



SSMJ POLICY FOR

English

Following the example of Jesus, together we learn, love and respect one another to be the best we can be.

Written by Ann Russell

Role English Subject Leader

Date policy agreed September 2026

Date to be reviewed September 2028



“Following the example of Jesus, together we learn, love and respect one another to be the best we can be,”

English Policy

Contents

1. Mission and Vision
2. The Purpose of Study
3. Aims
4. Curriculum Intent
5. Implementation
6. Assessment
7. Inclusion and Trauma Informed practice
8. Organisation
9. Role of the Subject Leader
10. Parents and Community
11. Online Safety
12. Review Cycle
13. APPENDIX 1
14. APPENDIX 2
15. APPENDIX 3
16. APPENDIX 4
17. APPENDIX 5

1. Mission & Vision

At St Michael & St John's RC Primary School, English is central to our Catholic identity and our commitment to nurturing articulate, confident and compassionate learners. Rooted in the values of aspiration, love, respect, courage and unity, our English curriculum enables children to:

- communicate with clarity and purpose
- understand themselves and others
- develop spiritually, emotionally and intellectually
- experience joy, curiosity and creativity through language

Our trauma-informed approach ensures emotional safety, predictable routines and strong relationships. We recognise that children learn best when they feel secure, valued and understood.

2. Purpose of Study

English equips pupils with essential skills in reading, writing, speaking and listening. It enables them to participate fully in society, access the wider curriculum, and develop spiritually and emotionally. Through English, children learn to express ideas, explore faith, understand texts and communicate effectively.

3. Aims

We aim for all pupils to:

- read fluently, confidently and with deep comprehension
- develop a love of reading and read widely for pleasure and information
- write clearly, accurately and coherently for a range of purposes and audiences
- use a wide vocabulary and understand grammar
- apply phonics knowledge effectively to reading and spelling
- develop fluent, legible handwriting
- speak and listen with confidence, respect and clarity
- experience success, joy and creativity in English

4. Curriculum Intent

Our English curriculum is ambitious, inclusive and coherent. It is built around:

Pathways to Read

A structured, high-quality reading programme that develops fluency, vocabulary, comprehension and reading stamina through rich texts.

Pathways to Write

A progressive writing programme that uses high-quality literature to inspire purposeful writing, model structure, teach grammar and develop editing skills.

Red Rose Letters & Sounds

A systematic, synthetic phonics programme taught with fidelity to ensure secure early reading and spelling.

LetterJoin Handwriting

A consistent, progressive handwriting scheme that develops fluent, legible, joined handwriting.

Vocabulary Development

Vocabulary is explicitly taught, rehearsed, revisited and applied throughout each unit using the vocabulary development included in Pathways planning.

Oracy

Speaking and listening embedded across the curriculum to develop confident communicators.

Trauma-Informed Practice

Predictable routines, relational approaches, emotional safety and adaptive teaching.

5. Implementation

5.1 Reading

Daily Reading Provision

Reading is taught daily through:

- Pathways to Read whole-class lessons
- Whole-class reading forms the core approach, with additional grouped reading used where appropriate to meet pupil needs
- Individual reading
- Reading across the curriculum
- Class novels read for pleasure
- Daily opportunities for independent reading

Pathways to Read Structure

Each unit includes:

- A high-quality core text
- Explicit vocabulary instruction
- Fluency development

- Comprehension strategies (retrieval, inference, prediction, summarising, authorial intent)
- Assessment opportunities
- Application tasks linked to writing

Reading Approaches

Pathways to read is taught daily with a focus on whole class reading sessions. There is a clear teaching focus with the opportunity to master key reading skills. There are follow on reading tasks to enable pupils to evidence the skills independently.

Pathways to read includes the following:

- Shared reading: teacher models fluency, expression and comprehension
- Guided reading: small-group instruction matched to need
- Independent reading: developing stamina and choice
- Reading for pleasure: libraries, book corners, class novels

Reading Books

- EYFS/KS1: phonetically decodable books matched to GPCs
- KS2: colour-banded books
- Hi-Lo books available for older struggling readers

Reading Environment

- Infant and Junior libraries
- Inviting book corners
- Recommended reads
- Displays celebrating reading

5.2 Writing

Pathways to Write Structure

Each unit follows a reading-into-writing model:

Gateway- the hook and context for the learning. Assessing previously taught skills through a gateway task enables the pupils to have more personalised learning.

Pathway-mastery skills are introduced with many opportunities to practise and apply these skills in different writing tasks. A range of genres are covered during this pathway series of lessons

Writeaway- This is the final sequence of four lessons where children experience sectioning text and developing their own ideas. Pupils are encouraged to plan, write, check, edit, redraft and publish as required with a focus on applying the mastery skills that have been taught.

Teaching Approaches

- Scaffolded writing: structured tasks with success criteria
- Teacher modelled writing: teacher models writing processes
- . Guided writing: targeted teacher support enabling pupils to apply new writing skills independently through carefully scaffolded practice.
- Collaborative composition: pupils compose sections of the text together with guidance from the teacher eg working in pairs or groups
- Independent writing: pupils compose their own writing followed by structured reflection on application of writing skills
- Sentence mastery is explicitly taught through modelling, oral rehearsal, sentence construction and deliberate practice before pupils apply skills independently.

Teaching is driven by the Pathways Mastery Keys, which identify the core skills to be taught and mastered throughout each unit.

Grammar & Punctuation

Grammar and punctuation are taught:

- explicitly during Pathways to Write units
- with clear success criteria and modelling

Writing Across the Curriculum

Children apply taught writing skills across the wider curriculum, enabling the transfer and consolidation of learning beyond English lessons.**5.3 Phonics (Red Rose Letters & Sounds) and spelling (Pathways)**

Daily Phonics

- 20-minute discrete phonics sessions
- Four-part lesson structure: revisit – teach – practise – apply
- Fidelity to Red Rose progression
- Phonetically decodable books matched to GPCs

Assessment

- Ongoing formative assessment
- Phonics Tracker every six weeks
- Termly phonics assessments
- Year 1 Phonics Screening Check
- Immediate intervention (Fast Track / Bounce Back)

Intervention

- EYFS–KS2 targeted phonics groups
- Fast Track Phonics (Y1–Y2)
- Bounce Back Phonics (Y2–Y4)

Spelling

Pathways to Spell promotes whole class teaching of the NC objectives for spelling from year 1 (summer) to year 6. Each week combines consolidation of previously taught spelling patterns and rules in conjunction with new teaching with opportunities to reflect on learning. This supports pupils in development of key metacognitive strategies.

Learning is sequenced in five stages as follows:

Review		Pupils spend time revisiting a previously taught spelling objective. This will often link to the mastery focus to support pupils with underpinning knowledge required for the new pattern or rule.
Explain		Pupils explore and investigate new words and spellings. They will be given time to identify rules and patterns, hypothesise and explain their findings with their peers.
Practise		Time is given for pupils to practise using the new rule or patterns through a variety of multi-sensory activities in small groups, with partners or independently.
Apply		Pupils have the opportunity to apply the rules with greater independence within sentences. This will take the form of dictation several times each term.
Reflect		Time for pupils to think about their learning and how well they were able to apply their new knowledge. They will think about strategies that have helped them learn best to develop their metacognition.

5.4 Handwriting (LetterJoin)

The handwriting script is set within the Letterjoin scheme and is adhered to in a range of print across the curriculum. Teachers are expected to model this style when writing for display, on the board and with children's books.

Progression

- EYFS: gross and fine motor skills, letter formation
- Year 1: cursive formation, tall letters, descenders
- Year 2: consistent size, spacing, practising joins
- Years 3–4: fluent joining, legibility, consistency
- Years 5–6: speed, fluency, presentation skills

Expectations

- Daily practice in EYFS/KS1
- Weekly practice in KS2
- Pen licences awarded for consistent neatness
- Handwriting applied across all subjects

5.5 Speaking, Listening and Vocabulary Development

Speaking, listening and vocabulary development are directly taught in all parts of Pathways scheme. They are embedded across learning through:

- Talk partners with provided prompts
- Drama and role play
- Debates and discussions
- Circle time and worship
- Vocabulary instruction and expectations
- Oral rehearsal before writing

6. Assessment

Formative Assessment

- Daily feedback
- Verbal and written responses
- Guided reading notes
- Writing conferences
- Observation and questioning

Summative Assessment

- KLIPs and LAPS
- Pathways assessments Teachers use Pathways Gateway assessments, independent writing outcomes and ongoing formative assessment to evaluate progress against National Curriculum expectations.
- Independent writing outcomes
- Termly reading tests
- Phonics Tracker
- Statutory assessments (EYFS, KS1, KS2, Phonics Screening)

Moderation

- In-school moderation
- Cluster moderation
- SLT monitoring

7. Inclusion & Trauma-Informed Practice

Intervention is designed to help pupils keep up with core learning rather than miss quality-first teaching opportunities.

Adaptive Teaching

- Pre-teaching
- Over-learning
- Scaffolds and supports
- Multi-sensory phonics
- Visual prompts
- Chunked tasks

Trauma-Informed Principles

- Emotional safety
- Predictable routines
- Reduced cognitive load
- Regulated environments
- Strong relationships
- Compassionate challenge

Groups Supported

- SEND
- EAL
- Pupil Premium
- High-ability
- Children with social/emotional needs

8. Organisation

- Daily English lesson
- Daily phonics (EYFS/KS1)
- Guided reading timetabled weekly
- Weekly spelling and handwriting sessions
- Home reading monitored weekly
- Access to libraries and book corners
- Class novels read for pleasure

9. Role of the English Subject Leader

The English Lead will:

- Provide strategic direction
- Ensure fidelity to Pathways, Red Rose and LetterJoin
- Monitor planning, books, lessons and data
- Lead CPD and coaching
- Promote reading and writing across school
- Maintain high-quality resources
- Report to SLT and governors
- Ensure curriculum reflects Catholic values and trauma-informed practice

10. Parents & Community

We work in partnership with families through:

- Reading and phonics workshops
- Spellings and key words
- Reading records
- Library access
- Guidance on supporting English at home
- Celebration of reading and writing achievements

11. Online Safety

Children are taught safe use of digital texts and resources, following the four Cs:

- Content
- Contact
- Conduct
- Commerce

Aligned with the Online Safety and Safeguarding Policies.

12. Review Cycle

This policy will be reviewed annually or sooner if curriculum changes occur.

Appendices;

Appendix 1 Pathways to read and pathways to write expectations for staff

Appendix 2 Information to go in children's books for writing and reading (whole school)

Appendix 3 Pathways to spell and pathways to poetry expectations for staff

Appendix 4 Pathways top tips

Appendix 5 Handwriting

APPENDIX 1

Pathways to Read & Write: Expectations for Staff

Our Core Commitment

We teach Pathways to Read and Pathways to Write with **fidelity, consistency and high expectations**, ensuring every child has positive experiences which challenge and provide success in reading and writing.

Non-Negotiables for All Staff

- Teach lessons **in the sequence provided** and use all Pathways resources as intended.
- Prioritise **sentence mastery**, oral rehearsal and explicit teaching of grammar and vocabulary.
- Deliver **high-quality modelling** every lesson (live modelling, shared writing, vocabulary exploration).
- Maintain **high expectations for all pupils**, including those with SEND, using adaptive teaching without reducing challenge.
- Prepare thoroughly: **pre-read texts**, have resources ready, and understand the learning journey.

Use Gateway assessments to identify prior learning, address misconceptions and adapt teaching where appropriate.

Pathways to Read: Expectations

- Teach the **full cycle**: 6 whole-class sessions + 6 grouped sessions per unit.
- Use the **provided PowerPoints, texts and question sets**.
- Model key reading skills: **fluency, inference, retrieval, vocabulary, comprehension**.
- Build independent evidence through:
 - Written responses
 - Book talk
 - Application tasks
- Make explicit links between **reading and writing** using shared texts and themes.

Pathways to Write: Expectations

- Teach the **full 3–4 week unit** following the mastery approach.
- Teach vocabulary, grammar and sentence structure **explicitly and daily**.
- Use the writing process consistently: **plan** → **draft** → **revise** → **edit**.
- Provide **timely, actionable feedback** that supports transcription and composition.
- Challenge greater-depth writers using the strategies built into Pathways.

Assessment & Evidence

- Use **Pathways assessment grids** and progression documents to track learning from EYFS–Y6.
- Collect evidence from independent tasks and cross-curricular writing.
- Identify pupils needing support **early** and implement keep-up strategies promptly.

Inclusion & Adaptive Teaching

- Ensure all pupils access the full Pathways curriculum.
- **Use scaffolds** (oral rehearsal, sentence stems, vocabulary prompts) **without lowering expectations**
- Provide additional practice in transcription for pupils who need it.

APPENDIX 2 Information to go in children's books

For Children's Books- Reading

My Reading Behaviours

- I read every day and try my best.
- I use my phonics to decode new words.
- I re-read to build fluency and expression.
- I think carefully about what the author is telling me.

Reading Skills I Practise

- Vocabulary – I learn new words and use them in my talk and writing.
- Retrieval – I find key information in the text.
- Inference – I use clues to understand characters and events.
- Explanation – I explain my ideas clearly using evidence.
- Prediction – I use what I know to predict what might happen next.

How I Show My Thinking

- I answer questions in full sentences.
- I use evidence from the text to support my ideas.
- I complete tasks neatly and carefully.
- I check my work before I finish.

My Reading Goals

- I aim to be a confident, fluent reader.
- I enjoy reading a wide range of texts.
- I try to understand, talk about and respond to what I read.

For Children's Books- Writing

My Writing Behaviours

- I always try my best and take pride in my work.
- I listen carefully during modelling and use examples to help me.
- I keep my handwriting neat and joined (when appropriate).
- I check my writing and improve it.

Mastery Keys I Use Every Time I Write

- Capital letters and full stops
- Finger spaces
- Accurate spelling using taught patterns
- Neat handwriting
- Clear sentences that make sense

- Expanded noun phrases
- Conjunctions to join ideas
- Precise vocabulary and powerful verbs
- Correct punctuation for my year group
- Editing and improving my work

Feature Keys for My Writing

- I know the purpose of my writing.
- I use the correct structure for the text type.
- I include the key features we have learned.
- I choose vocabulary that suits the audience and purpose.

The Writing Process

- Plan – Think about ideas and vocabulary.
- Draft – Write sentences carefully.
- Revise – Improve vocabulary and sentence choices.
- Edit – Check spelling, punctuation and grammar.
- Publish – Present my best final piece.

My Writing Goals

- I aim to be a confident, accurate writer.
- I use feedback to help me improve.
- I challenge myself to use new skills in every piece.

APPENDIX 3

Pathways to Spell – Teacher Expectations

Consistency, explicit teaching and daily practice build confident, accurate spellers.

- Teach Pathways to Spell **exactly as sequenced** in the programme.
- Deliver **daily discrete spelling lessons** (short, focused, high-impact).
- Use the **explicit teaching model**: introduce → explain → practise → apply.
- Maintain **high expectations for accuracy** in all curriculum writing.
- Ensure pupils use **taught spelling strategies** independently.

Lesson Delivery Expectations

- Follow the **weekly structure**:
 - Review prior learning
 - Teach new spelling pattern/rule
 - Practise through guided activities
 - Apply in sentences and short writing tasks
- Model spelling strategies explicitly:
 - Segmenting
 - Syllable work
 - Morphology (roots, prefixes, suffixes)
 - Etymology where appropriate
- Use **spoken rehearsal** before written application.

Practice & Application

- Provide **daily opportunities** for pupils to apply taught spellings in writing.
- Expect pupils to use:
 - Word lists
 - Working walls
 - Personal spelling logs
- Reinforce spelling expectations across all subjects

Pathways to Poetry – Teacher Expectations

Poetry is for every child: accessible, joyful, expressive and rooted in rich language.

- Teach Pathways to Poetry **in full**, following the sequence and model texts.
- Expose pupils to **a wide range of poetic forms** (narrative, free verse, performance, structured forms).
- Prioritise **oracy, rhythm, vocabulary and imagery**.
- Create a classroom culture where **every child performs, responds and writes poetry**.

Lesson Delivery Expectations

- Use the Pathways lesson structure:
 - Immerse in the poem
 - Explore language, structure and effect
 - Practise poetic techniques
 - Model composition
 - Write, refine and perform
- Teach poetic devices explicitly:
 - Simile, metaphor, personification
 - Alliteration, onomatopoeia
 - Rhythm, repetition, pattern
 - Line breaks and structure choices
- Model reading aloud with expression and confidence.

Writing & Composition

- Provide opportunities for:
 - Shared writing
 - Guided composition
 - Independent poetry writing
- Encourage experimentation with structure and voice.
- Expect pupils to revise and refine their poems using taught techniques.

Performance & Response

- Build regular opportunities for performance:
 - Small-group readings
 - Whole-class sharing
 - Assemblies or poetry showcases
- Teach pupils how to respond to poetry:
 - What they notice
 - How it makes them feel
 - How the poet creates impact
- Celebrate all attempts—poetry is expressive, not perfection-driven.

APPENDIX 4

Pathways to write top tips

The keys

Within every unit of planning, page 3 is where you will find all your keys (or skills) for that block of learning. The **Mastery Keys** are the main focus of your teaching and this will drive your unit. Feature keys are the specific features of the writing genre for your end of unit outcome. Each set of Feature keys has the same structure – vocabulary of the genre, how sentences and tenses are used and the overall structure of the final piece. Gateway keys are previously taught skills that pupils should be able to bring with them to the unit.

Building a rich vocabulary

Pathways to Write builds in extensive opportunities to develop and apply vocabulary. Please remind your team that they will find vocabulary boxes on pages 4 or 5 of every unit as below.

NC Word List – Years 3 and 4		Developing Vocabulary	
address	opposite	epic	acacia
business	medicine	see-sawed	Pasha
complete	opposite	sip	felucca
difficult	particular	cobblestones	awning
exercise	popular	glimpse	amulet
famous	possession	salon	taffeta
height	pressure	soiree	vineyard
library	promise	rustle	mistral
material	purpose	balmy	mosaic
occasion	reign	pivot	astonishing
medicine			

These boxes give guidance on tiers of vocabulary and how it is developed within the unit. This includes opportunities for the application of the word list words for years 3/4 and years 5/6 and common exception words for year 1 and year 2. Also, there are words that appear in the texts or suggestions that could be built into modelled writing to widen the use of synonyms. Emphasise the importance of these vocabulary boxes to your team so that pupils will be encouraged to incorporate this vocabulary into their writing outcomes, extending and improving their vocabulary with every unit of work.

Here's an extract from our sample Pathway where the pupil is applying the newly taught word "soiree" in their writing.

~~Dear~~
Her
~~Your~~ Majesty the Queen requests the
pleasure of Dame May to attend a
magnificent giraffe soiree. The soiree
will take place on the evening of
the 20th May 1827 at La Rotunda,
Paris. The Queen is expecting ^{you to wear} a very

We begin the Gateway with a 'hook' session to intrigue and enthuse all writers. This may be through using concrete objects or experiences, video clips, music, drama, art or images to stimulate curiosity and questions about the text. **The focus is on developing oracy, having class discussions, beginning to build vocabulary around the topic and to make predictions.**

Our team has thought carefully about manageable ways to engage pupils but we know some teachers love to take it further and create that sense of awe and wonder in their classrooms. We would love to see examples of your 'hook' sessions, so please tag us in photos or videos on social media.

A short writing task is set after this session to assess the application of previously taught skills. This gives an opportunity for the teacher to identify where pupils may have gaps. The **Gateway Keys Assessment Tracker** will support with the recording of this. If pupils are struggling to apply and use the Gateways keys, these should be built into the planning of the unit or Mastery keys may be adapted to include them.

Gateway Whole Class Assessment

Gateway Keys	Learners applying Gateway keys consistently	Learners requiring some further support	Learners requiring adaptations to the unit
Use punctuation at Y2 standard correctly (full stops, capital letters - including for proper nouns, exclamation marks, question marks)			
Use co-ordination (or, and, but) to join clauses			
Write sentences with different forms: statement, command, question, exclamation			
Other areas needing further support:			

What might a half term look like?

Week	Content
1	Hook lessons, independent writing opportunity, basic skills lessons on gateway keys
2	Sessions 2, 3, 4 – with time for short burst writing
3	Sessions 5, 6, 7 – with time for short burst writing
4	Sessions 8, 9, 10, 11
5	Writeaway – plan, draft, proof-read, edit
6	Poetry week – poetry linked to the theme

15 sessions doesn't equate to 15 lessons. Many sessions have a part A and part B which could be taught over 2 days. You may divide some of the sessions even further depending on class need.

The Process towards Mastery

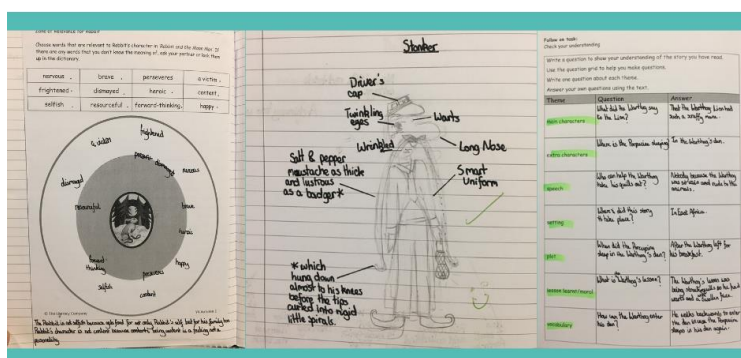


Pathways to read top tips

Top tips to support

- Each pupil should have a **reading journal** to record responses to tasks.
- **Discussion should be the key priority** in reading sessions; written evidence is not expected for every session.
- Pupils complete the **follow-on tasks after the whole class read or after the grouped read (Y2)** to suit your timetable.
- Follow on tasks are designed to **consolidate reading skills taught during reading sessions** and should not to be turned into writing tasks.
- Support pupils with follow-on tasks by **re-reading parts of the text or modelling** how it should be completed. However, follow-on tasks provide an effective assessment opportunity if completed independently.

Examples from a Y4 reading journal



The teaching sequence

Pathways to Read is a programme for teaching reading comprehension skills and developing reading fluency. There are 6 units per year group and each unit is designed to last for a half term. In Year 1, there are only 4 units, beginning in Spring 1, so that priority can be given to your chosen SSP programme in the autumn term.

Each week, up to 5 reading lessons are suggested. There are opportunities for whole class shared reading, modelled reading and independent reading. In Y2, pupils will have the opportunity for a grouped read.

Organising the sessions in KS2

Session 1-3: Whole class reading	Session 4-5: Follow on task and reading for pleasure
- These sessions are around 30 minutes long with roughly 5-10 minutes per section. - Pupils should sit in mixed-ability pairs. Oracy is promoted with activities to facilitate discussion. - When the teacher reads aloud, it should be modelled at a suitable pace following the fluency guidance. Pupils will then be given the opportunity to have a go themselves in order to practise fluency. - Within these three sessions, mastery reading skills will be taught and practised. In session 3, independent reading is recommended. Pupils who are unable to access the text due to word reading difficulties should be supported here with an adult who can read aloud the text to them.	- The follow-on task allows for pupils to put the mastery skills that they have learnt into practice. The task may be modelled to the whole class before they work independently and recorded in a reading journal. Session 5 is an opportunity to read for pleasure. Here, pupils should read a book matched to their own word reading standard and interest level as well as recommending books to peers. - These sessions may also be used for additional reading if there are extra pages or extra chapters to be read prior to the next week's sessions.

Organising the sessions in KS1

In year 2, a mix of whole class and grouped reading structures is recommended to ensure pupils read texts matched to their word reading ability.

Whole class reading in Y2	Grouped reading session in Y2
- The whole class session should always be taught to all pupils before the grouped read or follow on tasks. - The session is around 30 minutes long with roughly 5-10 minutes per section. It follows a four-part structure: predict, clarify, read and retrieve, and read and explain (where the mastery focus is taught and practised). Reading aloud by the teacher should be modelled following the fluency guidance suggested in the 'Modelling fluency' section.	- Y2 classes should be divided into four groups based on reading ability. - The grouped reading session in year 2 provides the opportunity to reread the text that has been read in the whole class session and has four parts: summarise, strategy check, independent reading, and grouped discussion. - Suggestions for how to organise the class and deploy support staff can be found in the methodology document.

Whole class reading in Y1

- The purpose of the whole class reading sessions in Y1 is to share an engaging text to **develop pupils' love of reading** alongside **key comprehension skills**.
- There are 6 whole class sessions per half term, taught **once a week** to the whole class. They have a clear teaching focus with the opportunity to master key reading skills.
- The whole class reading sessions **should be taught alongside the school's SSP programme**; the units are introduced in Spring 1 to ensure word reading remains the total focus of the autumn term.

APPENDIX 5

Handwriting

At St. Michael and St. John's, a cursive, joined up handwriting style is taught using the Letterjoin scheme. Letterjoin is a **comprehensive, adaptable handwriting scheme** that supports children from their earliest mark-making through to fluent, joined handwriting in upper KS2. It uses a blend of digital modelling and structured progression and is aligned with national guidance.

Teaching & Lesson Consistency

- Teach handwriting **explicitly and regularly** following the Letterjoin planners for your year group.
- Use the **chosen school font** (print, pre-cursive, or cursive) in *all* modelling, displays, and marking.
- Follow the **Letterjoin lesson structure**:
 - Posture & pencil grip check
 - Warm-up/fine motor
 - Modelling on screen/board
 - Guided practice
 - Independent application

2. Modelling Expectations

- Model letters and joins **exactly as shown** in Letterjoin animations.
- Use **slow, clear, verbal formation prompts**.
- Demonstrate correct **starting points, direction, and spacing**.
- Model handwriting in **all subjects**, not just English.

3. Progression & Fidelity

- Teach the correct progression for your phase:
 - **EYFS**: print formation, patterns, motor skills
 - **KS1**: secure print → introduce pre-cursive/cursive
 - **KS2**: fluent, joined handwriting
- Do not skip steps or introduce alternative formations.
- Use Letterjoin's **year group planners** and **weekly guidance**.

4. Expectations for Pupils

- Sit correctly with good posture.
- Use correct pencil grip.
- Form letters accurately with correct size and spacing.
- Apply handwriting expectations in *all* written work.
- Use joined handwriting once secure

EYFS -Getting ready to write

Fine motor skills

Children will first need to develop their fine motor skills to be able to have an effective pencil grip and handwriting style. Developing children's fine motor skills and pre-writing skills is done in a variety of ways, such as copying and tracing patterns, using paintbrush, using other tools eg playdough, writing over the teacher's writing, writing in sand with finger, using chalk, plasticine, writing in the air etc

In Early Years, Letterjoin emphasises:

- Fine and gross motor development
- Pencil grip
- Sitting position
- Pre-writing patterns

Seating and posture

- Chair and table should be at a comfortable height
- The table should support the forearm so that it rests lightly on the surface and is parallel to the floor
- Encourage children to sit up straight and not slouch
- The height of the chair should be such that the thighs are horizontal and feet flat on the floor
- Tables should be free of clutter
- Rooms should be well lit
- Left handed pupils should sit on the left of their partners

Pencil grip

Children should write with a pencil with a rounded nib. Pencils should be reasonably sharp. When children have achieved a good standard of writing in cursive style they will be rewarded with a 'pen licence'. Learners should use a handwriting pen for all lessons except Maths where a pencil should always be used. A tripod grip is the most efficient way of holding a pencil

For right handers

- Hold lightly between the thumb and forefinger about 3cm away from the point
- The paper should be placed to the right tilted very slightly to the left
- Use the left hand to steady the paper

For left handers

- Hold lightly between thumb and forefinger resting on the first knuckle of the middle finger
- Hold about 3cm from the tip
- The hand should be kept below the writing line
- The paper should be tilted slightly to the right at about 20 - 30°
- Use the right hand to steady the paper

NB It is very important that a right handed child is NOT seated on the left hand side of a left handed child as their elbows will collide!

Step 1

By the end of Reception year, children will have been introduced to:

- A comfortable and efficient pencil grip
- Producing a controlled line which supports letter formation
- Writing letters using the correct sequence of movements
- Writing letters in a cursive style, starting letters on the line

- Pattern-making and letter/number formation in various media
- Holding the piece of paper correctly with opposite hand to ensure high standards.

Step 2

By the end of Year 1, children will have been introduced to:

- An effective pencil grip.
- Sitting correctly at a table.
- Forming lower case letters correctly – starting and finishing in the right place, going the right way round and correctly oriented.
- Forming digits 0-9 correctly.
- Practising forming letters in handwriting families: 'long ladders' (i, j, l, t, u), 'one armed robots' (b, h, m, n, p, r), 'curly caterpillars' (c, a, d, e, g, o, q, f, s) and 'zig-zag' letters (k, v, w, x, y, z)
- Having clear ascenders (tall letters) and descenders ('tails').
- Forming capital letters correctly.
- Holding the piece of paper effectively to ensure high standards.

Step 3

By the end of Year 2, children will have been introduced to:

- Practising handwriting patterns from Year 1.
- Forming lower case letters of the correct size relative to one another.
- Orientating capital letters correctly.
- Using capital letters appropriately, for example not using capitals within words.
- Writing capital letters and digits of the correct size relative to one another and to lower case letters.
- Starting using some of the diagonal and horizontal strokes needed to join letters and understanding which letters, when adjacent to one another, are best left unjoined.
- Using spacing between words which reflects the size of the letters.
- Holding the work effectively to ensure high standards.

Step 4

By the end of Years 3 & 4, children should be taught to:

- Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined.
- Increase the legibility, consistency and quality of their handwriting (for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch).
- Holding the work effectively to ensure high standards.

Step 5

By the end of Years 5 & 6, children should be taught to:

- Using a joined style throughout their independent writing.

- Writing with consistency in size and proportion of letters, for example by ensuring that downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch.
- Using a range of presentational skills, for example:
 - print script for captions, sub-headings and labels;
 - capital letters for posters, title plates, headings;
 - a range of computer-generated fonts and point sizes.
- Write legibly, fluently and with increasing speed by:
 - Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
 - Choosing the writing implement that is best suited for a task
- Holding the work effectively to ensure high standards.