



IGNITE INNOVATE INSPIRE

Fluency in English Policy

September 2024

Write to be understood, speak to be heard, read to grow!

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Rationale:

The fundamental aim for English in the 2014 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. The English curriculum aims to ensure all pupils: *read easily, fluently and with good understanding, acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language, and write clearly, accurately and coherently.*

At Monkhouse Primary School, we recognise that basic skills in English are the fundamental skills that children need in order to open their doors to the vast range of opportunities that are available to them, and are essential to participating fully as a member of society.

Aims:

- To allow children 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.
- To provide a consistent and progressive framework across school in the teaching of English Basic skills.
- To foster effective learning in basic skills in English by suggesting appropriate, current and engaging ways of teaching these skills daily.
- To support staff in understanding the progression of basic skills and the expectations which should be met within every Year group.
- To meet the requirements of the 2014 Primary National Curriculum

Teaching and Learning:

At Monkhouse Primary School, children are rewarded the following opportunities to develop, rehearse, consolidate and apply their Basic English skills across the curriculum:

* Four times a week, a basic skills (grammar, handwriting, spelling) session takes place in addition to the daily English session for KS2 children, which focuses on skills specific to that year group for transcription, composition, and for grammar, vocabulary and punctuation. Spelling pattern principles will be used in each session to enhance spelling across school. (See Appendix 2 for the structure of a typical basic skills session.) For KS1, a basic skills session entails 3 x 15 minute opportunities a week for handwriting, spelling and sentence composition.

* Daily handwriting practise within the basic skills teaching session to allow children to progress to using a cursive handwriting script by the end of Year 6 in line with national expectations for handwriting.(See Appendix 3 for expectations and progression.)

* A promotion of basic skills across every area of the curriculum and maintaining high standards to ensure children receive clear expectations for applying their basic skills across all aspects of learning.

Basic Skills Planning and Resources:

Planning of activities to develop children's basic skills and competence is taken from the Primary National Curriculum 2014 which we have broken down into a bespoke English curriculum. This basic skills curriculum is mapped out to show progression and to ensure that all strands are covered thoroughly to provide children with the confidence and skillset they need to progress further as they journey through school. (Appendix 1.)

The expectations are that the majority of children will move through the stages at broadly the same pace. However, decisions about when to progress to the next stage will be taken by the class teacher and will be based on the pupils' security in understanding and application of the skills. Pupils who grasp and apply skills quickly should be challenged to deepen and broaden their knowledge to achieve mastery. Those who are not sufficiently secure should be provided with additional opportunities to consolidate and master their understanding and given extra support / scaffolds / provision where necessary. iPads are used to support basic skills in the classroom through the use of voice dictation, the ability to edit and redraft with ease, access to an online dictionary / thesaurus to develop vocabulary and word meaning understanding, and to allow children to consider their audience and purpose when showcasing their learning.

Basic skills development in EYFS:

Basic skills are developed through a combination of adult-directed and child-initiated learning. Accurate assessment of children's starting points is fundamental in understanding what each child needs to develop. The crucial element to basic skills development across the early years is the Prime Area of Communication and Language. There is a high focus on vocabulary development, social interaction skills and listening and attention. Children engaged in 'small world' play and role play of various types and will enact scenarios for long periods using the 'scripts' they know from home or world experience, for example, going to the shops or even surviving as a dinosaur. Children are quick to learn and use relevant new vocabulary however difficult it seems to adults. Playing alongside the children and modelling vocabulary and communication skills is pivotal to the EYFS setting. Conversation, open-ended questions and thinking out loud are important tools in developing vocabulary and in challenging thinking and these, alongside the provision on offer within our setting, support early development in basic early English. The development of fine motor skills, as part of children's physical development - also a Prime Area - happens through adult-led activities and ongoing play, with the aim of building core-strength, control and coordination in small and large movements. This builds towards the mark-making skills essential for writing and is paramount within our EYFS provision.

Appendix 1: Progression in basic skills

	Word	Sentence	Text	Punctuation	Terminology for pupils
1	<p>Regular plural noun suffixes –s or –es (e.g. <i>dog, dogs; wish, wishes</i>)</p> <p>Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper</i>)</p> <p>How the prefix un- changes the meaning of verbs and adjectives (negation, e.g. <i>unkind, or undoing, e.g. untie the boat</i>)</p>	<p>How words can combine to make sentences</p> <p>Joining words and joining clauses using <i>and</i></p>	<p>Sequencing sentences to form short narratives</p>	<p>Separation of words with spaces</p> <p>Introduction to capital letters, full stops, question marks to demarcate sentences</p> <p>Capital letters for names and for the personal pronoun I</p>	<p>letter</p> <p>capital letter</p> <p>word</p> <p>singular</p> <p>Plural</p> <p>sentence</p> <p>punctuation</p> <p>full stop</p> <p>question mark</p> <p>exclamation mark</p>
2	<p>Formation of nouns using suffixes such as –ness, –er and by compounding [for example, <i>whiteboard, superman</i>]</p> <p>Formation of adjectives using suffixes such as –ful, –less (A fuller list of suffixes can be found in English Appendix 1)</p> <p>Use the suffixes –er, est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs</p>	<p>Subordination (using <i>when, if, that or because</i>) and coordination (using <i>or, and, or but</i>)</p> <p>Expanded noun phrases for description and specification [for example <i>the blue butterfly, plain flour, the man in the moon</i>]</p> <p>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</p>	<p>Correct choice and consistent use of present tense and past tense throughout writing.</p> <p>Use the progressive form of verbs in the present and past tense to mark actions in progress [for example, <i>she is drumming, he was shouting</i>]</p>	<p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Commas to separate items in a list</p> <p>Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, <i>the girl's name</i>]</p>	<p>noun, noun phrase</p> <p>statement, questions</p> <p>exclamation, command</p> <p>compound, adjective, verb</p> <p>suffix</p> <p>adverb</p> <p>tense (past, present)</p> <p>apostrophe</p> <p>comma</p>

3	<p>Formation of nouns using a range of prefixes, such as <i>super-, anti-, auto-</i></p> <p>Use of forms a or an according to whether the next word begins with a consonant or a vowel (e.g. <i>a rock, an open box</i>)</p> <p>Word families based on common words, showing how words are related in form and meaning [for example, <i>solve, solution, solver, dissolve, insoluble</i>]</p>	<p>Expressing time, place and cause using conjunctions (for example, <i>when, so, before, after, while, because</i>)</p> <p>adverbs [for example, <i>then, next, soon, therefore</i>] or prepositions (for example, <i>before, after, during, in because of</i>)</p>	<p>Introduction to paragraphs as a way to group related material</p> <p>Headings and sub-headings to aid presentation</p> <p>Use of the perfect form of verbs instead of the simple past [for example, <i>He has gone out to play</i> contrasted with <i>He went out to play</i>]</p>	<p>Introduction to inverted commas to punctuate direct speech</p>	<p>Adverb preposition, conjunction</p> <p>word family, prefix</p> <p>clause, subordinate clause, direct speech</p> <p>consonant, consonant letter, vowel, vowel letter</p> <p>inverted commas (or 'speech marks')</p>
4	<p>The grammatical difference between plural and possessive –s</p> <p>Standard English forms for verb inflections instead of local spoken forms (<i>we were</i> instead of <i>we was, I did</i> instead of <i>I done</i>)</p>	<p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher expanded to: the strict maths teacher with curly hair</i>)</p> <p>Fronted adverbials (e.g. <i>Later that day, I heard the bad news.</i>)</p>	<p>Use of paragraphs to organise ideas around a theme</p> <p>Appropriate choice of pronoun or noun across sentences to aid cohesion and avoid repetition</p>	<p>Use of inverted commas and other punctuation to indicate [for example, a comma after the reporting clause; end punctuation with inverted commas: <i>The conductor shouted, "Sit down!"</i>]</p> <p>Apostrophes to mark plural possession [for example, <i>the girl's name, the girls' name</i>]</p> <p>The use of commas after fronted adverbials</p>	<p>Determiner</p> <p>pronoun, possessive pronoun</p> <p>adverbial</p>

5	<p>Converting nouns or adjectives into verbs using suffixes [for example <i>-ate; -ise; -ify</i>]</p> <p>Verb prefixes [for example <i>dis-, de-, mis-, over-, and re-</i>]</p>	<p>Relative clauses beginning with <i>who, which, where, why, whose, that</i>, or an omitted relative pronoun</p> <p>Indicating degrees of possibility using adverbs [for example, <i>perhaps, surely</i>] or modal verbs [for example, <i>might, should, will, must</i>]</p>	<p>Devices to build cohesion within a paragraph [for example, <i>then, after that, this, firstly</i>]</p> <p>Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]</p>	<p>Brackets, dashes or commas to indicate parenthesis</p> <p>Use of commas to clarify meaning or avoid ambiguity</p>	<p>modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity</p>
6	<p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, <i>find out – discover; ask for – request; go in – enter</i>]</p> <p>How words are related by meaning as synonyms and antonyms [for example, <i>big, large, little</i>]</p>	<p>Use of the passive voice to affect the presentation of information in a sentence [for example, <i>I broke the window in the green house versus The window in the greenhouse was broken(by me)</i>]</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags e.g. <i>He's your friend, isn't he?</i> Or the use of the subjunctive forms such as <i>If I were</i> or <i>Were they to come</i> in some very formal writing and speech]</p>	<p>Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as <i>on the other hand, in contrast, or as a consequence</i>], and ellipsis</p> <p>Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]</p>	<p>Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, <i>It's raining; I'm fed up</i>]</p> <p>Use of a colon to introduce a list</p> <p>Punctuation of bullet points to list information</p> <p>How hyphens can be used to avoid ambiguity [for example <i>man eating shark</i> versus <i>man-eating shark</i>, or <i>recover</i> versus <i>re-cover</i>]</p>	<p>Subject, object active, passive synonym, antonym ellipsis hyphen colon semi-colon bullet points</p>

Quick reference of minimum expectations by year group

<p>Year 1 Regular plural noun suffixes –s or –es Suffixes that can be added to verbs How the prefix un- changes the meaning of verbs and adjectives How words can combine to make sentences Joining words and joining sentences using <i>and</i> Separation of words with spaces Capital letters, full stops, question marks to demarcate sentences Capital letters for names and for the personal pronoun</p>	<p>Year 4 Plural and possessive –s Standard English forms for verb inflections instead of local spoken forms Appropriate choice of pronoun or noun within a sentence Fronted adverbials Inverted commas to punctuate direct speech Apostrophes to mark singular and plural possession</p>
<p>Year 2 Formation of nouns using suffixes–ness, –er Formation of adjectives using suffixes –ful, –less Use the suffixes –er and –est to form comparisons of adjectives and adverbs Subordination (when, if, that or because) and coordination (or, and, or but) Expanded noun phrases Statements, question, exclamation, and commands Capital letters, full stops, question marks and exclamation marks Commas to separate items in a list Apostrophes to mark contracted spellings</p>	<p>Year 5 Converting nouns or adjectives into verbs using suffixes Verb prefixes (e.g. <i>dis-</i>, <i>de-</i>, <i>mis-</i>, <i>over-</i>, and <i>re-</i>) Relative clauses beginning <i>with who, which, where, why, whose, that,</i> or an omitted pronoun Indicating degrees of possibility using modal verbs or adverbs Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity</p>
<p>Year 3 Formation of nouns using a range of prefixes, such as <i>super-</i>, <i>anti-</i>, <i>auto-</i> Use the forms a or <i>an</i> according to whether the next word begins with a consonant or a vowel Word families based on common words Conjunctions (e.g. <i>when, so, before, after, while, because</i>) Adverbs (e.g. <i>then, next, soon, therefore</i>) Prepositions (e.g. <i>before, after, during, in because of</i>) The introduction of the present perfect form of verbs instead of the simple past Introduction to inverted commas to punctuate direct speech</p>	<p>Year 6 The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing Use of the passive voice to affect the presentation of information in a sentence Expanded noun phrases to convey complicated information concisely The difference between structures typical of informal speech and structures appropriate for formal speech and writing Use of the semi-colon, colon and dash to mark the boundary between independent clauses Use of a colon to introduce a list Punctuation of bullet points to list information How hyphens can be used to avoid ambiguity</p>

Appendix 2: Structure of a Basic skills session

Each English basic skills session in KS2 lasts for 30 minutes and focuses on the practise of approximately 5 basic skills per session. In KS1, sessions may last approximately 15 minutes and focus on approximately 3 skills. The session is quick paced, engaging and interactive. Basic skills for English can be taught using images, text and films to motivate and engage children in their learning.

Teachers organise the class how they wish for the session, including some use of the carpet where others may have their class sitting at tables. When recording, the children should record in their Basic Skills exercise books, on their iPad or on whiteboards (handwriting would be best practised in books for use of handwriting lines or on whiteboards depending on focus).

All children should be actively involved in a session and included through differentiated questioning, challenge tasks, choice of entry points to a variety of tasks (based on gap analysis and assessments from the previous session) and through the targeted support they receive.

The session is structured around a series of 5 slides on the Interactive Whiteboard, which is used to display resources to support the children in developing and applying their understanding of grammatical terms, punctuation and handwriting patterns. Slides are shared with the children and short bursts of direct teaching accompany these to ensure children are developing SPAG and handwriting basic skills daily. Some teaching activities may require children to read a text / complete a task before accessing the learning for today or in KS2, they may receive their learning through their ipad to allow specific groups to be targeted during the session. Alongside grammar development, children will engage in a 15 minute RWinc spelling session across KS2. This is bespoke to target the specific spelling rules and support children in their understanding and application of these.

Each session must include:

- A Handwriting opportunity: Formation of letters, diagonal joins, joined cursive style. More time should be spent on this element across the first Autumn term in each year group and will be reduced according to the needs of the class and individual children appropriate to their year group (see progression in handwriting coverage).
- RWinc Transcription and spelling opportunities: Children have the chance to practise skills such as segmenting words, representing phonemes in different ways, learning rules and patterns, sorting words, word meaning, using dictionaries and thesauruses and understanding suffixes and prefixes.
- Vocabulary, grammar and punctuation opportunities: Phrases, clause and sentences, sentence (including structure and position), sentence types, conjunction use, punctuation, forms of sentences (question / command/ exclamation), tenses, word classes, sentence openers and providing clarity in writing.
- Composition opportunities: Writing and sequencing sentences, short burst writing for different purposes and audiences, organising sentences/paragraphs around a theme, choosing appropriate vocabulary and grammar to enhance meaning and the correct use of tense and person throughout a text.

All of the slides should focus on rehearsing and practising basic skills appropriate to the year group and individual children's stages in their learning. These activities should promote enjoyment, engagement, skill development and understanding for application. Some direct teaching may remain similar for two-three days and then change again to maintain engagement and enjoyment.

The following list is a suggestion of activities that could be used:

- Problem of the day – correcting errors in a sentence / passage / paragraph – objective focussed e.g. certain spelling, missing punctuation appropriate to year group etc.
- Word of the day – vocabulary development, word meaning (including root word), word application, synonyms and antonyms.
- Speed reading - to develop fluency and familiarity - can link to word classes learning.

- A mad minute where children have one minute to record as many spellings as they can correctly, form as many perfectly formed letters as they can, write as many adjectives to describe a given image as they can, use a thesaurus, spot errors in a text, find and act out the verb and other challenges.
- Handwriting - scrutinise mine and then correct yourself. Use errors from books where appropriate.
- Sentence Doctor – what is wrong with the sentence below? How would you treat it?
- Silly Sentences – write a sentence that makes sense and retains meaning using only the letter... (silly image to accompany).
- Odd One Out – from a selection of spellings, pictures for inference, sentence types / forms, word classes.
- Sometimes, Always, Never- children are given a statement which they then have to explain if it is sometimes, always or never true e.g. *a comma is only used to separate items in a list!*
- Images: a range of images are used to describe – word classes, sentence types, sentence openers, tenses
- Opinion line: Children are given a statement and have to place themselves along a continuum to show if they agree or disagree.
- Corners: Agree / disagree with a statement given, how good a sentence is...
- Add in detail: Drop in____, add on more detail...
- Combining: Give three sentences which can be linked using conjunctions – can children unlock the code to join them together?
- Word / image association? Making links between two pictures.
- Song lyrics: avoiding letters / changing words whilst retaining meaning.

Appendix 3: Handwriting

Children at Monkhouse will engage in handwriting practise everyday through basic skills sessions, English lessons, Project Learning and in phonics teaching for Rec and KS1.

Handwriting is a basic skill that influences the quality of work throughout the curriculum. At the end of Key Stage 2 all pupils should have the ability to produce fluent, legible and, eventually, speedy joined-up handwriting, and to understand the different forms of handwriting used for different purposes. We aim to make handwriting an automatic process that does not interfere with creative and mental thinking, allowing our children to focus their attention on the quality of the content and their composition when writing. Pupils develop a fluent and neat cursive writing style, where they can write at speed and length, through regular teaching and practise of handwriting and presentational skills in handwriting sessions. This is progressive from their entry point up to Year 6.

Children in Reception and Year 1 learn the formation of the letters following the RWI handwriting ditties, in conjunction with their daily phonics teaching. This is also used in Year 2 to reinforce letter formation during RWI sessions and in English Basic skills sessions as children progress onto pre-cursive writing. All children from Year 2 to Year 6 will learn pre-cursive and a cursive joined formation as their primary handwriting style.

Handwriting:

Cursive Handwriting Teaching Guidance

Cursive handwriting should be taught from Year 2 to Year 6. Reception and Year 1 children will be taught to write and achieve accurate letter formation following the printing of letters as per the RWIinc ditties for sounds and letter formation.

Cursive: The Rules

- When children are starting individual letters, they all start on the line and ‘push up’ to the start of the letter e.g. Push up, curl around the caterpillar.
- 21 letters start and end on the line
- Letters o, r, v and w also start on the line but end with a top hook.
- The only letter that doesn’t have a join after it is x.
- Capitals remain plain and never joined.

Recommended teaching letter order – Teach letters in the following letter families:

Curly Caterpillars:

- c a o d g q e s f

Long ladder letters:

- l i u t y j

One armed robot letters:

- r n m h b k p

Zig-Zag letters:

- z x v w

Tricky letters: Consolidation and continuous practice.

- f (joined f taught differently to comp style.) s k y (w, v, o, r – top hook join)

Recommended teaching phases:

Phase 1 – introduce Pre-cursive letter formation in letter families and teach ‘magic tricks’ (feet flat on the floor, sitting up straight, hand supporting page, pencil grip...)

Phase 2 – review ascenders, descenders and sizing

Phase 3 – Capitals

Phase 4 – Joined style – using the pre-cursive joins to form correctly joined cursive style writing.

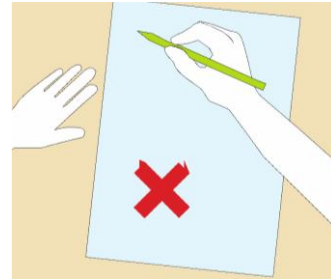
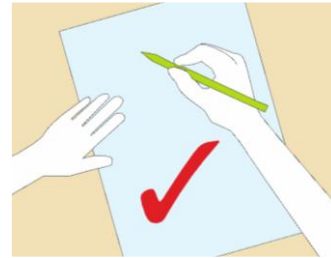
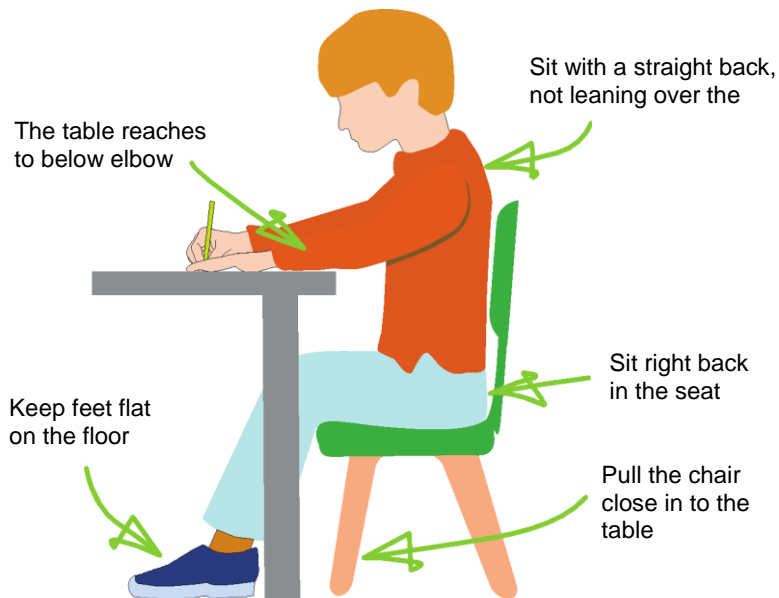
Whole School Expectation:

Teach 10 minutes of handwriting **everyday** and lead by example.

Correct posture and pencil grip for handwriting

Pupils should be taught to sit correctly at a table, holding a pencil comfortably and correctly.

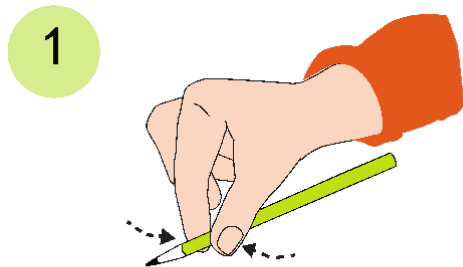
SITTING POSITION



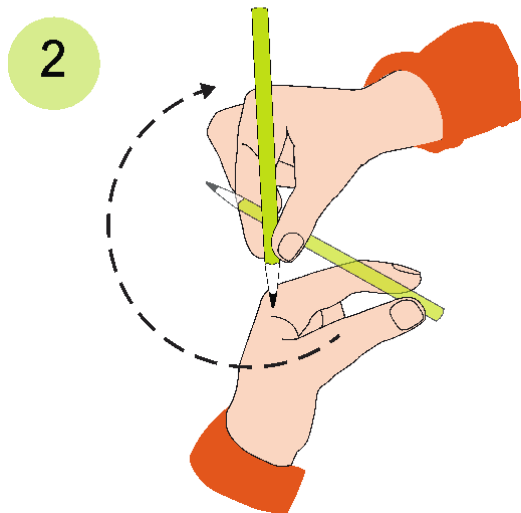
Paper position for right-handed children

THE TRIPOD PENCIL GRIP

Both right and left handed children should be encouraged to use the tripod grip which allows the pen/pencil to be held securely whilst allowing controlled movements of the pen/pencil nib.

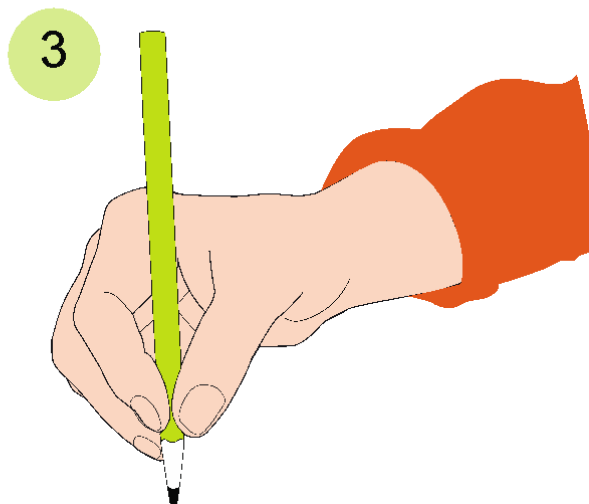


1) Grip the pencil with your index finger and thumb with the nib pointing away.



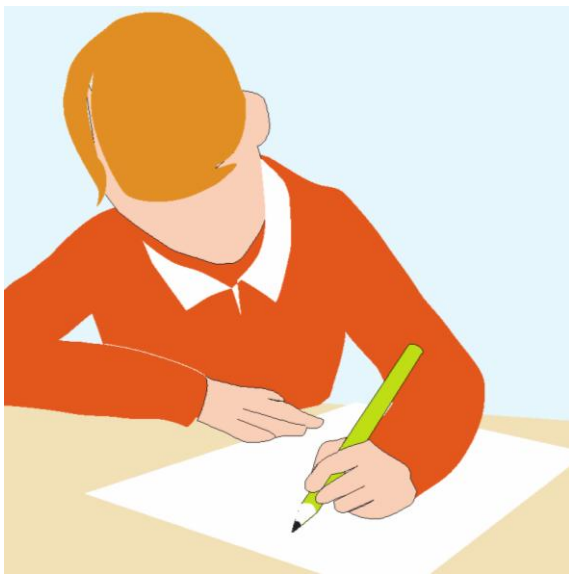
2) With your free hand, spin the pencil from underneath.

3) Use your middle finger to support the underside of the pencil.



LEFT-HANDED CHILDREN

Left-handed children may find it difficult to follow right-handed teachers as they demonstrate letter formation (and vice versa). Teachers should demonstrate to left-handers on an individual or group basis.



Left-handed pupils should sit to the left of a right-handed child so that they are not competing for space.

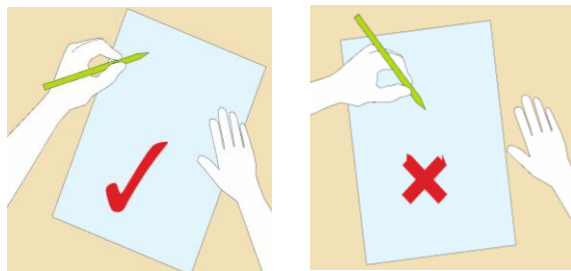
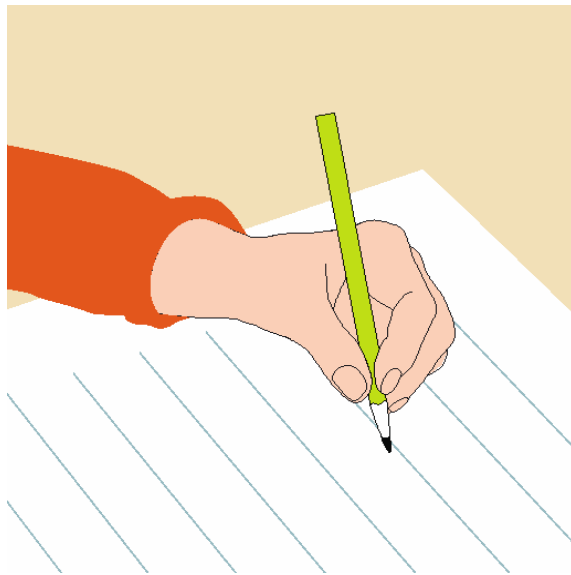
Pupils should position the paper/book to their left side and slanted, as shown.

Pencils should not be held too close to the point as this can interrupt pupils' line of vision.

Extra practice with left-to-right exercises may be necessary before pupils write left-to-right automatically.

INCLUSION

Children whose handwriting is limited by problems with fine motor skills, including left-handed children, and children with special educational needs, will be given one-to-one tuition to help achieve their optimum handwriting level.



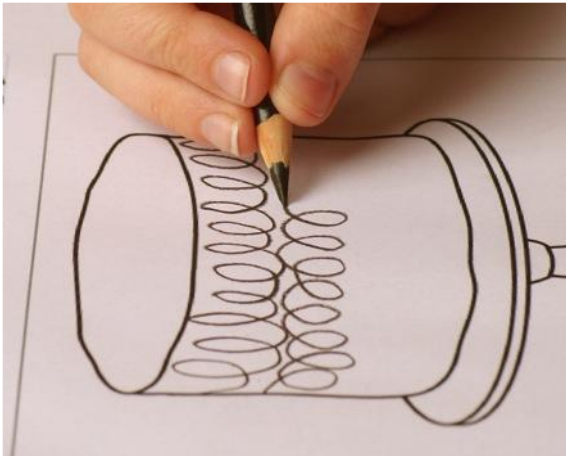
Paper position for left-handed children

PENS AND PENCILS

Children are encouraged to start handwriting using a soft pencil. When fine motor skills have been established a handwriting pen can be used. More competent pupils can use a ballpoint pen.

Key Stage Teaching

FOUNDATION



Sit in the correct position and hold a pencil correctly to allow fluid movement of the nib.

Improve fine and gross motor skills by enjoying drawing pre-cursive patterns in a variety of writing materials such as modelling clay, air writing, sand trays, felt pens, crayons, pencils, IWB, iPads/tablets.

Understand the language need to describe pencil movements in preparation of letter formation.

RECEPTION

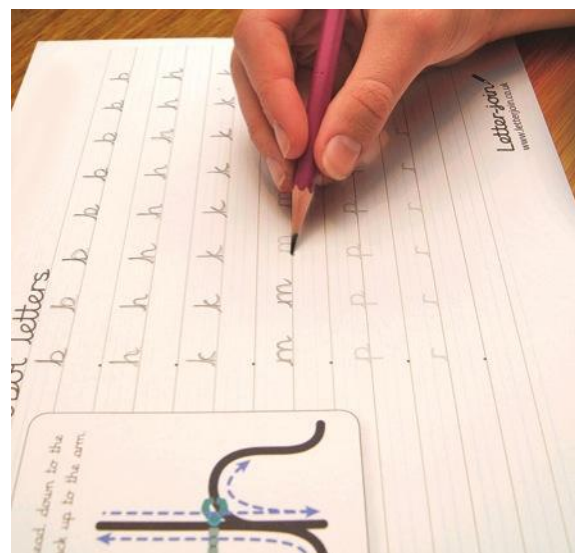
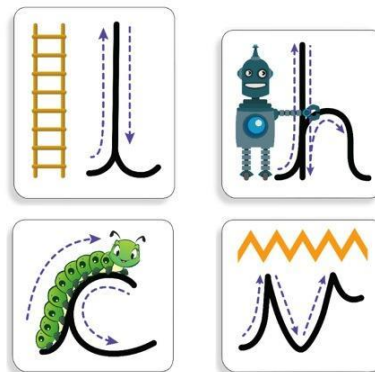
Hold a pencil in an effective manner for writing and be encouraged to correct any errors in grip or stature.

Understand that letters are written on a base line and that all cursive letters 'start on the line' and 'end with a hook'.

Begin to form some recognisable joined-up cursive letters, capital letters and numerals.

Have an understanding of writing their own name.

Understanding different shaped letter families.



Key Stage Teaching

KEY STAGE 2

Improve quality, speed and stamina of handwriting.

Quality: Ensure letters are consistently sized with equal word spacing and that ascenders and descenders are parallel and do not touch words on the lines above and below.

Speed: Improve speed of handwriting to allow creative writing to take precedence over the task of handwriting and be able to take 'quick notes' at a faster pace.

Stamina: Have the strength and mobility to be able to write for longer periods of time without fatigue.

KEY STAGE 1



- Further build on the skills covered in EYFS.
- Write legibly using upper and lower case letters with correct joins (pre-cursive starting and ending correctly).
- Ensure that letters sit on the base line and are consistent in size with ascenders and descenders that are the correct length and formation.
- Leave the correct space between words.
- Form capital letters and use accurately where appropriate.
- Form numerals that are consistent in size and sit on the base line.
- Begin to form printed letters and understand when they are to be used.
- Improve the speed of writing and begin to write automatically so promoting creativity in independent writing.

Dictation Exercises		
Easy practice A selection of CVC words, a list of numbers and an easy poem.	Harder exercises A list of phrases, easy sums and a three-verse poem.	More challenging Shopping list, complex numbers and a written passage.
		<p>Have full knowledge and ability of the different forms of handwriting for different purposes:</p>

Neat, joined, cursive letters for writing passages and large amounts of text, lists and letters.

Printed or capital letters for posters, notices, headings, labelling, and form filling.

Speedy handwriting for note-taking and dictation where neatness is not as important and shortcuts, such as + instead of 'and', can