

Writing Curriculum Planning 2023-24

Writing, Spelling, Handwriting, Oracy

Intent: Writing at St Matthias aims to enable all pupils to confidently articulate, structure and write their thoughts, emotions and ideas. Through exploring a wide range of high-quality, language-rich texts in which pupils can see themselves, our aim is to empower all pupils to use their imagination and voice to write confidently. Through being explicitly taught grammar, punctuation, spelling and phonics, children can apply this knowledge to the writing process, ensuring their work is coherent. At St Matthias, we want all pupils to be ambitious writers, who can effectively write for different purposes and who understand the power their writing can carry.

<u>Helpful writing resources</u>	<u>Quick links within this document</u>	<u>Notes</u>
<ul style="list-style-type: none"> 📄 PA Being a Writer.pdf Writing Frontispieces Vocabulary Ninja Check Its 📖 Oracy at St Matthias_Ex... Glossary of Terms 📄 Peer Assessment Templ... A Guide to Text Types Spelling lists 📄 Spelling word mats 2023 📄 Writing certificate 📖 Writing retrieval map 20... 	<ul style="list-style-type: none"> Year 1 Year 2 Year 3 Year 4 Year 5 Year 6 RWI Spelling (Y2-Y6) Magic Link Handwriting (Y1-Y6) 	<ul style="list-style-type: none"> • All teachers from Y1-Y6 to follow the PA Being a Writer document to structure writing - can adapt to suit your class • Even though not explicitly stated in KS2, all children should have the opportunity to write, from memory, simple sentences that have been dictated by the teacher and all children should draw ideas from shared writing and from the writing of other authors. • Working at greater depth across all the year groups means: children consistently show skills listed in the Primary Fundamentals; skills are consistently applied in examples of writing across the curriculum and children can consistently apply things that they have learned independently as well as drawing on learning from the classroom.

EYFS: Writing skills, knowledge and understanding

Term and Cross-Curricular Links	Autumn 1 (6.5wks) All About Me, My School Community, Autumn	Autumn 2 (7.5wks) People and Places, Pets, Christmas Whole School Anti-bullying Campaign (13.11-17.11)	Spring 1 (5wks) Winter, Transport	Spring 2 (6wks) Spring, Materials Whole School Fairtrade Fortnight Campaign (04.03-17.03)	Summer 1 (6wks) Minibeasts, Food, Plants and Growing (Healthy Eating)	Summer 2 (7.5wks) Country Study, Summer, How I've Grown Whole School London Climate Action Week Campaign (June tbc)
Core Texts	Hello Friend Ruby's Worry Leaf Man	The Everywhere Bear Lulu Gets A Cat The Nativity	The Snowy Day Naughty Bus	Stanley's Stick The Bog Baby	Aaaarrgghh Spider! The Gigantic Turnip	Anna Hibiscus Song Billy's Bucket The Dot
Supplementary Texts	Lulu Loves Nursery The Colour Monster	We're Going on a Bear Hunt Dear Zoo	Winter Wheels on the Bus	Not a Stick The Very Hungry Caterpillar	Incy Wincy Spider Jasper's Beanstalk	Hooray for Fish! The Sun Has Got His Hat On
Non-Fiction Texts	Will You Be My Friend? Dentist	Vet Clive is a Nurse	Wonderful Winter Things That Go	Spectacular Spring Farm Animals	Minibeasts Seeds Go, Seeds Grow	Summer My Body
Traditional Tales	The Gingerbread Man The Leopard's Dress The Little Red Hen Goldilocks and the Three Bears Little Red Gliding Hood Little Red Riding Hood The Ugly Ducklings The Three Little Pigs Anansi and the Melon Jack and the Beanstalk The Gigantic Turnip					
Core Rhymes and Songs	If You're Happy and You Know It Heads, Shoulders, Knees and Toes	Teddy bear, Teddy Bear Teddy Bear Picnic The Leaves on the	The Wheels on the Bus Five Little Snowmen	Old MacDonald Had a Farm The Farmers in the Den	Incy Wincy Spider	Once I Caught a Fish Alive

	Hey Diddle Diddle	Tree Autumn Leaves are Falling Down	Icy Toes			
Communication and Language	<p>ELG: Listening, Attention and Understanding</p> <ul style="list-style-type: none"> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions Make comments about what they have heard and ask questions to clarify their understanding Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. <p>ELG: Speaking</p> <ul style="list-style-type: none"> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. 					
Physical Development	<p>ELG: Fine Motor Skills</p> <ul style="list-style-type: none"> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases Use a range of small tools, including scissors, paint brushes and cutlery Begin to show accuracy and care when drawing. 					
Literacy	<p>ELG: Comprehension</p> <ul style="list-style-type: none"> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary Anticipate – where appropriate – key events in stories Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. <p>ELG: Writing</p> <ul style="list-style-type: none"> Write recognisable letters, most of which are correctly formed Spell words by identifying sounds in them and representing the sounds with a letter or letters Write simple phrases and sentences that can be read by others. 					
Year 1: Writing skills, knowledge and understanding						
Term and Cross-Curricular Links	<p>Autumn 1 (6.5wks)</p> <p>All About Me, Toys and Transport Everyday Materials</p>	<p>Autumn 2 (7.5wks)</p> <p>Where I Live: Hackney Animals, Including Humans</p>	<p>Spring 1 (5wks)</p> <p>Amy Johnson Seasonal Changes</p>	<p>Spring 2 (6wks)</p> <p>Blue Planet Seasonal Changes</p>	<p>Summer 1 (6wks)</p> <p>Florence Nightingale and Mary Seacole Plants</p>	<p>Summer 2 (7.5wks)</p> <p>Carnival Plants</p>

<p>Writing Stimulus (either linked to reading spine, whole school event, humanities or science)</p>	<p>Roald Dahl (1st week) - School anthology - new revolting rhymes</p> <p>Beegu</p> <p>I Want My Hat Back</p>	<p>Halibut Jackson Leaf</p> <p>Whole School Anti-bullying Campaign (13.11-17.11)</p>	<p>Traction Man is Here</p> <p>The Snail and the Whale</p>	<p>Look Up</p> <p>Whole School Fairtrade Fortnight Campaign (04.03-17.03)</p>	<p>The Lonely Beast</p> <p>Lila and the Secret Rain</p>	<p>Pattan's Pumpkin: An Indian Flood Story</p> <p>Whole School London Climate Action Week Campaign (June tbc)</p>
<p>Writing Outcome(s). A guide to text types can be found here.</p>	<p>Roald Dahl: New revolting rhyme</p> <p>Beegu: Writing in role (diary entry/letter) Instructional writing</p> <p>I Want My Hat Back: Information text (leaflet, poster, PowerPoint) Police report</p>	<p>Halibut Jackson: Free verse poetry Persuasive letter</p> <p>Leaf: Non-chronological report</p> <p>Anti-bullying Campaign: TBC</p>	<p>Traction Man is Here: Letter writing Narrative writing</p> <p>The Snail and the Whale: Travel journal entries (descriptive writing)</p>	<p>Look Up: Adventure narrative</p> <p>Fairtrade Fortnight Campaign: TBC</p>	<p>The Lonely Beast: Newspaper report filmed (with interview questions and descriptive language)</p> <p>Lila and the Secret Rain: Fact files with descriptive language</p>	<p>Pattan's Pumpkin: An Indian Flood Story: Song writing (lullabies) Myth writing</p> <p>London Climate Action Week Campaign: TBC</p>
<p>Additional SPaG to embed in writing to meet end of year outcomes - needs to be repeated throughout the year:</p> <ul style="list-style-type: none"> • Join words and clauses using 'and' • Use capital letters for proper nouns and the personal pronoun I • Combine words to make sentences that can be sequenced to form short narratives • Finger spaces • Capital letters, full stops, question marks, exclamation marks <p>Oracy (1 or 2 per book) - Oracy at St Matthias_Explanation and Useful Resources 2022-23</p> <ul style="list-style-type: none"> • Conscience alley • Giving and following instructions • Debate • Freeze frames with thought tracking • Book talk • Performance poetry • Oral storytelling • Hot seating • Role playing • Interviews • Hot debate • Chat show 						
<p>Spelling/Phonics</p> <p>RWI Spelling Chart</p>						
<p>Skills and Knowledge (taken from Primary Fundamentals)</p>	<p>Transcription</p>	<p>Whole Word Spelling:</p> <ul style="list-style-type: none"> • Sound words out • Can spell red words / Common exception words correctly. 				

		<ul style="list-style-type: none"> • Can spell the days of the week. • Spells words containing each of the 40+ phonemes already taught. <p>Alphabet:</p> <ul style="list-style-type: none"> • Know the names of the letters of the alphabet in order. • Use letter names to distinguish between alternative spellings of the same sound. <p>Suffixes & Prefixes:</p> <ul style="list-style-type: none"> • Plural suffixes +s and +es (dog, dogs, wish, wishes) • Verb + Suffix +ed +ing and +er (help, helped, helping, helper) • Prefix changed the meaning un- (kind - unkind)
Vocabulary, Grammar and Punctuation		<p>Word, Sentence, Text:</p> <ul style="list-style-type: none"> • Join words and clauses using "and". • Use capital letters for: names, places, days of week and personal pronoun I. • Know words combine to make sentences and can sequence sentences to form short narratives. <p>Punctuation:</p> <ul style="list-style-type: none"> • Finger spaces • Begins to use capital letters, full stops, question marks and exclamation marks to demarcate sentences. • Capital letters for names and for the personal pronoun.
Being a writer (Composition)		<p>Organisation & Planning:</p> <ul style="list-style-type: none"> • Say out loud what they are going to write about. • Compose a sentence orally before writing it. • Actively engages in role play to explore characters and language. <p>Draft and write:</p> <ul style="list-style-type: none"> • Write from memory simple sentences dictated by teacher inc. GPCs and common exception words. • Sequence sentences to form short narratives. • Draft ideas before writing. <p>Evaluate & Edit:</p> <ul style="list-style-type: none"> • Re-reads what they have written to check it makes sense. • Can make improvements to their own writing based on feedback. <p>Discussing & Sharing Writing:</p> <ul style="list-style-type: none"> • Discusses own writing with the teacher and other pupils. • Read aloud clearly enough to be heard.
Spoken Language		<p>Discussions, presentations, performances, role play, improvisation & debates:</p> <ul style="list-style-type: none"> • Listen and respond using appropriate register, asks and answer questions, and maintain attention. • Articulate and justify answers, arguments and opinions, speaking audibly and fluently • Consider different viewpoints, attending to and building on contributions of others. • Gives well structured descriptions, explanations and narratives including expressing feelings. • Develop an understanding through speculating, hypothesising, imagining and exploring ideas.

	Handwriting	<ul style="list-style-type: none"> • Begin to form lower case letters in the correct direction • Understand which letters belong to which handwriting families • Form capital letters and digits 0-9 correctly. 				
Key Writing Vocabulary A glossary of terms can be found here , if needed.		letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark				
Year 2: Writing skills, knowledge and understanding						
Term and Cross-Curricular Links	Autumn 1 (6.5wks) The Great Fire of London Use of Everyday Materials	Autumn 2 (7.5wks) Our London Animals, Including Humans	Spring 1 (5wks) Green World Living Things and Their Habitats	Spring 2 (6wk) Walter Tull Living Things and Their Habitats	Summer 1 (6wks incl. 1wk SATs) Jamaica Plants	Summer 2 (7.5wks) Explorers and Adventurers Plants
Writing Stimulus (either linked to reading spine, whole school event, humanities or science)	Roald Dahl (1st week) - School anthology - new revolting rhymes The Robot and the Bluebird	The Fox and the Star* Whole School Anti-bullying Campaign (13.11-17.11)	The Storm Whale 10 Things I Can Do to Help My World	Winter Sleep: A Hibernation Story Whole School Fairtrade Fortnight Campaign (04.03-17.03)	The Jolly Postman The Secret Sky Garden	Zeraffa Giraffa Whole School London Climate Action Week Campaign (June tbc)
Writing Outcome(s). A guide to text types can be found here .	Roald Dahl: New revolting rhyme The Robot and the Bluebird: Character description Explanation text	The Fox and the Star: Poetry Fact file Anti-bullying Campaign: TBC	The Storm Whale: Persuasive letter Recount 10 Things I Can Do to Help My World: Information text Instructions	Winter Sleep: A Hibernation Story: Information text Descriptive language Narrative writing Fairtrade Fortnight Campaign: TBC	The Jolly Postman: Letter writing Character fact file The Secret Sky Garden: Persuasive letter Debate	Zeraffa Giraffa: Narrative retell from a different perspective London Climate Action Week Campaign: TBC
Additional SPaG to embed in writing to meet end of year outcomes - needs to be repeated throughout the year:						
<ul style="list-style-type: none"> • Apostrophes for possession with singular nouns • Apostrophes for contractions • Expanded noun phrases to expand and specify • Subordination and coordination 						

- Present and past tense
- Present progressive and past progressive tenses
- Full stops, capital letters, exclamation marks
- Commas to separate items in a list

Oracy (1 or 2 per book) - [Oracy at St Matthias_Explanation and Useful Resources 2022-23](#)

- Conscience alley
- Giving and following instructions
- Debate
- Freeze frames with thought tracking
- Book talk
- Performance poetry
- Oral storytelling
- Hot seating
- Role playing
- Interviews
- Hat debate
- Chat show

<p>Spelling (RWI Spelling Units) RWI Spelling Chart Spelling Assessment Support Guide How to teach RWI Spelling</p>	<p>Pre-programme activities 1-5 for assessment and revision of Year 1 phonics and spelling</p> <p>Book 2A</p> <p>Unit 1 (or spelt a before l and ll) Unit 2 (soft c) Special Focus 1 (red words: where, could, there, want, was, would, what) Unit 3 (-y 1 to words ending in a short vowel and a consonant) Unit 4 (-y 2 to words ending in e) Special Focus 2 (homophones) Unit 5 (-ly to make adverbs) Practice Test 1</p>	<p>Unit 6 (n spelt kn and gn) Special Focus 3 (red words: money, people, busy, half) Unit 7 (igh spelt y) Unit 8 (-ing 1 to words ending in a short vowel and a consonant) Special Focus 4 (homophones) Unit 9 (ing- 2 to words ending in e or ie) Unit 10 (j) Special Focus 5 (contractions and apostrophes) Practice Test 2</p>	<p>Unit 11 (o spelt a after w and qu) Unit 12 (-ed 1 o words ending in two consonants and to words ending in a short vowel and a consonant) Special Focus 6 (u spelt o and or spelt or after w) Unit 13 (-ed 2 swapping y for i) Unit 14 (-ed 3 dropping e to add -ed and doubling the final consonant and swapping y for i) Special Focus 7 (possessive apostrophes) Practice Test 3</p>	<p>Book 2B</p> <p>Unit 1 (r spelt wr) Unit 2 (-er or -est 1 with words where no change is needed or words ending in e) Special Focus 1 (red words: many, some, should, come, any, would) Unit 3 (-er or -est 2 swapping y for i) Unit 4 (-er or -est 3 when doubling consonant or where the root word ends in a short vowel plus consonant) Special Focus 2 (homophones) Unit 5 (ee spelt ey) Practice Test 4</p>	<p>Unit 6 (-ness 1 adding to a root word where no change is needed to the root word) Special Focus 3 (-il and where s makes the zh sound) Unit 7 (-ness 2 swapping y for i) Unit 8 (-le) Special Focus 4 (homophones) Unit 9 (-el) Unit 10 (-al) Special Focus 5 (ir spelt or after w) Practice Test 5</p>	<p>Unit 11 (-ful) Unit 12 (-less) Special Focus 6 (contractions and apostrophes) Unit 13 (-ment) Unit 14 (-tion) Unit 15 (-es) Special Focus 7 (possessive apostrophes) Practice Test 6</p> <p>End of Year 2 test</p>
<p>Things missing from RWI Spelling that need to be set on IXL/ taught in writing lessons</p>	<p>N/A</p>					
<p>Skills and Knowledge (taken from Primary Fundamentals)</p>	<p>Transcription</p>	<p>Whole Word Spelling:</p> <ul style="list-style-type: none"> • Spell words with alternative graphemes for known phonemes (English appendix 1), including common homophones. 				

	<ul style="list-style-type: none"> • Spell common exception words. <p>Apostrophes:</p> <ul style="list-style-type: none"> • Use the possessive apostrophe with singular nouns and spell words with contracted forms. <p>Suffixes & Prefixes:</p> <ul style="list-style-type: none"> • Add suffixes -ed, -er, -est & -ing to words ending in y • Add suffixes -ment, -ness, -ful, -less & -ly to root words. • Add -ly to adjectives to turn them into adverbs.
Vocabulary, Grammar and Punctuation	<p>Word, Sentence, Text:</p> <ul style="list-style-type: none"> • Use expanded noun phrases to expand and specify. (the blue butterfly, plain flour, the man in the moon) • Use subordination (when, if, that, because) and coordination (or, and, but) • Use the present and past tenses correctly and consistently. • Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting] <p>Punctuation:</p> <ul style="list-style-type: none"> • Use full stops, capital letters and exclamation marks to demarcate sentences. • Use commas to separate items in a list. • Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]
Being a writer (Composition)	<p>Organisation & Planning:</p> <ul style="list-style-type: none"> • Say out loud what they are going to write about. • Write down ideas and/or key ideas including new vocabulary. • Draw on ideas and vocabulary from books they have read and have had read to them. <p>Draft and write:</p> <ul style="list-style-type: none"> • Write from memory simple sentences dictated by teacher inc. GPCs, common exception words & punctuation. • Write sentences with different forms: statement, question, exclamation, command. • Use think alouds before each sentence. <p>Evaluate & Edit:</p> <ul style="list-style-type: none"> • Re-read to check writing makes sense and that verbs to indicate time are used correctly. • Evaluate and make improvements to their own writing based on feedback. <p>Discussing & Sharing Writing:</p> <ul style="list-style-type: none"> • Read aloud what they have written with appropriate intonation. • Show a positive attitude & stamina for writing through: narratives about own and others experiences, real events, poetry and different purposes.
Spoken Language	<p>Discussions, presentations, performances, role play, improvisation & debates:</p> <ul style="list-style-type: none"> • Listen and respond using appropriate register, asks and answers questions, maintains attention. • Articulate and justify answers, arguments and opinions, speaking audibly and fluently. • Consider different viewpoints, attending to and building on contributions of others. • Can give well structured descriptions, explanations and narratives including expressing feelings.

		<ul style="list-style-type: none"> Develop understanding through speculating, hypothesising, imagining and exploring ideas.
	Handwriting	<ul style="list-style-type: none"> Forms lowercase and capital letters of the correct size, orientation and relationship to one another.
Greater Depth Writers at the end of KS1.	<p>The pupil can, after discussion with the teacher:</p> <ul style="list-style-type: none"> write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing make simple additions, revisions and proof-reading corrections to their own writing use the punctuation taught at key stage 1 mostly correctly. See Grammar and Punctuation appendix for more information. spell most common exception words. See (English appendix 1) for more examples. add suffixes to spell most words correctly in their writing (e.g. -ment, -ness, -ful, -less, -ly) use the diagonal and horizontal strokes needed to join some letters. 	
Key Writing Vocabulary A glossary of terms can be found here , if needed.	noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present) apostrophe, comma.	



Year 3: Writing skills, knowledge and understanding

Term and Cross-Curricular Links	Autumn 1 (6.5wks) Prehistoric Britain Animals, Including Humans (our bodies)	Autumn 2 (7.5wks) Villages, Towns and Cities Light (seeing in the dark)	Spring 1 (5wks) Mountains, Volcanoes and Earthquakes Forces (do all forces involve contact)	Spring 2 (6wks) Shang Dynasty Forces	Summer 1 (6wks) Ancient Greece Plants	Summer 2 (7.5wks) Water, Weather and Climate Rocks
Writing Stimulus (either linked to reading spine, whole school event, humanities or science)	Roald Dahl (1st week) - School anthology - new revolting rhymes Julian, Secret Agent Stone Age	Whizzwig Whole School Anti-bullying Campaign (13.11-17.11)	Traction Man and Turbo Dog <i>Hodgeheg next year?</i>	The BFG The Search for Tutankhamun Whole School Fairtrade Fortnight Campaign (04.03-17.03)	The Tin Forest (instead of The Silver Swan) Greek Myths	Charlie and the Chocolate Factory Whole School London Climate Action Week Campaign (June tbc)
Writing Outcome(s). A guide to text types can	Roald Dahl:	Whizzwig:	Traction Man and	The BFG:	The Tin Forest:	Charlie and the

<p>be found here.</p>	<p>New revolting rhyme</p> <p>Julian, Secret Agent: Character description Wanted poster</p> <p>Stone Age: Narrative writing (historical fiction)</p>	<p>Newspaper report</p> <p>Anti-bullying Campaign: TBC</p>	<p>Turbo Dog - comic as the end goal</p> <p>Playscript Diary</p>	<p>Narrative retell</p> <p>The Search for Tutankhamun: Newspaper report (recount)</p> <p>Fairtrade Fortnight Campaign: TBC</p>	<p>Letter writing with instructions within</p> <p>Greek Myths: Narrative writing with dialogue and setting description (myth)</p>	<p>Chocolate Factory: Persuasive debate</p> <p>London Climate Action Week Campaign: TBC</p>
<p>Additional SPaG to embed in writing to meet end of year outcomes - needs to be repeated throughout the year:</p> <ul style="list-style-type: none"> • Apostrophes for possession in words with regular and irregular plurals • Articles a and an • Expressing time, place and cause using conjunctions • Expressing time, place and cause using adverbs • Expressing time, place and cause using prepositions • Conjunctions to extend sentences with more than one clause • Present perfect tense • Inverted commas to punctuate direct speech <p>Oracy (1 or 2 per book) - Oracy at St Matthias_Explanation and Useful Resources 2022-23</p> <ul style="list-style-type: none"> • Conscience alley • Giving and following instructions • Debate • Freeze frames with thought tracking • Book talk • Performance poetry • Oral storytelling • Hot seating • Role playing • Interviews • Hot debate • Chat show 						
<p>Spelling (RWI Spelling Units)</p> <p>RWI Spelling Chart</p> <p>Spelling Assessment Support Guide</p> <p>How to teach RWI Spelling</p>	<p>End of Year 2 Test</p> <p>Unit 1 (dis-, in-) Unit 2 (im- + m/p) Special Focus 1 (orange words) Unit 3 (-ous) Practice Test 1</p>	<p>Unit 4 (-ly) Unit 5 (-ture) Special Focus 2 (homophones) Unit 6 (-ation) Practice Test 2</p>	<p>Unit 7 (c spelt ch) Unit 8 (sh spelt ch) Practice Test 3</p>	<p>Special Focus 3 (i spelt y) Unit 9 (-ion) Unit 10 (-ian) Practice Test 4</p>	<p>Unit 11 (re-) Special Focus 4 (homophones) Unit 12 (anti-) Practice Test 5</p>	<p>Unit 13 (super-) Unit 14 (sub-) Practice Test 6</p> <p>End of Year 3 Test</p>
<p>Things missing from RWI Spelling that need to be set on IXL/ taught in writing lessons</p> <ul style="list-style-type: none"> • Spell words ending -ure • Spell words ending -ei (-eigh/-ey) • Add suffixes (-ing, -er, -en, -ed to words with more than 1 syllable) 						
<p>Skills and Knowledge (taken from Primary Fundamentals)</p>	<p>Transcription</p>	<p>Whole Word Spelling:</p> <ul style="list-style-type: none"> • Spell >50/100 of the commonly misspelt words Year 3/4 English Appendix 1. • Spell words ending -sion, -ure and ei (-eigh/-ey), words with -y- within them & with ou (-uh). • Word families based on common words, showing how words are related in form and meaning [for example, solve, 				

		<p>solution, solver, dissolve, insoluble]</p> <p>Apostrophes:</p> <ul style="list-style-type: none"> Place the possessive apostrophe accurately in words with regular and irregular plurals. <p>Suffixes & Prefixes:</p> <ul style="list-style-type: none"> Add suffixes (ing, er, en, ed) to words with >1 syllable and uses and understands the suffixes -ation, -ly and -ous. Use and understands a range of prefixes [For example un-, dis-, mis- super- anti- and in-]
	Vocabulary, Grammar and Punctuation	<p>Word, Sentence, Text:</p> <ul style="list-style-type: none"> Use articles a and an correctly. [for example if the next word after the article begins with a consonant or a vowel, a rock, an open box] Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because] Expressing time, place and cause using adverbs [for example, then,next, soon, therefore] Expressing time, place and cause using prepositions [for example, before, after,during, in, because of] Extend sentences with more than one clause by using a wide range of conjunctions Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play] <p>Punctuation:</p> <ul style="list-style-type: none"> Use inverted commas to punctuate direct speech.
	Being a writer (Composition)	<p>Organisation & Planning:</p> <ul style="list-style-type: none"> Draw on shared models of writing when planning, discussing and recording ideas. Identify audience and purpose. <p>Draft and write:</p> <ul style="list-style-type: none"> Compose and rehearse sentences orally. Use paragraphs to group related ideas (and headings/subheading for non fiction). Creates characters, setting and plots in narrative writing. <p>Evaluate & Edit:</p> <ul style="list-style-type: none"> Proof read for errors. Make/suggest ideas and improvements to own and others' writing. Make changes to pronouns and nouns to avoid repetition. <p>Discussing & Sharing Writing:</p> <ul style="list-style-type: none"> Read aloud own writing using intonation, tone and volume. Identify grammatical concepts in their own writing and books they are reading.
	Spoken Language	<p>Discussions, presentations, performances, role play, improvisation & debates:</p> <ul style="list-style-type: none"> Listens and responds using appropriate register, asks and answers questions, maintains attention. Articulate and justify answers, arguments and opinions, speaking audibly and fluently. Consider different viewpoints, attending to and building on contributions of others. Can give well structured descriptions, explanations and narratives including expressing feelings Develop an understanding through speculating, hypothesising, imagining and exploring ideas.

	Handwriting	<ul style="list-style-type: none"> Use the diagonal and horizontal strokes that are needed to join letters and know which letters, when adjacent to one another, are best left unjoined. 				
Key Writing Vocabulary A glossary of terms can be found here , if needed.		preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks')				
Year 4: Writing skills, knowledge and understanding						
Term and Cross-Curricular Links	Autumn 1 (6.5wks) Roman Britain Animals, Including Humans	Autumn 2 (7.5wks) Rivers Living Things, Including Their Habitats	Spring 1 (5wks) Anglo-Saxons Electricity	Spring 2 (6wks) Migration Electricity	Summer 1 (6wks) Vikings Sound	Summer 2 (7.5wks) Natural Resources in Northern Chile States of Matter
Writing Stimulus (either linked to reading spine, whole school event, humanities or science)	Roald Dahl (1st week) - School anthology - new revolting rhymes Operation Gadgetman	Anisha: Accidental Detective Whole School Anti-bullying Campaign (13.11-17.11)	Charlotte's Web	Journey to Jo'burg Whole School Fairtrade Fortnight Campaign (04.03-17.03)	The Great Kapok Tree (instead of The Suitcase Kid) Jemmy Button	Whole School London Climate Action Week Campaign (June tbc) Harry Potter and the Philosopher's Stone
Writing Outcome(s). A guide to text types can be found here .	Roald Dahl: New revolting rhyme Operation Gadgetman: Persuasive advert	Anisha: Accidental Detective: Fictional autobiography Anti-bullying Campaign: TBC	Charlotte's Web: Adventure narrative	Journey to Jo'burg: Flashback writing narrative Fairtrade Fortnight Campaign: TBC	The Great Kapok Tree: Information text Playscript Jemmy Button: Discussion text (debate)	Harry Potter and the Philosopher's Stone: Narrative writing London Climate Action Week Campaign: TBC
<p>Additional SPaG to embed in writing to meet end of year outcomes - needs to be repeated throughout the year:</p> <ul style="list-style-type: none"> Homophones and near homophones Present perfect form of verbs Using Standard English Expanded noun phrases by adding modifying adjectives, nouns and prepositional phrases Fronted adverbials followed by a comma Appropriate choice of pronoun or noun to aid cohesion and to avoid repetition Inverted commas with other punctuation for speech Apostrophes for plural possession 						

<p>Oracy (1 or 2 per book) - Oracy at St Matthias_Explanation and Useful Resources 2022-23</p> <ul style="list-style-type: none"> • Conscience alley • Giving and following instructions • Debate • Freeze frames with thought tracking • Book talk • Performance poetry • Oral storytelling • Hot seating • Role playing • Interviews • Hat debate • Chat show 						
<p>Spelling (RWI Spelling Units)</p> <p>RWI Spelling Chart</p> <p>Spelling Assessment Support Guide</p> <p>How to teach RWI Spelling</p>	<p>End of Year 3 Test</p> <p>Unit 1 (mis-, un-, in-, dis-)</p> <p>Unit 2 (zhuh spelt -sure)</p> <p>Special Focus 1 (short u spelt ou)</p> <p>Unit 3 (auto-)</p> <p>Practice Test 1</p>	<p>Unit 4 (-ly)</p> <p>Unit 5 (inter-)</p> <p>Special Focus 2 (homophones)</p> <p>Unit 6 (ay spelt ei, eigh, ey)</p> <p>Practice Test 2</p>	<p>Unit 7 (-ous)</p> <p>Unit 8 (s spelt sc)</p> <p>Practice Test 3</p>	<p>Special Focus 3 (possessive apostrophes with plural words)</p> <p>Unit 9 (zhun spelt -sion)</p> <p>Unit 10 (il-, un-, in-, mis-, dis)</p> <p>Practice Test 4</p>	<p>Unit 11 (c spelt -que and g spelt -gue)</p> <p>Special Focus 4 (homophones)</p> <p>Unit 12 (ir- + r)</p> <p>Practice Test 5</p>	<p>Unit 13 (-ion 1)</p> <p>Unit 14 (-ion 2)</p> <p>Practice Test 6</p> <p>End of Year 4 Test</p>
<p>Things missing from RWI Spelling that need to be set on IXL/ taught in writing lessons</p>		<p>N/A</p>				
<p>Skills and Knowledge (taken from Primary Fundamentals)</p>	<p>Transcription</p>	<p>Whole Word Spelling:</p> <ul style="list-style-type: none"> • Spell all of the commonly misspelt words (English Appendix 1). • Spell words with ch, -gue/-que, sc (with Greek, French & Latin roots) and words with the sound spelt ei, eigh or ey correctly. <p>Homophones & near homophones:</p> <ul style="list-style-type: none"> • Accurately uses homophones and near homophones knowing the difference in meaning (examples are age appropriate and found in Appendix 1 of English curriculum). <p>Suffixes & Prefixes:</p> <ul style="list-style-type: none"> • Can use and understands prefixes before root words starting with l, m, p or r and prefixes: re-, sub-, inter-, super-, anti-, auto. Can spell suffixes which end -ion & -ian (spelt -tion, -sion, -ssion, -cian). 				
	<p>Vocabulary, Grammar and Punctuation</p>	<p>Word, Sentence, Text:</p> <ul style="list-style-type: none"> • Use present perfect form of verbs. • Expanded noun phrases by adding modifying adjectives, nouns and prepositional phrases. (e.g. the teacher expanded to: the strict maths teacher with curly hair) • Use standard English forms of verb inflections rather than local spoken forms. [for example, we were instead of we was, or I did instead of I done] • Use fronted adverbials followed by a comma [for example, Later that day, I heard the bad news.] • Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition 				

		Punctuation: <ul style="list-style-type: none"> • Use inverted commas and other punctuation to indicate direct speech.[for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"] • Apostrophes to mark plural possession [for example, the girl's name, the girls' names] • Use of commas after fronted adverbials 				
	Being a writer (Composition)	Organisation & Planning: <ul style="list-style-type: none"> • Draw on shared models of writing when planning, discussing and recording ideas. • Identify audience and purpose. Draft and write: <ul style="list-style-type: none"> • Compose and rehearse sentences orally. • Use paragraphs to organise ideas around a theme. • Create characters, setting and plots in narrative writing. Evaluate & Edit: <ul style="list-style-type: none"> • Proof read for errors. • Make/suggest ideas and improvements to own and others writing. • Make changes to grammar and vocabulary to improve consistency. Discussing & Sharing Writing: <ul style="list-style-type: none"> • Can read aloud own writing using intonation, tone and volume. • Identify grammatical concepts in their own writing and books they are reading. 				
	Spoken Language	Discussions, presentations, performances, role play, improvisation & debates: <ul style="list-style-type: none"> • Listen and responds using appropriate register, asks and answers questions, maintains attention. • Articulate and justify answers, arguments and opinions, speaking audibly and fluently. • Considers different viewpoints, attending to and building on contributions of others. • Can give well structured descriptions, explanations and narratives including expressing feelings. • Develops understanding through speculating, hypothesising, imagining and exploring ideas. 				
	Handwriting	<ul style="list-style-type: none"> • Down strokes of letters are parallel and equidistant and lines of writing are sufficiently spaced so that ascenders & descenders do not touch. 				
Key Writing Vocabulary A glossary of terms can be found here , if needed.		Determiner, pronoun, possessive pronoun, adverbial.				
Year 5: Writing skills, knowledge and understanding						
Term and Cross-Curricular Links	Autumn 1 (6.5wks)	Autumn 2 (7.5wks)	Spring 1 (5wks)	Spring 2 (6wks)	Summer 1 (6wks)	Summer 2 (7.5wks)

	Benin Kingdom Forces	Slums Living Things and Their Habitats	Biomes Properties and changes of material	Medieval Monarchs Properties and changes of material	Energy and Sustainability Animals, including humans	Middle East Earth and Space
Writing Stimulus (either linked to reading spine, whole school event, humanities or science)	Roald Dahl (1st week) - School anthology - new revolting rhymes Boy at the Back of the Class	Ghost Whole School Anti-bullying Campaign (13.11-17.11)	Mama Miti: Wangari Maathai and the Trees of Kenya Gorilla Dawn	Myths in 30 Seconds Whole School Fairtrade Fortnight Campaign (04.03-17.03)	Incredible Journeys The Fastest Boy in the World	Fastest Boy in the World Whole School London Climate Action Week Campaign (June tbc)
Writing Outcome(s). A guide to text types can be found here .	Roald Dahl: New revolting rhyme Boy at the Back of the Class: Persuasive letter to an MP/PM News report/broadcast	Ghost: Inspirational speech about dreams and goals Fact file Anti-bullying Campaign: TBC	Mama Miti: Wangari Maathai and the Trees of Kenya: Construction instruction manual Gorilla Dawn: Interview Narrative chapter writing (rewrite a section from the perspective of a soldier)	Myths in 30 Seconds: Narrative writing including character descriptions (myths) Fairtrade Fortnight Campaign: TBC	Incredible Journeys: Personal recount in the style of the book Travel guide extract The Fastest Boy in the World: Playscript Flashback to how Grandfather saved a life and went into hiding	Kensuke's Kingdom Biography Debate London Climate Action Week Campaign: TBC
<p>Additional SPaG to embed in writing to meet end of year outcomes - needs to be repeated throughout the year:</p> <ul style="list-style-type: none"> • Perfect form of verbs to mark relationships of time and cause • Adverbs indicating degrees of possibility • Modal verbs • Relative clauses with the 5Ws with an implied relative pronoun • Convert nouns or adjectives into verbs • Parentheses (brackets, dashes and commas) • Commas to clarify meaning and avoid ambiguity • Time and place adverbials within a between paragraphs • Integrate dialogue to convey character and advance action <p>Oracy (1 or 2 per book) - Oracy at St Matthias_Explanation and Useful Resources 2022-23</p> <ul style="list-style-type: none"> • Conscience alley • Giving and following instructions • Debate • Freeze frames with thought tracking • Book talk • Performance poetry • Oral storytelling • Hot seating • Role playing • Interviews 						

<ul style="list-style-type: none"> • Hot debate • Chat show 						
Spelling (RWI Spelling Units) RWI Spelling Chart Spelling Assessment Support Guide How to teach RWI Spelling	End of Year 4 Test Unit 1 (silent letter b) Special Focus 1 (ough) Unit 2 (-ible) Special Focus 2 (homophones) Practice Test 1	Unit 3 (-able) Special Focus 3 (orange words) Unit 4 (silent letter t) Special Focus 4 (orange words) Practice Test 2	Unit 5 (-ibly, -ably) Special Focus 5 (homophones and easily confused words) Unit 6 (-ent) Special Focus 6 (orange words) Practice Test 3	Unit 7 (-ence) Special Focus 7 (orange words) Unit 8 (ee spelt ei) Special Focus 8 (homophones and easily confused words) Practice Test 4	Unit 9 (-ant, -ance, -ancy) Special Focus 9 (orange words) Unit 10 (shus spelt -cious) Special Focus 10 (orange words)	Unit 11 (shus spelt -tious) Special Focus 11 (orange words) Unit 12 (shul spelt -cial or -tial) Special Focus 12 (orange words) Practice Test 6 End of Year 5 Test
Things missing from RWI Spelling that need to be set on IXL/ taught in writing lessons	<ul style="list-style-type: none"> • Suffix -ency • Prefixes dis-, de-, mis-, over- and re- 					
Skills and Knowledge (taken from Primary Fundamentals)	Transcription	Whole Word Spelling: <ul style="list-style-type: none"> • Spell >50/100 of the commonly misspelt words (Year 5/6 English appendix 1). • Spell words with ei after c, -ough and words with silent letters. Homophones & near homophones: <ul style="list-style-type: none"> • Accurately uses word pairs with -ce and -se (advice/advise). Suffixes & Prefixes: <ul style="list-style-type: none"> • Use and understands suffixes -cious or -tious and suffixes -cial and -tial • Uses and understands suffixes -ant, -ance or -ancy and suffixes -ent, -ence and -ency. • Use verb prefixes [for example, dis-, de-, mis-, over- and re-] 				
	Vocabulary, Grammar and Punctuation	Word, Sentence, Text: <ul style="list-style-type: none"> • Use the perfect form of verbs to mark relationships of time and cause. • Use adverbs to indicate degrees of possibility [for example, perhaps, surely] or modal verbs [for example, might, should, will, must] • Use relative clauses beginning with the 5Ws, that or with an implied (i.e. omitted) relative pronoun. • Convert nouns or adjectives into verbs using suffixes (-ate, -ise, -ify) and uses verb prefixes dis-, de-, mis-, over-, re-. Punctuation: <ul style="list-style-type: none"> • Use brackets, dashes or commas to indicate parenthesis • Can use commas to clarify meaning or avoid ambiguity. 				
	Being a writer (Composition)	Organisation & Planning: <ul style="list-style-type: none"> • Identify audience and purpose using similar writing and research as models for their own. • Consider how authors develop character and setting and can use this to plan own ideas. Draft and write: <ul style="list-style-type: none"> • Use devices to build cohesion within a paragraph (then, after that, this, firstly). • Link ideas across paragraphs using adverbials of time (later), place (nearby), number (secondly) or tense choices 				

		<ul style="list-style-type: none"> [for example, he had seen her before] Create atmosphere and integrate dialogue to convey character and advance action. <p>Evaluate & Edit:</p> <ul style="list-style-type: none"> Use a thesaurus to understand synonyms and antonyms & a dictionary for spellings and meanings. Ensure consistent use of tense throughout. Can proof read, proposes changes to vocabulary, grammar and punctuation and assesses effectiveness of own and others writing. <p>Discussing & Sharing Writing:</p> <ul style="list-style-type: none"> Performs own compositions using appropriate intonation, volume and movement. Identify grammatical concepts in their own writing and books they are reading.
	Spoken Language	<p>Discussions, presentations, performances, role play, improvisation & debates:</p> <ul style="list-style-type: none"> Listen and respond using appropriate register, asks and answers questions, maintains attention. Articulate and justify answers, arguments and opinions, speaking audibly and fluently Consider different viewpoints, attending to and building on contributions of others. Can give well structured descriptions, explanations and narratives including expressing feelings Develops understanding through speculating, hypothesising, imagining and exploring ideas.
	Handwriting	<ul style="list-style-type: none"> Writes legibly, fluently and with increasing speed varying style depending on piece i.e. note taking or published piece.
Key Writing Vocabulary A glossary of terms can be found here , if needed.		modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity

Year 6: Writing skills, knowledge and understanding

Term and Cross-Curricular Links	Autumn 1 (6.5wks) Industrial Revolution Living things and their habitats	Autumn 2 (7.5wks) Local Fieldwork (Hackney) Evolution and Inheritance	Spring 1 (5wks) Population Light	Spring 2 (6wks) Civil Rights Light	Summer 1 (6wks incl. 1wk SATs) Twentieth Century Conflict Animals, including humans	Summer 2 (7.5wks) Globalisation Electricity
Writing Stimulus (either linked to reading spine, whole school event, humanities or science)	Roald Dahl (1st week) - School anthology - new revolting rhymes	Whole School Anti-bullying Campaign (13.11-17.11)	Suffragette: The Battle for Equality	Blackberry Blue Whole School Fairtrade Fortnight	Otto, The Autobiography of a Teddy Bear PDE (Instead of Noughts and	Tall Story Whole School London Climate Action Week

	Wonder			Campaign (04.03-17.03)	Crosses)	Campaign (June tbc)
Writing Outcome(s). A guide to text types can be found here .	Road Dahl: New revolting rhyme Wonder: TBC	Anti-bullying Campaign: TBC	Suffragette: The Battle for Equality: Letter from prison Persuasive speech (Instructions can be embedded in either) Biography	Blackberry Blue: Narrative Fairtrade Fortnight Campaign: TBC	Otto, The Autobiography of a Teddy Bear: Non-chronological report Interviews News report Biography Instructional writing	Tall Story: Narrative writing London Climate Action Week Campaign: TBC
<p>Additional SPaG to embed in writing to meet end of year outcomes - needs to be repeated throughout the year:</p> <ul style="list-style-type: none"> • Hyphen to join a prefix to a root word • Formal vs. informal register through speech and writing • Subjunctive form • Passive verbs • Expanded noun phrases to convey complicated information concisely • Semicolon and dash to mark the boundary between independent clauses • Colon to introduce a list • Semicolon to separate a list • Bullet points to list information • Hyphens to avoid ambiguity • Use a range of cohesive devices to link paragraphs <p>Oracy (1 or 2 per book) - Oracy at St Matthias_Explanation and Useful Resources 2022-23</p> <ul style="list-style-type: none"> • Conscience alley • Giving and following instructions • Debate • Freeze frames with thought tracking • Book talk • Performance poetry • Oral storytelling • Hot seating • Role playing • Interviews • Hot debate • Chat show 						
Spelling (RWI Spelling Units) RWI Spelling Chart Spelling Assessment Support Guide How to teach RWI Spelling	End of Year 5 Test Unit 1 (suffixes 1) Special Focus 1 (ough) Unit 2 (suffixes 2 root words ending in a consonant +e) Special Focus 2 (orange words) Practice Test 1 Unit 3 (suffixes 3	Unit 5 (suffixes 5) Special Focus 5 (orange words) Unit 6 (sh spelt ti or ci) Special Focus 6 (homophones) Practice Test 3 Unit 7 (sh spelt si or ssi) Special Focus 7 (orange words)	Unit 9 (ei and ie) Special Focus 9 (hyphens) Unit 10 (-ible and -able) Special Focus 10 (common mistakes) Unit 11 (plural nouns 1) Special Focus 11 (orange words) Unit 12 (plural nouns 2) Special Focus 12	Revision of all spellings	Revision of all spellings	Revision of all spellings

	<p>root words ending in -le or a consonant +y) Special Focus 3 (homophones and easily confused words) Unit 4 (suffixes 4) Special Focus 4 (orange words) Practice Test 2</p>	<p>Unit 8 (silent letters) Special Focus 8 (orange words) Practice Test 4</p>	<p>(homophones and easily confused words) Practice Test 6 End of Year 6 Test</p>			
Things missing from RWI Spelling that need to be set on IXL/ taught in writing lessons	<ul style="list-style-type: none"> Suffixes beginning with vowel letters for words ending in -fer 					
Skills and Knowledge (taken from Primary Fundamentals)	Transcription	<p>Whole Word Spelling:</p> <ul style="list-style-type: none"> Spell all of the commonly misspelt words (English Appendix 1) <p>Homophones & near homophones:</p> <ul style="list-style-type: none"> Accurately uses homophones and near homophones knowing the difference in meaning (<u>found in Appendix 1 of English curriculum</u>). <p>Suffixes & Prefixes:</p> <ul style="list-style-type: none"> Uses and understands suffixes -able or -ible and -ably or -ibly & adds suffixes beginning with vowel letters for words ending in -fer. Uses a hyphen to join a prefix to a root word. 				
	Vocabulary, Grammar and Punctuation	<p>Word, Sentence, Text:</p> <ul style="list-style-type: none"> Recognise vocabulary appropriate for formal speech and writing including subjunctive forms. [for example, find out – discover; ask for – request; go in – enter] To use structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He’s your friend, isn’t he?, or the use of subjunctive forms such as <i>If I were</i> or <i>Were they to come in</i> some very formal writing and speech] Use passive verbs to affect the presentation of information in a sentence. [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)]. Use expanded noun phrases to convey complicated information concisely. <p>Punctuation:</p> <ul style="list-style-type: none"> Use the semicolon and dash to mark the boundary between independent clauses. [for example, It’s raining; I’m fed up] Use a colon to introduce a list (and semicolons within list) Use bullet points to list information and use hyphens to avoid ambiguity. [for example, man eating shark versus man-eating shark, or recover versus re-cover] 				
	Being a writer (Composition)	<p>Organisation & Planning:</p> <ul style="list-style-type: none"> Identify audience and purpose by considering a range of examples and uses to plan own ideas. Use organisation and presentational devices to structure text and guide the reader (headings, bullets, tables etc). 				

		<p>Draft and write:</p> <ul style="list-style-type: none"> • Use a range of cohesive devices linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis • Select grammar and vocabulary to vary informal/ formal speech & writing depending on purpose. • Precises longer passages into shorter text. <p>Evaluate & Edit:</p> <ul style="list-style-type: none"> • Ensure correct subject and verb agreement when using the singular and plural. • Distinguish between the language of speech and writing. • Choose the appropriate register. <p>Discussing & Sharing Writing:</p> <ul style="list-style-type: none"> • Perform own compositions using appropriate intonation, volume and movement. • Identify grammatical concepts in their own writing and books they are reading.
	Spoken Language	<p>Discussions, presentations, performances, role play, improvisation & debates:</p> <ul style="list-style-type: none"> • Listen and respond using appropriate register, asks and answers questions, maintains attention. • Articulate and justify answers, arguments and opinions, speaking audibly and fluently. • Considers different viewpoints, attending to and building on contributions of others. • Can give well structured descriptions, explanations and narratives including expressing feelings. • Develop an understanding through speculating, hypothesising, imagining and exploring ideas.
	Handwriting	<ul style="list-style-type: none"> • Choose handwriting for a particular task i.e. unjoined style for labelling, forms, emails etc.
Greater Depth Writers at the end of KS2.		<p>The pupil can:</p> <ul style="list-style-type: none"> • write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure) • distinguish between the language of speech and writing and choose the appropriate register. • exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this. • use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.^
Key Writing Vocabulary A glossary of terms can be found here , if needed.		subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points

RWI Spelling (Y2-Y6)

The RWI Spelling programme follows the same structure for each unit. Units are designed to expose children to the National Curriculum word lists for their year and to teach these through having the children practise spelling patterns using their phonic knowledge. They do this through identifying graphemes, contextualising words and drawing upon resources for support, such as dictionaries and thesauruses. This is all done through continuous practice and reviews of learning.

Online support can be found [here](#) and [here](#).

Each class needs:

Word Wall - Red/ Orange words that need practising
 Jumping Word Box - containing Red/ Orange words that need practising
 Vocabulary Wall - displaying new and interesting vocabulary
 Dictionaries (Y3-Y6)
 Thesauruses (Y5-Y6)

Each pupil needs:

RWI Spelling Practice Book (Y2 need 2A and 2B)
 RWI Spelling Log Book

Session in the Unit (10-15 minutes per session)	Activity	Purpose and Explanation
Session 1	Speed Spell	Purpose: to consolidate spellings from previous units <ul style="list-style-type: none"> • Choose 6 words from the previous unit to display • Use MTYT to read each word • Hide words • Ask children to write down each word in the spaces provided • Show the words again • Children circle incorrect graphemes in green pen and write down correct version of the words in their Spelling Log Book
	Spelling Zone	Purpose: to introduce the focus of the new unit <ul style="list-style-type: none"> • Find the new unit online and watch the Spelling Zone video, stopping using teacher judgement • Children complete the short activity in their Practice Book • Review the sentences that have been written, ensuring words have been used appropriately
	Dots and Dashes	Purpose: to match sounds to graphemes <ul style="list-style-type: none"> • Children do this independently; they must: <ul style="list-style-type: none"> ◦ Dot the graphemes written with one letter ◦ Dash the graphemes written with two or three letters ◦ Draw a 'smile' to indicate a split grapheme ◦ Circle silent letters (do not count these in older years) • When finished, display the online answers • Guide the children to mark and correct in green pen
Session 2	Rapid Recap (online only)	Purpose: to check newly learnt information has been retained <ul style="list-style-type: none"> • Find session online • Children follow the instructions in the video
	Word Changers	Purpose: to see how a root word is affected by a prefix and/or suffix <ul style="list-style-type: none"> • Remind children that a root word is a word that doesn't have a prefix or a

		<ul style="list-style-type: none"> • suffix • Explain that a prefix can be added to the start and a suffix to the end of a root word and that these create new words • Where appropriate, explain that this can change the word class • Children complete Word Changers table • When finished, display the online resource file, following on-screen prompts to reveal the cells • Guide children to mark and correct in green pen
Session 3	Words to Log and Learn	<p>Purpose: to identify and record words that practising</p> <ul style="list-style-type: none"> • Children identify 5 words from Dots and Dashes and/or Word Changers that they need to practise and write these in their Spelling Log Book • Children circle the parts of the words that they find challenging to remember • Children partner talk spelling strategies to help them remember (mnemonics, say it as it looks, word in a wod, sticky letters, rap it etc.) • Children practise these words at home
	Dictation	<p>Purpose: to practise spellings in the context of a sentence</p> <ul style="list-style-type: none"> • Partner 1 reads dictation sentence 1 and partner 2 writes this in their Practice Book • Partner 1 ticks or corrects each word in green pen • Partner 2 reads dictation sentence 1 and partner 1 writes this in their Practice Book and then repeats marking process • Repeat until each partner has written 2 sentences
Session 4	Four-in-a-Row	<p>Purpose: to recall spellings on words practised in the unit</p> <ul style="list-style-type: none"> • Partner 1 chooses a difficult word from either Dots and Dashes or Word Changers for partner 2 to write down • Partner 1 ticks the circle below if it is correctly written • Partner 2 repeats this • Children take it in turns to do this until they have the same amount of turns and there is a winner, who gets four in a row, or there is a draw
	Choose the Right Word (class activity in Y2)	<p>Purpose: to develop awareness of word families; to select the correct spelling</p> <ul style="list-style-type: none"> • Explain words may be related and put into word families so if you can spell one word from the family, it will make spelling similar ones easier • Model using a think aloud and drag and drop to show how to place the first word • Children complete the rest independently, with a partner or as a class, articulating reasons for their choices

		<ul style="list-style-type: none"> • Guide children to mark and correct in green pen
Session 5	Team Teach	<p>Purpose: to work cooperatively to review and revise words from the current unit and Spelling Log Books</p> <ul style="list-style-type: none"> • Children get into groups of 4 or 6 • Choose 10 words that children have found challenging • The team leader arranges the words into a pyramid of spelling difficulty, with the easiest spelling on top and reads the easiest word to the rest of the group • Children spell aloud and continue to do this until you tell them to stop • Children then rearrange level of difficulty as a group
	<p>Jumping Red/ Orange Words <i>Red words include all common exception words for Y1 and Y2, as well as some high frequency words with unusual spellings.</i> <i>Orange words include all the words on the National Curriculum word lists for Y3, Y4, Y5 and Y6.</i></p>	<p>Purpose: to recall the spellings of Red/ Orange words</p> <ul style="list-style-type: none"> • Keep a decorated box labelled 'Jumping Word Box' • On individual strips of paper, write any Red or Orange words that children find challenging and keep them in the box • Read 6 words for children to spell in their Practice Book • Explain that words can only jump out (be removed from the box) once you feel everyone can spell them confidently, otherwise they go back into the box • Children write down any Red or Orange words that they want to practise into their Spelling Log Books

Additional Activities

When	Activity	Purpose and Explanation
3 consecutive sessions towards the end of the half term	Spelling Challenge Practice	<p>Purpose: to work cooperatively to review and revise words from the current half term</p> <ul style="list-style-type: none"> • Children get into groups of 4 or 6 • Choose 30 words each day that children have found challenging • The team leader arranges the words into a stack of spelling difficulty, with the easiest spelling on top and reads the easiest word to the rest of the group • Children spell aloud and continue to do this until you tell them to stop • Children then rearrange level of difficulty as a group
1 session after the Spelling Challenge Practice (1 every half term)	Spelling Challenge Day	<p>Purpose: to review and revise words from the current half term</p> <ul style="list-style-type: none"> • Choose 30 words from the previous 3 days to test the children on • Guide children to mark and correct in green pen • Totals are added together for each team until there is a winning team
1 session after the Spelling Challenge Day (1 every half term)	End of Unit Practice Test	<p>Purpose: to assess spelling</p> <ul style="list-style-type: none"> • Download practice test for the half term and have children complete these

		<ul style="list-style-type: none"> • Guide children to mark and correct in green pen • Log children's scores here
<p>Complete the previous year's test at the start of the Autumn term</p> <p>Complete the current year's test at the end of the Summer term</p>	End of Year Test	<p>Purpose: to assess the year's spellings</p> <ul style="list-style-type: none"> • Download practice test for the half term and have children complete these • Guide children to mark and correct in green pen • Log children's scores here
As and when you feel the children need it - they are optional	Consolidation Sessions (Optional)	<p>Purpose: to further practise and consolidate the unit's spellings</p> <ul style="list-style-type: none"> • Go to the online resources after every two units • Consist of Dictation and Choose the Right Word

Magic Link Handwriting (Y2-Y6)

Magic Link handwriting is an inclusive handwriting programme for pupils from year 1 upwards. Pupils in year 1 practise their letter formation before they focus on the joins.

The programme is designed to teach all pupils how to write in a neat, legible style with correctly formed letters, whilst increasing speed, in order for handwriting to become second nature. All year groups follow the same handwriting videos, where handwriting is explicitly modelled.

In order for it to be successful, pupils are encouraged to sit in a comfortable position with the correct posture and both feet on the floor. They should also be shown the correct pencil position, in order to reduce any discomfort and to enable pupils to see their handwriting.

It is advised that all pupils are taught two handwriting sessions a week, for a minimum of 40 minutes each time.

Magic Link's handwriting policy can be found [here](#).

1) The joined-up, cursive programme is a 30-step course.

2) All pupils must start on step 1 and follow the steps exactly as instructed in the video lessons.

3) **6** tall letters in the lower case alphabet touch the top and bottom line exactly: **l t h b d k**

4) **15** lower case letters have a Magic Link: **b c g h j m n o p r s v w y z**

5) **11** letters have a Magic Link which trace over the bottom line exactly: **b c g h j m n p s y z**

6) **4** letters have a Magic Link 'in the air' and must be straight, not curved: **o r v w**

7) There are NO entry strokes in any letters.

TIMES & CONTENTS OF THE 30 STEPS JOINED UP/CURSIVE FOR 6-18 YEAR OLDS

STEPS 1-10			STEPS 11-20			STEPS 21-30				
LEVEL 1	TIME	CONTENT	LEVEL 1	TIME	CONTENT	LEVEL 2	TIME	CONTENT		
STEP 1	8m	Getting Ready to Write	PART 6	8m	Tall & tiny 'u'	STEP 11	8m	'ck' word endings		
STEP 2	15m	The 6 Tall Letters	STEP 4	30m	'a' Vowel 'at' words	STEP 12	13m	Capital letter revision and more capitals		
STEP 3	53m	Contrasting Tall and Tiny letters	STEP 5	13m	'at' words in phrases	STEP 13	9m	Blends in words		
PART 1	13m	Tall & tiny 'c'	STEP 6	13m	'r' 'w' 'as' 'he'	STEP 14	11m	More blends, 've' 'to' 'qu'		
PART 2	9m	Tall & tiny 'o'	STEP 7	12m	'ar' words	STEP 15	7m	'o' Vowel 2 & 3 letter words		
PART 3	9m	Tall & tiny 'a'	STEP 8	11m	'an' words	STEP 16	10m	'ot' 'ok' word endings		
PART 4	8m	Tall & tiny 'i'	STEP 9	8m	'g' 'd' word endings	STEP 17	10m	'op' 'ob' word endings		
PART 5	9m	Tall & tiny 'e'	STEP 10	10m	'j' 'z' 'y' 'g' words	STEP 18	11m	More 'o' words		
						STEP 19	7m	'i' Vowel 'ill' word endings		
						STEP 20	9m	'is' 'it' 'ith' word endings		
								STEP 21	11m	More 'i' words & punctuation formation
								STEP 22	11m	'in' word endings & number formation
								STEP 23	9m	More 'i' words
								STEP 24	13m	'e' Vowel 'e' word endings
								STEP 25	13m	'et' 'ep' 'ell' 'en' word endings
								STEP 26	9m	'en' 'ens' 'eg' 'ed' word endings
								STEP 27	12m	More 'o' words
								STEP 28	14m	'u' Vowel 'u' words
								STEP 29	16m	'ck' 'uy' word endings & longer words
								STEP 30	5m	Consolidation exercises, connective words, feeling words, diary

Homework

Steps 2, 3 & 4: Practise letters and words.
Steps 5 to 30: Practise the 'silly sentences' every day.

Reasons for poor handwriting

Thing to consider when teaching handwriting:

- Does the child adopt the correct posture?
- Does the child hold the pen/pencil correctly?
- Does the child use the correct movement when forming and/or joining letters?
- Does the child reverse or invert any letters?
- Does the child write fluently and rhythmically?
- Is the writing easily legible?
- Is the writing appropriate?