



Writing: Implementation

EYFS: Read, Write Inc

In pre-school, the younger children participate in Phase 1 phonics sessions twice a day while our 3-4 year olds are introduced to a 'sound a week' (RWI speedy sounds). The weekly phoneme is taught and re-visited during each morning and afternoon session during which writing of the grapheme is modelled by adults. Children are provided with opportunities to write the grapheme using a range a mark making resources and children's crossing midline skills, bilateral co-ordination skills and fine motor skills are also developed through adult guided and continuous provision activities.

In Reception, children participate in RWI sessions daily - initially involving the teaching of letter formation and progressing to single word labelling and sentence writing through the use of RWI 'Get Writing'. The Read Write Inc. Phonics *Get Writing!* approach uses books which contain a range of writing activities and include step-by-step guidance to help children move from writing simple sentences to extended texts such as invitations, letters, descriptive texts and non-fiction texts. The *Get Writing!* Books also include composition, grammar and spelling activities. We recognise that children must secure foundational knowledge, such as spelling, handwriting and orally composing sentences in order to become successful independent writers. Children work in guided-group sessions closely linked to their developing skills.





Writing: Implementation

KS1 and KS2: Read, Write Inc and Ready, Steady, Write

In Year 1, children begin by following the Read, Write Inc. 'Get Writing' programme, with regular additional opportunities to write linked closely to their wider curriculum learning. We recognise that children must secure foundational knowledge, such as spelling, handwriting and orally composing sentences in order to become successful independent writers. The 'Get Writing' approach ensures these foundational skills are at the heart of the early teaching of writing.

As children move beyond the 'Get Writing' programme, and become more confident, independent writers, they move on to following the 'Ready, Steady, Write' approach to writing. For most children, this transition will take place by the beginning of Year 2.

Ready Steady Write empowers teachers to provide high-quality teaching of writing through high-quality literature. These detailed units of work centre on engaging, vocabulary-rich texts, with a wealth of writing opportunities within and across the curriculum. They provide:

- Clear sequential Episodes of Learning
- Vocabulary learning and contextualised spelling, grammar and punctuation
- Wider reading for the wider curriculum
- Example Texts linked to writing outcomes
- A wealth of supporting resource

Our English writing curriculum is developed around a sequence of high quality age-appropriate texts, using **Ready Steady Write** units of learning. We use each book to create opportunities to:

- develop grammar and punctuation knowledge and understanding to use and apply across the wider curriculum, through sentence accuracy sessions;
- explore the Writing structure and features of different genres, identifying the purpose and audience;
- plan and write an initial piece of Writing with a clear context and purpose before evaluating the effectiveness of Writing by editing and redrafting.





Building on this foundation, we teach literacy using a range of strategies which include:

- Group Discussion - Children discuss and interrogate new ideas in a small group or whole class setting. They listen to and value each other's ideas whilst taking on board feedback so as to improve their own explanations.
- Partner Talk - Children work in partners to discuss their ideas. They are able to explain their ideas about texts they have read and prepare their ideas before they write.
- Questioning - Teachers use a range of questioning strategies to establish children's current understanding and develop their learning.
- Modelled Writing - Teachers model Writing and editing to demonstrate the high expectations they have. They verbally 'think aloud' in order to make the Writing process explicit and provide a rich and varied vocabulary for the children to utilise in their own work. This happens daily, through sentence accuracy
- Shared Writing - Teachers use the ideas from the children to create shared pieces of Writing. This enables the children to see the Writing process in action as well as having pride and ownership over the finished piece.
- Editing - All children are signposted to regular opportunities for reviewing and editing their own and the work of others.
- Working walls - Teachers and children regularly update working walls to ensure learning is documented within a unit of work.

Class teachers ensure that the Writing process is clearly evident on working walls, with modelled examples being available to all pupils as the sequence of lessons develops.

The entire writing curriculum is mapped out on coverage and progression documents. Each **Ready Steady Write** unit includes all of the resources needed for each teacher to plan and deliver lessons. There are a range of scaffolds and supporting resources and teachers tweak and shape the units to meet the specific needs of their children, including those with SEND.





Writing: Implementation

Handwriting:

EYFS

Children follow the RWI handwriting programme which is closely linked to their developing phonetic ability. We believe it is important to learn letter formation accurately from the first time, every time. In Reception, children will learn to accurately form each of the letters they encounter through the RWI programme.

KS1

As children progress beyond the RWI programme in Year 1, new graphemes are taught with joined formation.

To support consistent and accurate use of joined letter formation, we use the beginners' cursive letter formation guides found at:

<https://teachhandwriting.co.uk/continuous-cursive-beginners-choice-3.html>

In Year 2, children continue to practice cursive letter formation. Capital letter and lower case letters are practised, with specific attention to the different joins which each letter may need to join it to the next letter. We follow the letter join guidance found at:

<https://teachhandwriting.co.uk/continuous-cursive-joins-choice-3.html>

Children are given regular opportunities to practice and refine the taught handwriting skills in discrete handwriting sessions each week and through early morning tasks.

Children are always encouraged to apply their handwriting skills in any written work they produce. It is the expectation that by the end of Year 2, all children will know how to write with a fluent cursive joined script.





LKS2

Children refine their cursive handwriting skills, through practising letter groups and letter strings, often linked to spelling patterns being learned. Children in Year 3 and Year 4 may also record dictated sentences to practise and secure their transcription skills in both handwriting and spelling.

We continue to follow TeachHandwriting (<https://teachhandwriting.co.uk>) to reinforce and consolidate correct letter formation and cursive joined writing.

The focus in Year 3 and 4 is to increase the legibility, fluency and quality of handwriting by ensuring horizontal and diagonal strokes are used accurately and consistently and that sufficient space is left between lines of writing.

UKS2

By Year 5 and 6 the expectation is that all children will have the ability to join their handwriting accurately, fluently and consistently. The importance of high quality presentation is reinforced through linking handwriting skills with spelling input. Children in Year 5 and Year 6 may also record dictated sentences to practise and secure their transcription skills in both handwriting and spelling.

We continue to follow TeachHandwriting (<https://teachhandwriting.co.uk>) to reinforce and consolidate correct letter formation and cursive joined writing.





SEN

Where an identified need with fine motor skills or handwriting is identified, specific and timely intervention is put in place in consultation with the SENDCO. This may involve providing scaffolding to support accurate handwriting through the use of handwriting lines in exercise books; exercises to develop fine motor skills; visual cues to support correct formation, orientation and placement of letters; or additional time to practise and refine specific letter formation.





Writing: Implementation

Spelling:

Children are taught initial spelling skills through the RWI phonics programme. Grapheme phoneme correspondences are introduced in the specific order detailed in the RWI programme, beginning with Set 1 sounds, then Set 2 and finally Set 3 sounds.

For children in Key Stage 2 who have not secured all of Set 1, 2 and 3 sounds, they will receive Catch Up RWI input alongside Decision Spelling teaching.

Once children progress beyond RWI, they move on to the Decision Spelling Programme. Decision Spelling is then throughout the school from Year 2 to Year 6, comprising of daily input of around 20 minutes.

Y2 – A Suggested Order to teach the Sequences Across the Year

Autumn Term										
Sequence Code and Title	01 - Meta Language and Common Exception Words (CEW)	02 - Long A Phoneme	03 - Long E Phoneme	04 - Homophones	05 - Developing Personal Spelling Lists	06 - Long I Phoneme	07 - Long O Phoneme	08 - Long U Phoneme	09 - Initial /n/ and /r/	010 - Adding Suffixes (part 1)
Duration	One week	One week	One week	One week	One week	One week	One week	One week	One week	One week

Spring Term								
Sequence Code and Title	01 - Meta Language and CEW (choose a new selection of words from the list to focus on for the week)		011 - The /j/ phoneme	012 - the /or/ phoneme	013 - Adding suffixes (part 2)	014 - The /shun/ ending	015 - Homophones	016 - The /ul/ word ending
Duration	One week		One week	One week	One week	Two weeks	One week	One week

Summer Term						
Sequence Code and Title	01 - Meta Language and CEW (choose a new selection of words from the list to focus on for the week)	017 - Etymology (part 1)	018 - Apostrophes for contraction	019 - Homophones	020 - Hard and Soft C and G	021 - Etymology (part 2)
Duration	One week	Two weeks	Two weeks	One week	Two weeks	Two weeks





Y3/4 Planning: A suggested Order to Teach the Sequences Across the Year

Autumn Term											
Sequence Code and Title	01 – Meta Language and statutory word list: use the words from the list given in the planning.	Termly spellings from 'Y3/4 assessment' given as an elicitation task: repeated at the end of term as a means of tracking progress.	02 – Long A Phoneme	03 – long E Phoneme	04 – long I Phoneme	05 – Etymology (part 1)	06 – The /shun/ Word Ending	07 – Developing Personal Spelling Lists	08 – The /chuk/ and /chok/ Word Endings	09 – Homophones	To end the term, termly spelling list repeated and Personal Spelling lists reviewed and updated for next term.
Duration	One week	One lesson	One week	One week	One week	Two weeks	Two weeks	One week	Two weeks	One week	Two to three lessons

Spring Term											
Sequence Code and Title	01 - Meta Language and statutory word list: choose a new set of words to focus on from the list.	Termly spellings from 'Y3/4 Assessment' given as an elicitation task: repeated at the end of term as a means of tracking progress.	010 – Long O Phoneme	011 – Long U Phoneme	012 – Etymology (Part 2)	013 – Apostrophes	014 – Prefixes	015 - Homophones	To end the term, termly spelling list repeated and Personal Spelling lists reviewed and updated for next term.		
Duration	One week	One lesson	One week	One week	Two weeks	Two weeks	Two weeks	One week	Two to three lessons		

Summer Term											
Sequence Code and Title	01 - Meta Language and statutory word list: choose a new set of words to focus on from the list.	Termly spellings from 'Y3/4 Assessment' given as an elicitation task: repeated at the end of term as a means of tracking progress.	016 – The /or/ Phoneme	017 – The /ear/ Phoneme	018 – Etymology (part 2)	019 – The /ges/ Word Ending	020 – Homophones	To end the term, termly spelling list repeated and Personal Spelling lists reviewed and updated for next year.			
Duration	One week	One lesson	One week	One week	Two weeks	Two weeks	One week	Two to three lessons			

Y5/6: A Suggested Order to Teach the Sequences Across the Year

Autumn Term											
Sequence Code and Title	01 – Meta Language and statutory word list: use the words from the list given in the planning.	Termly spellings from 'Y5/6 Assessment' given as an elicitation task: repeated at the end of term as a means of tracking progress.	02 – Etymology	03 – OUGH	04 – Silent Consonants	05 – Developing Personal Spelling Lists	06 - Homophones	07 – The /shun/ Word Ending	To end the term, termly spelling list repeated and Personal Spelling lists reviewed and updated for next term.		
Duration	One week	One lesson	Two weeks	Two weeks	Two weeks	One week	One week	Two weeks	Two to three lessons		

Spring Term											
Sequence Code and Title	01 – Meta Language and statutory word list: use the words from the list given in the planning.	Termly spellings from 'Y5/6 Assessment' given as an elicitation task: repeated at the end of term as a means of tracking progress.	08 – The /e/ and /i/ graphemes	09 – The /juv/ Word Ending	010 – The /BLE and /ABLE word endings	011 – Homophones	012 – The /shun/ Word Ending	To end the term, termly spelling list repeated and Personal Spelling lists reviewed and updated for next term.			
Duration	One week	One lesson	Two weeks	Two weeks	Two weeks	One week	Two weeks	Two to three lessons			

Summer Term											
Sequence Code and Title	01 – Meta Language and statutory word list: use the words from the list given in the planning.	Termly spellings from 'Y5/6 Assessment' given as an elicitation task: repeated at the end of term as a means of tracking progress.	013 – The ENT, ANT, ENCE and ANCE Word Endings	014 – Adding Suffixes to Words Ending FER	015 – Homophones	016 – Hyphens	To end the term, termly spelling list repeated and Personal Spelling lists reviewed and updated for next year.				
Duration	One week	One lesson	Two weeks	Two weeks	One week	One week	Two to three lessons				





Vocabulary:

We identify and focus on key vocabulary within learning across the Curriculum.

In RWI, green and red words are identified at the beginning of each book. Similarly, key vocabulary from each text used in Ready, Steady, Write is identified, discussed and learnt as part of the writing unit.

In wider curriculum learning, we identify key vocabulary for each sequence of learning. We use Widget Online software to create dual coded vocabulary sheets to support children to identify and learn this key vocabulary. Learning of new vocabulary forms an essential part of our teaching sequences across the curriculum.

