

# **ALDERMAN COGAN'S CHURCH OF ENGLAND** **PRIMARY ACADEMY SCHOOL**



## **English Policy**

**Alderman Cogan's is a Voluntary Aided Church of England Primary Academy offering a comprehensive Christian primary education to families in East Hull. The school is a caring community built on Christian values and beliefs, which permeate all aspects of School life. The curriculum, including the National Curriculum, is presented within a Christian worldview. Such a world view gives perspective and meaning to all learning at Alderman Cogan's. We seek to foster the God given talents and gifts amongst children, staff and governors for the service of each other, the school, the wider community and the Glory of God. Our aim is that all children reach their full potential, not just academically, but also spiritually, physically and socially. This is the context in which this policy is written. This policy was written in the Autumn Term 2022 and will be reviewed again in Summer 2023.**

Curriculum	Intent
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	Formative and Summative Assessment
Culture	Opportunities for All
	Fostering a Love of the Subject
Subject Monitoring and Improvement	Subject Leadership
	Subject Triangulation
	Subject Improvement
	CPD

### Intent

#### **Purpose of Study**

At Alderman Cogan's we want to give all our children the best possible start in life academically, as citizens and as lifelong learners. Above all, we want them to be highly literate and able to have all the learning necessary to help them to thrive in a complex, changing and competitive world.

We want all our students to be ambitious for themselves and about their futures. We will provide the pathways and support for them to realise their ambitions, 'through a Christian lens'.

Our ambitious and aspirational curriculum is underpinned by our strong Christian Values through our '**Cogan Learning Goal**'. It is through living out these values within our curriculum and everyday life that our children "work together to follow His example and be the best people we can be."

We are committed to providing an education of the highest quality within the context of Christian belief and practice. We encourage an understanding of the meaning and significance of faith, and promote Christian values through the experience we offer to all our pupils.

*"For I know the plans I have for you", declares the Lord, "plans to prosper you and not to harm you, plans to give you hope and a future." Jeremiah 29, v11*

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and, through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know.

At Alderman Cogan's Church of England Primary Academy we aim to provide the pupils with an English curriculum which will produce individuals who are literate, creative, independent, inquisitive, enquiring and confident. We also aim to produce a stimulating environment and adequate resources so that pupils can develop their spoken language, reading and writing skills to their full potential.

We aim to give all our pupils equal access to the full English curriculum, ensuring that all children experience success, developing strong learning behaviours and enabling each child to work independently and cooperatively when applying their skills in a variety of contexts across the curriculum.

## **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 word, and to develop their love of literature through widespread reading for enjoyment.

English teaching at Alderman Cogan's Church of England Academy aims to ensure that children are able to:

- read easily, fluently and with good understanding;
- develop the habit of reading widely and often, for both pleasure and information;
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language;
- appreciate our rich and varied literary heritage;
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences;
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas;
- are competent in the arts of speaking and listening.

At Alderman Cogan's Church of England Primary Academy, we teach English in a way that enables children to develop their skills and use them to communicate effectively in everyday life.

We want our children to be able to:

- use a wide variety of interesting and exciting vocabulary;
- respectfully articulate their responses in any discussion;
- read and write with confidence, fluency and understanding;
- develop an understanding of how to use a range of independent strategies to take responsibility for their own learning, including self-monitoring and correcting their own errors;
- develop a love of reading and a desire to read for enjoyment;
- understand a range of text types and genres;
- write in a variety of styles and forms appropriate to the situation;
- develop their creativity, imagination and inventiveness.

## **Implementation**

### **Organisation**

At Alderman Cogan's Church of England Primary Academy English is split into five main areas:

- reading - both word reading and comprehension,
- writing,
- spelling,
- punctuation and grammar,
- and talk.

The following programmes and approaches are used to support the teaching of English:

- Read, Write, Inc.,
- Read, Write, Inc. Spelling,
- A mixture of reciprocal reading and inference structure to teach reading.

In the Early Years the foundations for talk, reading and writing are taught. Formal sound recognition, letter formation and sentence writing is taught within daily Read, Write, Inc. sessions. Mark making opportunities are embedded within areas of continuous provision and children are offered engaging and purposeful stimuli including high quality texts.

In Key Stage One and Key Stage Two, formal reading, writing and SPAG (spelling, punctuation and grammar) lessons are taught, starting with the Read, Write, Inc. scheme and progressing to a structure that includes a mixture of Reciprocal Reading and Inference structures. Each term the children read a focus text linked to their Key Project. A range of genres are then covered each term linked to each year's focus.

The **Long Term Plan for English** - which is currently being developed - outlines:

- Key Text for the term;
- Genres to be covered each half term;
- Punctuation and grammar focus for each week;
- Reading focus for each week;
- Sentence types to be covered.
- The **Handwriting Progression Document (Appendix 4)** outlines the handwriting expectations for each year group.

The **Reading Structure (Appendix 1)** and **Inference Structure (Appendix 2)** outline how the teaching of reading is organised on a weekly/daily basis.

### **Impact**

As children progress through their time at Alderman Cogan's Church of England Primary Academy, they should become fluent speakers, readers and writers. In reading and writing, children's outcomes are evidenced in Read, Write Inc. in phonics exercise books (in the Early Years and Key Stage One) and exercise books (in Years 1 to 6).

In reading, as well as evidence in exercise books, teachers and support staff regularly listen to children read and take part in discussions about the book. Teachers keep records of each child's reading records as they progress through the book bands.

## Pedagogy

### **Rationale**

We aim to provide our children with teaching, opportunities and experiences that will help them to flourish and grow into successful citizens who will make positive contributions to the world around them. Underpinning our curriculum are our Christian Values. Through our English curriculum we aim to teach the children the essential skills of reading and writing through high-quality texts. We aim to educate them and build their confidence and a sense of delight in seeking wisdom and knowledge. By choosing the correct texts we teach the children hope and aspiration and how to develop a sense of community and living well together.

### **Resources**

There is a range of resources to support the teaching of English across the school. These include copies of the key texts and Read, Write Inc. Phonics and Spelling resources and workbooks. Appropriate Read, Write, Inc resources are displayed in all spaces where Read, Write, Inc is taught.

Dictionaries and thesauruses are available when children are editing and improving their learning. Working walls are evident in each classroom and children can refer to them to support them with their learning. Within the classroom, resources are readily accessible to children who are encouraged to select materials that are suitable to their task. In the early years, this selection of resources will need guidance from the class teacher but, as children progress through the school, they should become increasingly independent in their selection.

### **Opportunities to Revise, Repeat and Build on Prior Learning**

Our curriculum has been designed to ensure that the objectives progress as the children move through their years. Opportunities to revise, repeat and build on prior learning are built into our Long Term Plans.

## Assessment

### **Assessment for Learning**

Ongoing assessment is carried out within lessons through the marking of work, questioning, discussion and observation to check the children's understanding. Teachers monitor the application of newly learned skills. Teachers and pupils engage in focussed discussions about how to make progress, and ongoing assessment for learning influences the following teaching inputs and lesson design.

### **Assessment Structure**

In line with all Ebor Academy Trust schools, teachers assess English using their published Assessment grids alongside the NTS Assessment Materials..

In writing, teachers use ongoing assessment of work to inform their Teacher Assessment. In addition to the assessment of longer pieces of writing, teachers conduct weekly spelling assessments to inform their judgements and monitor progress in relation to the spelling of common exception words and statutory spelling lists.

In reading, teachers record children's book band levels and reading fluency speeds on a termly basis. For those children who are learning phonics, they are formally assessed by their class teacher or the Phonics Leader on a half-termly basis. These assessments inform the groupings for phonics sets to ensure that all children are being taught the sounds that they need. Children read books that are carefully matched to their phonics ability and that they are able to fully decode.

## Culture

### **Opportunities for All**

Alderman Cogan's Church of England Primary Academy is committed to the inclusion of all pupils, within the school curriculum and participation in all aspects of school life.

All pupils are taught age appropriate objectives. Teachers ensure that these objectives can be accessed by all pupils through the use of scaffolding and modelling. Additional resources, equipment or modification of tasks may be required for pupils with specific needs and/or learning styles to ensure they reach their full potential. Where needed, teachers make referrals to relevant agencies to seek advice on how best to support children with individual needs.

Children are challenged by being asked to apply their skills in a variety of situations, dependent on the task being undertaken. All children are encouraged to take responsibility for and participate fully in their learning. Children who are confidently achieving age-related expectations are challenged to deepen their learning by being given opportunities to apply their learning in a variety of situations, dependent on the task being undertaken.

### **Fostering a Love of the Subject**

Alderman Cogan's Church of England Primary Academy highly values all subjects, and is committed to ensuring that every child has access to high quality experiences as well as an ambitious progressive and embedded curriculum.

To raise the profile of English, and to ensure that children understand the importance of the subject outside of the school environment, the following opportunities and experiences are organised for our children:

- Taking part in the Three-Read Challenge;
- An SLA with Hull Library Service to provide high quality texts on a termly basis;
- Involvement in the James Reckitt Reading Challenge in Key Stage One and Year Six;
- Opportunities to apply speaking and listening skills in performances;
- Theatre trips;
- Visiting authors.

### Subject Leadership

- English is overseen by the English and Early Reading Leads. They focus on:
  - Outcomes of monitoring.
  - Additional whole school opportunities and experiences to enrich learning and personal development.
  - CPD requirements.
  - Assessment.
  - Curriculum development.
- The Subject Leaders for English, Phonics and Mathematics work in partnership to complete the monitoring cycle and to work on curriculum development and improvement for both subjects.

### Subject Triangulation

The curriculum, teaching and learning and outcomes of Reading and Writing are monitored, developed and improved using an annual cycle of monitoring: subject triangulation. Each year, a cycle of teaching and learning lesson observations, pupil voice interviews, work scrutinies, curriculum coverage/planning reviews and assessment analysis informs the subject leader of the quality of education for English.

### Subject Improvement

Subject leaders feedback findings from the monitoring cycle to all teachers using Teacher Tracker and 1:1 meetings. In these meetings, strengths, areas for improvement and CPD requirements are discussed. Good practice is shared to help to continually raise the standard of teaching and learning.

### CPD

- Subject Leaders are given opportunities to attend CPD events and networks run by Ebor Academy Trust.
- Subject Leaders are able to request staff meeting slots to upskill teachers and to deliver updates and training.
- Teachers and Subject Leaders are encouraged to work together to discuss areas for improvement, and to identify areas where extra CPD may be required.
- Subject Leaders attend local Subject Leader Network Meetings to network with Subject Leaders from local schools.



Appendices	
Appendix 1	Reading and Phonics Structure
Appendix 2	Reciprocal reading and Inference Structure
Appendix 3	Sentence Structure Progression Document
Appendix 4	Handwriting Progression Document

## Appendix 1 - Reading and Phonics Structure



### Nursery

- Nursery children learn the first 13 RWI Set 1 Sounds.



### Reception

- Reception children take part in daily RWI sessions that are pitched according to the outcome of their half-termly RWI assessments. This starts as soon as they enter the school in Autumn 1.



### Year 1

- Y1 children take part in daily RWI sessions that are pitched according to the outcome of their half-termly RWI assessments.
- Y1 children take part in 15 minutes afternoon speed sounds sessions to revise previously learned sounds.
- Children who are behind age-related expectations in reading take part in an additional RWI session each afternoon (this may use the virtual classroom resources on the RWI learning platform and accessed via chromebook).



## Year 2

### Children who do not yet know all of their phonics sounds:

- Y2 children take part in daily 1 hour RWI sessions until they have learned all of the sounds. Their RWI sessions are pitched according to the outcome of their half-termly RWI assessments.

### Children who have finished the RWI scheme and know all of their phonics sounds:

- After learning all of the sounds, take part in daily Inference reading sessions, using the following banded books:

Book Band	Taught in the Following Term:
Purple	Y2 Spring
Gold	Y2 Summer

- As per Local Authority moderation guidance, children who are identified as being able to achieve the Greater Depth Standard in reading will progress to reading White, Lime and Brown banded books.



## Year 3

### Children who do not yet know all of their phonics sounds:

- At this stage, it is expected that all children should know their phonics sounds. However, it is important that those who require more time to learn their sounds have the opportunity to do so. Therefore, Y3 children who do not yet know all of their phonics sounds will take part in small group RWI sessions until they know all of their sounds. Their RWI sessions will be pitched according to the outcome of their half-termly RWI assessments.

### Children who have finished the RWI scheme and know all of their phonics sounds:

- After learning all of the sounds, Y3 children take part in daily Inference reading sessions, using the following banded books:

Book Band	Taught in the Following Term:
White	Y3 Autumn
Lime	Y3 Spring
Brown	Y3 Summer

- Children identified as being able to achieve Greater Depth Standard will be challenged with a deeper level of predicting, clarifying, questioning and summarising tasks.

Year 4

Children who do not yet know all of their phonics sounds:

- Individual children who still require further time with a systematic phonics approach will be taught through structured interventions, following the RWI format.

Children who have finished the RWI scheme and know all of their phonics sounds:

- Y4 who know all of their phonics sounds take part in daily Inference reading sessions, using the following banded books:

Book Band	Taught in the Following Term:
Brown	Y4 Autumn
Grey / Silver	Y4 Spring and Summer

- Children identified as being able to achieve Greater Depth Standard will be challenged with a deeper level of predicting, clarifying, questioning and summarising tasks.

Year 5

Children who do not yet know all of their phonics sounds:

- Individual children who would still benefit from further time with a systematic phonics approach, for example, those with SEND, will be taught through structured interventions, following the RWI format.
- Small groups of children work on banded books, appropriate to their level, for two days of the week. For two further days, they take part in reading lessons that study an age-appropriate text, scaffolded with colour coding and the support of an adult. This gives the children the opportunity to engage with age appropriate literature.

Children who have finished the RWI scheme and know all of their phonics sounds:

- Y5 children who know all of their phonics sounds take part in daily Inference reading sessions, using the following banded books:

Book Band	Taught in the Following Term:
Dark Blue / Sapphire	Y5 Autumn, Spring and Summer

- Children identified as being able to achieve Greater Depth Standard will be challenged with a deeper level of predicting, clarifying, questioning and summarising tasks.

Year 6

Children who do not yet know all of their phonics sounds:

- Individual children who would still benefit from further time with a systematic phonics approach, for example, those with SEND, will be taught through structured interventions, following the RWI format.
- Small groups of children work on banded books, appropriate to their level, for two days of the week. For two further days, they take part in reading lessons that study an age-appropriate text, scaffolded with colour coding and the support of an adult. This gives the children the opportunity to engage with age appropriate literature.

Children who have finished the RWI scheme and know all of their phonics sounds:

- Y6 children who know all of their phonics sounds take part in daily Inference reading sessions, using the following banded books:

Book Band	Taught in the Following Term:
Dark Red / Magenta	Y6 Autumn, Spring and Summer

- Children identified as being able to achieve Greater Depth Standard will be challenged with a deeper level of predicting, clarifying, questioning and summarising tasks.
- Black banded books are also available for children who are confident with reading the Dark Red / Magenta banded books.

Appendix 2 - Reciprocal Reading and Inference Structure



Reading Structure based on Inference and Reciprocal Reading

The inference structure begins when the child has completed the RWI scheme and therefore knows all of his/her sounds. The following milestones indicate the level at which the child should be reading in order to be working at age related expectations.

RWI Bands:

1 <sup>st</sup> 13 Set 1 Sounds	Nursery Summer
Red Ditty	Reception Spring
Green	Reception Summer
Purple	Reception Summer
Pink	Y1 Autumn
Orange	Y1 Spring
Yellow	Y1 Summer
Blue	Y2 Autumn 1
Grey	Y2 Autumn 2

Post RWI Bands:

Purple	Y2 Spring
Gold	Y2 Summer
White	Y3 Autumn
Lime	Y3 Spring
Brown/Copper/Topaz	Y3 Summer & Y4 Autumn
Grey / Silver/Ruby/Emerald	Y4 Spring & Y4 Summer
Dark Blue / Sapphire	Y5 Autumn, Spring and Summer
Dark Red / Magenta/Diamond	Y6 Autumn, Spring and Summer

The children will study a range of text types, ensuring that at least one in every four texts is non-fiction. The texts can be books or extracts pitched at the expected level for your class.

For each text/book, the structure on the following page is followed as a class/group. This structure ensures that every child has the opportunity to practise his/her reading fluency and comprehension skills. If a child is well below the expected standard the \* sessions can be altered to the children following the structure with a text at their level.



## Key Features of the structure

### Predicting

- Children read the blurb, title and a short extract.
- Children could be given a copy of the front cover and make a prediction about the text.
- Children give their predictions (verbally or in writing).
- Children are encouraged to explain why they think something might happen. As the children progress, he/she will be encouraged to quote sections of the text to support explanations.

### Reading and Clarifying

- The teacher reads the text so that the children can listen;
- The teacher reads the text whilst the children have the text in front of them, so that they can follow as they listen;
- The children chorally read the text, with the teacher;
- The children read the text to one another. Partner 1 reads first. Partner 2 gives them feedback. Partner 2 then reads. Partner 1 gives feedback. This ensures that every child had had the opportunity to read aloud.
- Each child reads the text in their head, underlining or highlighting any words or phrases that they would like to clarify.
- Words and phrases are clarified as a class.

### Summarising – choose one method

- The children quickly summarise the text with 4 pictures;
- The children complete a summarising task, for example: summarising with a word limit; summarising with bullet points or summarising by writing paragraphs.
- The aim of the summarising task is to include the most important information.

### Questioning

- A questioning task may include, but is not limited to:
  - Children creating a list of questions about a text
  - Children creating questions verbally and ask each other
  - Hot seating questions for a character

### Comprehension

- Children to answer a range of questions in writing in their books (Using the Reading Gems to ensure coverage)
- Questions to be asked and presented in a variety of formats.



### Enrichment task

- Enrichment tasks may include, but are not limited to:
  - A diary entry or letter from the viewpoint of a character, to infer the character's feelings or motives;
  - A Venn diagram to make links between themes in books;
  - A debate about opposing views in relation to a book;A fictional interview with the author, to interrogate the vocabulary choices used in the studied text.

### Year 2 structure

5 lessons a week

The structure shows what needs to be covered for each text – please note that the Reciprocal Reading focus section can move if predicting is the focus.

Lesson 1	Read the text and clarify
Lesson 2	Reciprocal Reading focus
Lesson 3	Questions
Lesson 4	Enrichment Task
Lesson 5	Feedback/Library Listening to children read

### Year 3 and 4 structure and the first two terms of Year 5

8 lesson structure

The structure shows what needs to be covered for each text – please note that the Reciprocal Reading focus section can move if predicting is the focus.

Lesson 1	Read the text and clarify
Lesson 2	Reciprocal Reading focus
Lesson 3	Answer retrieval questions
Lesson 4	Feedback/respond to questions
Lesson 5	Library/Listening to children read
Lesson 6	Reciprocal Reading focus *
Lesson 7	Answer inference style questions*
Lesson 8	Feedback/respond to questions*

Lesson 9	Enrichment Task*
Lesson 10	Library/Listening to children read

Year 5 and 6 structure

4 lessons a week

The structure shows what needs to be covered for each text – please note that the Reciprocal Reading focus section can move if predicting is the focus.

Lesson 1	Read the text and clarify – use the Get Visual sheet
Lesson 2	Questions
Lesson 3	Reciprocal Reading focus*
Lesson 4	Enrichment Task*

## Appendix 3 - Sentence Structure Progression



### Sentence Structure Progression

The following sentence starters and phrases are introduced to encourage respectful discussion, where children can discuss their ideas and explain their reasoning.

Phase	The following sentence types are introduced:	Example
Early Years	1 AD sentences.	The <b>big</b> dog ran away.
	List sentences.	I need a jumper, a t-shirt and my trainers.
	Short sentences.	I go to school.
	B and A sentences.	I wanted to go to the park <b>but</b> it was raining. I have a brother <b>and</b> a sister.
Year One	_____ing sentences:	Looking <b>towards</b> the ground, I saw a spider.
	_____ed sentences:	I looked <b>for</b> minibeasts.
Year Two	2 AD sentences:	The _____, _____ ladybird scuttled quickly over the _____, _____ leaf.
	Double +ly sentences:	The frightened mini-beast trotted away _____ly and _____ly.
	B.O.B.A. sentences:	Lots of people are scared of spiders <b>but</b> most of them are friendly creatures.
		Caterpillars like to eat leaves off trees <b>or</b> they eat flowers.
	Minibeasts can be hard to find <b>because</b> they like to stay hidden in their habitats.	

		Tophill Low is a nature reserve <b>and</b> there are lots of minibeasts there.
Year Three	List sentences.	It was a <b>dark, long and leafy</b> lane.
	Verb, person sentences.	<b>Running, Sarah</b> almost tripped over her own feet.
	Similes.	He was <b>as</b> quiet as a mouse.
Year Four	B. O. Y. S. sentences.	She was happily playing a game, <b>but</b> got upset when she lost.
		The cookies could be double chocolate chip, <b>or</b> oat and raisin.
		It was a warm day, <b>yet</b> storm clouds gathered over the horizon.
		Miss Wright was hungry, <b>so</b> he ate all the chocolate biscuits.
	2 pairs sentences.	<b>Exhausted and worried, tired and hungry</b> , they had no idea how much further they had to go.
	Emotion word sentences.	<b>Desperate</b> , she screamed for help.
Year Five	3 ____ed sentences.	<b>Confused, shocked, scared</b> , the children ran from the burning building.
	Noun, which, who, where sentences.	Snakes, <b>which</b> scare me, are not always poisonous. My pet dog, <b>who</b> only has three legs, loves to chase seagulls. The deserted beach, <b>where</b> the shipwreck was found, can only be reached by sea.
	3 bad – (dash) question?	<b>Cold, dark, noisy</b> – where would he find safety?
	Personification of the weather sentences.	The <b>wind stroked</b> the space shuttle gently.
Year Six	If, if, if, then sentences.	<b>If</b> I hadn't found that watch, <b>if</b> the alarm hadn't gone off, <b>if</b> it hadn't scared those burglars, <b>then</b> I wouldn't be sitting here today.
	Some; others sentences.	<b>Some</b> evacuees had an awful time in World War Two; other evacuees enjoyed it.
	Irony.	The <b>'trip of our dreams'</b> was, in fact, our worst nightmare.
	De:De sentences (description: details)	Snails are slow: they take hours to move the shortest of distances.

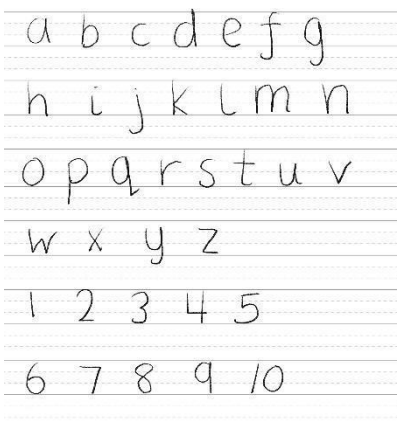

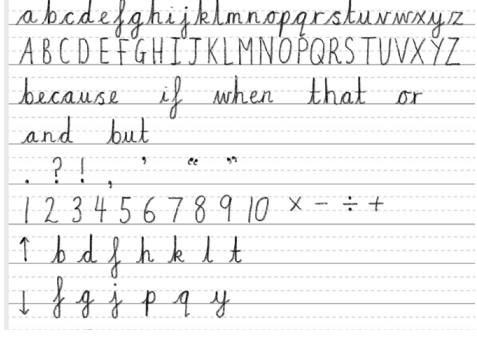
	O. (I.) (outside/inside)	He smiled and shook the man's hand warmly. (Inside, however, he was more angry than he had ever been.)
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Appendix 4 - Handwriting Progression


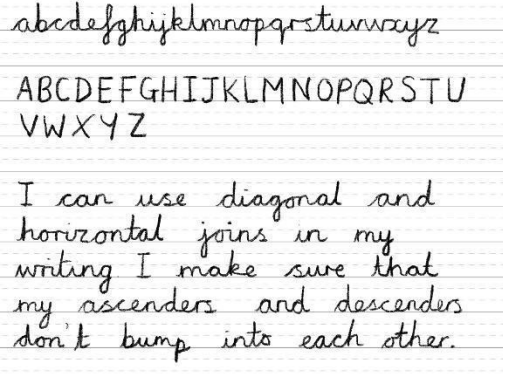
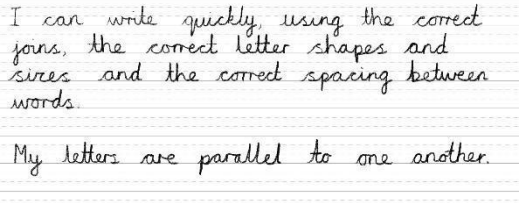


Handwriting Progression Document

N u r s e r y	<p>a b c e</p> <p>f g h i j k</p> <p>l m n o</p> <p>p a r s t</p> <p>u v w x y z</p>	<p>✓ Marks have meaning.</p>
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<p>R e c e p t i o n</p>		<p>✓ Correct letter shapes.</p>
<p>Y e a r 1</p>		<ul style="list-style-type: none"> <li>✓ Spaces between words.</li> <li>✓ The letters sit on the line.</li> <li>✓ The capital letters are tall.</li> </ul>
<p>Y e a r 2</p>		<ul style="list-style-type: none"> <li>✓ Tall ascenders.</li> <li>✓ Hanging descenders.</li> <li>✓ All letters are the correct shape.</li> <li>✓ All short letters are the same height.</li> <li>✓ All ascenders are the same height.</li> <li>✓ Lead-ins are starting to be used.</li> </ul>



<p>Y e a r 3</p>	 <p>abcdefghijklmnopqrstuvwxyz  ABCDEFGHIJKLMNOPQRSTUVWXYZ  because if when that or  and but  . ? ! , ' " " "  1 2 3 4 5 6 7 8 9 10 x - ÷ +  ↑ b d f h k l t  ↓ g g j p q y  ff ph ll le mm nb nn hn rr ur ss se  ce ve rz sh te ci th ng nk bb ck  ch dd gg ge dge pp qu tt wh tch  ea ay igh ou oa oo ue ew or or  oor ore aw ou air are ir ur er ou  oi oy ire ear ure ate ame  ed ing er est ier iest ful mont  un anti re</p>	<ul style="list-style-type: none"> <li>✓ Special friends are starting to be joined.</li> <li>✓ The heights of all letters are correct.</li> <li>✓ The shapes of all letters are correct.</li> <li>✓ Letters are parallel.</li> </ul>
<p>Y e a r 4</p>	 <p>abcdefghijklmnopqrstuvwxyz  ABCDEFGHIJKLMNOPQRSTUVWXYZ  VWXYZ</p> <p>I can use diagonal and horizontal joins in my writing I make sure that my ascenders and descenders don't bump into each other.</p>	<ul style="list-style-type: none"> <li>✓ Correct diagonal and horizontal joins.</li> <li>✓ Correct spacing between words.</li> <li>✓ Ascenders and descenders do not touch.</li> </ul>
<p>Y e a r 5</p>	 <p>I can write quickly, using the correct joins, the correct letter shapes and sizes and the correct spacing between words.</p> <p>My letters are parallel to one another.</p>	<ul style="list-style-type: none"> <li>✓ Joined handwriting helps to write at speed.</li> <li>✓ I know that the standard of my handwriting might change when writing quick notes.</li> </ul>

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I can choose the best handwriting style for the task. For example:

- Presenting my work beautifully;
- Illustrating a story;
- **CREATING A POSTER;**
- **FILLING OUT A FORM.**

I can choose the correct tool for writing. For example:

- Pencil,
- Pen,
- **Felt tip,**
- **Fountain pen.**

- ✓ I can choose a handwriting style to suit the task.
- ✓ I can choose the best tool to write with to suit the task.