



Intent

we aim to...

Intent:

Reading, writing, talking and listening lay the foundations for lifelong learning; they allow children to access all curricular areas and embrace a wider range of opportunities in all aspects of life.

At Lower Meadow, we recognise that the development of an effective literacy skillset is fundamental to the achievement of a rich and fulfilling life. We use these skills every day in order to communicate with, and make sense of, the world around us. As such, the better we are at these skills, the more successful we can expect to be in life.

We recognise that improving literacy and learning will have an impact on children's self-esteem, motivation, behaviour and attainment. It allows them to learn independently and is empowering. Our curriculum is underpinned by developing children's abilities to speak, listen, read and write for a wide range of purposes, including using language to learn, communicate, think, explore and organise. Helping our children to express themselves clearly, through development of vocabulary, both orally and in writing, enhances and enriches teaching and learning in all subjects and prepares them for life after school. We immerse all children in the wonders of well-considered high quality texts to instill a love for reading, a passion for discovery and a confidence to explore their imagination.

Writing Implementation

How do we achieve our intent?

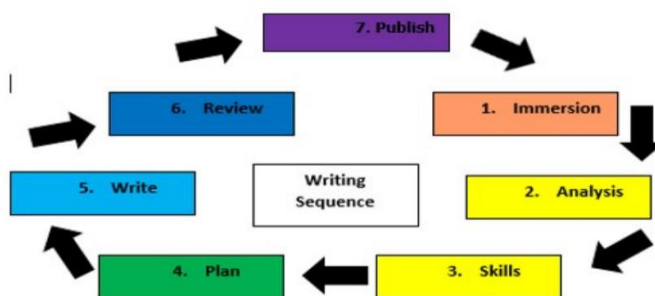
Consistent and Systematic Approach

Children are taught to think about the impact they want their writing to have on the reader and develop an understanding as to how they will achieve this.

Through structured writing development lessons – based on a systematic approach developed by the Literacy Consultant Teresa Heathcote, children develop an increasingly wide varied bank of vocabulary and an excellent knowledge of writing techniques, which in turn extends detail and description in their writing. Children are encouraged at all times to *deepen the moment* – look for opportunities to improve or extend their ideas.

A wide and varied bank of stimuli are used to inspire children's writing, including stories, authors, video clips, poetry, drama, artwork and curriculum links.

A Clear Writing Sequence





High Quality Texts

Across Lower Meadow, writing lessons are taught through the use of high quality texts. These are clearly mapped out and sequenced to ensure that children develop a rich and varied diet of texts.



EYFS topic overview and linked texts	Autumn1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Ourselves and Autumn	Celebrations	Winter homes	Journeys	Growing and nature	Animals and Adventures
Texts	Brown bear brown bear Little red hen	Dipal's Diwali Gingerbread man Elves and the shoemaker Christmas nativity story	The three little pigs Goldilocks penguin	The train ride We all go travelling by Jack and the beanstalk Spring texts	Enormous turnip Hungry caterpillar Billy Goats gruff	Going on a Bear hunt If I had a dinosaur Shark in the Dark Pirate/ seaside texts
Reception	Ourselves and Autumn	Celebrations	Winter homes	Journeys	Growing and nature sowing a seed	Animals and Adventures
Texts Nursery core texts available	Baseline	Pumpkin soup Bringing the rain to Kapiti plain LTT	One snowy night So much LTT	Little red riding hood (oral retell) Little red LTT	The tiny seed/ hungry caterpillar	Oi frog LTT What the ladybird heard Pig in the pond

for reception children to revisit throughout the year. LTT - Literacy Tree Text	Familiar stories taught in nursery Bear hunt (oral retell) Where the wild things are. LTT Little red hen (oral retell) Non-fiction texts autumn	I am Henry Finch LTT Haliburt Jackson LTT Gingerbread man (oral retell) Christmas story Non-fiction texts celebrations	The magic paintbrush LTT Peepo The tiger who came to tea penguin LTT The three little pigs (oral retell) Non-fiction texts relating to homes in the past And winter	Hairy Maclary The night Pirates LTT Whatever Next (link to landing on the moon Neil Armstrong) Non-fiction texts relating to transport History of transport	The extraordinary gardener LTT I will not ever eat a tomato LTT Jack and the beanstalk (oral retell) Jaspers beanstalk Non-fiction texts relating to jobs And plants	Farmer duck Hairy Maclary LTT Non-fiction texts relating to animals
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Both short and long outcomes are mapped out for every year group to ensure that children are exposed to a range of different genres and are provided with the opportunity to write for a range of audiences and purposes.

Writing Outcomes	Descriptive writing (character profile or setting description) Story (to entertain) Innovated story	Diary (to inform) Description (character) Story (to entertain)	Information text (to inform) Story (to entertain)	Poetry Letter Non chronological report (to inform)	Promotional Leaflet (to inform) Newspaper (to inform) Non chronological report (to inform)	Character/setting description Story
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Year 1/2

Writing Outcomes	Descriptive writing (character profile or setting description) Story (to entertain) Campaign Speech (to persuade)	Newspaper (to inform) Story (to entertain) Key focus: dialogue to convey character. Explanation (to inform)	Diary (to inform) Discussion (to discuss) Non- chronological Report (to inform)	New chapter Letter Poetry	Newspaper (to inform) Story (to entertain)	Information Text (to inform) Poetry
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Year 3/4

Writing Outcomes	Descriptive writing (character profile or setting description) Story (to entertain) Campaign Speech (to persuade)	Story (to entertain) Key focus: dialogue to convey character. Persuasive letter (to persuade).	Diary (to inform) Biography (to inform) Discussion/review (to discuss, to inform)	Fact – file (to inform) Letter to persuade Poetry	Newspaper (to inform) Story (to entertain)	Information Text (to inform) Poetry
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Year 5/6



Spelling

Spellings in EYFS and KS1 are taught through our RWI lessons. This then progresses when children are ready to spellings being taught daily, in a 15-20 minute lesson. Each week the lessons follow the same structure. There is a template PowerPoint saved in English>Spelling to adapt each week for the appropriate spelling rule/pattern. There is also an example PowerPoint to see the structure of the daily lessons.

Content is carefully mapped out so that all the national curriculum is covered in a progressive manner for all year groups. This is shown below in our spelling overview.

Spelling Structure

Monday	<p>Teach the rule</p> <p>This lesson should be teacher led. The word list will need to be displayed in the classroom so all the pupils can see. This could be on an IWB or on flipchart paper. All children should have access to the words on their table as well. The teacher should explain the rule and highlight where it occurs in the word. Lots of discussion, MTTT and partner talk should be used to investigate the words. The teacher might discuss the meanings of some of the words but shouldn't get caught up on this as this lesson is to teach the spelling not the meaning! It is good practise to show examples of the rule in context but also non examples to avoid misconceptions. For example, when teaching the prefix re, the example might be reappear the non-example might be real. Both words begin with re but in the non-example the re is not being used as a prefix. If appropriate to the spelling rule it is also a good opportunity to discuss the etymology (the origin of the words) and morphology so children can begin to build connections between words.</p>
Tuesday	<p>Practise</p> <p>Depending on the words/class, the teacher may lead this using effective spelling strategies such as spelling aerobics. All children stand up, if it is a tall letter they reach for the sky, small letter wiggle their hips and long letter touch the floor. This is a good opportunity for the teacher to assess who may need additional support that week.</p>
Wednesday	<p>Practise</p> <p>The teacher will need to train their pupils so they can practise their spellings independently. They should choose two/three strategies* each half term and reuse them so their class gets used to the routine. It might be that Wednesday they always do word frames. Once the class can do this independently it will free up the teacher to work on a focus group who may need additional help with the words.</p>
Thursday	<p>Practise</p> <p>This would run the same as Wednesday session.</p>
Friday	<p>Test – Hold a sentence</p> <p>We assess the children's understanding of the weeks' spelling rule in context. The teacher should select one or two words from the word list and put them into a sentence appropriate for the class. It is a good opportunity to include any grammar techniques they have been looking at. The sentence is then rehearsed orally by the class, the teacher or children might identify the word that follows the spelling rule/pattern as well as other features. The teacher should explain what they will get a tick for, again this would be depend on the class. Remember the basics such as capital letters and full stops.</p>

Spelling
Overview

Year 3/4	Half Term 1 7 weeks	Half Term 2 7 weeks	Half Term 3 6 weeks	Half Term 4 6 weeks	Half Term 5 6 weeks	Half Term 6 7 weeks
Recap and Revisit	Year 1 Spelling Mat Year 2 Spelling Mat Year 3 Spelling Mat	Year 1 Spelling Mat Year 2 Spelling Mat Year 3 Spelling Mat	Retrieval Practice Common misconceptions personal to class	Retrieval Practice Common misconceptions personal to class	Retrieval Practice Common misconceptions personal to class	Retrieval Practice Common misconceptions personal to class
Week 1	Rarer GPC The 'ay' sound spelt 'ey' or 'ei' 'eigh'	Rarer GPC Words with 'g' sound spelt 'gue' and the 'k' sound spelt 'que'	Statutory words List 4	Homophones Homophones and near homophones List 2	Prefixes and suffixes The prefixes 're', 'sub' and 'inter'	Rarer GPC Words with the 's' sound spelt 'sc'
Week 2	Word Endings The ending sounds 'sure' and 'ture'	Statutory words List 2	Rarer GPC Words with the 'sh' sounds spelt 'ch'	Statutory words List 5	Prefixes and suffixes The suffix 'ation'	Statutory words List 8
Week 3	Revisit KS1 prefix Un	Rarer GPC 'k' sounds spelled 'ch'	Word Endings The endings which should like 'shun' - ssion, -sion	Rarer GPC The 'u' sound spelt 'ou'	Statutory words List 6	Rarer GPC The 'i' sound spelt 'y' when it isn't at the end of a word
Week 4	Revisit KS1 suffix s, -es, -ed, -ing, -er.	Rarer GPC The endings which should like 'shun' - tion,	Prefixes and suffixes The prefixes dis-, mis- and un-	Word Endings The endings which should like 'shun' - cian	Prefixes and suffixes The prefix 'in'	Apostrophes Possessive apostrophe with singular proper nouns eg Cyprus's population.
Week 5	Revisit Y2 homophones	Prefixes and suffixes The prefixes 'super', 'anti' and 'auto'	Prefixes and suffixes The suffix 'ly'	Prefixes and suffixes The suffix 'ous'	Homophones Homophones and near homophones List 3	Statutory words List 9
Week 6	Apostrophes Revisit Y2 use of apostrophe-contracted forms	Statutory words List 3	Common misconceptions personal to class	Apostrophes Possessive apostrophe with singular nouns	Statutory words List 7	Statutory List 10
Week 7	Statutory words List 1	Homophones Homophones and near homophones List 1				Homophones Homophones and near homophones List 4

Year 5	Half Term 1 7 weeks	Half Term 2 7 weeks	Half Term 3 6 weeks	Half Term 4 6 weeks	Half Term 5 6 weeks	Half Term 6 7 weeks
Focus for recap and revisit	Year 3 Spelling Mat Year 4 Spelling Mat Year 5 Spelling Mat	Year 3 Spelling Mat Year 4 Spelling Mat Year 5 Spelling Mat	Common misconceptions personal to class	Common misconceptions personal to class	Common misconceptions personal to class	Common misconceptions personal to class
Week 1 Rarer GRC	Revisit Y4 Words with 'g' sound spelt 'gue' and the 'k' sound spelt 'que'	Revisit Y4 Words with the 's' sound spelt 'sc'	Words containing 'ough'	ei or ie	se or ce	Silent letters
Week 2 Word Endings	Endings that sound like shul	Endings that sound like shus	Endings -ance -ant and -ent -ence	Endings -able and -ible		
Week 3 Prefixes and suffixes	Revisit 3/4 prefixes	Revisit 3/4 suffixes	Adding suffixes to words ending in -fer			
Week 4 Homophones	Homophone List 1	Homophone List 2	Homophone List 3	Homophone List 4		
Week 5 Exception Words	Statutory words List 1	Statutory words List 3	Statutory words List 5		Statutory words List 7	
Week 6 Exception Words	Statutory words List 2	Statutory words List 4	Statutory words List 6		Statutory words List 8	
Week 7 Etymology and morphology						

Year 6	Half Term 1 7 weeks	Half Term 2 7 weeks	Half Term 3 6 weeks	Half Term 4 6 weeks	Half Term 5 6 weeks	Half Term 6 7 weeks
Focus for recap and revisit	Year 4 Spelling Mat Year 5 Spelling Mat Year 6 Spelling Mat	Year 4 Spelling Mat Year 5 Spelling Mat Year 6 Spelling Mat	Common misconceptions personal to class	Common misconceptions personal to class	Common misconceptions personal to class	Common misconceptions personal to class
Week 1 Rarer GRC	Revisit Y5 Words containing 'ough'	Revisit Y5 ei or ie	Revisit Y5 se or ce	Revisit Y5: Silent letters		
Week 2 Word Endings	Revisit Y5 Endings that sound like shul	Revisit Y5 Endings that sound like shus	Revisit Y5 Endings -ance -ant and -ent -ence	Revisit Y5 Endings -able and -ible		
Week 3 Prefixes and suffixes	Endings -ancy and -ency	Endings -ably and -ibly	Words with hyphens			
Week 4 Homophones	Revisit Y5 Homophone List 1	Revisit Y5 Homophone List 2	Revisit Y5 Homophone List 3	Revisit Y5 Homophone List 4		
Week 5 Exception Words	Statutory words list 9	Statutory words List 11				
Week 6 Exception Words	Statutory words List 10					
Week 7 Etymology and morphology						

Handwriting

10 months Pincer Grasp 12-15 months Palmar Supinate Grasp 2-3 years Digital Pronate Grasp 3-4 years Quadraped Grasp 5-6 years Tripod Grasp



We make the physical process of writing – handwriting – enjoyable from the start, so children see themselves as 'writers'. We use mnemonics – memory pictures – to help children visualise the letter or join before they write it down. Children need to practise handwriting under the guidance of a teacher so they do not develop habits that will be difficult to undo later. Please don't ask children to copy letters or words. We need their attention to be focused on their own formation of letters and joins.

We ensure that there is a minimum of 5 to 10 minutes daily for every handwriting session. These take place during the do now of every Literacy lesson.

There are three handwriting stages.

Stage 1

These lessons are taught while children read the Red, Green, Purple, Pink and Orange Storybooks. The online 'checklists' for each letter are in the Handwriting files in Read Write Inc. Phonics Online. Stage 1a: Children practise correct letter formation.

Stage 1b

Children learn where to place the letters on the writing line.

Stage 2

These lessons are taught while children read the Yellow, Blue and Grey Storybooks. The online 'checklists' for each letter are in the Handwriting files in Read Write Inc. Phonics Online. Children learn a mature style of writing that will lead to joined-up writing.

Stage 3

These lessons are also taught while children read the Yellow, Blue and Grey Storybooks and we continue to embed these concepts throughout the children's time at Lower Meadow. The online 'checklists' for each letter are in the Handwriting files in Read Write Inc. Phonics Online.

Children learn the two basic joins: the arm join (diagonal) and the washing line join (horizontal) and the two variables for each join.

Handwriting Position

1. **Two hands.** Insist on children always using two hands when writing. *One hand to hold the paper and one hand to write with.*
2. **Six feet.** Children must always keep six feet on the floor. *Their own two feet and the chair's four feet.* This means that the child does not kneel or sit cross legged on the chair. Neither do they rock backwards or forwards on the chair.
3. **BBC.** Ensure that children always sit in the BBC position – *Bottom Back in Chair*. This means that they never sit with the chair sticking out and their bottom on the front edge of the chair.
4. **TNT.** *Tummy Near Table*. This ensures that the child is sitting with their body close to their work, instead of having to stretch forward to write.
5. **Paper position.** *The paper should be upright when the child is writing or at an angle not greater than 45 degrees.* When children turn their paper to an angle greater than this, it is often because the pencil is being held with the thumb in a position which blocks the child's view of the pencil point.

Handwriting Stage 1a

Letter formation

Children learn correct letter formation using the same picture mnemonics they have already learnt in the Speed Sounds Set 1 Lessons. These letters are now taught in handwriting groups:

- 'Around' letters: c a o d g q
- 'Down' letters: l t b p k h i j m n r u y
- 'Curly' letters: e f s
- 'Zig-zag' letters: v w z x.

Children write on plain paper.

The lesson plan

Practise the letters in the handwriting order. (See 'Handwriting Stage 1a' in the Handwriting files in Read Write Inc. Phonics Online). Use the following routine for every lesson. (This is an example lesson for the letter g.)

Demonstrate

1. TOL as you use your mental checklist to write the letter g. ✓ start at her hair bobble on top of her head ✓ round face ✓ back to bobble ✓ very straight hair ✓ round curl to finish. Repeat a few times using MTYT.
2. Ask the children to TTYP to say the mental checklist.
3. Take feedback.
4. Ask two partners to tell you how to write the letter g. Repeat a couple more times until the children can say the mental checklist to each other.

Practice

1. Check that the children are still sitting in the perfect handwriting position.
2. Rub out the picture and any letters from the board – the children must not copy.
3. Ask the children to write one letter, slowly and carefully. (Do not ask them to draw the handwriting picture.)

4. Model again how you repeat writing the letter, getting a bit quicker each time.
5. Go round the room praising what you see so others can hear. Don't sit with one child. For example: "Nice round chin there! Love the long straight hair. What a great curl."

Review

1. Write the letter on the board and make one error, drawing on children's common errors.
2. Ask the children to TTYP to find your 'two best bits', for example, you remembered to start at the bobble. Then ask children to TTYP to find 'one to fix'.
3. Rewrite the letter perfectly, correcting using children's feedback.
4. Ask children to practise again. On the next day, choose a new focus letter, and review one or two previously taught letters. Note: Help children learn to visualise the letter as a picture and not the written checklist. Do not write the list on the board, though you may need a sticky note to help you remember to start with.

Handwriting Stage 1b

Relative size of letters

Once children can form the letters correctly, they learn how to place the letters on the line. Picture mnemonics help children to visualise the size and placement.

• Some small letters are called 'boat letters': a c e i m n o r s u v w x z. • Letters that are written below the line are called 'water letters': g j p q y.

• Tall letters are called 'sun letters': b d h k l t f. Children should write on wide-lined paper. See 'Handwriting Stage 1b' in the Handwriting files in Read Write Inc. Phonics Online. You will need wide-lined paper or books for the children to practise.

Explain that:

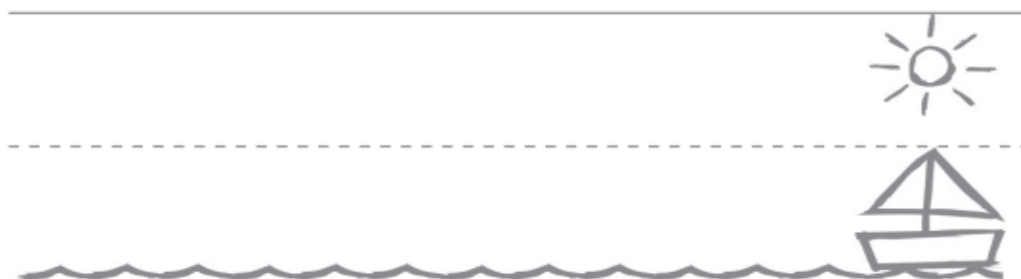
- Some letters are the same size as the boat and are called 'boat letters': a c e i m n o r s u v w x z.
- Some letters go below the water line and are called 'water letters': g j p q y.
- Some letters are as tall as the sun and are called 'sun letters': b d h k l (f and t are just a little bit smaller).

The lesson plan

Use the following routine for every lesson. (This is a sample lesson for the word and.)

Demonstrate

1. Draw the sun, boat and water pictures in the correct position on the line.



- Show children where to start a – level with the top of the boat. Recall the Checklist for a as you write the letter.
 - Show children where to start n – level with the top of the boat. Use the Checklist for n as you write the letter.
 - Show children where to start d – level with the top of the boat. Use the Checklist for d as you write the letter.
2. Ask children to TTYP: What size is each letter? (Choose from boat, water or sun.)
 3. Take feedback.

Practice

1. Check that the children are still sitting in the perfect handwriting position.
2. Rub out the word from the board – the children must not copy.
3. Ask the children to write each letter, slowly and carefully.
4. Model again how you repeat writing the word, getting a bit quicker each time.
5. Go round the room praising what you see so others can hear. Don't sit with one child. For example: "a is sitting on the line – good. You've made n into a boat letter."

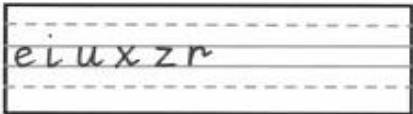
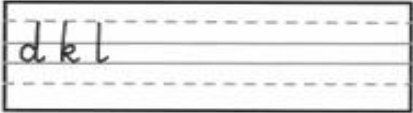
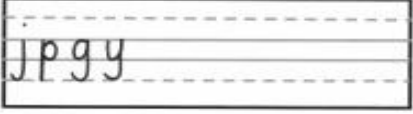


Review

1. Write the word on the board and make one error, drawing on children's common errors.
2. Ask the children to TTYP to find your 'two best bits'. Then ask them to TTYP to find 'one to fix'.
3. Rewrite the word perfectly, correcting using children's feedback.
4. Ask the children to practise again.
5. Now ask them to find 'two best bits' and 'one to fix' in each other's work.

Handwriting Stage 2

Explain to children that they are going to use new words to help them develop a grown-up style of writing that will lead to joined-up writing. New pictures will help them to visualise the new shapes.

Language

Small letters	
Tall letters (ascenders KS2)	
Tail letters (descenders KS2)	
Narrow letters	
Curved Tails	

Demonstrate

1. TOL as you use your mental checklist to write the letter d.
2. Ask the children to TTYP to say the mental checklist.
3. Take feedback.
4. Ask two partners to tell you how to write the letter d. Repeat a couple more times until the children can say the mental checklist to each other.

Practice

1. Use the handwriting signal to check that the children are still sitting in the perfect handwriting position.
2. Rub out the picture and any letters from the board – the children must not copy.
3. Ask the children to write one letter, slowly and carefully. (Do not ask them to draw the handwriting picture.)
4. Model again how you repeat writing the letter, getting a bit quicker each time.
5. Go round the room praising what you see so others can hear. Don't sit with one child.

Review

1. Write the letter on the board and make one error, drawing on children's common errors.
2. Ask the children to TTYP to find your 'two best bits', for example, you remembered to start at the bobble. Then ask children to TTYP to find 'one to fix'.
3. Rewrite the letter perfectly, correcting using children's feedback.
4. Ask children to practise again.

5. Ask children to find 'two best bits' and 'one to fix' in each other's work. On the next day, choose a new focus letter, and review one or two previously taught letters.

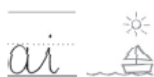
Handwriting Stage 3

Explain to children that there are two basic joins:

- the arm join (diagonal)
- the washing line join (horizontal).

The arm join has three variations:

- arm to boat



- arm to sun



- arm to small letter



Demonstrate

1. Demonstrate how to write the letters.

- TOL about where to start a – level with the top of the boat.
- TOL as you write the join – not too spiky, not too round, not too squeezed, not too spaced.
- TOL as you write i. Recall the checklist for i.

2. Ask children to TTYP: What size is each letter? (Boat, sun or water.) What is good about your join? 3. Take feedback.

Practice

1. Use the handwriting signal to check that the children are still sitting in the perfect handwriting position.
2. Rub out the joined letters from the board – the children must not copy.
3. Ask the children to write each letter and the join, slowly and carefully.
4. Model again how you repeat writing the letters and join, getting a bit quicker each time.
5. Go round the room praising what you see so others can hear. Don't sit with one child. For example: "I love the spacing of your join and the join is not too spiky or too round."

Review

1. Write the letters and join on the board and make one error, drawing on children's common errors.
2. Ask the children to TTYP to find your 'two best bits'. Then ask them to TTYP to find 'one to fix'.
3. Rewrite the letters and join perfectly, correcting using children's feedback.
4. Ask the children to practise again.
5. Now ask them to find 'two best bits' and 'one to fix' in each other's work.

Our writing journey is clearly mapped out so that there is a clear progression of objectives for handwriting, spelling, composition, grammar and punctuation. This ensures that we are clear on what came before and where the writing journey will be going next.

