



Phoenix Arch School

Literacy Guidance

# **Aims**

The overarching aim for English in the National Curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment.

At Phoenix Arch School we aim to promote a high standard and expectation of learning. Our curriculum has been developed to allow teachers to be creative and make the learning journey stimulating and exciting for our pupils leading to high quality outcomes. We aim to promote and encourage independent thinking and learning which allows children to develop and transfer skills into everyday life.

## **Statutory Requirements**

### **Early Years**

Children should be given opportunities to: speak and listen and represent ideas in their activities; use communication and language in every part of the curriculum and be immersed in an environment rich in print and possibilities for communication.

### **Key Stage 1**

Children should learn to speak confidently and listen to what others have to say. They should begin to read and write independently and with enthusiasm. They should use language to explore their own experiences and imaginary words.

### **Key Stage 2**

Children should learn to change the way they speak to suit different situations, purposes and audiences. They should read a range of texts and respond to different layers of meaning in them. They should explore the use of language in literary and non-literary texts and learn how the structure of language works.

# Spoken Language

## Aim

Speaking, listening and communication is an important part of our pupil's development. At Phoenix Arch School we aim to develop pupil's communication through spoken language, gesture and Makaton. We ensure children access a language-rich environment across the curriculum.

## Speaking and Listening

Speaking and listening skills are explicitly taught through structured and enriching activities. We aim to help children to apply these skills both socially and across the curriculum. In EYFS children have opportunities to practise their language through play, interaction and through modelled spoken language. Throughout Key Stage 1 children are encouraged to interact and work collaboratively, use language imaginatively and we place a large emphasis on their own ideas and feelings. By Key Stage 2 children develop the ability to speak in a range of contexts with a sense of audience and purpose.

## Drama

Using drama is an effective way of ensuring that learning is engaging and interactive whilst promoting key language skills. Drama is used to explore characters and situations, role play stories and events and to explore issues and dilemmas. Teachers ensure to promote key vocabulary and language through drama activities.

## Communication and Social Skills

Communication and social skills are a key aspect of our school. It is important that children develop these skills from an early age to allow them to learn the key skills for everyday life. Our Speech and Language therapist provides small group and one to one intervention to help children progress their communication and social skills.

# Reading

## Aim

At Phoenix Arch we aim to develop a love of reading. Each pupil has daily opportunities to read across the curriculum as well as reading for pleasure.

## Guided Reading

The aim of guided reading is to help children learn independent reading techniques whilst fostering a love of reading. We offer daily guided reading sessions where child and adult interact together with the text. Pupils are encouraged to choose their own books, including one at an instructional level. Guided reading allows children to practise reading aloud, develops independent reading skills and provides explicit teaching opportunities.

## Shared Reading

Shared reading provides pupils with the opportunity to explore texts they may not be able to interpret on their own. The reading skills taught are aimed to the age of the child rather than their reading ability. Shared reading sessions aim to promote speaking and listening, comprehension and justifying and decision-making skills.

## Reading for Pleasure

As well as teaching technical skills we develop pleasure through offering daily reading experiences in a warm and rich environment. The technical skills are critical for fluency, but it is also important to develop reading for meaning, insight and pleasure. Pupils choose reading books from a range of books that have been graded into levels. Pupils have a reading book which is at an instructional level which supports reading development. Pupils may also choose additional books of their choice to read for pleasure; these can be at any levels and may require adult support to read.

## Phonics

We view phonics as a fundamental foundation for reading and writing. As a school we follow the Bug Club phonics programme. Sessions are delivered at a developmentally appropriate level for children whether they are in the Early Years, Key Stage 1 or Key Stage 2 and the programme is differentiated on an individual basis. The teaching of phonics is a high priority in the school. Teachers deliver highly structured and enjoyable lessons, focusing on letter sounds. Alongside the formal teaching of phonics, children also have access to a language rich environment where they are able to apply their decoding skills and develop language comprehension in order to 'read'. Some children with ASD experience difficulties with phonics and phonological awareness, for these pupils we implement an individualised and personal approach.

## Reading Assessment

Children have a baseline assessment carried out at the beginning of each school year, this focuses on phonics, word reading, decoding skills and comprehension. This is continually monitored and updated every half term to track pupil progression. Children read with an adult daily and progress is recorded in their reading records. A 'running record' is one of the tools used to assess the pupil's instructional level. **Instructional level** = just the right amount of challenge where pupils can still gain meaning and develop. **Easy** = no challenge for reading skill but valuable for developing self-confidence and fluency. **Hard** = too much challenge where meaning can be lost in independent reading but can be enjoyed and shared with an adult.

# Writing

## Aim

Writing is an important skill in everyday life. Our aim is to develop enthusiastic, independent and creative writers who challenge themselves. At Phoenix Arch School we provide a stimulating and enriching environment with high quality resources so that pupils can develop their writing skills to their full potential.

## Emergent Writing

At Phoenix Arch School we value every mark made by the children. Mark making starts with drawing and evolves to include shapes then letters and then words. By valuing emergent writing we develop confident writers and provide every child with a voice. Children are supported by adults in their emergent writings skills and are encouraged to discuss the meaning behind their writing.

## Shared Writing

Shared writing provides the opportunity to show children what grammar, punctuation or vocabulary they are to learn and then apply to their own writing. Teachers and children experience the writing process together and shared writing provides opportunities for children to use and consolidate learning. Emphasis is placed on language to help children develop and use language to talk about writing.

## Guided/Independent Writing

Guided and independent writing is the time when children are encouraged to write by themselves. It is a focused teaching session with a clear learning objective. Teaching is focused on each child's individual targets and feedback is provided for each writing sessions. Dictionaries, word banks, writing frames and phonic resources are used to support guided writing and to promote independence.

## **Handwriting (see Handwriting Policy)**

We use the Handwriting Without Tears programme at Phoenix Arch School to develop handwriting, gross motor skills, fine motor skills and body awareness. Handwriting is taught throughout the school in line with the Bug Club programme through a range of multi-sensory and engaging activities. At EYFS and Key Stage 1 children learn lower case print letters before progressing to upper case print letters. At Key Stage 2 children are introduced to a cursive script.

## **Writing Assessment**

Children have a baseline assessment carried out at the beginning of each school year, this focuses on letter formation and high frequency words. This is continually monitored and updated every half term to track pupil progression. Pupils are monitored in the areas of composition, transcription, vocabulary, grammar and punctuation.

### Attention Autism

- Stage 1: The bucket to focus attention
- Stage 2: The attention builder
- Stage 3: The interactive game - turn taking and shifting attention
- Stage 4: Individual activity - focus, shift and re-engage attention

### Active Listening

- Improves two-way communication
- Develops attention and listening skills
- View mistakes as part of the learning process
- Links language to social interaction

### Communication and Language

- Makaton
- PECs
- Meaningful interactions
- Reading facial expression

## Speech and Language Therapy Provision

### Speech Intervention

- Promotes spoken language
- Promotes phonics

### Social Skills

- Turn taking games
- Sharing and waiting games
- 'Real world' interactions
- Role play
- Building skills for life
- Developing friendship
- Promoting group work and collaboration

### Language Comprehension

- Colourful semantics
- Drama and role play
- Sequencing activities
- Listening skills
- Visual support



## EYFS Teaching Approaches

<b>Spoken Language</b>	<ul style="list-style-type: none"> <li>• Meaningful and purposeful learning through play activities to develop social and language skills</li> <li>• Role play and drama activities</li> <li>• Storytelling and story making to assimilate the rhythms and patterns of story language and creating stories orally</li> <li>• SALT provision</li> <li>• Makaton, gesture and visuals to support communication and language</li> </ul>		
<b>Reading</b>	<p style="text-align: center;"><u>Phonics</u></p> <ul style="list-style-type: none"> <li>• Daily structured and differentiated phonics sessions</li> <li>• Bug Club programme</li> <li>• Phonological awareness games</li> <li>• Multi-sensory phonics experiences</li> <li>• High quality teaching and learning resources</li> </ul>	<p style="text-align: center;"><u>Word Reading</u></p> <ul style="list-style-type: none"> <li>• Daily guided reading sessions</li> <li>• Shared reading sessions</li> <li>• High quality and wide variety of banded books</li> <li>• School library with wide variety of reading books, big books and story boxes</li> <li>• Print rich classroom environment</li> </ul>	<p style="text-align: center;"><u>Comprehension</u></p> <ul style="list-style-type: none"> <li>• Shared reading sessions</li> <li>• Colourful semantics</li> <li>• Storytelling and re-enacting through role play and drama</li> <li>• Teaching and learning focused on individual pupil targets</li> <li>• Wide range of fiction and non-fiction texts</li> </ul>
<b>Writing</b>	<p style="text-align: center;"><u>Transcription and Handwriting</u></p> <ul style="list-style-type: none"> <li>• Provide a range of writing instruments and encourage children to find a comfortable and efficient grip</li> <li>• Handwriting Without Tears programme</li> <li>• Multi-sensory handwriting experiences</li> <li>• OT support to promote gross and fine motor skills</li> <li>• Mat Man intervention to develop body awareness and gross motor skills</li> </ul>	<p style="text-align: center;"><u>Composition</u></p> <ul style="list-style-type: none"> <li>• Develop patternmaking, mark-making and emergent writing skills when learning through play</li> <li>• Role play and writing areas to support emergent writing</li> <li>• Shared writing sessions</li> <li>• Structured language activities to talk about writing</li> </ul>	<p style="text-align: center;"><u>Spelling</u></p> <ul style="list-style-type: none"> <li>• Teach letter sounds in line with Bug Club programme</li> <li>• Phonics approach following 'Bug Club' programme</li> <li>• Multi-sensory spelling experiences</li> <li>• Personal approach for children experiencing difficulties</li> </ul>

## KS1 Teaching Approaches

<b>Spoken Language</b>	<ul style="list-style-type: none"> <li>• Drama activities through role play, freeze frames, hot seating and theatre</li> <li>• Language rich environment</li> <li>• Social skills and communication SALT groups</li> <li>• SALT provision</li> <li>• Makaton, gesture and visuals to support communication and language</li> </ul>		
<b>Reading</b>	<p style="text-align: center;"><u>Phonics</u></p> <ul style="list-style-type: none"> <li>• Daily structured and differentiated phonics sessions</li> <li>• 'Bug Club' programme</li> <li>• Multi-sensory phonics experiences</li> <li>• High quality teaching and learning resources</li> </ul>	<p style="text-align: center;"><u>Word Reading</u></p> <ul style="list-style-type: none"> <li>• Daily guided reading sessions</li> <li>• Shared reading sessions</li> <li>• High quality and wide variety of banded books</li> <li>• School library with wide variety of reading books, big books and story boxes</li> <li>• Print rich classroom environment</li> </ul>	<p style="text-align: center;"><u>Comprehension</u></p> <ul style="list-style-type: none"> <li>• Shared reading sessions</li> <li>• Colourful semantics</li> <li>• Storytelling and re-enacting through role play and drama</li> <li>• Teaching and learning focused on individual pupil targets</li> <li>• Wide range of fiction and non-fiction texts</li> </ul>
<b>Writing</b>	<p style="text-align: center;"><u>Transcription and Handwriting</u></p> <ul style="list-style-type: none"> <li>• Handwriting Without Tears programme</li> <li>• Multi-sensory handwriting experiences</li> <li>• OT support to promote gross and fine motor skills</li> </ul>	<p style="text-align: center;"><u>Composition</u></p> <ul style="list-style-type: none"> <li>• Role plays and writing areas to support emergent writing</li> <li>• Shared writing sessions</li> <li>• Guided and independent writing sessions</li> <li>• Structured language activities to talk about writing</li> <li>• Writing from own experiences and linked to personal interests</li> </ul>	<p style="text-align: center;"><u>Spelling</u></p> <ul style="list-style-type: none"> <li>• Phonics approach following 'Bug Club' programme</li> <li>• Multi-sensory spelling experiences</li> <li>• Personal approach for children experiencing difficulties</li> </ul>

## KS2 Teaching Approaches

<b>Spoken Language</b>	<ul style="list-style-type: none"> <li>• Drama activities through role play, freeze frames, hot seating and theatre</li> <li>• Language rich environment</li> <li>• Social skills and communication SALT groups</li> <li>• SALT provision</li> <li>• Makaton, gesture and visuals to support communication and language</li> </ul>		
<b>Reading</b>	<p style="text-align: center;"><u>Phonics</u></p> <ul style="list-style-type: none"> <li>• Daily structured and differentiated phonics sessions</li> <li>• 'Bug Club' programme</li> <li>• Multi-sensory phonics experiences</li> <li>• High quality teaching and learning resources</li> </ul>	<p style="text-align: center;"><u>Word Reading</u></p> <ul style="list-style-type: none"> <li>• Daily guided reading sessions</li> <li>• Shared reading sessions</li> <li>• High quality and wide variety of banded books</li> <li>• School library with wide variety of reading books, big books and story boxes</li> <li>• Print rich classroom environment</li> </ul>	<p style="text-align: center;"><u>Comprehension</u></p> <ul style="list-style-type: none"> <li>• Shared reading sessions</li> <li>• Colourful semantics</li> <li>• Storytelling and re-enacting through role play and drama</li> <li>• Teaching and learning focused on individual pupil targets</li> <li>• Wide range of fiction and non-fiction texts</li> </ul>
<b>Writing</b>	<p style="text-align: center;"><u>Transcription and Handwriting</u></p> <ul style="list-style-type: none"> <li>• Opportunities to practise speed, fluency and presentation skills</li> <li>• Handwriting Without Tears programme</li> <li>• Multi-sensory handwriting experiences</li> <li>• OT support to promote gross and fine motor skills</li> <li>• Introduction of cursive script</li> </ul>	<p style="text-align: center;"><u>Composition</u></p> <ul style="list-style-type: none"> <li>• Shared writing sessions</li> <li>• Guided and independent writing sessions</li> <li>• Planning, drafting, reflecting and redrafting focus</li> <li>• Writing from own experiences and linked to personal interests</li> <li>• Access to dictionaries, word banks and phonics resources to promote independence</li> </ul>	<p style="text-align: center;"><u>Spelling</u></p> <ul style="list-style-type: none"> <li>• Phonics approach following 'Bug Club' programme</li> <li>• Multi-sensory spelling experiences</li> <li>• Personal approach for children experiencing difficulties</li> <li>• Access to dictionaries, word banks and phonics resources to promote independence</li> </ul>

## Overview of Phonics Phases

Bug Club		Book Band Alignment
<b>Phase 1</b>	<ul style="list-style-type: none"> <li>• Listening to and for sounds</li> <li>• Rhythm and rhyme</li> <li>• Alliteration</li> </ul>	
<b>Phase 2</b>	<ul style="list-style-type: none"> <li>• Sounds taught: s,a,t,p,i,n,m,d,g,o,c,k,ck,e,u,r,h,b,f,ff,ll,ss</li> <li>• Tricky words: the, to, go, no</li> </ul>	Pink / Red
<b>Phase 3</b>	<ul style="list-style-type: none"> <li>• Sounds taught: j,v,w,x,y,z,zz,qu</li> <li>• ch,sh,th,ng,ai,ee,igh,oa,oo,ar,or,ur,ow,oi,ear,air,ure,er</li> <li>• Tricky words: no, go, I, the, to, he, she, we, me, be, was, my, you, they, her, all, are</li> </ul>	Yellow
<b>Phase 4</b>	<ul style="list-style-type: none"> <li>• Recap all previous sounds</li> <li>• Teach reading and spelling tricky words: said, so, he, we, me, be, have, like, some, come, was, you, were, little, one, they, all, are, do, when, out, what, my, her</li> <li>• Read and write words with initial and/or final blends: st,nd,mp,nt,ft, sk,lt,lp,tr,dr,gr,fr,bl,fl,gl,pl,cl,sl,sp,tw,nch,shr,str,thr</li> </ul>	Yellow / Blue
<b>Phase 5</b>	<ul style="list-style-type: none"> <li>• Learn new phoneme zh</li> <li>• Teach new graphemes for reading ay,ou,ie,oy,ir,ue,aw,wh,ph,ew,oe,au,a-e,e-e,i-e, o-e,u-e</li> <li>• Teaching reading words oh, their, people, Mr, Mrs, looked, called, asked, water, where, who, again, thought, through, work, mouse, many, laughed, because, different, any, eyes, friends, once, please</li> <li>• Teach alternative spellings for ch,j,m,r,s,z,u,i,ear,ar,air,or,ur,oo,ai,ee,igh,oa,y/oo,</li> </ul>	Green / Orange / Turquoise
<b>Phase 6</b>	<ul style="list-style-type: none"> <li>• Understand and apply suffixes ed, ing, ful, est, er, ment, ness, en, s, es</li> <li>• Understand the rules for adding ing, ed, er, est, ful, ly, y</li> <li>• Investigate how adding suffixes and prefixes changes in words</li> <li>• Introduce the past tense</li> </ul>	Turquoise / Purple / Gold/ White / Lime

Some children with ASD demonstrate a strong visual sight word knowledge, however, experience difficulties with phonetic decoding and blending. Therefore, children within our school may be at a higher book band than phonics level. For these children follow the individual approaches to support reading on the following page.

## Developing Phonological Awareness

- Listening to and isolating sounds in the environment
- Syllable and clapping activities
- Rhyme activities
- Phoneme blending (sound buttons)

## Teaching Strategies

- Multi-sensory approaches
- Use visual phoneme / grapheme correspondence (e.g. rain, pain, strain)
- Teach letter names for children who are experiencing difficulty with phonics alone

# Personal Approach

(for pupils experiencing phonetic difficulties)

## Working Memory

- Visual memory games
- Auditory memory games
- Group or 'chunk' groups of letters / numbers

## Developing Orthographic Awareness

- Teach 'onset and rime'
- Use visual spelling patterns
- Use of flash cards
- Look Cover Say Write Check

## Things to avoid

- Avoid tracing letters
- Avoid teaching upper case letters before child is secure with lower case
- Avoid grouping words visually without regard to sound (e.g. prove, glove, stove)
- Avoid grouping words with same sound, different spelling (e.g. go, toe, boat)

## Handwriting Overview

Curriculum Outcomes		Handwriting Without Tears	Notes and Guidance
<b>Age 22 to 36 months</b>	Distinguishes between the different marks he/she makes	Raise awareness of patterns and shapes in the environment while developing the vocabulary for describing them (straight lines and curves). Promotes general problem-solving strategies to teach writing.	Use the three steps from HWT 1. Pick Up - Just pick up the crayon / pencil in the air. 2. Aim and Scribble - Put the point on the dot and wiggle the pen / pencil 3. Colour/Write - Use the crayon or pencil for drawing, colouring or writing
<b>Age 30 to 50 months</b>	Ascribes meanings to marks that they see in different places.	Talk about patterns, letter patterns, shapes and drawings children make. Children will develop pattern-making skills and basic letter movement.	Focus on Mat Man, straight lines and curves.
<b>Age 40 to 60+ months</b>	He/she hears and says the initial sounds in words.	Teaches letters in line with the Phonics Play lesson planning	Teach HWT alongside the Phonics Play planning
	Links sounds to letters, naming and sounding the letters of the alphabet.	Develops an ability to recognise all the letters of the alphabet as letters and phonemes.	Teach HWT alongside the Phonics Play planning
	Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence	Provide picture words for children to identify and write, establishing the phonemes.	Use picture cards alongside the Phonics Play planning
	Writes own name and other things such as labels, captions	Children write their own name using the HWT box shapes formation.	Use HWT box frames to practise name writing.
<b>Year 1</b>	<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• sit correctly at a table, holding a pencil comfortably and correctly</li> <li>• begin to form lower-case letters in the correct</li> </ul>	<ul style="list-style-type: none"> <li>• Develops body awareness and gross motor skills to promote posture.</li> <li>• Children experiment with different writing instruments to help them find a hold that is comfortable and efficient.</li> <li>• Practises lower and upper case letter formation with box prompts to show</li> </ul>	<p><b>Suggestions of activities:</b></p> <ul style="list-style-type: none"> <li>• Picking Up My Pencil Song</li> <li>• Mat Man</li> <li>• Wooden block songs and games</li> <li>• Large letter writing in air and on the floor</li> <li>• HWT playdough mats</li> <li>• HWT drawing pack</li> </ul>

	<p>direction, starting and finishing in the right place</p> <ul style="list-style-type: none"> <li>• form capital letters</li> <li>• form digits 0-9</li> <li>• understand which letters belong to which handwriting 'families' and to practise these</li> </ul>	<p>starting and finishing positions and the direction of movement.</p> <ul style="list-style-type: none"> <li>• Revises the formation of digits 1-9.</li> </ul>	<ul style="list-style-type: none"> <li>• HWT box frame templates</li> <li>• HWT number pack</li> </ul>
<b>Year 2</b>	<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• form lower-case letters of the correct size relative to one another</li> <li>• starting using some of the diagonal letters and understand which letters, when adjacent to one another, are best left unjoined</li> <li>• write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</li> <li>• use spacing between words that reflects the size of letters</li> </ul>	<ul style="list-style-type: none"> <li>• Develops the fine and gross motor, body awareness and kinaesthetic movements needed for a legible, fast and fluent handwriting style, enabling children to form letters correctly and with confidence.</li> <li>• Develops a good pencil hold and helps left-handers to adopt a hold that is comfortable and efficient</li> <li>• Practises lower case letter formation, with boxes for correct letter height and spacing, consistency of letter size and parallel ascenders and descenders</li> <li>• Children write the days of the week and months of the year to ensure the correct size of capital letters in relationship to lower-case letters</li> </ul>	<p><b>Suggestions of activities:</b></p> <ul style="list-style-type: none"> <li>• Mat Man</li> <li>• HWT double line templates</li> <li>• HWT phonics sheets</li> </ul>
<b>Years 3 and 4</b>	<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• use the diagonal letters and understand which letters, when adjacent to one another, are best left unjoined</li> <li>• increase the legibility, consistency and quality of their handwriting</li> </ul>	<ul style="list-style-type: none"> <li>• Introduces and practises joining letter sets. Children begin to join letters in a short word or join letter patterns which can support spelling. They practise the joins and then write them in context (e.g. a simple sentence)</li> <li>• They practise familiar and tricky diagonal and horizontal joins and learn about 'break</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce joining letters using double and triple line writing frames.</li> <li>• HWT cursive letter writing pack</li> <li>• Encourage writing in lined class books</li> <li>• Use Activ Primary slide during handwriting lessons</li> </ul>

		<p>letters' g, j and y and the letters x and z which are never joined to or from</p> <ul style="list-style-type: none"> <li>Begins to develop fluent, even handwriting: <ul style="list-style-type: none"> <li>i) letters are consistently sized</li> <li>ii) known joins are used correctly</li> <li>iii) ascenders and descenders are parallel</li> <li>iv) regular spaces within and between words</li> </ul> </li> </ul>	
<b>Years 5 and 6</b>	<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>write legibly, fluently and with increasing speed by: <ul style="list-style-type: none"> <li>i) choosing which shape of a letter to use when give choices and deciding whether or not to join specific letters</li> <li>ii) choosing the writing implement that is best suited for a task</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Children practise speed, fluency and presentation skills. They develop confidence in writing for different purposes including <ul style="list-style-type: none"> <li>i) note-making (quick writing, often including abbreviations)</li> <li>ii) fast and fluent writing (neat and legible for all readers)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Independent cursive writing in lines classwork books</li> <li>Use Activ Primary slide during handwriting lessons</li> </ul>
<b>DP1</b>	<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>Distinguish between different marks they make</li> <li>Develop an effective grip for holding mark-making tools (not necessarily pincer grip)</li> </ul>	<p>Raises awareness of patterns and shapes in the environment while developing the vocabulary for describing them (straight lines and curves).</p>	<p><b>Suggestions of activities:</b></p> <ul style="list-style-type: none"> <li>Picking Up My Pencil Song</li> <li>Mat Man</li> <li>HWT playdough mats</li> <li>Mark making activities</li> <li>Aim and scribble</li> </ul>
<b>DP2</b>	<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>Track and trace over simple handwriting patterns</li> <li>Use an effective grip to hold mark-making tools</li> <li>Imitate drawing simple shapes such as circles and lines</li> </ul>	<ul style="list-style-type: none"> <li>Provides track and trace activities.</li> <li>Children experiment with different writing instruments to help them find a hold that is comfortable and efficient.</li> </ul>	<p><b>Suggestions of activities:</b></p> <ul style="list-style-type: none"> <li>Picking Up My Pencil Song</li> <li>Mat Man</li> <li>HWT playdough mats</li> <li>HWT drawing pack</li> <li>Wooden block songs and games</li> <li>Large letter writing in air and on the floor</li> <li>Tracing activities</li> <li>Aim and scribble</li> </ul>



<p><b>DP3</b></p>	<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• Copy letter shapes with some accuracy</li> <li>• Hold a pencil/pen in an appropriate and comfortable grip with occasional reminders</li> </ul>	<ul style="list-style-type: none"> <li>• Develops an ability to recognise all the letters of the alphabet as letters and phonemes.</li> <li>• Children experiment with different writing instruments to help them find a hold that is comfortable and efficient.</li> </ul>	<p><b>Suggestions of activities:</b></p> <ul style="list-style-type: none"> <li>• Mat Man</li> <li>• Picking Up My Pencil Song</li> <li>• Wooden block songs and games</li> <li>• Large letter writing in air and on the floor</li> <li>• HWT phonics sheets</li> </ul>
<p><b>DP4</b></p>	<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• Copy letters with some accuracy</li> <li>• Hold a pencil/pen in an appropriate and comfortable grip</li> </ul>	<ul style="list-style-type: none"> <li>• Develops the fine and gross motor, body awareness and kinaesthetic movements needed for a legible, fast and fluent handwriting style, enabling children to form letters correctly and with confidence.</li> <li>• Children experiment with different writing instruments to help them find a hold that is comfortable and efficient.</li> <li>• Provides writing frames to promote accurate letter formation using boxes and lined writing frames.</li> </ul>	<p><b>Suggestions of activities:</b></p> <ul style="list-style-type: none"> <li>• Mat Man</li> <li>• Picking Up My Pencil Song</li> <li>• Wooden block songs and games</li> <li>• Large letter writing in air and on the floor</li> <li>• HWT phonics sheets</li> </ul>
<p><b>DP5</b></p>	<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• Copy a short sentence with 1:1 correspondence</li> <li>• Can write from left to write, top to bottom and form half of the lower case letters correctly</li> </ul>	<ul style="list-style-type: none"> <li>• Provides writing frames to promote accurate letter formation using boxes and lined writing frames.</li> <li>• Practises lower case letter formation, with boxes for correct letter height and spacing, consistency of letter size and parallel ascenders and descenders</li> </ul>	<p><b>Suggestions of activities:</b></p> <ul style="list-style-type: none"> <li>• Large letter writing in air and on the floor</li> <li>• HWT box frame templates</li> <li>• HWT playdough mats</li> </ul> <p>Teach lower case letters in line with Phonics Play planning</p>
<p><b>DP6</b></p>	<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• Show consistency in size of letters</li> <li>• Form all lower case letters correctly</li> </ul>	<ul style="list-style-type: none"> <li>• Provides writing frames to promote accurate letter formation using boxes and lined writing frames.</li> <li>• Practises lower case letter formation, with boxes for correct letter height and spacing,</li> </ul>	<p><b>Suggestions of activities:</b></p> <ul style="list-style-type: none"> <li>• Large letter writing in air and on the floor</li> <li>• HWT lower case phonics sheets</li> </ul>

		consistency of letter size and parallel ascenders and descenders	Teach lower case letters in line with Phonics Play planning
<b>DP7</b>	<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• Show uniformity in spacing of letters and words</li> <li>• Write letters consistent in size in relationship to each other</li> <li>• Write approximately half of capital letters correctly</li> </ul>	<ul style="list-style-type: none"> <li>• Provides writing frames to promote accurate letter formation using boxes and lined writing frames.</li> <li>• Practises upper case letter formation, with boxes for correct letter height and spacing, consistency of letter size and parallel ascenders and descenders</li> </ul>	<p><b>Suggestions of activities:</b></p> <ul style="list-style-type: none"> <li>• HWT upper case phonics sheets</li> <li>• HWT upper case playdough mats</li> </ul> <p>Teach upper case letters in line with Phonics Play planning</p>
<b>DP8</b>	<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• Write upper and lower case letters appropriate in size relative to each other</li> <li>• Write all capital letters correctly</li> </ul>	<ul style="list-style-type: none"> <li>• Provides writing frames to promote accurate letter formation using boxes and lined writing frames.</li> <li>• Practises lower case letter formation, with boxes for correct letter height and spacing, consistency of letter size and parallel ascenders and descenders</li> </ul>	<p>Use double and triple lines writing frame. Encourage independent writing on lines in classwork books.</p>