



ST. ALDHELM'S VA CHURCH PRIMARY SCHOOL
Learning together for Life in all its Fullness – John 10:10
Belief Aspiration Advocacy
What English Looks Like 2025-2026



St Aldhelm's Long Term Strategic Goals

Learning together ... Provide an environment for children to become resilient, independent, collaborative, accurate and reflective, and be confident and excited for their next challenge.

- Create a supportive, inclusive culture where all staff and all children thrive and ambition is nurtured.
- Strengthen the positive partnership between school, parents, church and community.
- Continue strong governance and robust leadership throughout the school.

... for life in all its fullness

- Make learning inspiring and challenging by offering a broad, exciting, relevant and outward-looking curriculum where reading is at the heart of everything.
- Ensure children progress, succeed and achieve to meet expectations and beyond.
- Understand and live a full life through the Christian values of wisdom, creativity, generosity, truthfulness, thankfulness, community and perseverance within our distinctively Christian setting

St Aldhelm's English Curriculum Intent

For St Aldhelm's children to be immersed in a well-sequenced programme for developing reading, writing and speaking and listening, that facilitates learners' ability to remember what they have been taught and apply their knowledge and skills in a range of contexts.

- ▶ Create children who believe they are readers and are confident and skilful to do so, through high quality systematic synthetic phonics and comprehension teaching, and the promotion of reading as an enjoyable and rewarding habit, encouraging children to read widely from a range of genre and offering a challenge for all children at all levels.
- ▶ Form accurate writers through a focus on precision and practice of core skills enabling all children to progress in spelling, punctuation, grammar and handwriting.
- ▶ Nurture and develop creativity in writing through a high-quality text book-based approach enabling children to confidently plan, write and edit coherent pieces of writing for authentic writing experiences with clear audience and purpose.

Speaking and listening underpins all we do at St Aldhelm's in reading and writing. Dialogue and discussion is at the heart of our approach.



What reading looks like at St Aldhelm's:

Reading has a very high profile within the school as it underpins and impacts all other learning. All teachers aim to raise attainment in reading, providing a key life skill through promotion of reading as an enjoyable and rewarding habit, encouraging children to read widely from a range of genre, offering a challenge for all children at all levels.

Reading skills are taught as a progression throughout our school, developing reading skills (see Reading Progression Map).

What Early Reading looks like at St Aldhelm's

We use Unlocking Letters and Sounds which was validated by the DfE in December 2021. We begin teaching phonics in the first few weeks of term 1 in Reception and children make rapid progress in their reading journey. Children begin to learn the main sounds heard in the English Language and how they can be represented, as well as learning 'Common Exception' words for Phases 2, 3 and 4. They use these sounds to read and write simple words, captions and sentences.

Children leave Reception being able to apply the phonemes taught within Phase 2, 3 and 4. Graphemes and phonemes are taught for reading using actions and handwriting patters.

- These are simple, clear actions that don't impede the child saying the sound
- The sound is only voiced once, so that the teacher can spot those children who are saying the sound slightly behind the rest of the group
- The actions also help warm up hands and fingers, ready for writing

In Year 1 through Phase 5a, b and c, they learn any alternative spellings and pronunciations for the graphemes and additional Common Exception Words. By the end of Year 1 children will have mastered using phonics to decode and blend when reading and segment when spelling. In Year 1 all children are screened using the national Phonics Screening Check.

In Year 2, phonics continues to be revisited to ensure mastery of the phonetic code and any child who does not meet age related expectations will continue to receive support to close identified gaps.

GPC	Image	Action	Lower Case Letter Formation	Upper Case Letter Formation
s		Snake – Slithering snake action with arm	Up and over, around the other way	Up and over, around the other way
a		Arrow – Firing an arrow	Around, up, down and flick	Down, down, lift and across
t		Tap – Twisting a tap	Down and round, pencil off, across	Down from the top, lift and left to right across the top
p		Paint – Painting with a paintbrush	Down, up to the top, round to the middle	Down and back up, around to the middle

To ensure no child is left behind at any point in the progression, children are regularly assessed and supported to keep up through bespoke 1-1 interventions. These include GPC recognition and blending and segmenting interventions. The lowest attaining 20% of pupils are closely monitored to ensure these interventions have an impact.

For further details please see the Unlocking Letters and Sounds progression.

Children will have 1 phonic book per week as well as 1 sharing book of their choice which will be from the class or main library. This is to ensure children have a regular decoding practice as well as fostering joy for reading, exposure to more complex texts and to increase vocabulary. Phonics will be taught every morning using the Unlocking Letters & Sounds progression. The Learning Support Assistants prime role will be to support the bottom 20% within the phonics and spelling session, as well to lead individual phonic and spelling sessions and interventions using UL&S.

Each class will have phonic Ransome books which will be used for individual reading, there will be fluidity for these books between classes so that these are located based upon children's knowledge of phonics. Guided reading books will be stored in a central place in the Learning Zone so that these can be used for all classes.

At St Aldhelm's we will use the terminology below to ensure consistency across classes. All adults will refer to letters as graphemes and sounds as phonemes.

In Reception and Key Stage 1, children follow a reading skills programme that encompasses: vocabulary, inference, prediction, explanation, retrieval and sequencing skills using the Reading Dogs to aid understanding and memory. In Key Stage 2, skills are taught progressively through the year groups using Vipers and encompass: vocabulary, inference, prediction, explanation, retrieval and summarising.

Reading Scheme

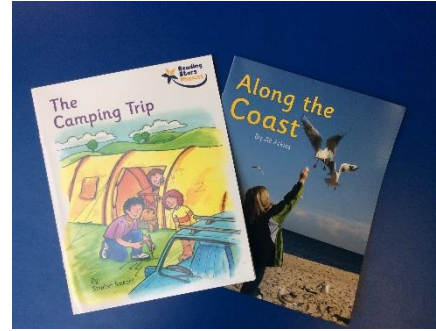
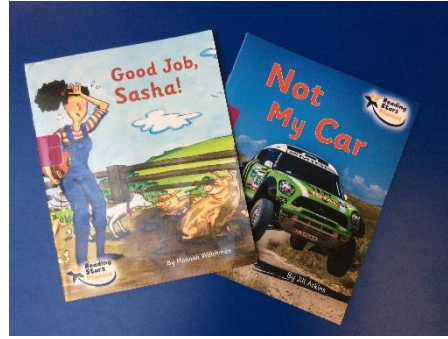
At St Aldhelm's we promote a 'phonics first' approach and in both our guided reading sessions at school and in the books children take home, texts are very closely matched to a child's current phonics knowledge so that every child can experience real success in their reading.

In these crucial early stages of reading we primarily use books from Ransom Reading Stars Phonics to ensure complete fidelity to the Unlocking Letters and Sounds progression we follow. Once children progress beyond decodable texts, they move onto our book scheme so that they can continue to progress in their decoding, fluency and comprehension skills to become avid, expert readers.

Term	Explanation
Phonics	Phonics is a way of teaching reading, writing and spelling based on hearing and identifying letter sounds and matching them to letters or letter patterns.
Grapheme	A grapheme is a letter or sequence of letters that represent a phoneme (one sound). When we read aloud, we decode written words by converting graphemes into phonemes.
Phoneme	A phoneme is a single spoken sound, e.g. /c/ as in c-a-t, or /sh/ as in sh-i-p. It is the smallest sound in the English language. There are approximately 44 phonemes in English, each made up of one or more letters.
Digraph	A digraph is a single sound (i.e. a phoneme) that is made up of two letters, e.g. ee as in t-r-ee or ie as in t-ie.
Trigraph	A trigraph is a single sound (a phoneme) that is made up of three letters, e.g. igh as in high.
Split digraph	A split digraph is a digraph that is separated by one or more consonants. For example, the /ee/ sound in complete is split by the letter t.
Blending	Blending letter sounds (phonemes) together enables children to decode and read words. For example, h-a-t = hat. Children need to practise this so it becomes an automatic skill.
Segmenting	Segmenting is the opposite of blending. Segmenting a word is to break the word down into its component phonemes, e.g. hat = h-a-t. Segmenting enables children to break down words they are trying to spell.
Decode/decoding	Decoding is the key skill in reading words. Children use their phonics skills to blend the phonemes in a word to decode it.

How the scheme is structured:

This summary progression shows the progression of GPCs and common exception words (CEW) that are taught in each term in Unlocking Letters and Sounds. The progression largely follows the progression contained in Letters and Sounds 2007, with some modifications, including refinements and clarifications of learning elements omitted from Letters and Sounds, and updated guidance, including requirements from the National Curriculum. The progression is structured broadly to follow Phases 1 to 5 of Letters and Sounds, but some phases are subdivided into smaller sections, offering structured opportunities for revision ('Mastery') and for spelling development. The detailed progression for Unlocking Letters and Sounds shows the GPCs and CEW that are taught on a week-by-week basis. A separate chart is also available showing how the Ransom Reading Stars programme of reading books matches the Unlocking Letters and Sounds progression. At least one new fully-decodable reading book is available for every child to read every week, for all Phases.



Learning Progression

At preschool children should learn Phase 1 phonics which includes sound discrimination, phonological awareness, rhyme, oral blending and segmenting.

The tables below detail the progression of learning across Reception, Year 1 and Year two:

Reception:

Reception Autumn Term 1	Two	s a t p i n m d g o c k c k e u r h b f f l l s s Read words with -s ending	the to into no I go
Reception Autumn Term 2	Three	j v w x y z z z qu ch sh th (voiced and unvoiced) ng ai ee igh oa oo oo ar or ur Read words containing -ing endings with no change to the root word	me we be he she was you they all
Reception Spring Term 1	Three	ow oi ear air ure er Reading and spelling words containing digraphs and trigraphs Assess and review Phase 3 work: j v w x y z z z qu ch sh th ng	are my her Revisit: me we be he she
Reception Spring Term 2	Three (Mastery)	Revisit Phase 3 work: ai ee igh oa oo oo ar or ur ow oi ear air ure er	Revisit: was you they all are my her
Reception Summer Term 1	Four	CVCC and CCVC words with adjacent consonants that contain graphemes taught in Phase 2 Read words containing -ed and -ing endings with no change to the root word	said have like so do some come were there little one when out what
Reception Summer Term 2	Four (Mastery)	CVCC and CCVC words with adjacent consonants that contain graphemes taught in Phase 3. Polysyllabic CVCC and CCVC words, CCVCC words, polysyllabic CCVCC words, CCCVCC words	Revisit all Phase 4 CEW

Year 1:

Year One Autumn Term 1	Four (Revision plus Y1 NC requirements)	Revisit Phase 4 work Adding -s and -es as a plural marker for nouns Adding -s and -es as a third person singular marker for verbs Adding the suffixes -ing and -ed to verbs Adding the suffix -er to verbs to change them to nouns Adding the suffix -er to adjectives Adding the suffix -est Adding the prefix un- to verbs Adding the prefix un- to adjectives Reading words with contractions	
Year One Autumn Term 2	Five a)	New graphemes for reading: ay ou ie ea oy ir ue aw wh ph ew oe au ey a-e, e-e, i-e, o-e u-e Teach the days of the week New phoneme /zh/	oh their people Mr Mrs looked called
Year One Spring Term 1	Five a) (Mastery plus Y1 NC requirements)	Revise new graphemes for reading Revise the days of the week Correct use of -nk ph -wh -tch -ve (NC)	

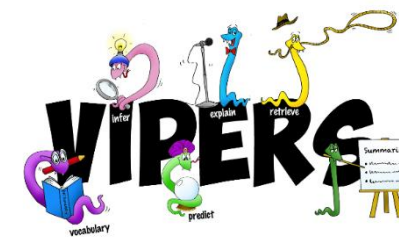
Year One Spring Term 2	Five b)	<p>Alternative pronunciations of known graphemes for reading:</p> <p>a (as in acorn) a (as in fast) a (as in was) e (as in he) i (as in mind) o (as in no) u (as in unit) u (as in put) ow (as in snow) ie (as in chief) ea (as in head) er (as in her) ou (as in you) ou (as in could) ou (as in mould) y (as in by) y (as in gym) y (as in very) ch (as in school) ch (as in chef) c (as in cell) g (as in gent) ey (as in they)</p>	<p>water where who again thought through mouse work many laughed because different any eyes friends once please</p>
Year One Summer Term 1	Five c)	<p>Alternative spellings of phonemes:</p> <p>/ch/ (as in picture) /ch/ (as in catch) /j/ (as in fudge) /m/ (as in lamb) /n/ (as in gnat) /n/ (as in knit) /r/ (as in wrap) /s/ (as in listen) /s/ (as in house) /z/ (as in please) /u/ (as in some) /i/ (as in happy) /i/ (as in donkey) /ear/ (as in here) /ear/ (as in beer) /er/ (as in father) /ar/ (as in half) /air/ (as in there) /air/ (as in pear) /air/ (as in bare) /or/ (as in all) /or/ (as in four) /or/ (as in caught) /ur/ (as in learn) /ur/ (as in word)</p>	

Year 2:

Year One Summer Term 2	Five c)	Alternative spellings of phonemes: /oo/ (as in could) /ool/ (as in put) /ai/ (as in day) /ai/ (as in came) /ee/ (as in sea) /ee/ (as in these) /ee/ (as in happy) /ee/ (as in chief) /ee/ (as in key) /igh/ (as in pie) /igh/ (as in by) /igh/ (as in like) /oa/ (as in low) /oa/ (as in toe) /oa/ (as in bone) /(y)ool/ (as in cue) /(y)ool/ (as in tune) /(y)ool/ (as in stew) /ool/ (as in clue) /ool/ (as in June) /ool/ (as in blew) /sh/ (as in special) /sh/ (as in station) /sh/ (as in sugar)	
Year Two Autumn Term 1	Five a) (Spellings recap) Five b) (Mastery)	Phase 5a) spellings recap: choosing from alternative graphemes with the same sound: oi/oy, ow/ou, ur/er/ir, or/aw/au, ai/ay/a-e, ee/ea/e-e/ey, igh/ie/i-e, oa/oe/o-e, oo/ew/ue/u-e(oo), ew/ue/u-e(you) Revisit Phase 5b) (Mastery): Revisit alternative spellings of phonemes: /ch/ (as in picture), /ch/ (as in catch), /j/ (as in fudge), /m/ (as in lamb), /n/ (as in gnat), /n/ (as in knit), /r/ (as in wrap), /s/ (as in listen), /s/ (as in house), /z/ (as in please), /u/ (as in some), /ee/ (as in happy), /i/ (as in donkey), /ear/ (as in here), /ear/ (as in beer), /ar/ (as in father), /ar/ (as in half), /air/ (as in there), /air/ (as in pear), /air/ (as in bare), /or/ (as in all), /or/ (as in four), /or/ (as in caught), /ur/ (as in learn), /ur/ (as in word), /ool/ (as in could), /ool/ (as in put) /ai/ (as in day), /ai/ (as in came), /ee/ (as in sea), /ee/ (as in these), /ee/ (as in happy), /ee/ (as in chief), /ee/ (as in key), /igh/ (as in pie), /igh/ (as in by), /igh/ (as in like), /oa/ (as in toe), /oa/ (as in bone), /(y)ool/ (as in cue), /(y)ool/ (as in tune), /(y)ool/ (as in stew)	Revisit reading all common exception words
Year Two Autumn Term 2	Five c) (Mastery)	Revisit Phase 5c) (Mastery): revisit alternative spellings of phonemes: /oo/ (as in clue), /ool/ (as in June), /ool/ (as in blew), /sh/ (as in special), /sh/ (as in station), /sh/ (as in sugar), /sh/ (as in chef) Assess and review all alternative spellings of phonemes.	Assess and review all common exception words

Each year group conducts book studies each year to help expose children to a wide range of authors, texts and genres. These are identified to ensure full coverage of genres, styles and authors that help to increase children's repertoire of language and literacy. These are used with the whole class and are carefully planned to develop children's reading skills.

Reading takes place at least three sessions a week. Classes follow a programme of reading, which is appropriate to their development, with EYFS and KS1 undertaking a mixture of whole class, individual or carousel guided reading. In KS2, children predominantly read using whole class sessions, with additional opportunities for individual and group guided reading where it is beneficial to support children's reading development. Whole class reading uses the mastery approach – all children being given the opportunity to access the same stimulus (clips/adverts/extracts/poems) and join in/be exposed to discussion and vocabulary development. The bottom 20% of children use pre-teaching time to access learn new vocabulary needed, read the extract beforehand or are given differentiated questions. Follow up and Reading Response activities reflect what children have learnt and allow them to show off their reading skills. A variety of approaches are used to additionally support the bottom 20% of our readers.



Across the three sessions each week (or more) children will develop a range of reading skills. They will be opportunities for children to develop their word reading: decoding and fluency skills and staff will skilfully plan a variety of ways that they can read aloud including to themselves, to and with a partner, group or whole class reading. After word reading, vocabulary development is explored. Staff will choose at least three words from the text to discuss the meaning together using dictionaries where appropriate. This vocabulary will be collected either in a class book, Vocabulary Wall, Vocabulary box or special page in their English Books and be referred to across the week, term and year to build children's knowledge and understanding of word meanings.

Children may also read individually to themselves for a maximum of 10 minutes. In EYFS and KS1 this allows children to practise their word reading skills. In KS2 this will always be followed a by a response task using VIPERS skills.

In addition, most days, each class finishes the day with a Class Book as an opportunity mainly for reading for pleasure. There may be an opportunity to work on Reading Skills including vocabulary discussion, but the main focus is for children to be able to listen to an adult read fluently and enjoy a really engaging book (sometimes beyond their own reading level), read in an expressive way. Class Books are chosen very carefully to engage readers with a variety across the year. Poetry may also be included during this slot. After reading as a class, these books are included in the class library so that children can choose to re-read these books themselves.

Book corners

The books themselves are the most important aspect of any book corner. It should be the words of the stories and not the props that transport children to different worlds: the mysterious forest, the dark and dripping cave, the moated castle. Well-chosen books should capture children's imagination to such an extent that they become unaware of whether they are sitting on a beanbag, an ordinary classroom chair or a bench in the book corner. Time might therefore be better spent on selecting, displaying and promoting the books in the book corner than on decorating it.

Ideally, every book corner should be a mini-library, a place for children to browse the best books, revisit the ones that the teacher has read to them, and borrow books to read or retell at home. Every child should be able to spend time in their book corner. Children will want to share books with others, especially if they are 'books in common' that they know their friends have heard before. They will also be interested to look at books which feature well-known fictional characters or are new and tempting.



Book corners



Every book in a book corner should be chosen on what would make the biggest difference to children's reading habits, including:

- not displaying too many books at once
- refreshing the display
- making the books attractive and easy for children to find.

The more choice that is presented, the less children are likely to engage. Bookshops, for instance, reduce the number of books on display by using outward-facing shelving and tables, so customers can find new books easily. They also refresh their displays to highlight topics, titles or authors they hope will attract customers.

The reading framework

Teaching the foundations of literacy

As a school, we have the expectation that all children should 'read and respond' at least four times a week at home with an adult. In the Term 1 Welcome Meeting, each Class Teacher shares expectations with parents and how they can support their child with reading at home. The first Learning Showcase of the year focusses on reading skills so that families can work on this together and see how it works in action. Home Learning is monitored by the class teacher and Reading Dojo points are awarded. In EYFS and KS1, as a minimum children should read their decodable phonic books at least 4 times per week (1 dojo point) Children can also earn a Dojo point for responding to their sharing book. Each week, Class Teachers monitor Reading Records rewarding stickers for those children who meet expectations as well as making comments to respond and encourage further reading.

What writing looks like at St Aldhelm's:

Literacy Tree sequencing From Reception to Year 6, we use Literacy Tree to sequence our writing curriculum to ensure complete coverage of the writing knowledge and skills which allows them to be built upon throughout the year and sticky knowledge links to be utilised with book choices and audience and purpose writing opportunities. In addition, in Reception and Year 1, we enhance this sequence using the Drawing Club and Curious Quests to hook children into writing through a creative approach.

Mastery approach

A mastery approach is adopted during English lessons. Teachers are aware of where children are currently 'at' and use flexi groupings to ensure children are given opportunities for further practising, applying and extending skills. Teaching staff work with a range of children throughout the week. Adult led guided writing sessions are used to teach key skills and model effective writing practice. Planning shows annotations to show how teaching is responding to the needs of the class. The learning focus (LF) is shared with children at some point during the lesson. Children have a clear understanding of what the focus is and are able to self-assess their work against it at the end of the session.

In Reception and Year 1, we use the **Drawing Club and Curious Quests** approach from Greg Bottrill. As this is not a set scheme, these are adapted to meet our children's needs and interests and our curriculum. The approach is based around picture books and tales and involves a short period of Time Together as a whole class followed by time with children exploring their ideas and creativity. In Reception class, children read the book and then learn the vocabulary creating actions. Across the week, children draw and write in small groups responding to the character, setting and I wonder adventure opportunities. A special code is shared with children which is a writing skill for children to add to their own writing.

In Term 2 of Year 1, children progress to Curious Quests which continues the imaginative approach to writing combining short carpet sessions, group work and open-ended resources. Quests are used along with key characters to provide joy in the learning of spelling, grammar and punctuation content. Curious Quests are organised into: worth bathing, from the portal, Book Snuggle, Gadabout, Model Writing, Supported Groups, Independent Sound, Independent Writing Modelled Drawing and Time Together.

In Year 2 to Year 6, we use **Literacy Tree Writing Roots** planning. This has been chosen as it supports our intent for writing as well as our evidence informed Teaching and Learning Toolkit. This approach is book-based creating authentic writing experiences with clear audience and purpose and grammar built in to ensure pupil engagement. Online training supports teacher subject knowledge and to build own planning knowledge. Quality texts are central to the approach as they are chosen to be up to date, current, engaging and diverse. Discovery Point engaging hooks begin the units. Curriculum maps are themed to support critical reading skills and encourage authorial skills. Shared writing through live modelling is a crucial feature of the approach. Grammar teaching is embedded throughout the writing sequence. Throughout the year, objectives are repeated and layered to build depth. It matches the Reading Framework guidance 'This framework emphasises that high-quality, systematic phonics instruction combined with rich language experiences and engagement with diverse, meaningful texts is essential to develop confident readers prepared for lifelong learning' as well as the Writing Framework (2025) 'It encourages a structured approach to the writing process, including establishing the audience and purpose of writing and the integration of spoken and written language'

Literacy Tree Pedagogy

Principles that underpin our approach



Literacy Tree is a **complete book-based approach** with resources for Primary English including Writing, Reading and Spelling.

Literacy Tree's writing resource and programme, **Writing Roots**, based around our Teach Through a Text pedagogy, embeds all National Curriculum requirements and places audience and purpose at the core.

Literacy Tree's primary focus through its book-based pedagogy is to motivate children to write for a range of **audiences and purposes** using high-quality, diverse children's literature by significant authors. We do this by helping schools immerse children in a range of literary worlds and themes, heightening engagement and creating curiosity through process drama, discussion and debate. This allows them to see themselves represented, and also explore the lives and experiences of others.

The carefully-planned sequences of lessons provide opportunities to explore writing conventions, which are embedded, and apply them into authentic writing for a range of real-life audiences. The writing outcomes are chosen for their pertinence and relevance to the particular point in the text (not chosen for their 'genre'), marrying the writing opportunity with the relevant conventions so that children see the purpose in the skills learnt. Skills and outcomes are revisited to practise and consolidate learning.



Frequent opportunities to practise writing with a range of audiences and purposes in mind are embedded within our pedagogy. The limits of working memory are carefully attended to within these opportunities through a focus on practising using specific conventions and vocabulary that build on prior knowledge (Department for Education [DfE], 2019) and that are informed by purpose and audience. Planned repetition and regular practice of knowledge and skills can increase the likelihood that pupils are able to retain these (DfE, 2019). Our curriculum is design so that children repeatedly meet objectives over the course of an academic year and beyond. Each time they revisit these objectives, they develop increasingly complex mental models by integrating new knowledge and prior knowledge (DfE, 2019) and by applying this knowledge for a range of purposes and audiences in their writing.

Our programme is underpinned by a range of factors supported by research that provides evidence of a likely impact on attainment. Motivation has been identified as a factor that is 'correlated strongly both with pupil attitudes to writing and their skill as writers' (Ofsted, 2022). We use a range of mechanisms to foster motivation for writing:

- We engage children in high-quality children's literature to provide contexts for writing
- We provide children with meaningful opportunities to engage in process drama, debate and discussion which informs writing
- We provide children with authentic and engaging opportunities to write for a range of audiences and purposes. This is a key factor associated with motivation in writing (Ofsted, 2022).

Cremin (2015) recommends teachers build a skillset of drama techniques. Our resources support teachers to develop these, building confidence in using drama to cultivate purpose and audience in writing. The explicit teaching of writing conventions in the context of creative writing has been identified as a key characteristic of programmes that produce good writing outcomes (Slavin et. al, 2019). The explicit teaching of grammar is embedded across our resources in a way that links both to the engaging context of the text and to the purpose and audience that children are writing for. This provides meaningful motivation for children to attend to and use these conventions in their writing. Opportunities to write frequently have been identified as a factor that is positively linked to teaching pupils to write effectively (Ofsted, 2022). Put simply, pupils 'who write more, write better' (Slavin et. al, 2019).



Spelling

Phonics and spelling teaching typically follows the revise, teach, practise, apply and extend format. From Year 2, we use Essential Spelling from Herts for Learning as the main scheme of work. Spelling is taught for three sessions per week with teach/practice typically recorded in books as well as an applied Writing for Accuracy session at the end of the week.

Green Spelling cards

Each child has a green spelling card which has lists of the appropriate common exception and Statutory wordlists for children to refer to. In addition, children collect personal spellings that they find tricky on an alphabetical list on the Spelling Card. When children have misspelt words and they have been corrected for children to copy three times in their books, they should also be added to their personal Spelling Card.

Personal Spelling Words			
Aa	Gg	Mm	Ss
Bb	Hh	Nn	Tt
Cc	Ll	Oo	Uu
Dd	Jj	Pp	Vv
Ee	Kk	Qq	Ww
Ff	Ll	Rr	Xx Yy Zz

Year 1 and Year 2 Common Exception Words			
after	do	hour	one
again	door	house	only
any	even	our	sugar
are	every	parents	sure
ask	eye	is	the
bath	fast	kind	there
be	father	last	they
beautiful	find	love	to
because	floor	many	today
behind	friend	me	told
both	full	mind	was
break	go	money	water
busy	gold	most	we
by	grass	move	where
child	great	Mr	who
children	half	Mrs	whole
Christmas	has	my	wild
class	he	no	would
climb	here	of	you
clothes	his	old	your
cold	could	hold	once

Handwriting

Presentation is important at St Aldhelm's and we are committed to providing the children with the skills necessary to write their work fluently, legibly and eventually with good pace. Each year the school's Proud Presentation Agreement is shared, displayed in books and referenced.

From Reception, children are taught letter formation as part of our phonics sessions using the Unlocking Letters and Sounds Patterns (see patterns to support handwriting formation) as well as separate regular 10-minute handwriting lessons. The Focus in Reception and Year 1 is on accurate formation, size, position and orientation so that in Year 2 they can rapidly start to join. We also implement activities which support and develop fine motor skills. Children of all abilities are expected and able to present their work to their highest possible standard increasing their confidence and self-esteem. We present handwriting certificates and pens to those that have met the expected standards. In Year 6, all children can write in pen.

St Aldhelm's Proud Presentation Agreement
We are proud of our learning.

In all learning, each piece of written work will be created with pride, care and accuracy and to my best.

- St Aldhelm's Proud Presentation**: I will use my best handwriting with letters sitting on the line.
- Correct size and position**: My capital letters and tall letters will touch the top line, middle letters will be half the line and descender tails will go under the line.
- VOFFY**: If I make a mistake I will cross out neatly, using one line.
- 01.01.25**: All work will begin with the date on the left and on a narrow line.
- Glue**: If asked to glue my work into my book, I will glue it neatly and straight making sure that it does not go over the edge of the book. When gluing in work, I will try not to fold it.
- ✓**: I will use small ticks using my writing pencil, pen or purple pen when self-marking.
- Pencil**: During editing time, I will use a purple pen to copy words neatly and make improvements.
- 1 2 / 3 4**: In maths, I will write one digit per square.

St Aldhelm's Proud Presentation Agreement
We are proud of our learning.

In all learning, each piece of written work will be created with pride, care and accuracy and to my best.

- St Aldhelm's Proud Presentation**: I will use my best handwriting with letters of the correct size and position and joining where needed.
- 01.01.25**: All work will begin with the date on the left and on a narrow line.
- VOFFY**: If I make a mistake I will cross out neatly, using one line.
- Ruler**: I will use a ruler to draw lines.
- Glue**: If asked to glue my work into my book, I will glue it neatly and straight making sure that it does not go over the edge of the book. When gluing in work, I will try not to fold it.
- ✓**: I will use small ticks using my writing pencil, pen or purple pen when self-marking.
- Pencil**: During editing time, I will use a purple pen to copy words neatly, correct them above the line and make improvements.
- 1 2 / 3 4**: In maths, I will write one digit per square.

We aim to expose children to a wide range of fonts but will tend to use 'Handwriting Reception and Year 1 and Linkpen 2b join for display. These can be accessed in the Sharepoint folder.

for Windows 3.0' HfW for

Lowercase print font:

a b c d e f g h i j k l m n o p q r s t u v w x y z

Numbers, uppercase letters and cursive font:

0 1 2 3 4 5 6 7 8 9 Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk
Ll Mm Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

The font for all numbers, uppercase letters and cursive writing is named 'Linkpen 2b'

Top Tips for Position

Teach children that when they are handwriting, they should go into the perfect handwriting position

1. Tummy to Table
2. Bottom to Back of Chair
3. Feet flat on the floor
4. Other hand on the paper

Common misconceptions

There are a couple of common misconceptions. Make sure you're always on the lookout for:

- o - the pencil stroke must be anticlockwise, not clockwise
- d - the pencil must start in the middle, not at the top
- m and n - there must be an initial down stroke

This matches the DFE (2025) Writing Framework

Emphasis on Early Years: The framework underscores the critical role of the Reception year in establishing a strong foundation for writing. It advocates for explicit instruction in handwriting and spelling from the outset to ensure these skills become automatic for children

Explicit Teaching of Transcription Skills: The framework advocates for explicit instruction in handwriting and spelling from Reception onwards. It emphasises that teachers' own handwriting should serve as a model of high standards

To achieve the correct writing position, children must do the following:

1. Sit to the back of the chair.
2. Tuck the chair in.
3. Put both feet flat on the floor.
4. Straighten their back and lean slightly forward.



Pencil Grip

Point



Pinch











Flip



Review, Feedback and Marking

We place great importance on children taking responsibility for their learning. Learning foci and the skills that are needed within each piece of writing will be shared with children before writing commences. These may have been created from analysing quality texts to create class Success Criteria for their own writing. A consistent, but progressive, Success Criteria is used across the whole school for writing during the 'scaffolded and building' stages of writing. They are not used for 'prove it, quick writes or longer 'show me what you can do independently' pieces. Where possible, marking is 'live' within the lesson against the Success Criteria for the greatest impact. See Feedback and Marking policy for more information and marking codes.

We encourage children to consistently and carefully check their own writing against the Success Criteria and to spot any spelling, punctuation and grammar errors as well as making stylistic improvements. Children are encouraged to take on the role of an editor and improve their own writing using a Purple Polishing Pen to indicate clearly any changes made during polishing time. Children are given opportunities to craft and improve their writing over a period of time. We use Editing Partners to encourage meaningful dialogue between children and encourage them to support each other in their learning. Editing Stations may also be used, which allow children to focus on one aspect in that location to make the editing process more targeted.

Date Year R / Year 1						
Genre:						
Purpose:						
Audience:						
SF:						
In every piece of writing I must try to show off...						
Aa Ll Pp			CL	.		
Correctly formed letters	Finger spaces	Segmenting of phonic spelling and common exception words	Capital letter for every sentence start and names	Full stop for every sentence end	I read and check my writing so it makes sense	Ladder targets
   						

Writing for accuracy is an approach to which gives children an opportunity to apply transcription skills (spelling and handwriting) as well as grammar skills. This is for one session per week, lasting about 30 minutes to write and mark. This is advocated by the DFE (2025) Writing Framework with **explicit Teaching of Transcription Skills**.

Teachers create about three sentences which apply all of the skills the class have been working on – grammar, punctuation, spelling (rules and CEW). In advance, teachers decide how many marks each sentence is worth for each individual feature.

At St Aldhelm's School, we are using a writing for accuracy approach in early February. 10 points (apostrophes for poss, CEW and proper nouns. Depending on age and stage, could include CL and FS for two points if felt this skill needs reminding!

Revise (activate prior knowledge)

Start session with children with brief recap on skills covered. Glue in strip with skills needed. Look back to last week's writing for accuracy and reflect on individual focus needed this week.

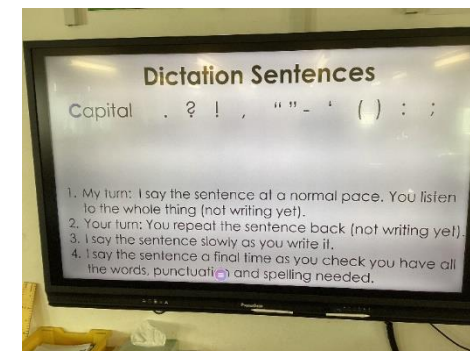
What did you do well last week? What is your target for today?

What handwriting, spelling or grammar skills have we been working on?

My turn your turn and write

Say the sentence 4 times

1. My turn: teacher says the sentence at a normal pace with children listening to the whole thing (not writing yet).
2. Your turn Children repeat the sentence back (not writing yet).
3. Teacher says the sentence slowly as children write.
4. Teacher says the sentence a final time as children check they have all the words and the punctuation and spelling that they need. Follow with finger.



Teacher to move around room looking for successes and errors to particularly highlight when marking.

Live modelling marking

Teacher models the sentence on the panel on lined paper, flipchart or visualiser for all to see. Highlight the features that have been used asking questions to children about what was needed.

With a purple pen, children 'tick or fix' mark with mini ticks and fixing any corrections.

POG Reflection and next step for next week

Final stage – children POG neatly! For each skill this week. Add any incorrect words to Spelling Card.

Teacher to look at each book for correct self-marking, highlighting any successes with green highlighter/ Dojo for great improvements or orange/pink and arrow any things that needs to be personal target next week. If any handwriting errors are noted, share action arrows with the children.

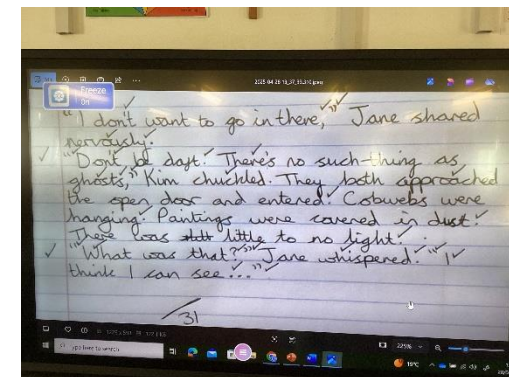
St Aldhelm's Writing Working Walls

The working wall acts like a road map, guiding children through the planning sequence and supporting the deepening and application of skills and language in context.

This journey through a planning sequence builds sequentially to result in longer written outcomes which allow children to apply the skills they have been learning, revising and practising throughout the sequence. In order to be able to do this successfully, it is essential that children are able to look back over the skills they have learnt and practised in context, in order to be able to apply them to longer pieces of writing. **Whilst looking back through their books is one way of achieving this, an effective working wall is invaluable in supporting children to apply taught skills in context and weave together literary techniques and language to apply to their own writing. Unlike a display of finished outcomes, a strong working wall acts as a road map, guiding children through the planning sequence and supporting the deepening and application of skills and language in context. Used effectively, it can act as an additional adult in the room you didn't realise you had, increasing children's independence and freeing up teachers and TAs to work with a wider range of children.**

When used effectively, working walls become an interactive support to engage children in discussion and promote independence, forming a key part of scaffolding to support them with their writing. To make them work at their best with a book-based approach, **Key elements of Writing Working Walls for Year 2 to Year 6, should:**

- Start simply and build throughout unit, adding carefully selected aspects of the sequence. They may just start with the front cover of a text or items from a discovery point.
- Contain modelling of key skills in context and written outcomes – this could be word or sentence level, or longer modelled paragraphs applying taught skills. The working wall should demonstrate the build-up of contextualised skills into application, including the editing process.
- Be a mixture of children's and adult modelled work including editing, rather than displaying finished pieces as examples, the process to get there is displayed. This also makes the working wall a team effort and increases engagement.
- Display language learned especially Tier 2 vocabulary and book-based Literary Language, which should be added to throughout the journey



- Contain the book (or image of the book), genre, theme, final writing outcome with audience and purpose. These may not all be displayed at the start of the unit but could build over time.

Key elements of Writing Working Walls for Reception and Year 1 using Drawing Club or Curious Quests should:

- Start simply and build throughout week, adding modelled writing, either through flipchart pages or enlarged visualiser models.
- Reference whether the writing is for character, setting or adventure.
- Display the Special Code needed.
- Display language learned.
- Can be a mixture of children's and adult modelled work including editing.

Within each classroom, there should be a way for children to reference all key language, whether in folder with photo of book on front cover or a Vocabulary Display in class.

Previous Class Books should be displayed so that children can independently access these.

What does Greater Depth (GDS) look like?

At St Aldhelm's in English, Greater Depth is where children independently demonstrate they can apply and transfer knowledge from one subject area to another. Children also demonstrate a particular talent or competence- for example, a talent for recognising flags of world countries. Greater Depth children demonstrate an advanced knowledge and particular flair for the subject and are conscientious to explore further learning. Greater Depth children can also organise their knowledge to make connections and links, both within the subject and to wider areas of the curriculum. Children reaching Greater Depth are expected to be able to communicate, justify, reflect and explain their knowledge and skills in a variety of ways. Children working at Greater Depth take responsibility for decision making and drive their learning making appropriate decisions to develop their enquiry and further challenge their understanding.