



Oracy Policy

Intent

Oracy is the golden thread that weaves together all teaching and learning across the curriculum. Oracy enables children to express their thoughts, feelings, understanding and ideas fluently. It also helps them to clarify their thinking and to understand new concepts. As such, talk is essential to children's thinking and learning and to their productive engagement in classroom life, especially in the early and primary years. At Wigan St. Andrew's C of E, we believe spoken language to be fundamental to the achievement of our children.

We believe:

- Oracy is the capacity to use speech to express our thoughts and communicate with others as outlined in the four strands of the Oracy Framework
- Teaching improves Oracy and Oracy improves teaching and learning
- Effective Oracy teaching and learning is purposeful, scaffolded and structured to deepen understanding and develop critical thinking
- Children and young people should become agile communicators who learn to navigate the expectations for Oracy in different contexts through the provision of a wide and varied curriculum
- Oracy is the responsibility of every teacher and the entitlement of every child.

Implementation

At Wigan St. Andrew's, Oracy is entwined into all areas of school life and the whole curriculum as speaking is at the heart of learning in all subjects. We use this Oracy framework to understand the physical, linguistic, cognitive and social and emotional skills that enable successful discussion, inspiring speech and effective communication. We believe that it is important to provide opportunities for talk that are both exploratory and presentational in nature.

We believe that reflection upon talk is important in the development of metacognition. Assessment plays a key role in the development of Oracy. Both formative and summative assessments are used to track and ensure the progress of all pupils

Impact

The impact of this policy will be monitored through the progress and achievement of all children by class teacher and support staff.

Oracy skills are assessed against the LPDS Key Learning in Spoken Language Reception to Year 6. The framework is used across all year groups and is used to give students a reason to talk, knowledge to talk like an expert, use vocabulary like an expert and to give them platforms for purposeful talk.

Impact will also be seen in the development of extended writing because, at Wigan St. Andrew's C of E School, we believe oral skills are essential to develop written skills as often 'if you can't say it, you can't write it!'



Handwriting Policy

We strive for our children to form correct letter formations, joining and good handwriting habits so that they can write fluently and legibly by the end of KS2. This is taught with a sequential and progressive approach with teachers and TAs modelling the handwriting style.

We believe that children's self-esteem and pride in their work can be raised by good quality presentation.

Intent

At Wigan St. Andrew's our intent in teaching handwriting is that pupils:

- achieve a neat, legible style with correctly formed letters in the adopted cursive handwriting style
- develop flow, speed and stamina whilst writing, so that eventually the children can write fluently with confidence and independence
- develop their own style of handwriting as they progress through Key Stage 2.

Implementation

In the Early Years Foundation Stage children are given every opportunity through effective daily teaching, adult led and child-initiated learning experiences to work towards and achieve age related expectations and end of year ELG's in the specific area of Literacy - Writing:

- Use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.

In Key Stage 1 pupils are taught handwriting weekly with further opportunities to practise daily wherever possible. Incorrect letter formation will be addressed and corrected consistently to ensure pupils are working at age related expectations below:

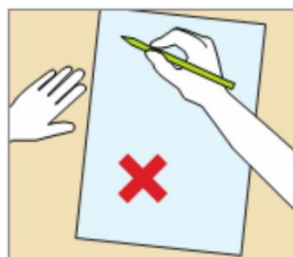
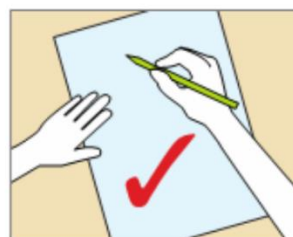
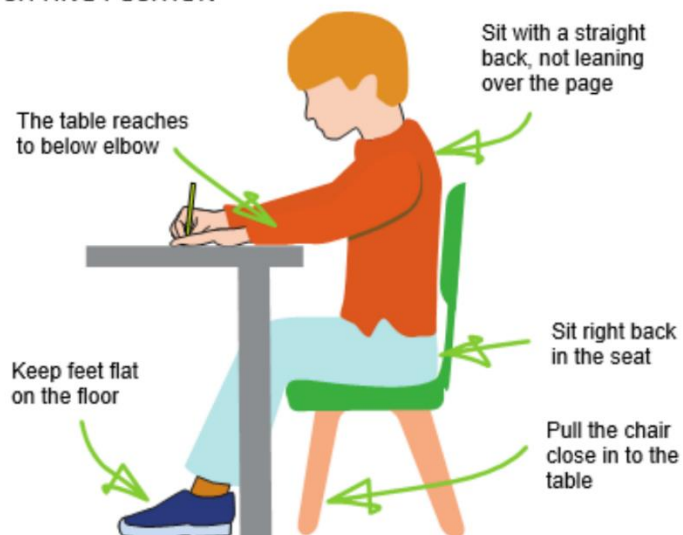
- use the diagonal and horizontal strokes needed to join letters in some of their writing
- write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- use spacing between words that reflects the size of the letter

In Key Stage 2 explicit teaching and modelling of handwriting will be weekly. It may have a spelling focus with further opportunities to practise wherever possible. Those pupils working at age related expectations will be able to:

- maintain legibility, fluency and speed in handwriting through choosing when to join specific letters.

Children are observed closely during the lesson to ensure that letter formation is correct and corrected if needed. Their seating position and pencil grip is also monitored closely.

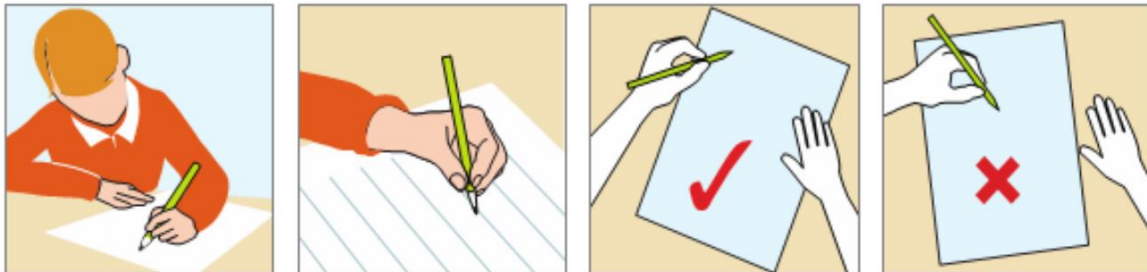
SITTING POSITION



Paper position for right-handed children.

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

- Left-handed pupils should sit to the left of a right-handed child so that they are not competing for space.
- Pupils should position the paper/book to their left side and slanted, as shown.
- Pencils should not be held too close to the point as this can interrupt pupils' line of vision.
- Extra practice with left-to-right exercises may be necessary before pupils write left-to-right automatically.

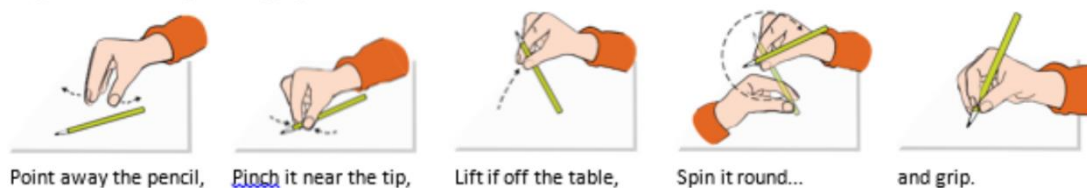


Paper position for left-handed children.

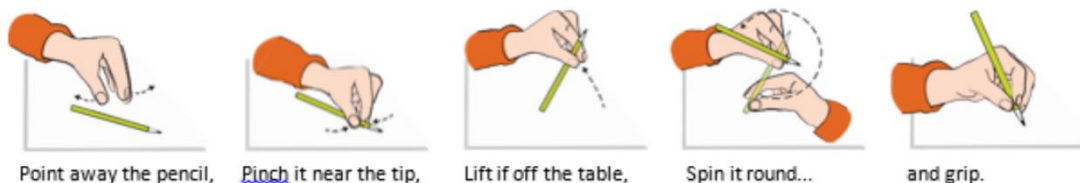
The Tripod Pencil Grip

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

Right-handed pencil grip



Left-handed pencil grip



In addition to specific handwriting lessons children are expected to apply their learning in their exercise books and to show care for the presentation of their work.

Pupils whose handwriting is not of expected standard for their age will receive intervention in small groups (including fine motor skills and development).

All teaching staff are encouraged to model the cursive style in all their handwriting, whether on whiteboards, displays or in pupils' books.

Impact

This systematic approach ensures development in the skill of handwriting throughout each year group. Children take pride in their written work and achieve proficiency in their own handwriting. Children's work in the wider curriculum work, their English books and school displays are evidence of the progress that children make in this area, as well as the consistency of the approach across the school.

Assessment

Teachers will assess children's handwriting progression during lessons as they write as well as once they have completed their writing. Criteria for assessment may include:

- Does the child adapt the correct posture?
- Does the child hold the pencil correctly?
- Does the child use the correct movements when forming/joining?
- Does the child write fluently?
- Is the writing legible?
- Is the child's handwriting developing in-line with statutory curricula?

The subject leader for English will regularly assess handwriting across the school. Criteria for whole-school assessment may include:

- Is the handwriting generally legible and pleasant?

- Are letters being shaped correctly?
- Are joins being made correctly?
- Are spaces between letters, words and lines correct?
- Is writing size appropriate?
- Are the writing standards demonstrated by the majority of children in line with statutory curricula?