

# **Bill Quay Primary School**



## **English Policy**

At Bill Quay Primary, we understand the importance of the English language. A solid foundation in speaking and listening, reading and writing are essential and are the linchpin to a pupil's ability to access all of the National Curriculum. We aim for our pupils to become articulate communicators through speech and the written word, good listeners and independent readers who are able to use the skills acquired in their primary years to access information, in all its forms, throughout all of their lives.

This policy aims to set out the key areas of learning within the National Curriculum for English and how we, at Bill Quay, develop these within our teaching and learning opportunities.

### **Teaching Speaking and Listening at Bill Quay Primary**

We believe that a person's spoken language is crucial to their identity. Confidence and competence in speaking and listening enables a child to perform well in all areas of the curriculum and ensures they have the communication skills necessary for everyday life.

At Bill Quay Primary, children are given opportunities to:

- Speak in a variety of forms for different audiences, purposes and situations
- Retell stories orally using appropriate conventions and vocabulary
- Reflect upon their speech, as used in different circumstances, and help them make appropriate choices based on the context
- Develop the conventions of conversation, debate, discussion and interview
- Listen and respond to others within a variety of circumstances
- Talk in group situations, valuing the contributions of others, listening attentively and responding appropriately
- Role-play, rehearse and perform to an audience both in class and to the wider school community

Teachers model Standard English within their spoken language both within lessons and around the school. There is an expectation that teachers and other staff members use Standard English to model this effectively to the pupils, especially in an area with strong local dialect such as ours, and encourage and correct pupils where necessary. We recognise that the spoken language which a child is using can often be reflected in their written language too. Therefore, the need to reinforce Standard English within our speaking activities is crucial to the children's writing.

Within Reception and Nursery class, pupils take part in the Nuffield Early Language Intervention (NELI) which aims to improve early language development. Children who would benefit from the NELI programme are identified using an app-based assessment of oral language called *LanguageScreen*. Pupils are then taught language sessions in either

small groups or on a one-to-one basis in order to improve both children's oral language and early literacy skills.

### **Teaching Reading at Bill Quay Primary**

At Bill Quay Primary School, we aim for all of our pupils to be able to read with confidence and fluency, and to develop a love of reading. The ability to read is fundamental to many aspects of life and essential in developing an understanding of a wide range of areas across the curriculum. By reading a wide range of texts, pupils will develop a knowledge of themselves and the world in which they live.

To promote high standards of literacy, we aim to ensure that all pupils

- Read fluently, thoughtfully and with confidence
- Develop good habits of reading for pleasure and information
- Acquire a wide vocabulary
- Have a good understanding of what they have read
- Carry out in depth studies of class novels to develop both reading and writing skills
- Have plenty of opportunities to discuss books
- Develop a love for reading
- Learn a bank of short stories off by heart and the actions to accompany it following the Pie Corbett 'Talk for Writing' program

#### **Pupils will have:**

- Regular opportunities to read and listen to a wide selection of books
- A dedicated story time each day
- Opportunities to use our school library
- A daily phonics lesson following the Read, Write, Inc. scheme (RWI) in Reception class, Year 1 and Year 2
- Whole class reading lessons, focussing specifically on developing comprehension skills
- The opportunity to read to an adult at least once a week in Reception class and Years 1-3
- Their progress in reading tracked across the key stages
- Opportunities to perform plays and poetry to an audience

#### **Pupils requiring further support will:**

- Read daily to an adult
- Receive further small group phonic lessons in Year 2, and, if necessary, Key Stage 2
- Receive further targeted support from the class teacher or teaching assistant
- Receive 1:1 phonics tuition
- Continue to practise the reading of common exception words
- Peer read with pupils in years 5 and 6 twice a week

## **Phonics**

Systematic and synthetic phonics are taught on a daily basis following the Read, Write, Inc. scheme. At the core of the scheme is the lively and vigorous teaching of synthetic phonics. In the first instance the children learn the English alphabetic code: first they learn one way to read the 44 common sounds in the English language and blend these sounds into words, then learn to read the same sounds with alternative graphemes (decoding). At the same time the children are developing handwriting skills and segmenting for spelling (encoding). The children experience success from the very beginning. Lively phonic books are closely matched to their increasing knowledge of phonics and 'tricky' words and, as children reread the stories, their fluency increases.

Read Write Inc. has five principles, known as the five Ps.

- Pace – The programme is designed for the children to complete it as quickly as possible. Teaching should be energetic and rigorous, to ensure that no time is wasted.
- Praise a lot – Children learn more quickly when they are praised for what they do well.
- Purpose - The purpose of the teaching is made clear through modelling by the teacher and by encouraging the children to think out loud.
- Participation – All children take part in all aspects of the phonics lesson.
- Passion – The teaching must be larger than life so children engage in the learning. The greater the passion, the faster the progress.

Progression expectations within each year group for phonics are set out in the RWI Phonics progression grid (See Appendix 1)

### **The Early Years**

The Read, Write, Inc. (RWI) scheme begins in the autumn term of Reception class. There are three sets of sounds in the scheme and an expectation that pupils leaving Reception Class will have completed set 2. To support the acquisition of phonics, pupils will read a guided reading book in class which closely matches the sounds that they have already acquired during Read, Write, Inc. sessions. This ensures that any new words pupils meet in their reading books are all phonetically decodable to them.

As well as the Read, Write, Inc. books within school, pupils in Reception class will take home a Read Write Inc Book Bag Book which closely matches the sounds within the in-school reading books. These give children the opportunity to:

- Practise building and blending the sounds they have already learned.

- Use picture clues
- Develop an enjoyment of reading
- Develop their understanding of a text

In Reception class, children will also learn to recognise ‘on sight’ a bank of common exception words. These are words set out in the National Curriculum; the most common high frequency words; and sight words set out in the Read, Write, Inc. scheme known as ‘red words.’ (Sight words are words that pupils should be able to read on sight without needing to sound them out.) All of these words are set out in our ‘Bill Quay Words’ booklet which outlines the words to be learned in each year group for reading (see Appendix 2).

### **Key Stage 1**

In Year 1, pupils will build upon their ability to recognise grapheme-phoneme correspondences and complete set 3 of the Read, Write, Inc. scheme whilst also consolidating their knowledge of the Set 1 and Set 2 sounds. Their phonic acquisition will be tested using the statutory Year 1 phonics test in June, the results of which are then reported to parents and carers. Any pupils who do not make as much progress in this test as their peers will continue learning phonics in Year 2 and will be tested again.

Pupils will continue to read in class from the Read, Write, Inc. scheme and take home a Read Write Inc. Book Bag Book which matches their RWI level. Once children’s bank of sight word vocabulary is well-developed, and they are no longer reliant on their phonic knowledge for the majority of their reading, they will be given a banded book from the Oxford Reading Tree (ORT) scheme after having learned the accompanying keywords for that book level. This is in order to enhance the children’s enjoyment of reading, giving them a wider range of books from which to read.

Pupils will continue to learn ‘on sight’ a further bank of 50 words to read which are set out in the Bill Quay Words Booklet.

In Year 2, children who require it will continue to access RWI phonic sessions and the associated books from this scheme. It is anticipated that the majority of the children will have moved on to the Oxford Reading Tree scheme. As well as the Oxford Reading Tree book (for those children who no longer require a RWI Book Bag Book), to support their wider development of reading and to give them a choice in what they read, pupils will also have the opportunity to take home an “additional reader” that is banded to match the Oxford Reading Tree Scheme.

During guided reading sessions, teaching promotes both the pupils’ abilities to decode written language at word and sentence level, and to search for meaning in the text. Pupils are grouped according to ability, and taught reading strategies and behaviours at the instructional level of the group. Guided reading also supports pupils in their application of

reading comprehension strategies. In year 2, some reading sessions will take place on a whole class basis, with the class teacher reading the text and the focus being on developing the children's comprehension skills rather than their reading fluency. Activities associated with these sessions will be appropriately scaffolded to account for the pupils' varying needs. These lessons are planned using the reading progression document where a teacher focuses on a particular reading strand over several sessions to develop particular key skills. Pupils who need greater support in their reading will also take part in a targeted guided reading session with the class teacher. (See Reading Progression Document Appendix 3)

### **Reading in Key Stage 2**

As pupils' decoding skills become more secure, the teaching of reading will be directed more towards developing pupils' vocabulary and the breadth and depth of their reading. In year 3, teaching comprehension will take precedence over teaching word reading directly. Pupils will be taught to recognise themes in what they read, such as the triumph of good over evil. Pupils will still have a scheme book, banded to their level, plus "additional readers" which they have the opportunity to read in school each day and take home. The class teacher will hear each child read once per week.

We aim for pupils to progress to using the Accelerated Reader program by the summer term of Year 3. This is a computer-based program that monitors reading practice and progress. It supports teachers in guiding pupils to books that are matched to their individual reading level. At the end of reading a book, pupils will complete a short quiz which assesses their comprehension skills and fluency and identifies a reading band, known as the ZPD (zone of proximal development), from which pupils choose a reading book. A dedicated reading time in class, as well as the opportunity to read at home, ensures that pupils are reading on a daily basis. For those pupils who still require support with their word reading skills, they will be heard reading on a daily basis and continue to access RWI phonic sessions and the associated reading lessons. These children will read a RWI book within school and take home a RWI book bag book matched to their level. In addition, to enable the children to still foster an enjoyment of reading, books from the library or the Oxford Reading Tree Scheme are taken home to share with an adult. The focus of these books is for the adult to read these to the child and talk with the child about what they are reading. There is no expectation for the child to read this independently.

It is recognised that the teaching of reading skills is more effective when it is interwoven within a class book which is used as a focus for our reading and writing. Long term plans for each year group (see Appendix 4) detail the book that will be studied in depth within English lessons and those which are to be enjoyed as class readers throughout the year. Whole class reading lessons take place within the English lesson. To ensure that the teaching is precise, we follow an agreed progressive overview for reading, and focus upon one of three

identified key skills, from the reading progression document (see Appendix 5), which is addressed for a number of lessons before moving on to another key skill.

In year 6, all children use the Reading Plus program. This is a computer-based reading program in which children complete a baseline assessment to judge the fluency rate in words per minute, a vocabulary level and a comprehension level. Texts are then set for the children at their appropriate level. Using a special guided window, the computer program aims to gradually increase a child's reading speed as well as improve their comprehension skills. The aim is for children to be able to read at a rate of 185 words per minute by the end of year 6. Each week, children are expected to complete at least five reading lessons and one vocabulary lesson.

Year 5 pupils will be introduced to this program towards the end of the summer term in preparation for the start of year 6.

### **Reading Fluency**

Our aim is for children to become fluent, confident readers who are able to understand and interpret the texts that they are reading thus increasing their enjoyment of a range of texts.

A fluent reader is described as displaying the following characteristics:

- Automaticity
- Speed
- Pace and pausing
- Phrasing
- Accuracy
- Effortless
- Prosodic –express meaning through the rhythm of the reading (phrasing, stress, pauses, expression, intonation) bring the text to life.

In order to achieve this, teachers and teaching assistants plan for the following strategies to be woven throughout the reading opportunities presented during the day:

- Modelled reading
- Echo Reading
- Choral Reading
- Repeated Reading

### **Modelling Reading**

Adults should read to children to show what fluent reading sounds like. The reading should be natural with the right tone, pace and emotion to match the words read. By listening to good models of fluent reading, children learn how a reader's voice can help the text make sense. Teachers and teaching assistants should explicitly show and/or tell children how they are using their voice to attain good phrasing, intonation and expression.

Opportunities for modelling fluency could take place during the following times:

- one-to-one reading sessions
- storytime
- guided groups/whole class reading lessons
- across the curriculum
- letters, notes and notices
- casual book sharing

### **Echo reading**

Echo reading is a way for children to practise their phrasing and expression while instilling confidence in their reading.

Teachers and teaching assistants will –

1. Show children how to read a section with good phrasing, intonation and expression.
2. Ask them to echo back and imitate the good phrasing, intonation and expression.
3. Feedback – how to improve/what to change/what was tricky
4. Feedforward – have another go and implement improvements
5. Feedback and build confidence and the feeling of success

### **Choral Reading**

The teacher/teaching assistant and children read together at the teacher's pace. The teacher explicitly models the skills of proficient reading, including reading with fluency and expression.

Benefits:

- It provides struggling readers with necessary support.
- Shared reading of predictable text can build sight word knowledge and reading fluency.
- Allows children to enjoy materials that they may not be able to read on their own.
- Ensures that all children feel successful by providing support to the entire group.

### **Repeat Readings**

It is well accepted that the more children read and become familiar with the same text, the more their reading fluency improves. Fluency takes practise and this is especially true for struggling readers and those who lack confidence. It is therefore an expectation that teachers allow children to re-read a text in order to build fluency. This is particularly necessary for those children who are early readers.

## **Reading Resources**

There are a wide range of reading materials in school for pupils to access, including library books, books linked to the class topic, poetry, plays, newspapers and magazines. Pupils will have plenty of opportunities to read and listen to whole books, discussing them with their peers and adults. Our library was designed by our pupils and contributes to the development of a reading for pleasure culture. Each classroom also displays a range of books linked to the class topic that pupils are currently studying.

## **Reading Interventions**

- **Read Write Inc 1:1 phonics**

Children who are not making expected progress within their phonic acquisition will participate in a daily Read Write Inc. one to one session in addition to their daily phonics.

- **Phame**

Children who require additional spelling and phonic support may participate in the Phame programme delivered by a Teaching Assistant.

- **Daily reading**

For children who lack fluency, comprehension skills, or who need further support in developing their reading skills, Daily Reading is provided. This is a daily opportunity for children to read with a Teaching Assistant or the class teacher and develop skills to further their own capabilities. In Key Stage 1, this is carried out using the banded reading book from which they are reading and in Key Stage 2 this is via their Accelerated Reader book.

- **Peer Reading**

For pupils who lack confidence with their reading and need to develop their fluency, particularly in Years 1-3, we have found that providing them with the opportunities to read with older pupils has been successful. We therefore carefully choose pupils from years 5 and 6 to listen to, and read with, specially selected pupils who would benefit from this.

- **Fostering Fluency**

A small group intervention to help build children's fluency, including their expression, use of punctuation, phrasing and intonation as well as speed.

## **Assessing Pupil Progress in Reading**

By the end of Reception class, children should be able to decode regular words and read them aloud, as well as read and understand some simple sentences.

Teachers will continually assess pupils' progress in their reading and this will inform their planning. In addition to this, the following assessments are made:

- **Phonics Assessment**

Children are assessed half-termly in accordance with the RWI assessment and this is used to track progress, organise groups and consolidate key sounds. It identifies pupils who need additional support, and those children with small gaps in their sound knowledge who need short, sharp intervention through the use of "pinny time" to close those small gaps.

- **Accelerated Reader**

Pupils will take an end of half term test which will assess their progress through the scheme. The class teacher and Literacy Lead will then decide which pupils require further intervention.

- **Guided Reading**

Class teachers will make notes on the planning sheet linked to the Assessment Focus detailed. This will be used as evidence when teachers are making judgements at the end of a term.

- **Summative Tests**

At the end of each full term, children from Years 2 (who are no longer on the RWI scheme) to 6 will complete a summative reading test. Children in Year 6 complete summative reading tests in May as part of the Statutory Assessment Tests set out by the Department for Education. Year 2 children will complete an end of KS1 reading assessment to inform teacher assessment at the end of KS1. This, along with the above assessments, will lead to a judgement being made by the class teacher about whether the child is on track to meet the end of year expectations for his/her year group. Further details can be found in our Assessment and Marking Policy.

### **Teaching Writing at Bill Quay Primary**

Our school has adopted Pie Corbett's Talk for Writing (TFW) as a model to improve achievement in writing. Talk for Writing advocates that children imitate the key language needed for a particular genre orally, before reading and analysing it. Through fun activities they rehearse retelling the text, then through shared writing they are shown how to craft their writing in the same style. The approach includes imitation, innovation and independent application (invention) – a two to three week process depending on the genre being taught.

## **The Imitation Stage**

The teacher establishes a creative context for each 'Talk for Writing' unit with a 'hook' to draw the children in. Teachers then introduce children to an exemplar text, supported visually by a text map. At Key Stage 1, this may be the class book or a condensed 'teacher written' version of the text. At Key Stage 2, teachers may choose to plan a TFW unit into their class book, or use a model text as a stand-alone unit.

Actions are created to help the children recall the story or non-fiction piece and reinforce the specific language patterns. In this way, children hear the text, say it for themselves and enjoy it before actually seeing it written down. Children interact with the text through drama activities and internalise the language patterns through sentence and word games based on the text. Once they have internalised the language of the text, they are introduced to the written text and encouraged to identify the key writing ingredients and 'magpie' key words and phrases. Children will develop their understanding of the structure of the text with the use of the boxing-up technique and by analysing the key features. These key features are then used to devise a writing toolkit which pupils will refer to in the following stages.

## **The Innovation Stage**

Once the children have internalised the text, they are then ready to start innovating on the pattern of the text. Using an adaptation of the text, children orally rehearse what they want to say then create their own version. During innovation, spelling, sentence games and drama activities continue to be incorporated so that children have a wealth of oral and written practice in the language features required to write. The key activity in this stage is shared writing – which helps the children to create their own version by 'doing one together' first. This begins with the children boxing-up their innovated version of the exemplar text. Each stage of the writing process is modelled by the teacher. Throughout this process key words and phrases and shared writing are displayed so when children begin to write, they have models and examples to support them. Children are encouraged to swap their work with a response partner to discuss/ evaluate their success against the toolkit.

## **The Invention Stage**

In this stage, children move towards becoming independent writers. They write the same text type but choose the content. This stage still requires a 'hook', games to help children to internalise the language patterns and understand the text, boxing up and shared writing (driven by teacher assessment). Teachers guide children through the whole process which ends with rereading and polishing.

## **Poetry**

At Bill Quay Primary, we aim to instil in our pupils a love of poetry and develop creative writers who enjoy words. Children's writing is influenced by their reading, and avid readers will internalize language patterns and gain a sense of how powerful poems can be. It is important therefore, that pupils experience listening to and exploring a broad range of poems over time. These are set out in our long-term overviews.

Every unit will involve pupils reading, writing and performing poetry. Some will also include the imitation and innovation processes similar to the TFW process.

## **Range of fiction and non-fiction genres**

The long term English plan outlines the fiction and non-fiction genres to be taught across the school. This will ensure progression and the opportunity for children to experience a breadth of genres.

## **Grammar and Punctuation**

Grammar and punctuation are usually taught within the given context of each 'Talk for Writing' unit. Teachers plan a range of grammar and punctuation games and activities focusing on children's next steps for learning and based on the skills required within the exemplar text or topic. Grammar and punctuation will also be taught as stand-alone lessons during the reading comprehension stage of a unit of work. Our long term overviews highlight the grammar and punctuation content to be taught within each term.

## **Writing across the Curriculum**

Writing in other areas of the curriculum is a good way of seeing if children are applying the skills taught in English lessons to other areas. Teachers will ensure that pupils have the opportunity to apply key skills taught at later points in the year to consolidate learning. Where children complete an extended piece of writing in another area of the curriculum, it should have clear success criteria.

## **Handwriting**

Foundation Stage teaching focuses on basic letter formation initially. This will involve pattern making in the first instance followed by guided teaching of the basic formations in the order given in the handwriting scheme (Appendix 5). This will be reinforced within the learning areas in the Reception class, with pupils creating the letters using sand, paint,

finger paints, chalks and pencils etc. This should be, at first, on large pieces of blank paper before progressing to blank pages in jotters and then large-lined pages in the spring and summer terms. There is an expectation that pupils will be able to form all their letters correctly by the end of the year.

Y1 recap and reinforce the basic letter formation the children will have learned in Reception, with a focus around writing on the line and placing descenders and ascenders correctly onto the large-lined pages. They will learn to form the upper case letters correctly. Children will move from large-lined pages (similar to those used in the summer term of Reception class) to handwriting jotters with guide lines, in order to focus on consistent letter sizing. Again, the scheme order of formation should be followed (Appendix 5).

In Year 2, pupils are taught the handwriting joins using the handwriting programme. The expectation is that children form letters of a consistent size and are able to use all of the basic joins accurately. Pupils in Year 2 will learn which letters should join and which are 'break' letters.

Within Key Stage 2, the steps from the handwriting scheme are taught and reinforced to enable pupils to use joined, legible and fluent handwriting by the time they reach Upper Key Stage 2. Across the Key Stage, pupils are taught to use the correct handwriting formation to match the purpose of the writing, for example using print for labels and captions within science and geography.

### **Teaching Spelling at Bill Quay Primary**

At Bill Quay, we understand the importance of teaching pupils to spell through multi-sensory approaches, in order for the learning to become embedded and moved into the long term memory bank.

Following the National Curriculum Spelling Appendix, we teach the rule related to a particular spelling before practising this in a range of ways.

Once the rule is established, Visual, Auditory and Mind and Method (VAM) strategies are used to practise and embed the spelling rule.

#### **Visual – strategies involving hand-eye coordination.**

Writing in different ways, highlighting parts of the word that are tricky/to draw attention to, look for words within word. Look-say-cover-write-check, grouping words with a shared pattern.

### **Auditory – strategies involving the ear and mouth.**

Break words into syllables and identify phonemes in the syllables, when letters or parts of words are silent say them in an exaggerated way k-nife, wed-nes-day, analogy (would, could, should).

### **Mind and Method**

Finding root words and spotting changes when prefixes or suffixes are added, Mnemonics (Big elephants can't...), word origins (etymology), and think of/define the spelling rule.

Time is spent reviewing these spellings by using a range of VAM strategies to enable the children to practise the spellings.

In addition to this, teachers dictate spellings for pupils and revisit a spelling rule a few weeks later to ensure that the spelling rule is within the long term memory bank.

### **Planning**

We have adopted the Spelling Shed scheme of work across the school (Appendix 6)

For KS1 and Reception we have created an additional booklet which details all of the different “tricky” words e.g. high frequency words, most common words, and the statutory common exception words and put them into our own “Bill Quay Words” document. These are the words which will have a main focus within spelling tests in KS1.

Within our scheme of work, pupils have the opportunity to embed and reinforce their learning of the spelling rules, with activities planned in to revisit areas of particular difficulty. Within the units, VAM strategies will be used, plus dictation and re-testing of previous spelling rules, to help aid embedding.

### **Interventions**

Some children may have a particular weakness with their spelling and as such may need further support, above and beyond additional activities within the class. This can take place in the following forms:

- Word wasp
- Hornet
- RWI spelling
- Alpha to Omega

## **Assessment of writing**

At the end of the year, pupils in Reception class are assessed against the Early Learning Goals. Reception children are expected to use their phonic knowledge to segment and spell some common words correctly and some that are phonetically plausible. They are also expected to write some irregular common words and simple sentences or captions which can be read by themselves and others.

Throughout the TFW process, teachers use formative assessment to plan the next step in their teaching (based on what the children need to know in order to improve). 'Assessment for learning' clearly involves the child in thinking about what has worked well and points them towards what needs to be done to move forward in their learning. Once teachers have evidence from a few pieces of written work, they highlight the writing criteria achieved using the Gateshead GAP assessment sheet (Appendix 7) Teachers ensure the children's next steps for learning, identified from the writing assessment grids, form the basis of the exemplar text to be used in the next 'Talk for Writing' unit.

At the end of each term, pupils will be assessed according to their progress towards age-related expectation: beginning, emerging, secure or higher achievers. Again, teachers will use the Gateshead GAP sheets to support them in reaching this decision. Writing moderation every term will ensure that teachers have a good understanding of expectations for their year group.

## **Assessment of spelling**

Once a spelling rule has been taught, the class teacher will conduct a spelling test as part of the spelling lesson. This gives the teacher an initial indication of pupils' understanding of a spelling rule. An assessment sheet keeps track of the pupils' performance. If required, the teacher will note the rule as one to be reinforced at a later date; regardless, the rule will always be reassessed within spelling lessons during the following spelling units, in order to gain an understanding of the pupils' retention of the rule.

Each half term, in KS1, the pupils will have a list of words from the "Bill Quay words list" which incorporates the statutory common exception words plus the other words we have identified as vital for our children to know. These lists are sent home so parents can support their children with this.

Assessment for spellings is on-going and as a teacher notices common errors, there is an expectation that they will address this with either an individual child, or if necessary, the whole class if there is a common weakness.

### **Equality and Diversity**

Within the English Long term plans for each year group, there are texts built in to the curriculum for reading and writing which give pupils access to experiences from a range of cultures and backgrounds. These have been carefully chosen to link with the overarching topics for the year groups wherever possible. In addition to texts reflecting different cultural backgrounds, themes and issues surrounding these, we have also ensured that the range of authors and poets used within the school long term plans reflects this diversity too.

## Appendices

Appendix	Title
1	Phonics Progression Overview
2	Bill Quay Words Booklet
3	Reading Progression
4	Long Term English Plans
5	Handwriting Policy
6	Medium Term Spelling Shed Overview