



Writing at The Ellis CE Primary School

Intent

- 🍌 We aim to ensure that by the end of Y6, our pupils have developed a lifelong love of writing with the skills they need for life beyond school.
- 🍌 We aim for our pupils to be able to express their thoughts and ideas clearly through the written word.
- 🍌 We aim to expose our pupils to new vocabulary by providing language-rich environments and high-quality texts across the curriculum therefore enabling all pupils to build a strong repertoire and understanding of language.
- 🍌 We strive to ensure children have a solid grounding in transcription skills, grammar, punctuation and spelling.
- 🍌 We aim to create a community of writers.
- 🍌 We aim for our KS1/KS2 pupils to re-read, edit and improve their writing.
- 🍌 We aim to give pupils an audience and purpose to write for with independence.

Implementation



Across school we firmly believe that 'the writer in the reader' and the 'reader in the writer' are intertwined. By developing a love of reading we are securing the foundations for creative writers.

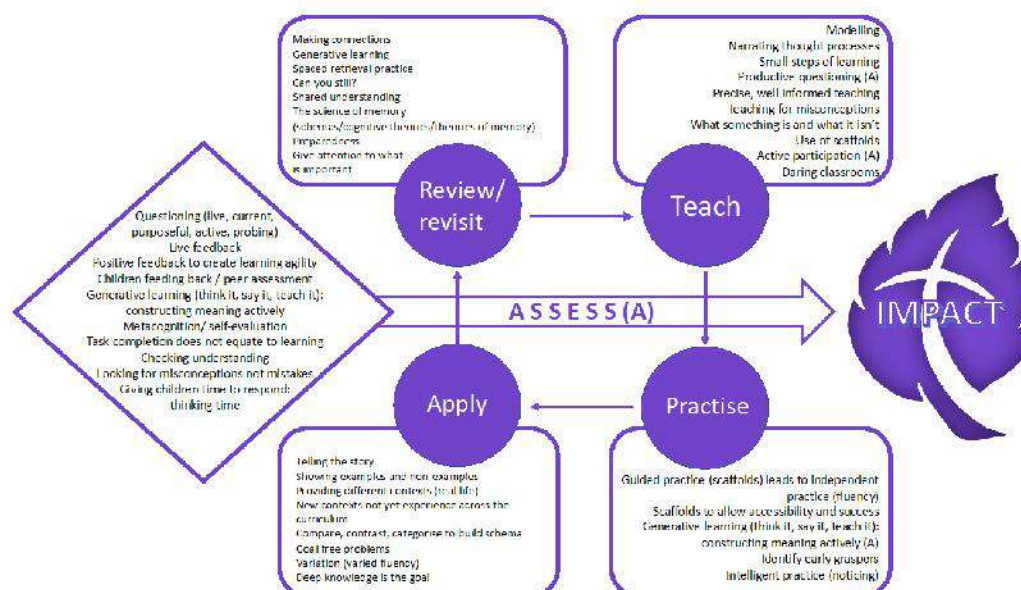
We have adopted a mastery approach to writing, focusing on teaching and reinforcing key skills through: repetition and providing numerous opportunities within each unit to practice and fully master them. Each sequence includes frequent short writing exercises, culminating in a more extensive written piece developed by the end of the unit.

Every unit begins with a language rich text which fosters Cultural Capital by engaging students with inspiring texts that expose them to diverse curriculum themes. These texts serve as windows, offering glimpses into the wider world, and mirrors, reflecting the students' own experiences and identities.

Writing is taught through:

- Developing oracy and pre-phonics activities, developing fine and gross motor skills and mark making opportunities.
- The teacher dictating sentences for pupils to practise applying these skills so that their working memory doesn't become overloaded by the demands of composition.
- In EYFS and KS1 Writing is taught through Read Write Inc, Get Writing which uses dictated sounds, words and sentences containing the phoneme – grapheme correspondences taught.
- Knowledge of what to write, as well as how to write. Teachers provide frequent modelling, examples and opportunities for practice so that children can develop their writing. Pupils are also taught knowledge of the conventions of the writing they are creating, and the tools which can help them achieve their purpose.
- Knowledge of grammar needed for composition. Pupils are taught how to construct and combine sentences. The curriculum is organised so that pupils are taught to use a variety of different sentences. Teachers model which is then followed by extensive deliberate practice.
- TAs support significant groups of pupils to lead the development of writing according to pupils' individual targets.

PEDAGOGY

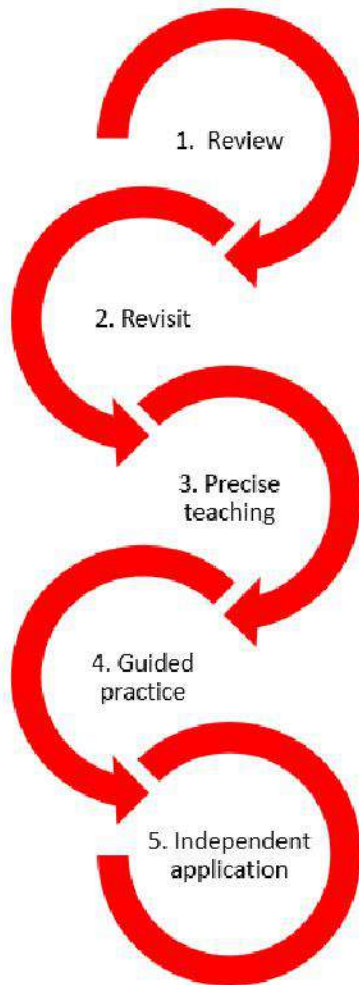


1. Review

All lessons start with carefully planned review of known spellings, vocabulary and sentence structures. Children become masters of using these words and sentence types and can apply these throughout the unit of work.

Teachers use:

- Robust Vocabulary Instruction to deliberately teach the meanings of Tier 2 words from the key text
 - Dictated sentences to model and teach age-appropriate spellings, punctuation and grammar.
- Throughout the course of a unit, teachers innovate these to ensure pupils understand how they can be used flexibly within their own work.



2. Revisit

Teachers activate pupils' prior knowledge relevant to the day's learning objectives. Teachers use this to support their assessment of current knowledge as well as address any misconceptions before introducing new learning.

e.g., A lesson with a focus on expanded noun phrases, might begin with pupils writing and editing their own definition of a noun, and then listing the nouns they can identify in a familiar image based on the class text. Teachers ensure that pupils are fully secure with the requisite knowledge before moving on.

3. Precise teaching (My turn)

Pathways to Write supports teachers to give careful explanations of the new content and to use precise, age-appropriate technical vocabulary. While most of the lesson is in the context of the class book, some examples in the precise teaching part may be in an everyday context to ensure that all pupils can access this and have a full understanding of the content before introducing a more challenging context. E.g., Year 3 pupils learning about 'while' and 'when' as conjunctions may see examples in a school or home context before examples set in the stone age. All examples and non-examples are chosen carefully by the teacher.

Small steps are essential when teaching writing and to ensure that everyone is able to 'Keep Up not Catch Up', so teachers ensure that concepts are introduced in a gradual, clear way during teaching, and that there is no opportunity for pupils to fall behind.

Modelling and articulating the writing process is a key aspect of the teaching of writing which will be seen in some form during every writing lesson. A teacher may model writing a sentence or a paragraph while articulating his/her ideas, depending on the context of the lesson. Teaching of the correction/editing process will also be included in this.

Precise teaching may also include: pupils making notes or carrying out sentence-level work in their English jotters, exploration of examples and non-examples, explicit teaching of where misconceptions can arise.

4. Guided practice (Our turn)

Teachers use guided practice to give pupils opportunities to experiment with new words and grammatical features while being supported by high-quality, carefully chosen resources, word banks and expert staff guidance.

Assessment for learning and active marking will inform this part of this lesson and clarify any misconceptions that have emerged.

Guided practice (involving scaffolds) leads to independent practice. Scaffolds allow accessibility and success.

5. Independent application (Your turn)

All pupils have the opportunity to apply learning independently in a variety of contexts linked to the text. Pathways to Writing ensures that writing opportunities are planned into all lessons. Depending on the context, this may be a short sentence activity or an extended piece of writing spanning over many lessons.

Feedback

Teachers mark for misconceptions rather than mistakes and this may involve looking at a book during a session or at the end of a session. Live feedback is valued throughout the lesson to provide children with timely feedback and enable them to act upon their feedback.

Checking for Understanding

Checking for understanding will take place throughout the lesson. Ongoing assessment throughout the lesson will ensure that learning is well scaffolded and supported within each lesson. This will support teachers to identify where additional guided practice is needed before children move onto their independent practice.

Marking and Feedback

RWI Marking

Specific guidance for marking Read Write Inc. activities

'Fred Fingers' Practise

Children mark their own work with guidance from the reading teacher.

1. The teacher writes the word on the board.
2. The children:
 - tick each sound spelt correctly above and correct errors.

Spelling test

Children mark their own work with guidance from the reading teacher.

- 1. The teacher writes the word on the board.*
- 2. The children:*
 - tick whole words spelt correctly and correct errors.*

Hold a sentence

Children mark their own work with guidance from the reading teacher.

- 1. The teacher displays the sentence on the board.*
- 2. The children 'tick or fix':*
 - tick correct and insert missing punctuation*
 - tick whole words spelt correctly above and correct words with sounds spelt incorrectly (write out the whole word above)*
 - insert a missing word with Λ.*

Proofread – marking varies according to children's needs and understanding

Children mark their own work with guidance from the reading teacher.

- 1. The teacher displays the edited sentence on the board.*
- 2. The children:*
 - circle missing or incorrect punctuation and write the corrected error above or in the appropriate place.*
 - circle any incorrect sound and write the corrected error above.*

Vocabulary and Grammar (Yellow, Blue and Grey books)

Reading teachers verbally go through the correct answers with the children.

Reading teachers mark the children's work after the lesson.

The teacher:

- Ticks a correct answer and corrects errors

Build a Sentence (Yellow, Blue and Grey books)

Live, verbal feedback is given during the lesson from the reading teacher.

Reading teachers mark children's writing after the lesson.

The teacher:

- Ticks the work to acknowledge they have read the piece.
- Draw a line under any misspelt words that they expect children to spell correctly (based on previously taught sounds) and write the corrected error above.
- Insert a missing word with ^.
- Circle missing or incorrect punctuation and write the corrected error above or in the appropriate place.

Write About... (Green to Grey books)

Teachers assess and mark children's writing after the lesson.

The teacher:

- Draw a line under any misspelt words that they expect children to spell correctly (based on previously taught sounds) and write the corrected error above.
- Use ^ to indicate that a word needs inserting.
- Circle missing or incorrect punctuation and write the corrected error above or in the appropriate place.
- Teachers may choose to provide either a positive comment on the children's ideas, vocabulary, or sentence structure, or suggest next steps for improvement.

- Ask children to write their favourite words in the Words to keep section at the end of the Write About section (Yellow to Grey Get Writing! Books).

English Marking

Marking in English should be done in the moment where possible (active marking) as this has proven to have the most impact.

When marking in English, teachers and support staff will use the following techniques:

- Give feedback on whether the learning objective has been achieved and the success criteria followed.
- Identify the next steps in the learning process.
- Explain how the work can be improved by making sure the advice is age appropriate and linked to the objectives of the year group.
- Use of RWI practises e.g. tick or fix.
- Correct spellings, particularly those appropriate for the year group.
- Correct punctuation and grammatical errors appropriate to the objectives for the year group.
- Allow specific time for pupils to read, reflect, and respond to marking or whole class feedback.

Assessment and Moderation

The RWI assessment process is adopted and used to assess the accuracy of transcription in EYFS and Year 1. By the end of Year 2, children begin to produce extended pieces of writing for assessment using the teacher assessment framework.

Writing across the curriculum

At The Ellis, we are dedicated to fostering a love for writing throughout the day, ensuring consistently high standards in English across all areas of the

curriculum. We help our children develop their spoken and written language skills, supporting them in writing effectively across different subjects.

The strategies introduced through our English lessons are applied when children engage with other curriculum areas, reinforcing their skills in varied contexts.

We also prioritise expanding vocabulary and deepening understanding of linguistic conventions for reading, writing, and spoken language. By integrating these opportunities across the curriculum, we ensure that our children transition to the next stage of their education as confident and capable writers, fully prepared to meet the demands of secondary school.

Foundation Stage



Children are provided with the opportunities to:

- ☺ Take part in daily Read Write Inc lessons including Get Writing in the summer term.
- ☺ Develop their fine motor skills (e.g., funky fingers, dough disco).
- ☺ Be immersed in a language rich environment (both indoor and outdoor), language is rich in both print and in language spoken and modelled by all adults.
- ☺ A language rich reading curriculum
- ☺ Take part in learning activities (both child and adult led) that promote acquisition of new language.
- ☺ Provision is designed to provide a range of writing learning opportunities in a range of contexts.

- 🧐 Mark making is encouraged both in our indoor and outdoor learning environments.
- 🧐 Singing rhymes and action songs including Poetry Basket.
- 🧐 Listening with Lola is used to develop listening skills in F1 and F2.
- 🧐 Nuffield Early Language Intervention (NELI) is used to develop narrative, vocabulary and auditory discrimination (phonic) skills.

KS1

- 🧐 Take part in daily Read Write Inc lessons where the children are taught early reading and writing through daily systematic, synthetic phonics sessions.
- 🧐 We engage children with stories through narration, speech and visual imagery.
- 🧐 We develop creative responses to text through drama and storytelling (hot seating, role play and conscience alley). This allows our children to develop empathy with characters.
- 🧐 We delve in language by looking at the language used; we use techniques such as text marking and creating role on the walls.
- 🧐 The Read Write Inc. Phonics Get Writing! Books contain a range of writing activities for each of the Core Storybooks and selected Non-fiction books. They 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

KS2

- ☺ Children are immersed in a language rich environment; language is rich in both print and in language spoken and modelled by all adults.
- ☺ Children are explicitly taught spelling rules on a weekly basis. There is an expectation that children will spend some time at home learning their spellings. In years 2, 3 and 4, this is based on the Read Write Inc spelling programme.
- ☺ As children begin to build their knowledge punctuation and grammar, 5-minute sessions deliberately designed to revisit this knowledge are taught daily. This allows teachers to check that children are retaining knowledge from their own and from previous year groups and plug and gaps in knowledge that may emerge.
- ☺ Children develop creative responses to text through drama and storytelling (e.g., conscience alley, role on the wall, hot seating).
- ☺ Children are given opportunities to write authentic pieces of writing through carefully planned activities. Children will develop their own authorial voice.
- ☺ We note and develop initial ideas drawing on reading and research where necessary. We use a variety of planning tools (e.g., story mapping, double bubble).
- ☺ Children plan their writing by identifying the audience and selecting the appropriate form.
- ☺ Children follow the ISHA (Improvement in School through Handwriting and Art) handwriting scheme.

Impact

- ☺ Children will have a genuine lifelong love of writing.
- ☺ Children will be able to write at length with accuracy and speed.
- ☺ Children will be able to apply their knowledge of reading to acquire new knowledge and build their own wider repertoire of vocabulary.
- ☺ Children will be able to express their thoughts and ideas through the written word.
- ☺ The reader in the writer will be evident in children's written work as they develop their own authorial voice reflecting on what they have read.
- ☺ Data will reflect the children's progress in writing.



Writing Overview

EYFS (from the Summer Term) and KS1 (Until the Spring term of Y2) follow RWI Get Writing!



The Read Write Inc. Phonics Get Writing! Books contain a range of writing activities for each of the Core Storybooks and selected Non-fiction books.

They 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. This programme focuses on teaching children how to effectively write words and sentences that align with their current phonetic abilities.

The table below outlines the writing activities that each phonic group encounters:

<u>Ditty to Green</u> • Hold a sentence • Build a sentence • Write about	<u>Yellow to Grey</u> • Red rhythms • Spelling green words • Hold a sentence • Build a sentence • Proof read, spelling grammar • Vocabulary • Write about • Spelling test • Partner proof read • Words to keep
<u>Green to Orange</u> • Hold a sentence • Build a sentence • Write about • Proof read	

Y2 then transition on to Pathways to Write.

An example of texts and writing outcomes:

3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Texts	Seal Surfer by Michael Foreman Dancing Bear by Michael Morpurgo	Winter's Child by Angela McAllister Ice Palace by Robert Swindells	Stone Age Boy by Satoshi Kitamura The Iron Man by Ted Hughes	Big Blue Whale by Nicola Davies This morning I met a whale by Michael Morpurgo	Journey by Aaron Becker Jilly Mink Tales by Irlene Doherty	Zeratta Giraffa by Dianne Hofmeyr The White Fox by Jackie Morris
Writing Outcome	Outcome: Recount: letter in role Greater Depth Write a letter from grandad in response to one of his grandson's letters	Outcome: Fiction: fantasy story based on a fable Greater Depth Narrative from a different point of view	Outcome Fiction: write a story set in the Stone Age Greater Depth : Write from the POV of a person from the Stone Age	Outcome: Persuasion: leaflet persuading for the protection of the blue whale Greater Depth Include a fact file about endangered sea creatures	Outcome: Fiction: adventure story based on Journey using the language of Irlene Doherty Greater Depth Include a new setting route to lead from one place into another	Outcome: Persuasion: tourism leaflet for Paris/Egypt Greater Depth Include a section of a researched Paris landmark

Progression within the scheme:

Pathways to Write is progressive to ensure that learning is built upon year by. It allows children to know and remember more by breaking down objectives into smaller steps in each year and building upon them. Here is an example of progression within Information and Non-Chronological Reports.

Information and non-chronological reports		
Y1/2	Y3/4	Y5/6
Year 1: - Write simple sentences linked to the topic - Write in the present tense - Link ideas through subject or pronoun e.g. Bats are black. They fly at night Year 2: - Use specific vocabulary linked to the topic - Use facts from research - Write with clear and precise description - Write in the present tense - Use layout features e.g. title, sub-headings, introduction, grouped information	Year 3 /4: - Use specific e.g. fruit bats, and some technical vocabulary e.g. nocturnal, mammal Use precision in technical vocabulary - Use description to compare and contrast e.g. bats are one of the smallest mammals - Write in present tense (except historic reports) - Use layout features e.g. questions to draw in the reader, headings and sub headings, paragraphs to group related ideas, diagrams Bold are additions for year 4	Year 5/6: - Use precise word choices - Select language to appeal to the reader Clarify technical vocabulary - Use a formal tone Adapt formality to suit purpose and audience Use fronted adverbials e.g. also, additionally, usually, commonly - Provide well-developed factual information for the reader - Manipulate style for specific purpose and audience (hybrid texts) - Include a summarising statement Bold are additions for year 6

Here is an example of progression within the National Curriculum Statements covered in the scheme.

NC focus	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Grammar + Word	Use plural noun suffixes -s and -es Add suffixes to verbs where no change is needed to the root Change the meaning of verbs and adjectives by adding prefix un	Form nouns using suffixes such as -ness, -er and by compounding [for example, <i>whiteboard</i>, <i>superman</i>] Form adjectives using suffixes such as -ful, -less (A fuller list of suffixes can be found on page 46 in the year 2 spelling section in English Appendix 1) Use the suffixes -er, -est in adjectives and use -ly in Standard English to turn adjectives into adverbs	Form nouns with a range of prefixes [for example <i>super-</i>, <i>anti-</i>, <i>auto-</i>] Use a or an according to whether the next word begins with a vowel or consonant	Recognise the grammatical difference between plural and possessive -s Use standard English forms for verb inflections instead of local spoken forms [for example, <i>we were</i> instead of <i>we was</i>, or <i>I did</i> instead of <i>I done</i>]	Convert nouns or adjectives into verbs using suffixes [for example, <i>ate</i>; <i>ise</i>; <i>ify</i>] Use verb prefixes [for example, <i>dis-</i>, <i>de-</i>, <i>mis-</i>, <i>over-</i> and <i>re-</i>]	Recognise vocabulary and structures for formal speech and writing, including subjunctive forms

Coverage

Each unit documents the objectives for each year group linked to spoken language, reading comprehension and writing composition.

National curriculum skills for this unit: Spoken language: - Listen and respond - Ask relevant questions - Build vocabulary - Articulate and justify answers - Speak audibly and fluently - Participate in discussions, presentations, performances, role play, improvisations and debates - Select and use appropriate registers for effective communication Reading comprehension: - Read for a range of purposes - Predict from details stated and implied - Identify main ideas drawn from more than one paragraph and summarise - Identify how language, structure and presentation contribute to meaning - Retrieve and record information from non-fiction - Participate in discussion about books Writing composition: - Plan writing by discussing the structure, vocab and grammar of similar writing - Discuss and record ideas - Compose and rehearse sentences orally - Propose changes to grammar and vocabulary to improve consistency - Assess the effectiveness of own and others' writing (Mostly Key) - Proof-read for spelling and punctuation errors - Read aloud own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear	Session 1: Listen and respond Without telling pupils what they are going to listen to, and without showing them the screen, listen to the recording of whale vocalisations: https://www.youtube.com/watch?v=wo2Evd0N8R Build vocabulary Discuss the sounds. What is making the noise? Articulate and justify answers How many different noises can be heard? Does it mean anything? Predict from details stated and implied Ask pupils to make predictions about the text they will be using. Vocabulary activity Provide pupils with images of the birds that Michael mentions in the first part of the story (see resources). Cut up the bird cards so that each group has a set of bird pictures and a set of descriptions of birds. Ask pupils to read the description in order to identify the birds, matching the descriptions with the images. Make predictions about how the birds might feature in the story, making links between the birds and the sounds heard earlier. Look at the front cover of 'This morning I met a whale', and make further predictions about setting, plot and characters. Are there any links to the sounds listened to? Or to the birds? If the pupils suggested that the noises were made by whales, ask them to suggest what the whale might be 'saying' in the setting on the front cover, and what the boy might be saying to the whale if they don't work out that the noises are made by whales, tell them! Read the story Discuss vocabulary: thought provoking, touching, full of, neither/or, shores of the Thames. Using the picture. Can you work out what 'The Thames' is? What is a 'shore'? Discuss the meaning of the 'message' that the whale brings and share pupils' knowledge about what the 'message' is that humans are doing to the planet. Pupils record their thoughts and predictions by annotating a picture of the front cover. Speech bubbles can be used to record the message from the whale and the boy's reply.
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Developing Vocabulary

Alongside key writing skills, Pathways to Write also builds in extensive opportunities to develop and apply vocabulary. Vocabulary boxes are in every unit and give guidance on tiers of vocabulary and of the vocabulary that is developed within the unit. This includes opportunities for application of the

word list words for years 3/4 and years 5/6 and common exception words for year 1 and year 2:

Developing vocabulary

Developing a rich and varied vocabulary is a key skill which supports all areas of learning. Vocabulary falls into different categories:

Tier 1 – Day to day vocabulary usually spoken in the simplest form
e.g. bag, table, run, shop.

Tier 2 – These words can have the same meaning as Tier 1 words. However, they are not used as frequently *e.g. satchel, desk, sprint, grocery store.* They can also be words which have more than one meaning.

Tier 3 – These words are more technical and subject specific.

Vocabulary to explore within this unit:

NC Word List – Years 3 and 4		Developing Vocabulary	
actually	knowledge	protected	mammal
although	question	creature	blowhole
consider	sentence	surface	baleen
earth	separate	bristly	krill
enough	special	gulp	shrimp
guide	therefore	slithers	shoal
heart	various	nudges	sieve
increase	weight	feast	blubber
important		shallows	Equator
		stranded	dawn chorus

Oracy – Spoken Language

In line with the English National Curriculum, we believe that speaking and listening is fundamental to children's development, and that confidence in this area is essential to be successful in all areas of English. Knowledge of language underpins progression in spoken language, reading and writing.

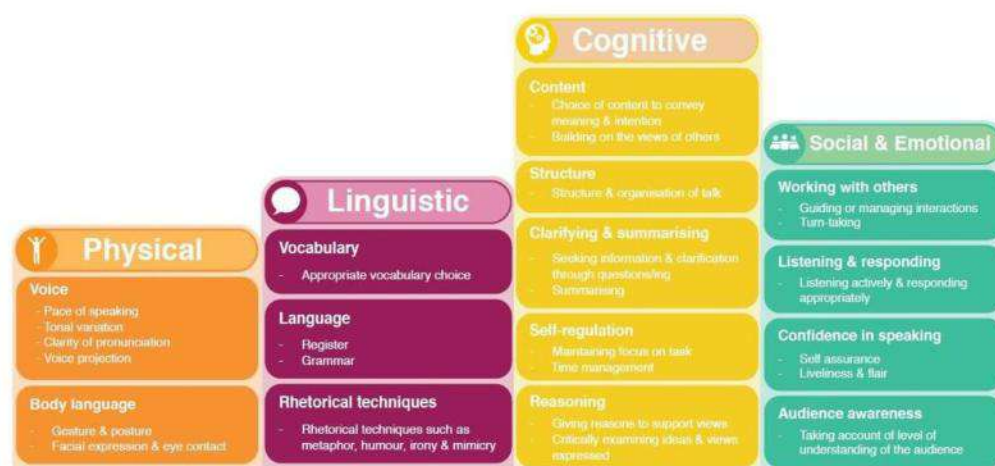
Speaking and listening skills are directly taught, modelled and sensitively encouraged through whole class, small group and partner work.

Opportunities across the whole curriculum are planned for and developed. Children play an active part in presentations, topic talks, debates drama

activities and performances. Stem sentences are used to encourage discussion. The knowledge our children retain about topics is then articulated with children making worthwhile contributions. We use many strategies to encourage the children to remember to use new vocabulary in both their written and spoken language. Oral composition is used to practise grammatical conventions and different sentence structures. Dictation is a tool used to help our children practise spelling and handwriting. Each year group has identified oracy skills which outline explicitly what our children should know and be able to do to ensure they can 'Say It before they Write It'.

The Oracy Framework

Oracy
Cambridge
The Hughes Hall Centre for Effective spoken Communication



Progression of skills – Year 3	
Physical - Deliberately varies tone of voice in order to convey meaning. <i>E.g.</i> speaking authoritatively during an expert talk or speaking with pathos when telling a sad part of a story. - Considers position and posture when addressing an audience.	Linguistic - To be able to use specialist language to describe their own and others' talk. - To use specialist vocabulary. - To make precise language choices <i>e.g.</i> Instead of describing a cake as 'nice' using 'delectable'.
Cognitive To offer opinions that aren't their own. - To reflect on discussions and identify how to improve. - To be able to summarise a discussion. - To reach shared agreement in discussions.	Social and Emotional - To adapt the content of their speech for a specific audience. - To speak with confidence in front of an audience.
Teaching Ideas - Expose students to a range of models for talk, <i>e.g.</i> by meeting an expert or watching a talk online. Unpick why each speaker is successful <i>e.g.</i> how they establish their authority. - Develop a shared language to describe talk in the classroom through creating a class set of 'discussion guidelines'. These can be used as success criteria to support pupils to reflect on their discussions. - Introduce 'Talk Detectives' to support pupils to reflect on their talk and raise pupils' awareness of what makes good discussion. - Spend time teaching pupils what it means to be a chair, <i>e.g.</i> a chair should be prepared to ask probing and clarifying questions and encourage others to do so too. - Scaffold pupils' summaries by allocating one student in a trio discussion the role of the 'silent summariser'. While the other members of the trio discuss an idea, the silent summariser must remain quiet, listen and then feedback the main points at the end of the discussion. - Play 'articulate' with specialist subject vocabulary	
Experiences - Take on an expert role <i>e.g.</i> to deliver a talk or speech as an astrologist or archaeologist. - Become a storyteller for an authentic audience. - Present to an audience of older or younger students. - Chair a discussion. - Hold a class meeting.	

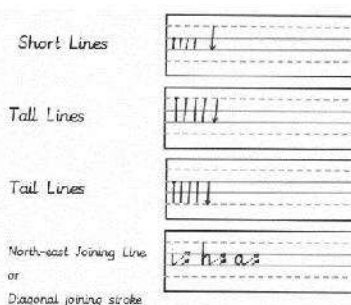
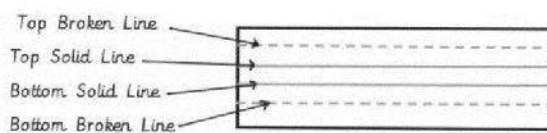
Year 3 Language Stems

Language for argument and opinion	Language for comparing and contrasting	Language of explanation / description	Language of prediction
An argument for/against is...	They are the same / different because... is and is	I ...because	I think... will happen because
I don't like / do like...because	They are alike because they are both....	When Ibecause	I predict...because
I agree / disagree with...	They are similar because	It is and....	I think....will happen because
It is right / wrong because...	They are different because	It is (adjective) (noun)	This is probable because...
I think / don't think that...		After / Before I....	After...I predict that...
I believe...		I think it looks it looks / feels/smells/sounds like...	This is a result of...
In my opinion... / My view is		It reminds me of...	
I understand but / however...			
I accept your opinion / decision but/however...			
I think that...			
However...			
Also....			
Building on what you're saying...			

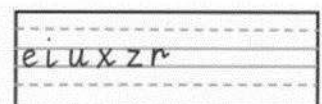
TRANSCRIPTION

Handwriting

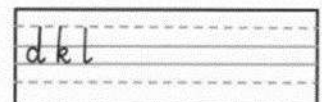
At The Ellis, we follow the Martin Harvey 'Achieving Excellence in Handwriting' method. Staff will refer to the document 'Achieving Excellence in Handwriting' for teaching sequences, progression through year groups, language, letter formation and language. This means that there is a consistent approach to handwriting throughout school with an emphasis on language for learning.



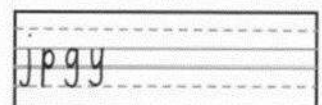
Small letters



Tall letters



Tail letters



- 🧐 Starting in Foundation Stage, children have daily opportunities to develop their fine motor skills.
- 🧐 Dough disco is utilised throughout school as a warm up for some handwriting sessions.
- 🧐 We develop good habits for writing by ensuring:
 - Children use two hands to write (one to hold the page and one to hold the pencil/pen).
 - There are six feet on the floor (four chair legs and their own two feet).
 - BBC, Bottom, Back in Chair.
 - TNT, Tummy Near Table.
 - The paper needs to be straight or at a slight angle.
 - Left-handed children need to be seated carefully to make sure that they are not touching elbows with a right-handed writer.
- 🧐 Children need to be taught the correct pencil grip and they need to rest the pencil in 'its bed'. The top of the pencil needs to be pointing straight over the shoulder. We need to make sure that there are no lazy thumbs and so thumbs grip the pencil and are not folded over the pencil.
- 🧐 Sessions will be no longer than 10 minutes and will always start with a warm up activity taken from the Achieving Excellence document.
- 🧐 To present work neatly and to write up work on to plain paper we will use line guides with solid and broken lines, again choosing the size that is appropriate for each individual.
- 🧐 We use the language that we have been trained to use during our sessions with Martin Harvey such as:
 - Top solid line, bottom solid line, broken line, short line, tall line, tail line, joining line pointing NE, triangle, narrow bridge, coat

hanger, our pen is an important delicate tool, magic writing finger in the air, write on the palm of your hand.

- 🕒 We use lots of praise, teachers celebrate handwriting and promote self-assessment, put a dot under the best one, now do one even better.
- 🕒 We promote peer assessment in handwriting "If this was my work, I would be really proud because..." We give examples of how to form and join letters and how not to form and join letters. When children are writing the teacher is busy checking everyone's writing.
- 🕒 Children will have a minimum of 3 handwriting sessions per week but this may rise to daily sessions if class teachers feel that the children would benefit from a brief intensive period. At the start of the academic year and after holidays there will be intense teaching time where children will be taught handwriting every day.
- 🕒 We do not join from b, p, s, y, g, j and q but we can join to these letters (this is because we follow a semi-cursive scheme).
- 🕒 There is no looping on any tail letters.
- 🕒 The letter t is three quarters high, half way between the solid and broken line,
- 🕒 Capital letter formation and number formation also needs to be explicitly taught. Capital letters need to be tall and are never joined.
- 🕒 Pupils will receive a pen licence when they have demonstrated that they can neatly join their letters.
- 🕒 We celebrate handwriting around school as displays, through our social media platforms, by showing it to other pupils and members of staff, as often as possible.
- 🕒 Standards of presentation and handwriting in all subjects is monitored.
- 🕒 Handwriting is constantly monitored through whole class teaching of handwriting and the teacher will pick up on misconceptions then and address them. Teaching staff will provide verbal feedback throughout the lesson.

- ☺ If a member of staff is unsure of how to form a letter or join, they are encouraged to seek advice from the English Lead.

SPELLING

At The Ellis, we use the Read Write Inc spelling programme as the children complete the RWI Phonics Programme, starting in Y2 and currently continuing to Y4 (Y5 and Y6 currently use Spelling Shed but in future years will also move to RWI spelling).

The spelling programme:

- makes sense of the most complex alphabetic code in the world - 150 spellings of 44 speech sounds.
- builds upon teaching strategies and spelling activities from Read Write Inc. Phonics
- is organised in daily, 15-minute well-paced lessons
- provides plenty of writing practice, with a clear record of children's progress.

The programme's core activities teach:

- alternative spellings of vowels
- alternative spellings of consonants
- homophones
- the impact of adding prefixes and suffixes to root words
- spelling plural nouns
- 'silent' letters
- unusual letter strings
- word families.

It includes all the spelling requirements of the English National Curriculum Years 2 to 6, and revises spelling taught in Year 1.

Spelling tests take place weekly based on the spelling pattern taught.

Once a term, the teacher will have a retrieval session where the children are tested on words from previous units that they initially struggled with.

Read Write Inc. Spelling Years 3–4 **Curriculum in England matching chart**

National Curriculum English programmes of study Year 3/4	Read Write Inc. Spelling
Reading - word reading	
<i>Pupils should be taught to:</i>	
Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet.	Throughout Year 3 and Year 4 programme
Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.	Throughout Year 3 and Year 4 programme

(See Handbook p.48 for match to Programme of study Year 3/4: Writing – transcription objectives.)

English Appendix 1: Spelling Years 3 and 4 content	Read Write Inc. Spelling
Adding suffixes beginning with vowel letters to words of more than one syllable	Year 6 Unit 4 Suffixes (4) (<u>adding</u> suffixes beginning with a vowel)
The /ɪ/ sound spelt y elsewhere than at the end of words	Year 3 Special focus 3 The short <u>i</u> sound spelt with the letter y
The /ʌ/ sound spelt <u>ou</u>	Year 4 Special focus 1 The short u sound spelt <u>ou</u>
More prefixes	Year 3 Unit 1 (dis-, in-) Adding the prefixes dis- and in- Year 3 Unit 2 (im-) Adding the prefix im- to root words beginning with m or p Year 3 Unit 11 (re-) Adding the prefix re- Year 3 Unit 12 (anti-) Adding the prefix anti- Year 3 Unit 13 (super-) Adding the prefix super- Year 3 Unit 14 (sub-) Adding the prefix sub- Year 4 Unit 1 (mis-) Adding the prefix mis- Year 4 Unit 3 (auto-) Adding the prefix auto- Year 4 Unit 5 (inter-) Adding the prefix inter- Year 4 Unit 10 (il-, un-, mis-, dis-) Adding il- and revising un- , in- , mis- and dis Year 4 Unit 12 (ig-) Adding ig- to words beginning with r
The suffix <u>-ation</u>	Year 3 Unit 6 Adding <u>-ation</u> to verbs to form nouns
The suffix <u>-ly</u>	Year 3 Unit 4 Adding the suffix <u>-ly</u> (to adjectives to form adverbs)

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Y2 Units	Y3 Units	Y4 Units	Y5 Units	Y6 Units
• or sound spelt a • Suffix -ly • Suffix -y • n sound spelt kn and gn • igh sound spelt y • Suffix -ing • j sound • o sound spelt a • suffix -ed	• prefix dis- and in- • Add -im to root words beginning with m and p • Suffix -ous • Suffix -ly • Words ending -ture • Adding -ation to form nouns • c sound spelt ch • sh spelt ch • Suffix -ion • Suffix -ian • Prefix re- • Prefix anti- • Prefix super- • Prefix sub-	• Prefix mis- • zhuh spelt -sure • Prefix auto- • Suffix -ly • Prefix inter- • ay sound spelt eigh, ei, ey • Words ending -ous • s sound spelt sc • Words ending zhun spelt -sion • Adding il- • c sound spelt -que • g sound spelt -gue • Adding ir- to words beginning r • Suffix -ion	• Silent letter b • Words ending -ible • Words ending -able • Silent letter t • Words ending -ibly and -ably • Words ending -ent • Words ending -ence • ee sound spelt ei • Words ending -ant, -ance, -ancy • shus spelt -cious • shus spelt -tious • shul spelt -cial or -tial	• Suffixes 1 • Suffixes 2 • Suffixes 3 • Suffixes 4 • Suffixes 5 • sh sound spelt ti or ci • sh sound spelt si or ssi • Silent letters • Spelling ei and ie • Words ending -able and -ible • Plural Nouns 1 • Plural Nouns 2
Y2 Special Focus	Y3 Special Focus	Y4 Special Focus	Y5 Special Focus	Y6 Special Focus
• Red Words • Homophones • Contractions • Apostrophes • u sound spelt o • or sound spelt ar after w • Possessive apostrophes	• Orange Words • Homophones • Short i sound spelt y	• Short u sound ou • Homophones • Possessive apostrophes with plural words	• Letter string ough • Homophones • Orange words	• Letter string -ough • Homophones • Orange Words • Hyphens • Common Mistakes

	Aut 1		Aut 2		Spr 1		Spr 2		Sum 1		Sum 2	
Y1	• the • a • do • to	• I • of • are • was	• today • said • says • are	• were • was • is • from	• his • has • you • your	• they • be • he • me	• she • we • no • my • go	• so • by • my • here	• there • where • love • come	• some • one • once • ask	• friend • school • put • push	• pull • full • house • our
Y2	• would • every • who • both • most • parents • because	• behind • every	• find • mind • last • eye • halfway • old • kind	• would • again • Christmas • because • father • only • parents	• everywhere • breaking • great • would • beautiful • last • should	• many • even • eye • whole • past • would • floor	• fast • hour • hold • after • class • could	• last • behind • path • door • child • old	• could • eye(s) • find • wild • plant	• who • told • sure • eye(s) • because • people	• old • prove • could • should(n't) • great • again	
Y3	• experience • extreme • heard • often • recent • strength • through • difficult • length	• answer • February • grammar • possible • thought • surprise • believe • promise • potatoes	• actual • calendar • describe • eight • forward • fruit • suppose • purpose • position	• enough • guide • heart • question • sentence • separate • therefore • various • potatoes	• bicycle • eight • experiment • regular • straight • mention • minute • quarter • though • although	• address • reign • exercise • height • library • medicine • opposite • particular • pressure						
Y4	• arrive • busy • certain • ordinary • peculiar • strange • remember • weight • occasionally	• appear • disappear • famous • favourite • imagine • material • occasion • popular • special	• accident • century • continue • earth • history • perhaps • probably • woman • women	• build • centre • circle • decide • different • early • group • island • natural	• actually • caught • business • complete • consider • guard • increase • important • notice	• accidentally • breath • breathe • interest • knowledge • learn • naughtily • process • possession						
Y5	• achieve • bruise • curiosity • desperate • disastrous • embarrass • temperature • opportunity • immediately	• ancient • accompany • aggressive • community • conscience • familiar • mischievous • nuisance • dictionary	• category • definite • excellent • interrupt • privilege • twelfth • available • average • convenience	• according • amateur • develop • forty • frequently • government • system • vehicle • restaurant	• awkward • competition • correspond • criticise • guarantee • pronunciation • secretary • signature • vegetable	• especially • harass • hindrance • individual • necessary • nuisance • bargain • shoulder						
Y6	• neighbour • occupy • prejudice • sacrifice • soldier • symbol • queue • recognise • cemetery	• communicate • controversy • exaggerate • hindrance • persuade • parliament • sincerely • interfere • committee	• ancient • awkward • harass • hindrance • nuisance • privilege • vegetable • stomach • rhyme • rhythm	• accommodate • apparent • environment • existence • explanation • physical • variety • thorough • relevant	• equipment • foreign • muscle • yacht • amateur • sufficient • programme • determined • conscious	• appreciate • attached • language • leisure • lightning • marvellous • profession • recommend • suggest						

COMPOSITION

Teaching composition in writing involves guiding students to express their thoughts clearly and effectively through structured written communication. It encompasses teaching the foundational elements of writing, such as grammar, sentence structure, and vocabulary, while also emphasizing the importance of organization, coherence, and style. Instructors often use strategies like brainstorming, drafting, and revising to help students refine their ideas and develop their voice. Encouraging critical thinking and fostering creativity are key components, as students learn to tailor their writing to different audiences and purposes. Effective composition instruction also includes feedback and collaborative learning, enabling students to improve their skills through practice and reflection.