

## **ENGLISH POLICY**

### **Introduction**

Our approach to language development begins with the individual, building on the knowledge and experiences which a child brings into the school and extends them through speaking and listening, reading and writing skills.

These three aspects of language development are interwoven and our teaching reflects this, no one area being taught in isolation of the others.

We support the view that a key influence on language development is the provision of an environment rich in spoken and written language. We provide such an environment throughout the school and by our liaison with parents encourage the sharing of these values in the home.

The school's English Curriculum is written in line with the National Curriculum in England 2014. It also incorporates the progression of teaching taken from Letters and Sounds and Assertive Mentoring, throughout Reception and Key Stage 1.

### **Aims and Objectives**

The study of English develops children's abilities to listen, speak, read and write for a wide range of purposes. It enables children to express themselves creatively and imaginatively, as they become enthusiastic and critical readers of stories, poetry and drama as well as non-fiction texts. Children gain an understanding of how language works by looking at its patterns, structures and origins. Children use their knowledge, skills and understanding in speaking and writing across a range of different situations.

### **Aims for English**

- To develop children's understanding of spoken and written language.
- To enable children to communicate effectively in speech and writing.
- To develop children's language capability to enable them to learn across the curriculum.
- To encourage children to listen with concentration in order to be able to identify the main points of what they have heard.
- To encourage children to develop a life-long love of reading.
- To encourage children to become enthusiastic and reflective readers through contact with challenging texts.
- To help children enjoy writing and recognise its value.
- To enable children to write with accuracy and meaning in narrative and nonfiction.
- To increase the children's ability to use planning, drafting and editing to improve their work.
- To develop children's imagination through activities which introduce them to a rich and varied vocabulary.

- To introduce children to different forms of English including Standard English and to teach them that the various forms are appropriate for different purposes.

### **The Early Years Foundation Stage**

We teach English in our Nursery and Reception classes as an integral part of the school's work. Within the Early Years Foundation Stage, we relate the English aspects of the children's work to the objectives set out in the Early Learning Goals which underpin the curriculum planning for children aged three to five. We give all children the opportunity to talk and communicate in a wide range of situations, to respond to adults and to each other, to listen carefully, and to practise and extend their range of vocabulary and communication skills. They have the opportunity to explore, enjoy, learn about and use words and text in a range of situations.

### **Contribution of English to Teaching in Other Curriculum Areas**

The skills that children develop in English are linked to and applied in every subject of our curriculum. The children's skills in reading, writing, speaking and listening enable them to communicate and express themselves in all areas of their work in school.

### **Speaking and Listening**

#### **Aims**

- To enable the children to express themselves clearly and confidently to others.
- To increase the children's vocabulary to make them effective communicators.
- To appreciate the richness and diversity of spoken language.
- To begin to develop an awareness of Standard English.
- To encourage an awareness of audience and adapt their use of language accordingly (e.g. formal/informal, general terms/detail)
- To develop the ability to listen attentively.

#### **Teaching and Learning Strategies**

Speaking and listening skills are developed both discretely and through other school activities. A wide range of contexts lend themselves to the development of speaking and listening skills.

- Sharing time and circle time
- The use of learning partners during carpet sessions
- Assemblies
- Individual and guided reading sessions
- Collaborative activities across the curriculum
- Music lessons
- Creative Play
- Drama

- Performing in school productions.

Children should understand that accent and dialect are acceptable but teachers may respond to grammatically incorrect speech by restating the child's sentence correctly, thus providing a role model for Standard English.

### **Planning and Assessment**

Specific speaking and listening activities may be planned into the topics, although many activities will be part of the work undertaken in other curriculum areas.

Assessments in Foundation Stage are observational using the criteria set out in the Early Learning Goals. Assessments are recorded in Nursery, Crosshall Nursery Wraparound Care and Reception based on guidance set out in Development Matters, while in Years 1 and 2 teacher assessments are made throughout the year and reported annually.

## **Reading**

### **Aims**

- To foster a climate in which reading is valued as a skill to be used for pleasure and as a tool for learning.
- To encourage the children's love of books.
- To introduce children to a range of literature.
- To enable children to become independent readers.

### **Reading in School**

The children have a variety of reading experiences, which play a major part in their development as readers. Throughout the day there are many opportunities for the children to put their reading skills into practice, for example reading labels, collaborative sentences on the board, worksheets, notices etc.

During a week there will be further opportunities for reading books alone, with a partner or in groups as part of guided reading. As part of the writing process children read their work to the teacher and sometimes the whole class. Story times enable children to have access to literature that is beyond their own reading ability. It provides a model of reading through the teacher's fluency and use of expression and may create the opportunity to discuss characters, plot and story structure.

### **Teaching Strategies**

#### **Phonics**

Children in Nursery start by following the guidance in Letters and Sounds for Phases 1, and 2. This is then reinforced with children who attend Crosshall Nursery Wraparound Care, and again

as the children move into Reception, where Phases 1 and 2 are revised and completed. The children then move onto Phases 3 and 4, but the teaching order follows the progression stated in Assertive Mentoring. They progress through a carefully structured scheme of work which teaches all the common letter blends, patterns and rules within the English language. The children are encouraged to use this knowledge when attempting spellings in their writing and reading activities. After Easter, the Reception children are grouped by ability across the unit, for phonics.

In Years 1 and 2 the children continue to follow the progression of sounds stated in Assertive Mentoring and are grouped by ability for English workshop, with each teacher teaching one of the three ability groups including children from all 3 classes. There is additional support for the least able children from year groups at other times during the week. All children have daily 'keep up' sessions whereby they revisit previously taught phonemes and graphemes.

### High Frequency Keywords

Keywords (as recommended in Letters and Sounds and Assertive Mentoring) and Common Exception Words are taught as part of discrete phonics teaching. In Years 1 and 2 they can be sent home for the children to learn and there are opportunities provided for children to practise these in school on a regular basis. These words form the basis of class word banks and word lists which the children use when writing. We encourage children to use the **Look, Cover, Write** and **Check** method when they are practising their keywords.

### The Use of Books

Children read aloud from a wide variety of books and learn a great deal about books, stories and language in general. As they read, children begin to apply the phonic and whole word knowledge they are acquiring and in addition they begin to predict new words through their understanding of spoken language, story conventions and meaning.

In order to support and scaffold their reading development, all children take a book from a selection in each Year group, to read at home with parental support. Every child has the opportunity to change his/her book each day if it has been read at home.

In Nursery, children are encouraged to choose a new story book every day to share with an adult at home. This is done to help foster a love of books and an interest in sharing books with others. Once a child knows the majority of their initial sounds, they also take a phonetically decodable colour banded book home

The organisation and use of the books is fundamental to our approach to reading. Across the school, we have a large quantity of high quality children's books which range from picture books with no words to substantial paper backs. There are sets from various reading schemes as well as a wide variety of books by popular children's authors.

## **Coding of Books and Decodable Texts**

We believe reading is a fundamental life skill and we endeavour to develop a genuine love and lasting passion for reading within every child. Children who enjoy reading, achieve more highly across the curriculum. Becoming a fluent reader is essential to accessing the wider curriculum and becoming a successful learner. Our approach to teaching phonics and reading, alongside additional support as required, ensures all learners can progress.

When children learn to read, it is important they are provided with phonetically decodable books which allow them to apply their knowledge of letters and sounds. As the child can decode every word in the book, they feel successful, which in turn helps them build fluency and develop early reading strategies.- To become a proficient reader, children must develop and continue to practise applying their knowledge of letters and sounds. The use of these decodable texts provide children with materials they have the skills to decode correctly. Through the use of regular teacher assessment, we are able to ensure that the children are reading the correct level of phonetically decodable texts in Reception and Year 1. Another significant factor in children being motivated to read and becoming independent comes from choosing their own books. While self-selection is most important, we recognise the need for guidance to ensure that children read books appropriate to their reading ability and that they progress to more demanding books as their reading develops. For this reason, the books are colour coded according to the Book Banding System.

The reading material is organised into colour bands from which the children may choose freely, once they have progressed beyond reading decodable texts. There is a broad range of books of varying difficulty within each colour band, therefore the amount of support a child will need with different books within the same level will vary slightly. A child will usually read across a colour band, experiencing a wide range of text types including fiction, non-fiction, poetry and play scripts, before moving onto the next level. Within Nursery and Reception, the teacher monitors progress and when they feel it is appropriate, they will assess the child using the PM Benchmark system, phonics assessments to ascertain whether they are ready to move onto the next colour band. In Years 1 and 2 the children are all assessed using the PM Benchmark system at least once every half term. The assessment looks at both reading ability and comprehension skills. These assessments will ensure that children are taking a book home that is at their instructional level, allowing them to continue to progress. Additionally, in Year 2, once the children have reached the Lime level book band, staff will make use of the FFT Aspire reading assessment programme. This will enable teachers to ensure that children are being appropriately as they move into the higher level book bands.

## **Planning, Assessment and Record Keeping**

Teachers assess reading informally each time they hear children read, either individually or during a guided reading session. During each guided reading session the teacher will decide on the targets which will be focussed on; these are recorded on a sticker and put in the child's reading diary for parents to see. The class teacher also records the progress made by each child on a record sheet.

The results from the PM Benchmark assessments are recorded on class record grids.

In order for the children to be working at the expected standard for a child of their age, we would anticipate that they would be reading the book colours noted below at these points in each academic year. However, it is important to realise that this is just a guide as we recognise that the children will progress at different rates.

### **Reception**

Secure in Spring 2 - **Red** book colour band.

Secure in Summer 2 - **Yellow** or **Blue** book colour band.

Exceeding in Summer 2 - **Green** book colour band and above.

### **Year 1**

Secure in Spring 2 - **Green** book colour band.

Secure in Summer 2 - **Turquoise** colour band.

Exceeding in Summer 2 - **Purple** colour band and above.

### **Year 2**

Secure in Spring 2 - **Purple** book colour band.

Secure in Summer 2 - **White** book colour band.

Exceeding in Summer 2 - **Lime** book colour band and above.

Children in the Foundation Stage are formally assessed on their knowledge of letter sounds at the beginning of the year and again in November and March. Sight recognition of the first 75 key words is assessed throughout the Reception Year.

Children in Year 1 are formally assessed with the Phonics Screening Check during the Summer Term. During this assessment, the children work individually with their class teacher reading real and non-real words.

### **Guided Reading**

Reading conferences take place during dedicated teaching sessions lasting approximately half an hour. This is when children read to the teacher or another adult working within school as part of a group that are all reading at a similar level. It is the time when the teacher teaches specific reading skills and reinforces aspects of reading which have been taught in other ways. It is also when children demonstrate their understanding and development as readers and when the teacher assesses the progress made.. This is a time for children and their teacher to share the enjoyment of reading.

In Year 2, when the children have been part of a guided reading group, they will then complete a comprehension activity the following day based on the book. This helps to ascertain their understanding of the text.

In Reception additional literacy activities take place outside while the teacher is reading with individual children. In Key Stage 1, the children will take part in a variety of literacy activities

that may take place in the classroom or outside while guided reading, individual reading or reading assessments are taking place.

We aim for all children in Year 1 and Year 2 to take part in a reading session every 5 school days. Children within Reception, read with an adult approximately every 7 school days and these sessions enable the children to benefit more than would be possible during shorter more frequent reading sessions. Some children may participate in targeted reading intervention programmes and are heard to read individually, on a daily basis with a school adult.

### **Reading at Home**

While we obviously place a great emphasis on the teaching of reading at school we readily acknowledge the enormous value of reading at home. We advocate a "little and often" approach as this enables the child to put into regular practice the aspects of reading initiated in school. We suggest ten to fifteen minutes daily. This provides an excellent opportunity for parents to share in their child's educational development.

In order for children to develop their fluency, confidence and independence when learning to read, it is advised that they read familiar texts a number of times as opposed to a new book each day. This over learning and familiarisation with a text enables children to recall key words that they have learnt and recognise them more readily when they encounter them in a familiar context. Across the school, children that are reading on pink, red, yellow, blue, green, orange, turquoise and purple book bands will change their books every Tuesday and Friday. Children reading longer texts on the gold, white, lime and black bands will change when they have completed their book.

The reading diary forms part of a record of each child's reading experience. A note of the date and title of each book brought home, along with the page number reached form the basic entry in the diary. We encourage parents to comment and make any relevant observations in the diary because as well as informing the teacher, they thus demonstrate to the child that reading is important and that their parents are working together with the school to help develop his/her reading skills. Every child's reading diary is checked by their class teacher on a daily basis. Children in Key Stage 1 are awarded stamps every time they read at home and receive a sticker when they reach the milestones agreed for their year group which is shared as part of the year group information to parents.

### **Book Week**

Every year the school holds a Book Week to promote reading and literature. Reading activities have an even higher focus than usual and class work is often based around a particular book, author or theme. During this week there is a bookshop where children will be able to choose books to buy, along with the opportunity for Year 1 and Year 2 children to visit the local library.

### **Resources**

In addition to reading libraries, each class has its own collection of fiction books. To support year groups' planning there is a collection of topic books stored in topic boxes. There is also a large collection of Big Books to be used for whole class literacy work. Within each class there is a set of fiction and poetry books, as identified by Pie Corbett, for the class teacher to regularly share with the children. These are called the poetry and reading spine and the titles vary for each year group. These books are used to help each child develop a bank of known, good quality stories, which will support their knowledge of story structure, language and their imagination.

## Writing

This section can be broken down into the following areas;

- writing - transcription, which incorporates spelling and handwriting,
- writing - composition
- vocabulary, grammar and punctuation.

These areas are taught during daily writing input sessions, comprehension, grammar and phonic workshops and writing activities throughout Year 1 and 2.

## Aims

- To enable the children to become independent writers.
- To develop children's ability to express themselves clearly in writing.
- To provide children with a range of writing experiences, for different purposes and different audiences.
- To develop children's imagination through story and poetry writing.
- To develop children's understanding of the different forms of written language.
- To teach some of the layout conventions for different forms of writing, e.g. letter writing, poems.
- To develop an understanding of story structure.
- To enable children to reflect on their own writing and identify errors and weaknesses.
- To develop children's knowledge and use of different grammar rules.

## Creating a Writing Environment

The classroom should include many different examples of writing provided by both the teacher and child: books, display labels, notices, children's work produced in different formats from home and school.

Resources to support writing are available to the children. These include: a word bank/word cards containing words which are being developed, e.g. key words, topic words, colour names, days of the week etc. Other available resources include a range of writing media, pens, pencils,

chalk, pastels, crayons, a collection of suitable dictionaries, and where appropriate, alphabet friezes.

### **The Writing Area**

Each Reception class has a writing area where children have the opportunity to experiment freely with writing. Sometimes this may be extended in connection with the topic or the creative play area.

Ideas for content include:

- writing paper, card, books of different shapes, colour and size.
- Writing implements, pencils, chalk, biro, felt tips, crayons etc.
- Examples of writing styles and formats - print, capitals, joined. Writing in different languages and formats - postcards, letters, cards, bills, calendars.
- Scissors, stapler, hole punch, paper clips, rulers, line guides etc.
- Notice board for class messages.
- Display board for work done at home or in the writing area.

### **Teaching Strategies**

We use the Developmental Approach to writing whereby children make their own attempts at writing, using whatever skills they have at the time. At the very early stages this may only appear as a series of marks on the paper. The key aim is to encourage the children to think of themselves as writers.

### **The Developmental Writing Process**

1. The teacher will provide a stimulus for the writing and will identify the audience and purpose where appropriate.
2. The teacher may write one or two sentences on the board as a model to start the children off, or a word bank may be compiled from suggestions made by the children. These may be left on the board to help the children in their own writing.
3. The children then attempt their writing.
4. Either when the writing is finished and/or sometimes during the writing process the teacher will conference the child about their work.

### **The Writing Conference**

This is a crucial part of the developmental writing process. It offers the child immediate positive feedback about their writing. This process depends on the development of the writer. The conference will include a link back to the writing target for the session. Within Reception, this target is verbally shared and reinforced. In Year 1 and 2, the target for the session is recorded on a sticker displayed at the start of the work and then stamped during the conference if it has been achieved.

**Early/beginner writers** (children who will not recall what they have written after the session)

- The children read through their writing.
- The teacher then writes the conventional form underneath the child's writing. This provides an opportunity to see a piece of writing being scribed in the conventional form. As the teacher scribes, the process is talked through e.g. "I'm starting the sentence with a capital letter....."
- Where children are not sure what they have written, the teacher may ask what they would like to have written and scribe that.

**Intermediate writers** (children who are able to re-read their writing at a later date)

- The children read through their writing.
- If the writing does not communicate meaning or if the presentation is weak the teacher then writes the conventional form underneath the child's writing. This process should take place during or as soon as possible after the session.
- Attention should be drawn to spelling errors, with the focus on keywords.

**Advanced writers** (children whose writing communicates a clear meaning)

- Immediately after writing the children should re-read their work as the first stage in the editing process.
- The teacher will conference the children about their writing, requesting them to correct errors as appropriate. This writing will not be scribed. Spelling errors are highlighted and corrected. This process should take place during or as soon as possible after the session.

**Points to be addressed when conferencing**

Although the exact focus will depend on both the level of development and the nature of the task attention could be drawn to a number of different aspects of the writing:

Content - use of creative ideas, descriptive language, story structure etc.

Handwriting, setting out of work, spacing.

Spelling, tense.

Punctuation

Language structure.

**Modelling Writing**

It is important for children to regularly see adults writing, especially at the beginning stages of learning to write. Sometimes this modelling may be a piece of collaborative writing in

preparation for a writing task. Emphasis is on composition and transcriptional skills and the teacher will talk through the process as they are writing  
e.g. "Who can think of the first sentence?"

" What does a sentence have to begin with?"

" Who can hear the first sound in the word?"

" Remember I need to leave a finger space between the words."

## **Organisation**

In Reception writing is done in small groups. In Years 1 and 2 writing is taught half a class at a time.

## **Planning, Assessment and Record Keeping**

### **Planning**

Planning for writing is completed within teams and discussed during weekly team meetings. Where possible tasks are planned to fit in with half termly topics and cover a variety of genres.

### **Assessment and Record Keeping**

Writing is assessed as an ongoing process through the writing conference. In addition to this, formal assessments are carried out throughout the year as follows:

Reception -	Autumn Term 1 (Entry level assessment)
	Autumn Term 2
	Spring Term 1
	Spring Term 2
	Summer Term 1
	Summer Term 2
Year 1 -	Autumn Term 1 (Entry level assessment)
	Autumn Term 1
	Autumn Term 2
	Spring Term 1
	Spring Term 2
	Summer Term 1
	Summer Term 2
Year 2 -	Autumn Term 1 (Entry level assessment)
	Autumn Term 1
	Autumn Term 2
	Spring Term 1
	Spring Term 2
	Summer Term 1 (End of Key Stage 1 Assessments)
	Summer Term 2

These findings are recorded on class record grids for Year 1 and 2. Within the Foundation Stage individual assessments are measured against the Early Learning Goals. All assessments are recorded on class record excel spreadsheets.

## Spelling

### Aims

- To develop children's spelling skills so that they are able to communicate effectively in writing.
- To give children a range of strategies to use in their spelling.
- To develop visual and phonological awareness of individual and combined letters.
- To develop an awareness of common letter patterns - visual and auditory.
- To teach children how to use spelling aids in the classroom.

### Teaching Strategies

Spelling is taught through a combination of phonic and visual recognition skills. Because spelling is partly a visual and partly an auditory skill we do not encourage children to rely solely on "sounding out" a word. Alongside phonics children are taught visual word recognition skills and to look at the common letter patterns within words.

### Phonic Skills

Starting in Nursery and Reception with the sounds of individual letters, children progress through the Letters and Sounds scheme of work, which teaches the common letter sounds, blends, patterns and rules within the English Language. Once working within Phase 3, they follow the progression set out in Assertive Mentoring. This is then continued in Year 1 and 2. Phonics is taught daily in all year groups following a tight programme of activities, delivered with rigour and pace. It includes both reading and writing activities where individual words are segmented and blended utilising pure sounds. These can be referenced here: [Phonics videos – help your child learn to read - Oxford Owl](#)

### Key Words

The spelling of frequently occurring words is taught by the process of Look, Cover, Write and Check. The keywords follow a progression based on the most frequently occurring words in children's writing as identified in Letters and Sounds and Assertive Mentoring. The children will also learn words related to cross curricular topics and subjects in Year 1 and 2.

In all year groups children are given lists of spellings to practise both at home and in school. The children are then tested on the words and the marked test papers are sent home to inform parents of progress each week.

## **Common Exception Words**

The statutory requirement of the Key Stage 1 spelling curriculum includes learning a designated list of common exception words. Year 1 children have 45 words to learn while Year 2 children have a list of 64 words. Common exception words are words that appear commonly in both written and spoken language, but which don't follow standard spelling rules. This makes learning to read and spell common exception words in KS1 important for early reading and writing development. These words are listed in the front of each child's reading diary to enable them to be practised at home and are also practised regularly at school.

Year 1 and Year 2 children will be assessed every half term on their knowledge of these words and these papers will be sent home to inform parents of their child's progress.

## **Assessment and Record Keeping**

In addition to the weekly spelling challenges, in Years 1 and 2, all children will have a big spelling challenge every half term, allowing an opportunity to revise and revisit learnt spelling patterns and sounds that have been taught over the course of the term. Spelling is also assessed as an ongoing process during writing conferences.

## **Resources**

In each classroom:-

Keyword cards or word bank

Appropriate dictionaries

Year 2 children have access to appropriate thesauruses

Each unit has a selection of keyword and phonic games for use in phonic workshops and during guided reading times.

## **Handwriting**

### **Aims**

- To develop a comfortable, fluent handwriting technique.
- To teach children the correct use and formation of capital letters.
- To teach children to write using correctly formed letters.
- To enable children to present their work legibly.
- To teach the children the letter families.

### **Teaching strategies**

As a school we teach cursive handwriting from the outset in Reception. Children need to practise the mechanics of handwriting frequently. At least once a week they see handwriting modelled which they practice on handwriting sheets. In addition, a wide range of cross-curricular skills taught in school enhance fine motor control. Within Reception, children complete handwriting activities on lined paper. In Year 1 they write on lines using the 'sky, grass, mud' technique. This allows children to see the demarcation of where ascenders and descenders should go. In Year 2 the children practise their handwriting daily, on lined paper so that they can transfer this learnt skill to the pages in their writing books.

### **Progression of teaching handwriting**

1. Name formation
2. Single letter and number formation- (See Appendix 1 and 2)
3. Common letter patterns
4. Use of common letter patterns within words
5. Simple phrases and sentences based on the topic theme and keywords.

### **Planning Assessment and record keeping.**

Handwriting is planned half termly following the progression of joins. It is assessed and recorded as part of the writing conferences.

### **Special Needs**

At our school we teach English to all children, whatever their ability. English forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our English teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. By the end of key stage 1, pupils are expected to know, apply and understand the skills and processes specified in the relevant programme of study within the National Curriculum for England 2014. When progress falls significantly outside the expected range, the child may be judged to have Special Educational Needs.

Intervention through school support may lead to the creation of a Learning Plan for children with Special Educational Needs. The Learning Plan may include, as appropriate, specific targets relating to English.

### **Organisation**

Each Year group organises its special needs time according to the needs of the children and the year group organisation. This may involve the Teaching Assistant working with individuals or small groups, either within classrooms or in an area within the unit. Children are grouped

according to their particular needs in order that these can be more specifically addressed within small group work.

### **Planning**

The Team Leader and Teaching Assistant plan work activities that include group and individual reading, games to develop reading and spelling skills, structured writing activities, story sequencing, prediction and comprehension activities.

### **Assessment**

Assessment is an ongoing process undertaken by the Teaching Assistant and by the class teacher as part of normal assessment procedures for all children.

**Approved:** January 2025

**Next Review Due:** January 2026

## Appendix 1

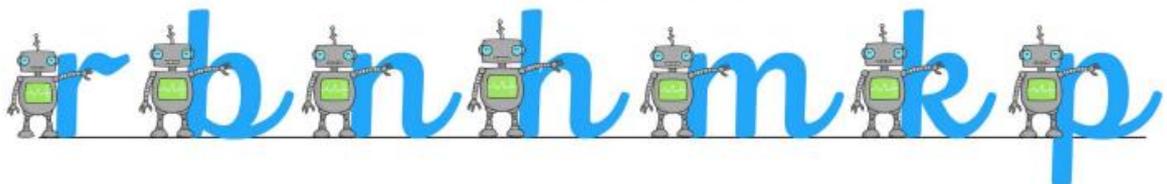
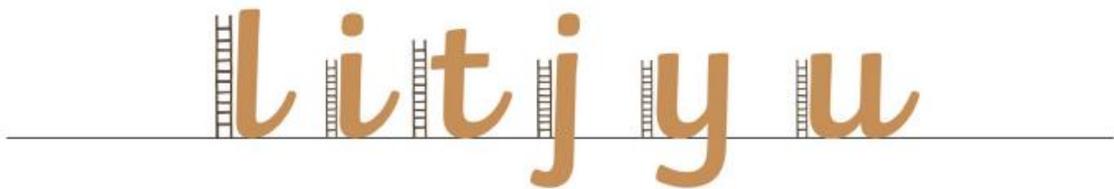
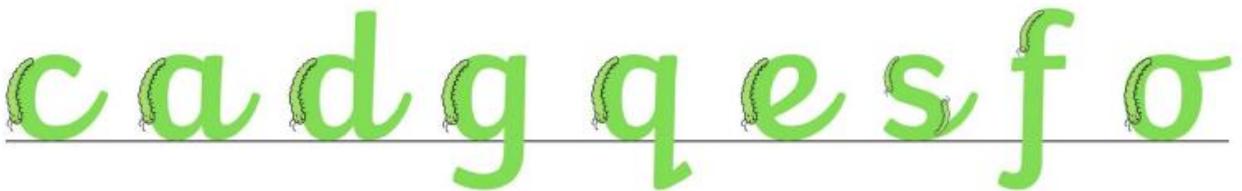
Handwriting is taught in letter families so that the children practise letters that have a similar formation together. The letter families are as follows:

Curly Caterpillar Letters: c, a, o, d, g, q, e, s, f.

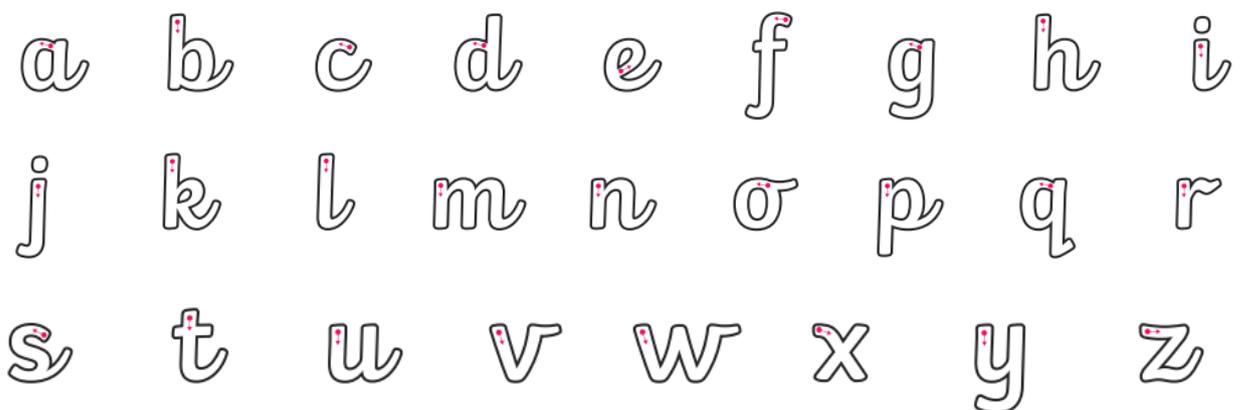
Ladder Letters: l, i, t, u, j, y.

One-Armed Robot Letters: r, b, n, h, m, k, p.

Zig-Zag Monster Letters: v, w, x, z.



They are formed as follows:



## Appendix 2

Number formation is taught as follows:

0 0 0 0 0 0 0 0 0 0

1 1 1 1 1 1 1 1 1 1

2 2 2 2 2 2 2 2 2 2

3 3 3 3 3 3 3 3 3 3

4 4 4 4 4 4 4 4 4 4

5 5 5 5 5 5 5 5 5 5

6 6 6 6 6 6 6 6 6 6

7 7 7 7 7 7 7 7 7 7

8 8 8 8 8 8 8 8 8 8

9 9 9 9 9 9 9 9 9 9