

Writing Curriculum Overview

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> |
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| <ul style="list-style-type: none">PA Being a Writer.pdfWriting FrontispiecesUpdated Writing Frontis...Vocabulary Ninja Check ItsOracy at St Matthias_Ex...Glossary of TermsPeer Assessment Templ...A Guide to Text TypesSpelling listsSpelling word mats 2023Writing certificateWriting retrieval map 20... | <ul style="list-style-type: none">Year 1Year 2Year 3Year 4Year 5Year 6RWI Spelling (Y2-Y6)Letter Join 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 classEven 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 (24.06-28.06) |
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| 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 |

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| | Hey Diddle Diddle | Tree Autumn Leaves are Falling Down | Icy Toes | | | |
| Communication and Language | ELG: Listening, Attention and Understanding <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 interactionsMake comments about what they have heard and ask questions to clarify their understandingHold conversation when engaged in back-and-forth exchanges with their teacher and peers. ELG: Speaking <ul style="list-style-type: none">Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabularyOffer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriateExpress 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 | ELG: Fine Motor Skills <ul style="list-style-type: none">Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all casesUse a range of small tools, including scissors, paint brushes and cutleryBegin to show accuracy and care when drawing. | | | | | |
| Literacy | ELG: Comprehension <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 vocabularyAnticipate – where appropriate – key events in storiesUse and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. ELG: Writing <ul style="list-style-type: none">Write recognisable letters, most of which are correctly formedSpell words by identifying sounds in them and representing the sounds with a letter or lettersWrite simple phrases and sentences that can be read by others. | | | | | |
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| Year 1: Writing skills, knowledge and understanding | | | | | | |
| Term and Cross-Curricular Links | Autumn 1 (6.5wks) All About Me, Toys and Transport Everyday Materials | Autumn 2 (7.5wks) Where I Live: Hackney Animals, Including Humans | Spring 1 (5wks) Amy Johnson Seasonal Changes | Spring 2 (6wks) Blue Planet Seasonal Changes | Summer 1 (6wks) Florence Nightingale and Mary Seacole Plants | Summer 2 (7.5wks) Carnival Plants |

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| Writing Stimulus (either linked to reading spine, whole school event, humanities or science) | Old Bear | Rapunzel Whole School Anti-bullying Campaign (13.11-17.11) | Hermelin | Where the Wild Things Are Whole School International Women's Day Campaign (08.03.23) | The Secret of Black Rock | The Last Wolf Whole School London Climate Action Week Campaign (24.06-28.06) |
| Writing Outcome(| <p>Narrative: Finding Narrative Purpose: To retell a story</p> <p>Recount: Messages Purpose: To inform and explain events that have happened</p> | <p>Narrative: A Traditional Tale Purpose: To narrate</p> <p>Instructions: How to catch a witch Purpose: To instruct</p> | <p>Narrative: A Detective Story Purpose: To narrate</p> <p>Recount: Letters Purpose: To recount</p> | <p>Narrative: A Portal Story Purpose: To narrate</p> <p>Information: Wild Things Purpose: To inform</p> <p>International Women's Day Campaign: Argument International W...</p> | <p>Narrative: A Return Story Purpose: To narrate</p> <p>Recount: Postcards Purpose: To recount</p> | <p>Narrative: A Hunting Story Purpose: To narrate</p> <p>Instructions: Recipes Purpose: To instruct</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 | | | | | | |
| Skills and Knowledge (taken from Primary Fundamentals) | Transcription | <p>Whole Word Spelling:</p> <ul style="list-style-type: none"> Sound words out Can spell red words / Common exception words correctly. Can spell the days of the week. | | | | |

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| | | <ul style="list-style-type: none"> 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. |

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| | 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 | | | | |
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| 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) | A River | The Night Gardener Whole School Anti-bullying Campaign (13.11-17.11) | The Bog Baby | Grandad's Island Whole School International Women's Day Campaign (08.03.23) | The King Who Banned the Dark | Rosie Revere Whole School London Climate Action Week Campaign (24.06-28.06) |
| Writing Outcome(s). A guide to text types can be found here . | Narrative: Circular Narrative Purpose: To narrate Recount: Letter Purpose: To inform | Narrative: Setting Narrative Purpose: To narrate Recount: Diary Purpose: To recount | Narrative: Finding Narrative Purpose: To narrate Instructions: How to build a habitat Purpose: To instruct | Narrative: Return Narrative Purpose: To narrate Information: Jungle Animals Purpose: To inform | Non-Fiction: Persuasive Letter Purpose: To persuade Narrative: Banning Narrative Purpose: To narrate | Narrative: Invention Narrative Purpose: To narrate Explanation: How a machine works Purpose: To explain |
| 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

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| <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 ar 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. • Spell common exception words. | | | | |

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| | | <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. Develop understanding through speculating, hypothesising, imagining and exploring ideas. |

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| | Handwriting | Forms lowercase and capital letters of the correct size, orientation and relationship to one another. | | | | |
| Greater Depth Writers at the end of KS1. | The pupil can, after discussion with the teacher: <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. | | | | | |
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| 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) | Iron Man | Fox Whole School Anti-bullying Campaign (13.11-17.11) | Rhythm of the Rain | Jemmy Button Whole School International Women's Day Campaign (08.03.23) | Egyptology | Into the Forest Whole School London Climate Action Week Campaign (24.06-28.06) |
| Writing Outcome(s). A guide to text types can be found here . | Narrative: Approach Threat Narrative Purpose: To narrate Explanation: Trap Explanation | Narrative: Fable Narrative Purpose: To narrate Information: Foxes Information Report | Narrative: Setting Narrative Purpose: To narrate Recount: River Information Leaflet | Narrative: Return Narrative Purpose: To narrate Information: Letters Purpose: To recount | Narrative: Egyptian Mystery Narrative Purpose: To narrate Information: Secret Diary | Narrative: Lost Narrative Purpose: To narrate Recount: Newspaper Report |

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| | | Purpose: To explain | Purpose: To inform | Purpose: To inform | | Purpose: To recount | Purpose: To recount |
| <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 • Hat debate • Chat show | | | | | | | |
| Spelling (RWI Spelling Units) RWI Spelling Chart Spelling Assessment Support Guide How to teach RWI Spelling | | End of Year 2 Test Unit 1 (dis-, in-) Unit 2 (im- + m/p) Special Focus 1 (orange words) Unit 3 (-ous) Practice Test 1 | Unit 4 (-ly) Unit 5 (-ture) Special Focus 2 (homophones) Unit 6 (-ation) Practice Test 2 | Unit 7 (c spelt ch) Unit 8 (sh spelt ch) Practice Test 3 | Special Focus 3 (i spelt y) Unit 9 (-ion) Unit 10 (-ian) Practice Test 4 | Unit 11 (re-) Special Focus 4 (homophones) Unit 12 (anti-) Practice Test 5 | Unit 13 (super-) Unit 14 (sub-) Practice Test 6 End of Year 3 Test |
| Things missing from RWI Spelling that need to be set on IXL/ taught in writing lessons | | <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) | | | | | |
| Skills and Knowledge (taken from Primary Fundamentals) | Transcription | <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, solution, solver, dissolve, insoluble] <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> | | | | | |

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| | | <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 | | preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks') |

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| <ul style="list-style-type: none"> • 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 | | | | | | |
| Spelling (RWI Spelling Units) RWI Spelling Chart Spelling Assessment Support Guide How to teach RWI Spelling | End of Year 3 Test Unit 1 (mis-, un-, in-, dis-) Unit 2 (zhuh spelt -sure) Special Focus 1 (short u spelt ou) Unit 3 (auto-) Practice Test 1 | Unit 4 (-ly) Unit 5 (inter-) Special Focus 2 (homophones) Unit 6 (ay spelt ei, eigh, ey) Practice Test 2 | Unit 7 (-ous) Unit 8 (s spelt sc) Practice Test 3 | Special Focus 3 (possessive apostrophes with plural words) Unit 9 (zhun spelt -sion) Unit 10 (il-, un-, in-, mis-, dis) Practice Test 4 | Unit 11 (c spelt -que and g spelt -gue) Special Focus 4 (homophones) Unit 12 (ir- + r) Practice Test 5 | Unit 13 (-ion 1) Unit 14 (-ion 2) Practice Test 6 End of Year 4 Test |
| Things missing from RWI Spelling that need to be set on IXL/ taught in writing lessons | N/A | | | | | |
| Skills and Knowledge (taken from Primary Fundamentals) | Transcription | Whole Word Spelling: <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. Homophones & near homophones: <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). Suffixes & Prefixes: <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). | | | | |
| | Vocabulary, Grammar and Punctuation | Word, Sentence, Text: <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: | | | | |

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| | | <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) | <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 organise ideas around a theme.• Create 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 grammar and vocabulary to improve consistency. <p>Discussing & Sharing Writing:</p> <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 | <p>Discussions, presentations, performances, role play, improvisation & debates:</p> <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) Benin Kingdom | Autumn 2 (7.5wks) Slums | Spring 1 (5wks) Medieval | Spring 2 (6wks) Biomes | Summer 1 (6wks) Middle East | Summer 2 (7.5wks) Energy and |

| | Forces | Living Things and Their Habitats | Monarchs Properties and changes of material | Properties and changes of material | Animals, including humans | Sustainability Earth and Space |
|--|--|--|---|--|---|--|
| Writing Stimulus (either linked to reading spine, whole school event, humanities or science) | When we walked on the moon | FARThER Whole School Anti-bullying Campaign (13.11-17.11) | The Hound of the Baskervilles | The Promise Whole School International Women's Day Campaign (08.03.23) | The Lost Book of Adventure | King Kong Whole School London Climate Action Week Campaign (24.06-28.06) |
| Writing Outcome(s). A guide to text types can be found here . | <p>Narrative: Exploration Narrative Purpose: To narrate</p> <p>Recount: Formal Mission Log Purpose: To recount</p> | <p>Narrative: Setting Narrative Purpose: To narrate</p> <p>Recount: Letter Purpose: To recount</p> | <p>Narrative: Cliff hanger Narrative Purpose: To narrate</p> <p>Recount: Formal Event Report Purpose: To inform</p> | <p>Narrative: Character Narrative Purpose: To narrate</p> <p>Persuasion: Bargain Letter Purpose: To persuade</p> | <p>Narrative: Survival Narrative Purpose: To narrate</p> <p>Explanation: Survival Guide Purpose: To explain</p> | <p>Narrative: Dilemma Narrative Purpose: To narrate</p> <p>Discussion: Balanced Argument Purpose: To discuss</p> |

Additional SPaG to embed in writing to meet end of year outcomes - needs to be repeated throughout the year:

- 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

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
- 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 [for example, he had seen her before] • Create atmosphere and integrate dialogue to convey character and advance action. | | | | | |

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| | | <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) | Rose Blanche | A Story Like the Wind Whole School Anti-bullying Campaign (13.11-17.11) | The Origin of the Species | The Ways of the Wolf Whole School International Women's Day Campaign (08.03.23) | Shackleton's Journey | Hansel and Grete Whole School London Climate Action Week Campaign (24.06-28.06) |

| | | | | | | |
|--|---|--|--|--|---|---|
| Writing Outcome(s). A guide to text types can be found here . | <p>Recount: Diary Purpose: To recount</p> <p>Recount: Bravery Speech Award Purpose: To recount & inform (hybrid)</p> | <p>Narrative: Flashback Narrative Purpose: To narrate</p> <p>Recount: Newspaper Report Purpose: To recount</p> | <p>Narrative: Discovery Narrative Purpose: To narrate</p> <p>Explanation: Adaptation Purpose: To explain</p> | <p>1. Recount: Documentary Narrative Purpose: To narrate</p> <p>2. Discussion: Balanced Argument Purpose: To discuss</p> <p>3. Narrative: Hunted Narrative Purpose: To narrate</p> | <p>Narrative: Endurance Narrative Purpose: To narrate</p> <p>Recount: Biography Purpose: To recount</p> | <p>Narrative: Dual Narrative Purpose: To narrate</p> <p>Persuasion: Letter Purpose: To persuade</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"> • 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 | | | | | | |
| <p>Spelling (RWI Spelling Units) RWI Spelling Chart</p> <p>Spelling Assessment Support Guide</p> <p>How to teach RWI Spelling</p> | <p>End of Year 5 Test</p> <p>Unit 1 (suffixes 1) Special Focus 1 (ough)</p> <p>Unit 2 (suffixes 2 root words ending in a consonant +e) Special Focus 2 (orange words) Practice Test 1</p> | <p>Unit 5 (suffixes 5) Special Focus 5 (orange words) Unit 6 (sh spelt ti or ci) Special Focus 6 (homophones) Practice Test 3</p> <p>Unit 7 (sh spelt si or ssi)</p> | <p>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)</p> | Revision of all spellings | Revision of all spellings | Revision of all spellings |

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| | | Unit 3 (suffixes 3 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 | Special Focus 7 (orange words) Unit 8 (silent letters) Special Focus 8 (orange words) Practice Test 4 | 2) Special Focus 12 (homophones and easily confused words) Practice Test 6 End of Year 6 Test | | | |
| 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 (found in Appendix 1 of English curriculum). <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). | | | | | |

| | | |
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| | | <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 | |

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 - can use the back of their writing books

| 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 the correct version of the words in the back of their writing 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 | <p>Purpose: to see how a root word is affected by a prefix and/or suffix</p> <ul style="list-style-type: none"> • Remind children that a root word is a word that doesn't have a prefix or a 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 wad, 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 |

| | | <ul style="list-style-type: none"> Children complete the rest independently, with a partner or as a class, articulating reasons for their choices Guide children to mark and correct in green pen |
|---|--|--|
| Session 5 | Team Teach | Purpose: to work cooperatively to review and revise words from the current unit and Spelling Log Books <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 |
| | 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> | Purpose: to recall the spellings of Red/ Orange words <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 | Purpose: to work cooperatively to review and revise words from the current half term <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 | Purpose: to review and revise words from the current half term <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 | End of Unit Practice Test | Purpose: to assess spelling |

| | | |
|--|-----------------------------------|---|
| every half term) | | <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 |
| <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 |
| 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 |

Letter Join Handwriting

At St Matthias, we have adapted the Letter-join handwriting programme, in order to support the development of continuous cursive handwriting throughout the school. We know the importance of forming letters correctly before joining so this is our primary focus in the Early Years and at the start of Key Stage One. See below for the progression of handwriting throughout the school.

EYFS

In the Early Years, opportunities to develop fine motor skills are embedded within the continuous provision, for example through:

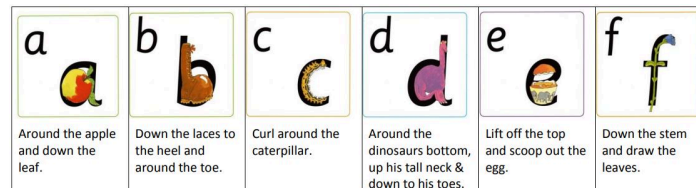
- Using tweezers to develop pincer grip
- Manipulating playdough to develop hand strength
- Stringing beads to develop hand eye coordination
- Tracing patterns and letters to develop letter formation

There are many more opportunities for pupils to mark make throughout the continuous provision too.

This is in addition to lessons and targeted interventions, where pupils:

- Practise writing printed letters and graphemes whilst learning their phonics in Read Write Inc. lessons. This is done through learning mnemonics.
- Practise writing words and sentences in literacy lessons

Letter formation using a tripod grip is always modelled and addressed in these lessons.



Year 1

At the start of year 1, cohort-dependent, pupils still need to practise their letter formation before progressing to using continuous cursive handwriting. They do this in their Read Write Inc. lessons and handwriting lessons (3 times a week) but it is modelled and addressed throughout the curriculum. Like in EYFS, pupils are taught to write in a printed script with no lead-ins or exit strokes, until they can securely write their letters.

From the spring term, pupils in year 1 start to use cursive handwriting, using lead ins and exit strokes, which follow the Letter-join handwriting scheme. This is modelled alongside an adapted version of the Read Write Inc. letters.



Years 2-6

It is an expectation that all pupils in KS2 write using continuous cursive handwriting, unless there is a significant need. From year 2 to year 6, all pupils follow the Letter-join handwriting scheme from the start of the academic year. Year groups will revisit learning from previous year groups to ensure letters are formed correctly and that letters are joined correctly, before moving onto increasing fluency.

Letter families are grouped together into units, which are taught at least twice a week.

i, l and t

Learning outcomes:

- To know that each letter is referred to as a sound.
- To sit correctly for handwriting and hold a pencil using the tripod grip.
- To form the lowercase letters i, l and t correctly.
- To write words containing i, l and t using the correct joins between each letter.

Pupils practise patterns, letters, joins and sentences throughout the unit.

a. The flower is in a pot.

Handwriting is explicitly modelled on lined flipchart paper and poor letter formation and handwriting is addressed throughout the curriculum. Pupils are expected to rewrite words and sentences that are written poorly.

Progression in Fonts

When teaching and using printed resources, teachers use the following fonts on Letter-join:

- EYFS - Letter-join Print Plus
- Y1 until - Letter-join Print Plus until the Spring term; Air Plus and Letter-join Plus
- Y2 onwards - Letter-join Plus

Letter-join Print Plus

Letter-join Print Plus has simple exit strokes for letters that end 'on the line'.

Letter-join Air Plus

Letter-join Air Plus is used when wanting to teach continuous cursive letters that are not joined.

Letter-join Plus

Letter-join Plus is a continuous cursive font with lead-in and lead-out lines.

the dog ran

the dog ran

the dog ran

Handwriting Timetabling

In order for handwriting to be taught consistently, the following times have been allocated to the following phases/ year groups:

- EYFS - daily handwriting practice in Read Write Inc. lessons and additional opportunities for gross and fine motor skill development throughout the provision
- Y1 - daily handwriting practice in Read Write Inc. lessons and additional opportunities for gross and fine motor skill development throughout the provision; 20 minute handwriting lessons, 3 times per week
- Y2 - 20 minute handwriting lessons, 3 times per week, in addition to daily handwriting practice in Read Write Inc. lessons for pupils who access this
- KS2 - 30-40 minute handwriting lessons, 2 times per week

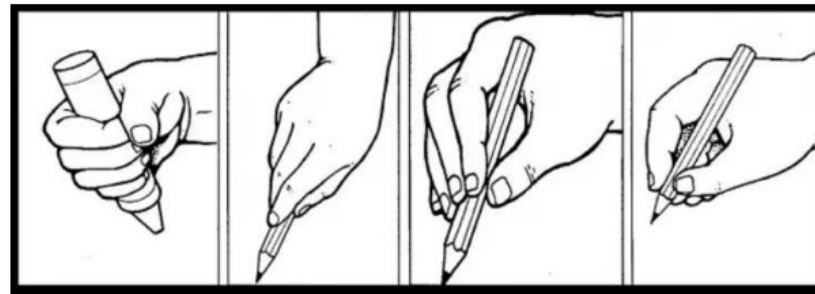
Additional Handwriting Support

Handwriting interventions take place regularly to support pupils with their fine motor skills; letter formation and joins. Some pupils also have individual packs that they can work through independently during early work or at other points during the day.

Writing Habits

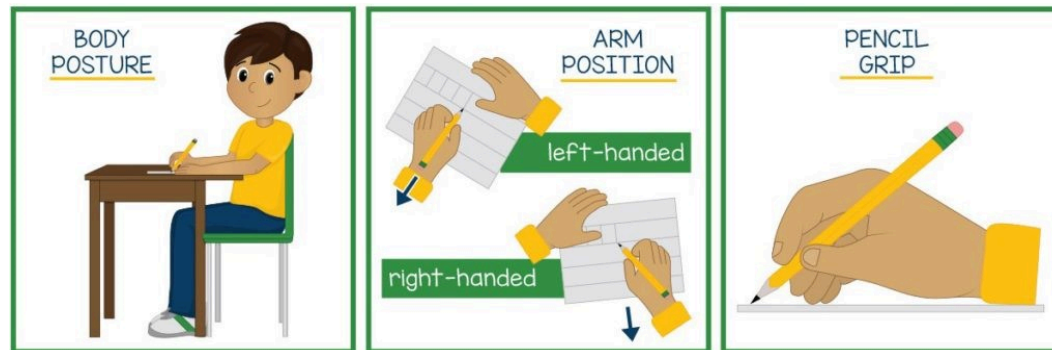
Pupils are encouraged to do the following, when writing:

- Use a sharp pencil or ink handwriting pen
- Use the tripod grip



| | | | |
|------------------|----------------------|------------------|-------------|
| Fist Palmar Grip | Digital Pronate Grip | Four Finger Grip | Tripod Grip |
|------------------|----------------------|------------------|-------------|

- Sit correctly - pupils are taught to have the size of a closed fist between their tummy and the table



Homework

Pupils are set paper handwriting weekly, which is linked to the spellings they learn in class. As pupils progress through the years, scaffolds are reduced; however, teachers adapt homework to suit any additional needs a pupil may have.

| Look | Trace | Trace | Trace | Copy |
|------|-------|-------|-------|------|
| m | m | m | m | |
| a | a | a | a | |
| s | s | s | s | |



| Look | Trace | Trace | Trace | Copy |
|-------|-------|-------|-------|------|
| robot | robot | robot | robot | |
| metal | metal | metal | metal | |
| class | class | class | class | |



Look Trace Trace Copy

although although although

answer answer answer

appear appear appear

Home Support

In addition to homework, we will provide the following to support parents, carers and pupils when they are at home:

- Parent workshops
- Help videos on the school website
- Helpful tips in the school newsletter

Access to Letter-join Home - access to patterns, letters and words

Reasons for poor handwriting

Things 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?