style-type: none"> Homophones 1. Homophones and near-homophones 2. Contractions. The possessive apostrophe (singular nouns). Common Exception Words 6 *Question words. <p>Year 2, summer term, spelling assessment.</p>

*Groups are not listed in the Appendix to the National Curriculum.

Year 2, Term 1A, Overview & Word Lists

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	
The /n/ sound spelt kn and gn at the beginning of words.	The /r/ sound spelt wr at the beginning of words.	The /s/ sound spelt c before e, i and y.	The /j/ sound spelt j or g.	The /j/ sound spelt ge and dge.	Common Exception Words 1	Consolidation.
<ol style="list-style-type: none"> knock know knee knew knife knight knit gnat gnaw sign gnome design 	<ol style="list-style-type: none"> write written wrote wrong wrap wrestle wrist wrinkle wreath wreck wry writer 	<ol style="list-style-type: none"> race ice cell city fancy face price nice mice icy dance space 	<ol style="list-style-type: none"> gem giant magic giraffe energy jacket jar jog join adjust jail 	<ol style="list-style-type: none"> badge edge bridge dodge fudge age huge change charge bulge village strange 	<ol style="list-style-type: none"> door floor poor because find kind mind behind child children wild climb 	<p>Review the class progress screen on Emile. This will confirm whether or not your students are able to spell the words correctly and have learnt the spelling rules.</p> <p>Consolidate and test where needed.</p>
Emile codes for students: Learn: SY2T1AW1L Pract: SY2T1AW1P Snake: SY2T1AW1S Frog: SY2T1AW1F Anag: SY2T1AW1A Sail: SY2T1AW1Sa Feast: SY2T1AW1Fe	Emile codes for students: Learn: SY2T1AW2L Pract: SY2T1AW2P Snake: SY2T1AW2S Frog: SY2T1AW2F Anag: SY2T1AW2A Sail: SY2T1AW2Sa Feast: SY2T1AW2Fe	Emile codes for students: Learn: SY2T1AW3L Pract: SY2T1AW3P Snake: SY2T1AW3S Frog: SY2T1AW3F Anag: SY2T1AW3A Sail: SY2T1AW3Sa Feast: SY2T1AW3Fe	Emile codes for students: Learn: SY2T1AW4L Pract: SY2T1AW4P Snake: SY2T1AW4S Frog: SY2T1AW4F Anag: SY2T1AW4A Sail: SY2T1AW4Sa Feast: SY2T1AW4Fe	Emile codes for students: Learn: SY2T1AW5L Pract: SY2T1AW5P Snake: SY2T1AW5S Frog: SY2T1AW5F Anag: SY2T1AW5A Sail: SY2T1AW5Sa Feast: SY2T1AW5Fe	Emile codes for students: Learn: SY2T1AW6L Pract: SY2T1AW6P Snake: SY2T1AW6S Frog: SY2T1AW6F Anag: SY2T1AW6A Sail: SY2T1AW6Sa Feast: SY2T1AW6Fe	

Purple words are lifted directly from the Appendix to the National Curriculum.
 Red words are from the Years 3 & 4 Word List.

Penpals for Handwriting 'Scope and Sequence'

Units introducing new letters or joins are flagged with coloured dots.

Foundation 1/3-5 years

Developing gross motor skills

- 1 Whole-body responses to the language of movement
- 2 Large movements with equipment
- 3 Large movements with malleable materials
- 4 Body responses to music

Developing fine motor skills

- 5 Hand and finger play
- 6 Making and modelling
- 7 Messy play
- 8 Links to art
- 9 Using one-handed tools and equipment
- 10 Hand responses to music

Developing patterns

- 11 Pattern-making
- 12 Investigating dots
- 13 Investigating straight lines and crosses
- 14 Investigating circles
- 15 Investigating curves, loops and waves
- 16 Investigating joined straight lines and angled patterns
- 17 Investigating eights and spirals

Foundation 2/Primary 1

Term 1

- 1 Dots
- 2 Straight lines and crosses
- 3 Circles
- 4 Waves
- 5 Loops and bridges
- 6 Joined straight lines
- 7 Angled patterns
- 8 Eights
- 9 Spirals
- 10 Left-to-right orientation
- 11 Mix of patterns
- 12 Review of patterns

Term 2

- 13 Introducing long-legged giraffe letters: **l**
- 14 Practising long-legged giraffe letters: **l, i**
- 15 Practising long-legged giraffe letters: **u, t**
- 16 Practising long-legged giraffe letters: **j, y**
- 17 Practising all the long-legged giraffe letters: **l, i, u, j, y**
- 18 Introducing one-armed robot letters: **r**
- 19 Practising one-armed robot letters: **b, n**
- 20 Practising one-armed robot letters: **h, m**
- 21 Practising one-armed robot letters: **k, p**
- 22 Practising all the one-armed robot letters: **r, b, n, h, m, k, p**

- 23 Practising all the long-legged giraffe and one-armed robot letters
- 24 Reviewing all the long-legged giraffe and one-armed robot letters

Term 3

- 25 Introducing curly caterpillar letters: **c**
- 26 Practising curly caterpillar letters: **a, d**
- 27 Practising curly caterpillar letters: **o, s**
- 28 Practising curly caterpillar letters: **g, q**
- 29 Practising curly caterpillar letters: **e, f**
- 30 Practising all the curly caterpillar letters: **c, a, d, o, s, g, q, e, f**
- 31 Practising all the curly caterpillar, long-legged giraffe and one-armed robot letters
- 32 Introducing zig-zag monster letters: **z**
- 33 Practising zig-zag monster letters: **v, w, x**
- 34 Practising all the zig-zag monster letters: **z, v, w, x**
- 35 Practising all the curly caterpillar and zig-zag monster letters
- 36 Reviewing all the curly caterpillar and zig-zag monster letters

Year 1/Primary 2

Term 1

- 1 Practising long-legged giraffe letters
- 2 Writing words with **ll**
- 3 Introducing capitals for long-legged giraffe letters
- 4 Practising one-armed robot letters
- 5 Practising long-legged giraffe letters and one-armed robot letters
- 6 Introducing capitals for one-armed robot letters
- 7 Practising curly caterpillar letters
- 8 Writing words with double **ff**
- 9 Writing words with double **ss**
- 10 Introducing capitals for curly caterpillar letters

Term 2

- 11 Practising long-legged giraffe letters, one-armed robot letters and curly caterpillar letters
- 12 Practising zig-zag monster letters
- 13 Writing words with double **zz**
- 14 Mixing all the letter families
- 15 Practising all the capital letters
- 16 Practising all the numbers 0-9
- 17 Writing words with **ck** and **qu**
- 18 Practising long vowel phonemes: **ai, igh, oo**
- 19 Practising vowels with adjacent consonants: **ee, oa, oo**
- 20 End-of-term check

Term 2

- 11 Revising parallel ascenders
- 12 Revising parallel ascenders and break letters
- 13 Relative sizes of letters
- 14 Proportion of letters
- 15 Spacing between letters
- 16 Spacing between words
- 17 Writing of speed
- 18 Improving fluency
- 19 Speed and fluency
- 20 End-of-term check

Term 3

- 21 Consistency of size
- 22 Proportion
- 23 Spacing between letters and words
- 24 Size, proportion and spacing
- 25 Fluency: writing longer words
- 26 Speed and fluency
- 27 Revising break letters
- 28 Print alphabet: presentation
- 29 Assessment
- 30 Capital letters: presentation

Year 5/Primary 6

Term 1

- 1 Introducing sloped writing in letter families
- 2 Practising sloped writing: diagonal join to ascender: **th, sh, ...**
nh, nd, h, st
- 3 Practising sloped writing: diagonal join, no ascender: **ou, ay, ...**
es, or, se, on
- 4 Practising sloped writing: diagonal join to an anticlockwise letter: **oc, sc, bo, dk, ea, ho**
- 5 Practising sloped writing: horizontal join to ascender: **wh, ul, ul**
ok, ol, of, ob
- 6 Practising sloped writing: horizontal join, no ascender: **ox, oy, ...**
os, op, ve
- 7 Practising sloped writing: horizontal join to an anticlockwise letter: **oo, oo, oo, oo, oo, oo, oo, oo**
- 8 Practising sloped writing: joining from **r, re, re, re, re, re, re**
- 9 Practising sloped writing: joining from **s, sh, sh, sh, sh, sh, sh**
- 10 End-of-term check

Term 2

- 11 Practising sloped writing: proportion - joining from **f** to ascender: **ff, ff**
- 12 Practising sloped writing: size - joining from **l**, no ascender: **fs, fr, fs, fs**
- 13 Different styles for different purposes: writing a paragraph
- 14 Practising sloped writing: speed: **ff**
- 15 Practising sloped writing: speed and legibility: **ff**
- 16 Practising sloped writing: size, proportion and spacing: **ss**
- 17 Practising sloped writing: building speed: **qu**
- 18 Different styles for different purposes: decorative alphabets
- 19 Different styles for different purposes
- 20 End-of-term check

Term 3

- 21 Numbers 10-20: spacing
- 22 Practising **ch** unjoined
- 23 Introducing diagonal join to ascender: **ch**
- 24 Practising **oi** unjoined
- 25 Introducing diagonal join, no ascender: **oi**
- 26 Practising **wh** unjoined
- 27 Introducing horizontal join to ascender: **wh**
- 28 Practising **ow** unjoined
- 29 Introducing horizontal join, no ascender: **ow**
- 30 Assessment

Year 2/Primary 3

Term 1

- 1 Practising diagonal join to ascender: **th, ch**
- 2 Practising diagonal join, no ascender: **ai, ay**
- 3 Practising diagonal join, no ascender: **ir, er**
- 4 Practising horizontal join to ascender: **wh, oh**
- 5 Practising horizontal join, no ascender: **ow, ou**
- 6 Introducing diagonal join to e: **ie, ue**
- 7 Introducing horizontal join to e: **oe, ve**
- 8 Introducing **ee**
- 9 Practising diagonal join, no ascender: **le**
- 10 Writing numbers 1-100

Term 2

- 11 Introducing diagonal join to anticlockwise letters: **oa**
- 12 Practising diagonal join to anticlockwise letters: **igh**
- 13 Practising diagonal join to anticlockwise letters: **dg, ng**
- 14 Introducing horizontal join to anticlockwise letters: **oo, oo**
- 15 Practising horizontal join to anticlockwise letters: **wa, wo**
- 16 Introducing mixed joins for three letters: **air, ear**
- 17 Practising mixed joins for three letters: **oar, our**
- 18 Practising mixed joins for three letters: **ing**
- 19 Size and spacing
- 20 End-of-term check

Term 3

- 21 Building on diagonal join to ascender: **ck, ol, ol, ol, ul, ill**
- 22 Building on diagonal join, no ascender: **ul, ey, aw, ur, an, ip**
- 23 Building on horizontal join to ascender: **ok, ot, ob, of**
- 24 Building on horizontal join, no ascender: **ol, ol, ol, op, ov**
- 25 Building on diagonal join to anticlockwise letters: **ed, ee, ey, ic, ad, ug, dd, ag**
- 26 Building on horizontal join to anticlockwise letters: **oc, og, od, vs, vo**
- 27 Introducing joins to **s**: **as, es, is, os, ws, ns, ds, ls, ts, ks**
- 28 Practising joining **ed** and **ing**
- 29 Assessment
- 30 Capitals

Term 3

- 21 Slowed writing: proportion, joining **p** and **b** to ascenders: **ph, pl, bl**
- 22 Handwriting for different purposes: joining from **p** and **b**, no ascender: **ba, bi, pa, pb, pu, pv**
- 23 Practising sloped writing: parallel downstrokes: **py, bb**
- 24 Practising sloped writing: all double letters
- 25 Practising sloped writing for speed: **bul, cul**
- 26 Practising sloped writing for fluency
- 27 Personal style
- 28 Handwriting for different purposes: print alphabet
- 29 Assessment
- 30 Capitals

Year 6/Primary 7

Term 1

- 1 Style for speed: crossbar join from **t, th, t, b, tu, tt**
- 2 Style for speed: looping from **g: gl, gr, ga, gy**
- 3 Style for speed: looping from **j** and **y: jr, ja, jr, jr, yo**
- 4 Style for speed: looping from **f**
- 5 Style for speed: different joins to **s**
- 6 Style for speed: looping from **b**
- 7 Style for speed: joining from **v, w, x** and **z**
- 8 Handwriting for different purposes: abbreviations
- 9 Spacing between words
- 10 End-of-term check

Term 2

- 11 Improving handwriting: the importance of consistent sizing
- 12 Improving handwriting: the importance of proportion
- 13 Improving handwriting: the importance of spacing
- 14 Improving handwriting: the importance of consistent sizing of parallel ascenders and descenders
- 15 Improving handwriting: the importance of closed and open letters
- 16 Improving handwriting: pen breaks in longer words
- 17 Handwriting for different purposes: annotations
- 18 Handwriting for different purposes
- 19 Choice of handwriting tools
- 20 End-of-term check

Term 3

- 21 Handwriting for different purposes: fast-joined and print letters
- 22 Handwriting for different purposes: note making
- 23 Handwriting for different purposes: neat writing
- 24 Handwriting for different purposes: print letters for personal details
- 25 Different styles of writing
- 26 Handwriting for different purposes: presentation
- 27 Handwriting for different purposes: decorated capitals
- 28 Handwriting for different purposes: layout
- 29 Assessment
- 30 Handwriting for different purposes: handwriting patterns

Year 4/Primary 5

Term 1

- 1 Introducing diagonal join from **p** and **b** to ascender: **ph, pl, bl**
- 2 Introducing diagonal join from **p** and **b**, no ascender: **ba, bi, be, pu, pl, pe**
- 3 Introducing diagonal join from **p** and **b** to an anticlockwise letter: **pa, pb, pa, ba, bo, bi**
- 4 Revising parallel ascenders and descenders: **th, pp**
- 5 Break letters: **x, z**
- 6 Spacing in common exception words
- 7 Consistent size of letters
- 8 Relative size of capitals
- 9 Speed and fluency
- 10 End-of-term check

Letter families

Curly caterpillar letter family



c a d o s
g q e f

PENPALS for Handwriting

National Handwriting Foundation

Long-legged giraffe letter family




l i t
u j y

PENPALS for Handwriting

National Handwriting Foundation

One-armed robot letter family



r b n h
m k p

PENPALS for Handwriting

National Handwriting Foundation

Zig-zag monster letter family



z v w x

PENPALS for Handwriting

National Handwriting Foundation

Doorway Online

A free, interactive website to support the teaching of handwriting and letter formation.

This activity provides a good model for learners starting to write letters and numbers. Clear animations show the correct starting points and proper strokes. Use the mouse, touch screen or interactive whiteboard to follow or “write over” the letter as it is formed. Letter Formation uses the Jotter Primary font, which appears throughout the Doorway Online activities. Alternative versions of the letters ‘f’ and ‘k’ are available.



Using the Sassoon Penpals Joined font

Your school computer and laptop should have the Sassoon fonts installed. If you find you are missing any, please put a ticket on the IT Helpdesk so that we can get these installed.

When the fonts are installed, you should be able to use them on all Microsoft Office software that is 2010 or later. In order to use the Sassoon Penpals Joined font you will need to follow the instructions below:

The ligatures for the Joined and the Joined Line versions of the font will only work with Microsoft® Office® 2010 or later, on Windows® and Mac® respectively.

To enable the joined versions of the Penpals font to join together in Word make sure that ‘Use Contextual Alternates’ is enabled in the OpenType features section.

Within Word:

1. Right click on the page and select ‘Font’ (or Ctrl +D).
2. Click the ‘Advanced’ tab.
3. Select ‘standard and contextual’ from the ‘ligatures’ drop menu
4. Check ‘Use Contextual Alternatives’.
5. Click ‘Ok’.

