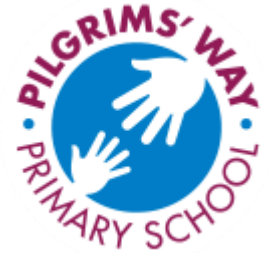




# Pilgrims' Way

## Teaching and Learning Policy



### Aims

- Make clear the expectations of a consistent approach to the pitch, preparation and presentation of teaching and learning across our school community.
- Promote high expectations and raise standards of achievement for all children in our school.
- Specify the features of an Inclusive learning environment that ensure all children can achieve drawing on Section One of The Mainstream Core Standards (MCS).

### Vision

At Pilgrims' Way our vision is to provide inclusive learning for all; where every child is taught a broad and balanced curriculum that offers 'irresistible learning' of the knowledge and skills that will be valuable in their future. In line with the Veritas Academy Trust values, we aim to be inclusive, innovative and inspirational in the delivery of our curriculum.

Positive relationships between our Staff and our Children are encouraged and nurtured to create positive attitudes towards learning.

Learning must be fully accessible to all children, including those with SEND and Bilingual or Multilingual learners.

High-quality Teaching and Learning is built upon a clear understanding of the National Curriculum, EYFS Framework and appropriate, well considered, schemes of work.

Every lesson and learning activity should feature a well communicated purpose for our children to aspire to.

Oracy must form a vital part of teaching and learning, and a considerable amount of lesson time should be devoted to allowing our children to talk about the learning.

High-quality questioning should be planned by our teachers to ensure that effective discussions are taking place in our classrooms for children of all ages.

## The Pilgrims' Way Curriculum

Our curriculum is built upon the statutory expectations of the National Curriculum and Early Years Framework. To create 'irresistible learning' for all our children, we draw on well researched schemes of work to formulate Long term, Medium term and Short term plans.

We have a **Long-term Curriculum Overview** for each subject that highlights what each year group will be learning over the course of the academic year (see Individual Year Group Curriculum Maps).

Subject leads are responsible for providing **Medium Term Planning** for their subject. Teachers **MUST** follow the key *knowledge, skills* and *vocabulary* outlined in the medium-term planning when completing their own **Short Term Planning**.

All teachers must use **Short Term Planning**. This should be in the preferred format for the class teacher. Teachers must be aware of the key *knowledge, skills* and *vocabulary* the children need to learn and regularly adapt their short term plans based on the quality of children's outcomes.

**At Pilgrims' Way, we believe that *High Quality Teaching* is fully *Inclusive*.**

### **The Inclusive Learning environment**

The Learning environment is an ongoing collaboration between Teachers and the classroom space within which Children are learning. Classrooms must support the children's learning in a safe, calm and nurturing manner. These are the non-negotiable expectations for all our classrooms:

- Calm and focused displays, backed in hessian, with consideration to the principles of **Language through Colour** (Appendix 1) and strategies to support **Bilingual and Multilingual Learners**. Displays should be meaningful and visually accessible to reduce sensory overload (MCS).
- EYFS spaces should be purposeful 'enabling environments', **inside and outside**, that are well-planned, organised and tidy (see [Development Matters](#) September 2023).
- Classrooms should contain:
  - A purposeful and effective Learning Wall for English and another for Maths.
  - An informative and accessible display of Key vocabulary using LTC/Widgit/Photos and knowledge from the current Foundation Subject Enquiry including a mind map.
  - A celebration of children's recent work – one display board celebrating the work of every child in class from a recent Enquiry or other learning focus; updated x3 through the year (Autumn, Spring, Summer).
  - A purposeful Learning wall for the current whole class Phonics focus in Ks1.
- An inviting and inspiring reading corner, featuring books, magazines and other forms of text, which reflect the diversity of our children and challenge all learners within and above their current reading ability.
- Easily accessible and relevant individual resources for learning made with consideration to the principles of **Language through Colour** and strategies to support **Bilingual and Multilingual Learners**.
- A daily visual timetable using agreed Widgit symbols, which shows all children what is coming next and can be updated through the day. Individual timetables may be required for children with additional provision.
- Important *Attachment Aware* features and strategies e.g. A birthday board; dual language name labels on the children's storage lockers.
- Use of pale background and accessible font styles with good colour contrast on interactive whiteboards and screens (MCS).

## Teaching Assistants and Supporting Adults

**At Pilgrims' Way, we strive to ensure all our children are supported to feel welcome and achieve by a well-organised team of adults in their classroom.**

Teachers are expected to prepare effective plans for learning and share the learning objectives with Teaching Assistants and Support Adults in advance so that the learning is fully effective (MCS). Where a TA is expected to cover, full planning should be sent at least a day in advance (or easily accessible in case of unscheduled events).

The time available for direct work with children, individually or in groups, should be maximised for all Teachers, Teaching Assistants and Supporting Adults. Any other administrative and necessary resource preparation tasks must be completed outside of learning time.

The expected features of planning and classroom practice that make this possible are:

- A small number of **Key questions** for all adults to use with children
- **Brief and specific direction** about who to support and how
- **Modelling** of questioning and learning support for all adults to follow
- **Clarity** about what a child or group can be **expected and challenged to do independently**
- All adults **working with children of all abilities** throughout learning time

Consultation and opportunities for feedback, outside of learning time, should be used whenever possible to harness all the expertise and viewpoints in the room to maximise effectiveness.

The children should be supported to understand the role of all the adults in the room to help them learn and become independent learners (MCS).

## Inclusive Practice

**These are the Non-negotiable strategies that are the core offer to ALL our children. These strategies link with the Mainstream Core Standards. All teachers are expected to consider and implement these for all areas of the curriculum, for all children. If they are in place and being implemented effectively, most children in our classes will be successful. They should not be considered as additional or extra.**

<b>Concrete – Pictorial – Abstract</b>	<b>Cultural Viewpoints</b>
Children need to experience <b>real objects</b> and <b>real spaces</b> when they begin learning new ideas. Some will be able to learn successfully using <b>pictures</b> and <b>visuals</b> of the key learning. Other children may be successful working with <b>abstract</b> concepts straightaway. Teachers must plan all learning with this in mind.	Teachers must consider a child's cultural background and experience when planning how they will approach a new enquiry. How is the subject of the enquiry viewed in other countries and cultures? What is known about it in those cultures? How might planning be adapted to acknowledge and use this to support their learning?
<b>Transitions</b>	<b>Mind Mapping</b>
All children will benefit from knowing what is happening in the day and being able to refer to a <b>visual timetable</b> to check. Some children will need an <b>individualised</b> version. <b>Task managers</b> help children towards independence and <b>Now/Next boards</b> reduce the amount of information some children need to hold in their heads about what is happening around them.	All learning and enquiry should start from an understanding of what the children already know. An effective <b>Mind Map</b> will collect this information and identify appropriate starting points. Doing this <b>in advance</b> allows for planning to be adapted and more progress to be targeted. The Mind Map evidence also allows for <b>formative</b> and <b>self-assessment</b> .
<b>Prior access to Knowledge Organisers and Key Vocabulary</b>	<b>Adapted access to language for learning</b>
The earlier children and families are exposed to the <b>new vocabulary</b> in their learning, the more successful they will be. This will also allow for families to <b>share any prior knowledge or experiences</b> that will help make the <b>learning meaningful</b> . These documents should be shared at least a week ahead of the new enquiry starting.	Some children will take time to learn to read in another language. Consider how you can use <b>translation tools</b> (apps or online) or <b>visuals</b> (Widgit) to ensure children can <b>use the language they are more confident in</b> to begin with.
<b>Alternative ways of recording and Assistive technology/UDL</b>	<b>Considered talk partners and trios</b>
Most children will be confident to record their ideas in writing and to write at increasing length. Others will need to use <b>Assistive technology</b> or other processes to record their ideas; especially if the objective is not linked to writing. Teachers must also consider how children can demonstrate writing skills without writing by hand.	Most children will be confident to link up with peers to operate as <b>Talk partners</b> and discuss the learning. Some children will need to be paired with a child who can be a <b>language and communication model</b> for them. <b>Talk Trios</b> allow for one child to observe two other confident communicators sharing their ideas. One of the Trio may be a supporting adult.
<b>Sensitive Questioning scenarios</b>	<b>Language through Colour (Appendix 1)</b>
Effective <b>questions are planned</b> . <b>How</b> they are asked and <b>Who</b> is being asked are key considerations. Being <b>sensitive</b> to the viewpoint of the child may mean teachers need to allow them to provide their responses in a range of ways.	Across the school, <b>vocabulary</b> is presented using a set of <b>consistent colours</b> to ensure ALL children can continually build their <b>word and sentence level knowledge</b> . It must be built into the plans and presentations for learning, the learning walls and the resources children are provided with.

### Zones of Regulation (see Relationships and Behaviour Policy)

Using The Zones Check-In also provides **common language** and a **visual system** to help children express how they are feeling and what regulation tools they might need.

- **Blue (low energy such as sad or tired)**
- **Green (neutral energy such as calm and focused)**
- **Yellow (elevated energy such as frustrated or excited)**
- **Red (highest energy such as angry or overjoyed).**

Every classroom should have an **accessible, dedicated space** for children to consider and communicate using this common language and visual system. For younger children, this may be presented through *Colour Monster*.

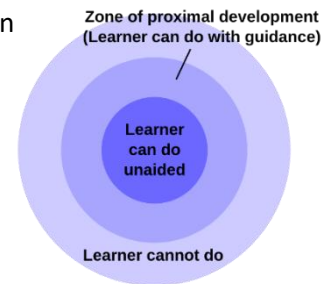
## High Quality Teaching Strategies

The [Early Years Statutory Framework](#) December 2023 and [Development Matters](#) September 2023 set out the expectations for ambitious and purposeful provision across the EYFS. What a 'typical' lesson will look like in EYFS, KS1 and KS2 will vary from subject to subject and individual teachers may utilise a variety of strategies based upon their professional judgement and knowledge.

However, it is expected that the following high-quality teaching strategies are used effectively to maximise the quality of learning:

### Challenge

Each lesson should have a single challenging learning objective. All children may have different starting points but should aspire to the learning objective. The class teacher should ensure that all children are supported towards this (see *Inclusive practice*). It is about equity of opportunity, not all getting the same to reach the objective. The aim is to keep students in the challenge zone (the Zone of proximal development – Vygotsky).



### Explanation and Purposeful Talk

A purposeful and engaging review of previous learning should be planned so that children have a firm grasp of the skills and concepts that will be needed for the upcoming lesson. All children need to be confident in previously taught skills and concepts before moving on. Talk between children and Talk with adults should be used to review what is already known and what could be next.

Lessons should be planned with an awareness of children's cognitive load by presenting new material in small steps.

- Limit the amount of material children receive at one time.
- Give clear and simple instructions and brief, engaging explanations.
- Teacher to think aloud and MODEL steps.
- Provide many examples and Talk opportunities.
- Re-teach as necessary and allow children time to PRACTISE the key skills.

### Modelling

Modelling aids understanding (MCS). To learn how to do something, children need to watch and listen to experts to guide them through the process, step-by-step, before they make an attempt themselves. Teacher modelling involves the teacher showing the children how to do something while simultaneously describing what they are doing and explaining why they are doing it. Modelling slows down the process so that it can be seen clearly. It offers learners the opportunity to:

- See and hear the process
- Ask questions if anything is unclear
- Discuss what they have seen and heard with other learners and with the 'expert' modelling.
- See that expert learners may modify, improve or correct a process as they undertake it. Children should understand that this is ok and that we learn from our mistakes.

## **Practice**

### **Guided practice**

Teachers should devote time to Guided practice. Effective class Talk and QUESTIONING should be happening at this stage. Teachers should be asking questions and checking for understanding.

Worked examples and scaffolding should be used to demonstrate learning e.g. stem sentences, key word definitions, visuals, procedural steps shared etc.

### **Independent practice**

Children should be provided with the time they need to practise new material in order to master it. At this stage scaffolding should be reduced or removed for the majority of children.

Tasks may need to be broken down into manageable steps and be shown explicitly (MCS).

## **Questioning**

Effective teaching features skilfully used questions, as questioning is our main tool to probe, check and extend student understanding.

Teachers should provide lots of opportunities for Talk, ask purposeful, effective questions of children, and then use what they learn from this process to adapt and reshape teaching within and between lessons.

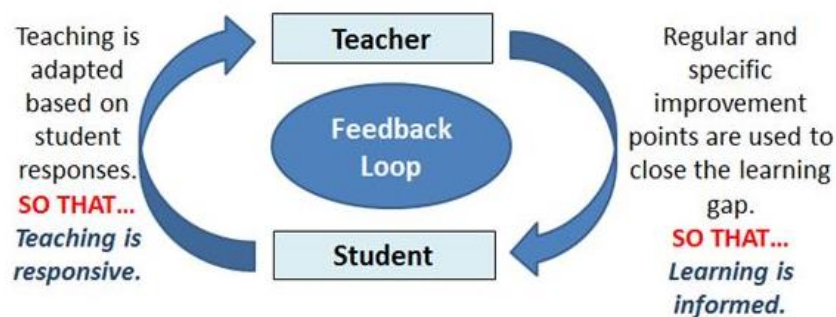
Targeted questioning used to support and challenge children; Open questions allow children to Talk and share their understanding with each other. Children are given time to process what is being asked and form a response (MCS).

Whole class responses to questioning can be collected effectively with mini whiteboards, hand gestures etc.



## Feedback and Marking

Feedback from the teacher to the child is important as it can ensure that learning is informed and encourages progress.



It is essential that teachers have accurately assessed children's progress within each lesson. This ensures that misconceptions are quickly identified and addressed and that future lessons are adapted to best serve the needs of the children.

Accurate feedback provides knowledge of outcomes for children and helps them set their own goals. It provides opportunities for children's efforts to be valued and promotes positive images of themselves as learners. As a result of any marking and feedback, children should understand what they have done well, are clear about how to improve their outcomes and make visible signs of improvement over time.

**Live marking and Oral feedback** during lessons, by all adults that are supporting the learning, is the most effective way to inform and encourage progress.

**Live marking** should focus on what the child has done to demonstrate the Success criteria and Learning objective in their work. It must not be done extensively or be time consuming for the teacher.

**Oral feedback** must be purposeful and link directly to the Learning Objective and Success criteria. It should move the child's learning forward towards the Learning Objective e.g. 'I can see that you have included...' 'Have you used any of these...yet?' 'Can you show me where you have...?' 'I like how you have...' 'What could you use to check how accurate your...?' 'Take another look at my example...how is yours different?'

**Self and Peer assessment activities** should be planned into lessons and scaffolds provided to support this being done effectively. These are skills that should be modelled and practised.

There is no expectation or requirement for written feedback to be used in books at any time.

## **Evidence of Marking and Feedback in children's work**

### Learning objectives

Highlighted in **Green** (met)

Some key examples of the Success criteria and Learning objective within the child's work should also be highlighted green.

Highlighted in **Yellow** (further work required)

Any work that has been highlighted with Yellow, must be revisited by the child as soon as possible the same day (possibly with adult support) or at the beginning of the next day. This reduces and removes misconceptions or provides further opportunities for practice and clarification. *More than 2 or 3 consecutive objectives highlighted in yellow indicates that planning for the child or group of children needs adapting and in-lesson support needs reconsidering.*

The same process of immediate review and follow-up is expected within a series of Maths lessons.

Next to the learning objective there should also be (when relevant):

T/TA = achieved with support

G = group activity

### Spellings or Phonics within children's written outcomes

Spellings or Phonics should not be corrected by adults. Consideration must be given to the child's current ability and the efficient use of teacher's time.

Any Key vocabulary from the lesson or series of lessons that should be spelt accurately needs to be highlighted, or referred to verbally, for the child to review and correct themselves.

At the very most, highlight the word in yellow and write 'sp.' next to the word or in the margin, in line with the word.

Children must be trained to find the word, cross it out neatly and write their suggestion for the correct spelling above it using a pink pen. This provides practice and consolidation of self-editing skills.

If incorrect spellings are repeated, consideration must be given to other practice opportunities and in-lesson support.

## **Handwriting Expectations**

**All children must be taught Handwriting frequently, until a legible, fluent style is established.**

- Teachers are provided with a scheme of planning to ensure a consistent and accurate approach to the teaching of Handwriting.
- Children will first learn Pre-Cursive and work towards an age-appropriate Cursive style.
- Daily Handwriting lessons will be planned in Year 1, Year 2 and Year 3, until most of the children are achieving a legible and fluent cursive style.
- Subsequent practise and consolidation should occur in Spelling, Punctuation and Grammar lessons.
- Any child who is not progressing at age related expectations must be given more opportunity and support to catch-up so that they are able to communicate their learning effectively through their time in school.
- All children in Year 3 upwards should be provided with a suitable blue pen to write with. Consideration of the pen provided for children who use their left hand is vital.
- Pencils are used in Maths from Year R to 6.
- Below-expected letter formation and presentation must be a focus for improvement between the child and their teacher and cannot be ignored.
- See Appendix 2 for the National Curriculum expectations in Handwriting.

## Children's work

**The books containing children's work are expected to feature the following:**

- A sense of pride from the child and the adults supporting them.
- Learning that reflects the subject planning from the school curriculum.
- The date;
  - Short date for practise work and maths (Ks1/Ks2)
  - Long date, underlined, for presentation work (Ks1/Ks2)
- The Learning objective; Printed stickers at teacher's discretion up to the end of Ks1; Written by the child whenever possible through Ks2.
- Evidence of effective feedback (See Marking and Assessment policy for specific expectations and approaches)
- Foundation subject workbooks will feature a *Knowledge Organiser* at the beginning of each enquiry.
- Absences indicated by date mark and adult initial.
- A letter formation and handwriting style that reflects high expectations and age-appropriate skills wherever possible (see Appendix 2)
- Evidence of age and subject appropriate self-editing by the child.
- There may be evidence of alternative ways of recording the child's understanding or presentation of learning.

## Appendix 1 - Language through Colour

### What is Language through Colour (LTC)?

Language through Colour is an inclusive approach used across the school and throughout the curriculum to support children's language development.

### How does it work?

- We use LTC as a framework for pupils to understand and make connections with their learning.
- Words or phrases are colour coded according to the type of information they convey (e.g. person, object, describing word, action, etc.).
- Each category is also linked to a question.



### How do we use LTC in the classroom?

- To help pupils to understand word categories e.g. nouns, adjectives, verbs, adverbs etc.
- To help pupils to build sentences both orally and written. Pupils are given prompts for information needed and the order in which to place words.
- To help pupils to understand questions and how to answer them appropriately.
- To help pupils to identify keywords or pieces of information from stories/events/ displays on word walls.
- To support pupils to self-assess, revisit, improve and extend their written work e.g. 'I have not added enough green words describing words/adjectives'





## Early Years

On a sunny day in spring, Mama Frog admired the eggs she had laid in the pond.  
"That is the most beautiful clump of frogspawn I've ever seen," smiled Papa Frog.

Mama and Papa Frog  
into tadpoles

Home Flat Dreaming Lift Button

Top Learning Helping Excited Fruit Vegetables Salad

Errol's Garden

Growing Everyone

## Categorising words within writing (Y2)

**Marie Curie**  
1867

*Marie Curie* was a famous, intelligent **scientist**. She was the youngest of five children and she couldn't go to school because she was a girl. In Poland only boys could go to school so she moved to **Paris** to learn. She discovered **radium** and **polonium**. She used radium to help people with cancer. She invented **x-ray** trucks to help the soldiers in **World War One**. She died because she had too much radium.

## Dual language word mat

Celts - Iron Age

<b>Celts</b>	<b>warriors</b>	<b>enemy</b>
<b>tribes</b>	<b>Boudicca</b>	<b>druid</b>
<b>brooch</b>	<b>cloak</b>	<b>tunic</b>
<b>sword</b>	<b>chariots</b>	<b>leather shoes</b>

<b>round house</b>	<b>shield</b>	<b>settlers</b>
<b>hill-fort</b>	<b>village</b>	
<b>King</b>	<b>farmers</b>	<b>Britons</b>
<b>queen</b>	<b>Romans</b>	<b>God</b>

Errol's Garden - Shona

<b>Kukura Growing</b>	<b>Kumba Home</b>	<b>Flat Flat</b>
<b>Kurota Dreaming</b>	<b>Simudza Lift</b>	<b>Bhatani Button</b>
<b>Top Top</b>	<b>Garden Garden</b>	<b>Kudzidza Learning</b>
<b>Munhu wese Everyone</b>	<b>Kubatsira Helping</b>	<b>Excited Excited</b>

## Extending sentences

Extending sentences

The girl is buying

The girl is buying an apple

The girl is buying an apple at the market

The girl is buying an apple at the market because she was hungry

## Writing planner (Y4)

### Apollo 11 Moon Landing Newspaper Report Planner

My headline: \_\_\_\_\_

<b>Who?</b> Neil Armstrong, Buzz Aldrin, Michael Collins & Three astronauts	<b>What?</b> They travelled across the moon.	<b>Details that I will include:</b> 1. It took four days to get there. 2. The three astronauts were Neil Armstrong, Buzz Aldrin and Michael Collins. 3. The rocket weighed 2.7 million kilograms.
<b>When?</b> July 24th 1969 Yesterday	<b>Why? Where?</b> To find the Russians and to be the first.	
<b>Quote:</b> "We have no intention of sending Oswald Aldrin, 5, last night."		

## Cloze procedure and matching words to definitions (Y5)

Palace	Banquet	Noble	Protestant
King	Monarch	Accommodating	Catholic
Queen	Court	Re-enactment	Royal Progress
Royal			

Match up the word with a picture, definition and sentence.

Some words have more than one picture.

Start with the easy ones then see what you are left with.

### TERM 5 VOCABULARY

The official residence of a monarch.	Large, fancy and formal meal for a large group.	Person who is important to a country but not royal.	Christian who follows the protestant rules.
Male ruler of a country.	A head of a country - male or female.	Willing to make someone else happy.	Christian who follows the catholic rules.
Female ruler of a country.	Room full of people that talk to the monarch.	Acting out an event from history.	A tour of their country by a monarch.

The royal family live in a fabulous \_\_\_\_\_.

The \_\_\_\_\_ made his decision known.

The \_\_\_\_\_ made her decision known.

You have to be born in or marry into the \_\_\_\_\_ family.

A massive \_\_\_\_\_ had been prepared for the knights to enjoy.

The \_\_\_\_\_ made their decision known.

Everyone went to the royal \_\_\_\_\_ to hear what the monarch would decide.

## Making corrections, adding additional information or improving vocabulary choices (Y6)

Monday 7<sup>th</sup> February

To edit and improve

Out of the corner of my eye, there he was  
<sup>colossal</sup> big and white <sup>or snow</sup> with bulging eyes and a  
<sup>peculiar</sup> strange grin on his face. I was <sup>mortified</sup> scared.

Tiptoeing through the crunching snow, I  
 peered from behind a <sup>huge</sup> big rock to catch a  
 glimpse of his <sup>impression</sup> face. What was it? Was I  
 dreaming?



# Sentence planning and building LTC resources

person (noun)	verb	transport (noun)	place (noun)	time
Ranulph Fiennes	climbed	poles and climbing boots	Mount Everest	2009
Ranulph Fiennes	walked	sledge	North to South Pole	1982
Ranulph Fiennes	flew <i>piloted</i>	hovercraft	River Nile	1969

He has green prickles  
 He has blue claws  
 He has pink tusks

the Vikings  
 killed the  
 Monks at  
 church

She was the fastest  
 solo sailor to sail around  
 the world.

Ellen MacArthur

Children are prompted by use of the question words to begin to formulate sentences.

Who is it?	What is she doing?	Where is she?
Mum	is singing	in the garden.

Plop	was	a	small	barn owl	•	
			tiny	eyes		
			huge	wings		
			brown	beak		
			white	feathers		
			little	tree		
			orange	mummy and daddy		
			fluffy			
			tall			
			kind			
lovely						
He	lived	in				
How	cute		he	was	!	
	fluffy					
	little					

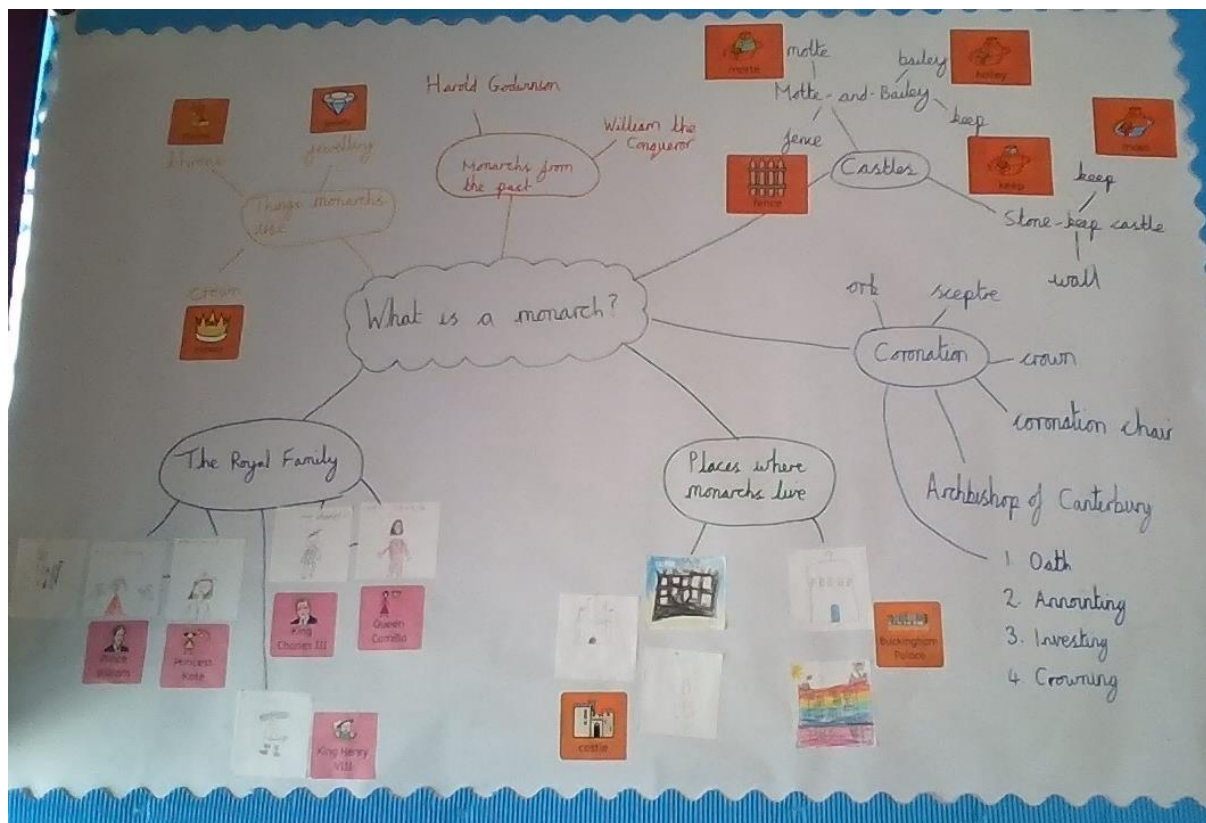


## Categorising words within writing

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## Mind Mapping

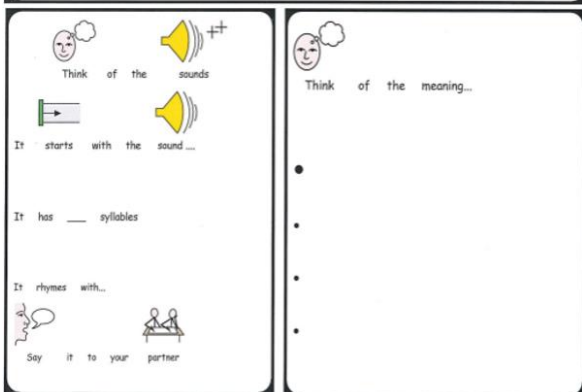
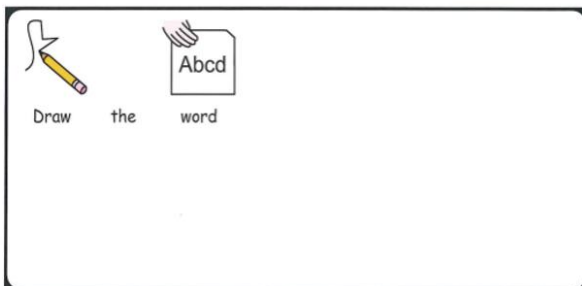
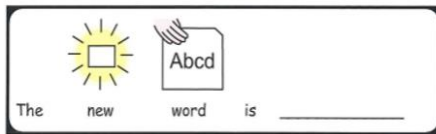


## Word Wizard

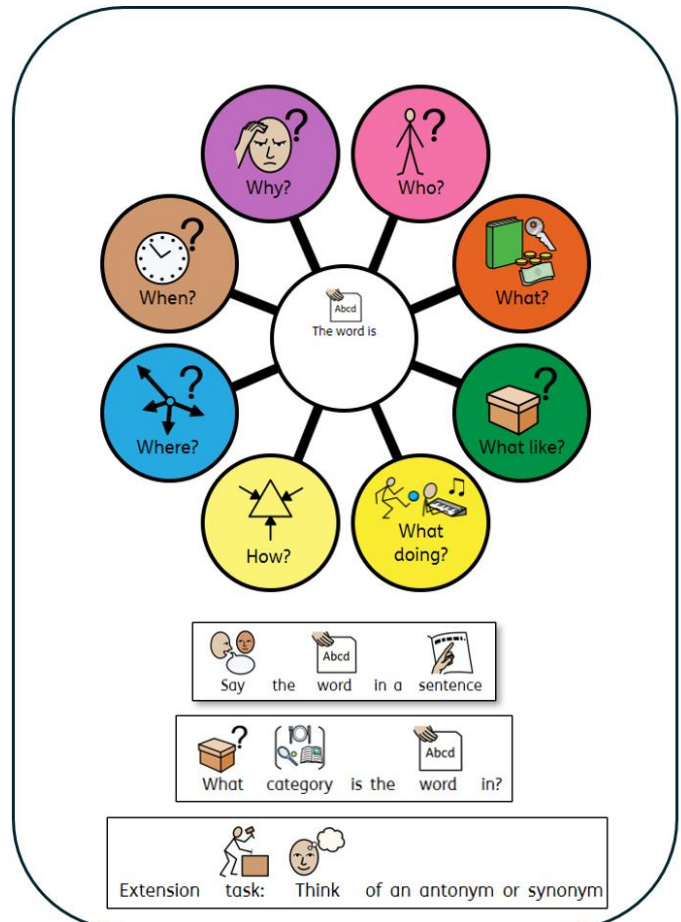
Word Wizard can be used to teach the Word Aware 'STAR' approach

- **Select** the really useful vocabulary that is core to the topic
- **Teach** the selected vocabulary in a structured manner, [by using symbols, phonology, semantics, sentences, actions, songs, a working word wall and a word pot.]
- **Activate** the meaning by using the words in context
- **Review** the taught words to ensure they are retained

### Word Wizard



1. Today's new word is
2. Have you heard \_\_\_\_\_ before?
3. Talk about the sounds in the word.
4. Choose three or four questions to help think of the meaning of the word. What do you know about it?
5. Add to your word wall/book



### Training materials and further resources

[Language through colour sentence building.pdf](#)

[LTC Word Wizard](#)

[Language Through Colour training.pptx](#)

**Information shared with families for using LTC at home**

**How can you use LTC at home?**

Try using the prompts below when reading with your child.

 <p><b>Who?</b></p> <p>People and animals</p>	 <p><b>What?</b></p> <p>Objects (nouns)</p>	 <p><b>What is it like?</b></p> <p>Describing words (adjectives)</p>	 <p><b>What is it doing?</b></p> <p>Action (verb)</p>
<p>Who are the main characters in the story?</p>	<p>What can you see in the picture?</p>	<p>What do you think the characters look like?</p>	<p>What is happening?</p> <p>What are the characters doing?</p>
 <p><b>How?</b></p> <p>How is it happening? (adverb)</p>	 <p><b>Where?</b></p> <p>Places and Directions</p>	 <p><b>When?</b></p> <p>Time</p>	 <p><b>Why?</b></p> <p>Because (so)</p>
<p>How is it happening?</p> <p>Slowly?</p> <p>Quickly?</p> <p>Suddenly?</p> <p>Scarily?</p> <p>How does the character move?</p> <p>Nervously?</p> <p>Confidently?</p>	<p>Where do you think the story is set?</p> <p>Where does the action take place?</p> <p>Where is the character?</p> <p>Where have they come from?</p> <p>Where are they heading?</p>	<p>When do you think the story took place?</p> <p>What happened first?</p> <p>What happened next?</p> <p>Can you put the events in the story in order?</p>	<p>What could happen next and why?</p> <p>Why do you think the character is feeling sad?</p> <p>Why do you think the character is feeling happy?</p>

## **Appendix 2 - National Curriculum Handwriting expectations**

### **Year 1 - Handwriting**

Pupils should be taught to:

- sit correctly at a table, holding a pencil comfortably and correctly
- begin to form lower-case letters in the correct direction, starting and finishing in the right place
- form capital letters
- form digits 0-9
- understand which letters belong to which handwriting 'families' (ie letters that are formed in similar ways) and to practise these

Handwriting requires frequent and discrete, direct teaching. Pupils should be able to form letters correctly and confidently. The size of the writing implement (pencil, pen) should not be too large for a young pupil's hand. Whatever is being used should allow the pupil to hold it easily and correctly so that bad habits are avoided.

Left-handed pupils should receive specific teaching to meet their needs

### **Year 2 - Handwriting**

Pupils should be taught to:

- form lower-case letters of the correct size relative to one another
- start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
- use spacing between words that reflects the size of the letters

Pupils should revise and practise correct letter formation frequently. They should be taught to write with a joined style as soon as they can form letters securely with the correct orientation.

### **Year 3 and 4 - Handwriting**

Pupils should be taught to:

- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- increase the legibility, consistency and quality of their handwriting, [for example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]

Pupils should be using joined handwriting throughout their independent writing. Handwriting should continue to be taught, with the aim of increasing the fluency with which pupils are able to write down what they want to say. This, in turn, will support their composition and spelling.

## **Year 5 and 6 - Handwriting and presentation**

Pupils should be taught to:

- write legibly, fluently and with increasing speed by:
  - choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
  - choosing the writing implement that is best suited for a task

Pupils should continue to practise handwriting and be encouraged to increase the speed of it, so that problems with forming letters do not get in the way of their writing down what they want to say. They should be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes or a final handwritten version. They should also be taught to use an unjoined style, for example, for labelling a diagram or data, writing an email address, or for algebra, and capital letters, for example, for filling in a form.