

# Writing @ SML

*Our vision is for all children to:  
be knowledgeable, confident communicators;  
grow in kindness and empathy;  
be inspired, creative learners.*

**We achieve this with writing by helping children to:**

c-a-t

spell with increasing efficiency and accuracy;

*We teach spelling from Reception to Y2 primarily through the Read Write Inc. phonics programme.*

*During this time, children learn two key things in relation to spelling:*

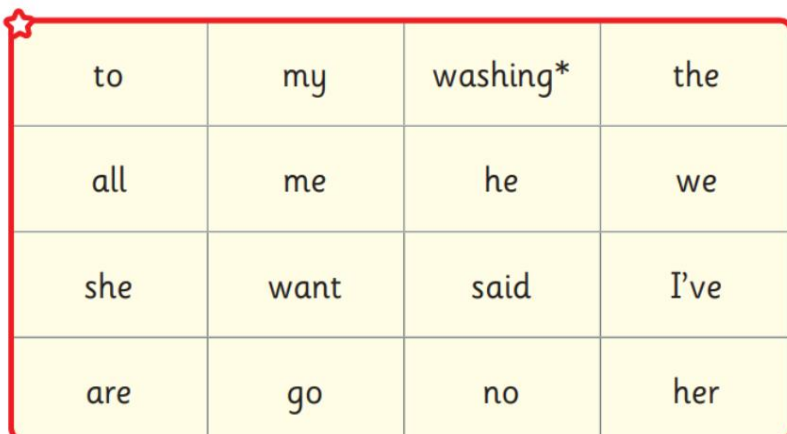
- 1. To spell new or unfamiliar words using their phonic knowledge;*

*This can mean children spell words incorrectly but phonetically plausible e.g. peepl (people), majick (magic). This is ok and part of the learning process for most children! Most children tend to rely less on phonics to spell as they get older and read more.*

- 2. To correctly spell high frequency words that don't necessarily follow a simple phonic pattern e.g. **the**, some, of 'off by heart'*

## Red Words

Ask children to practise reading the words across the rows, down the columns and in and out of order clearly and quickly.



to	my	washing*	the
all	me	he	we
she	want	said	I've
are	go	no	her

\*Red Word in this book only

Read Write Inc. Phonics © Oxford University Press 2016. No sharing, copying or adaptation of materials permitted except by subscribers to Oxford Owl.

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*In the Read Write Inc. books, these are the **red words** in the opening few pages.*

From Year 2 to Year 6, spelling is primarily taught following the CUSP spelling curriculum.

This curriculum includes the study of key **spelling concepts**. We call them concepts and not rules because there are simply too many exceptions to any pattern for it to be a rule!

It also includes a focus on **etymology, morphology and reasoning about spelling**.

Example below from Year 5 curriculum:

Year 5 Overview			
<b>Block 1</b> <b>Concept:</b> Y3/4 statutory word list revisited <b>Etymology:</b> co / con / com	<b>Block 2</b> <b>Concept:</b> Prefixes revisited <b>Etymology:</b> min	<b>Block 3</b> <b>Concept:</b> Suffixes revisited <b>Etymology:</b> sect	<b>Block 4</b> <b>Concept:</b> Homophones revisited <b>Etymology:</b> var
<b>Block 5</b> <b>Concept:</b> Words with endings sounding like /ʃən/, spelt -tion, -sion, -ssion -cian revisited <b>Etymology:</b> mari(ne)	<b>Block 6</b> <b>Concept:</b> Words with endings sounding like /ʒə/ or /tʃə/ or /ʒən/ revisited <b>Etymology:</b> tract	<b>Block 7</b> <b>Concept:</b> Statutory word list <b>Etymology:</b> micro	<b>Block 8</b> <b>Concept:</b> Words with endings sounding like /ʃəl/ spelt -cial or -tial <b>Etymology:</b> ject
<b>Block 9</b> <b>Concept:</b> Endings which sound like / ʃəs/ spelt -cious or -tious <b>Etymology:</b> vac	<b>Block 10</b> <b>Concept:</b> Statutory word list <b>Etymology:</b> ambi / amphi	<b>Block 11</b> <b>Concept:</b> Homophones <b>Etymology:</b> vis / vid	<b>Block 12</b> <b>Concept:</b> Words ending in -ant, -ance /-ancy, -ent, -ence /-ency <b>Etymology:</b> sol (alone)
<b>Block 13</b> <b>Concept:</b> Statutory word list <b>Etymology:</b> sol / lun	<b>Block 14</b> <b>Concept:</b> Homophones <b>Etymology:</b> form	<b>Block 15</b> <b>Concept:</b> Words ending in -able and -ible Words ending in -ably and -ibly <b>Etymology:</b> term	<b>Block 16</b> <b>Concept:</b> Homophones <b>Etymology:</b> solv / solu



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The curriculum is not built around the rote memorisation of spelling ‘rules’; instead, the focus is building on what pupils have learnt about the alphabetic code through phonics lessons and teaching them to seek patterns and reason about how to spell new or unfamiliar words.

We also make regular use of an app called **Squeebles Spelling** to help children practice the **Y1&2 common exception words, Y3&4 statutory words and Y5&6 statutory words**. We strongly recommend it for use at home, though it costs £4.99!



Throughout school, we want children to apply their spelling knowledge in their independent writing. However, we also don't want worry about spelling to prevent them from writing fluently. We teach them to 'dotty underline' a word if they are unsure of the spelling and then check the spelling once they have finished their draft, using a dictionary (or dictionary app).



fluent

Develop fluent, legible and eventually, speedy handwriting

We use a handwriting curriculum called LetterJoin to help children develop good handwriting.

We like it a lot because it works with our classroom tech! e.g. the teacher can use the online tools on the interactive class screen, including repeated animations of correct letter formation.



It also allows children to practise at home and parents can see what they are learning. Please use the guide speak to your class teacher if you don't know how to log in at home.

We encourage children to take care with their handwriting and use a simple motivation chart, which is stuck in the front of the writing books and teachers stamp each half-term. We have a special assembly each half-term to celebrate progress!

### Example taken from Year 2 book:

Letters are formed and joined correctly.

horizontal   vo   wo   ru   wa   oc   ro   wn   ve   re   oe

diagonal   an   co   di   ei   hu   im   ki   li   na   mp   ui

from descenders   pr   qu   ya   go   fl   jo

				
Some - BRONZE	Most - SILVER	Almost all - GOLD	Maintained - PLATINUM	Maintained - DIAMOND

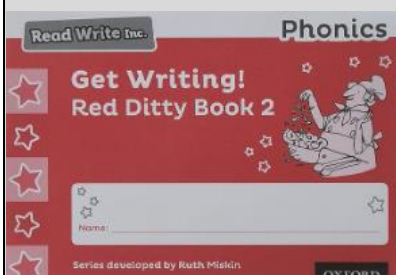


plan, revise and evaluate their writing;

Writing in Reception class can be broken down into two areas:



1. Opportunities for children to write around the classroom through the 'continuous provision' e.g. children writing food orders in the role play café, making a thank you card or labelling plants in the garden








2. Writing led by the teacher, including using the Read Write Inc. Get Writing! books.



Writing in Year 1 is mainly based on the Read Write Inc. curriculum, with children primarily using the Get Writing! books in the Autumn term and then using their yellow writing books for independent writing from the Spring term onwards.

From Year 2, our curriculum is based on the CUSP curriculum for writing. Writing lessons are structured in a similar way to other subjects, with time for planning, revising and evaluating woven into each unit of work.

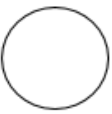
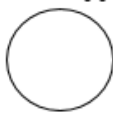
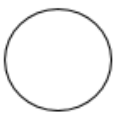
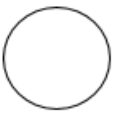
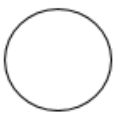
### A visual guide to writing lesson structure:

 Connect	 Explain	 Example	 Attempt	 Apply / Challenge
Make link with prior learning to get the working memory ready for new learning	Teacher as the expert sharing new knowledge	Teacher using worked examples ('my turn')	Children have a go, with discussion / collaboration and guidance from teacher ('our turn')	Children work independently ('your turn') Teacher provides ongoing assessment and feedback through live-marking

For each unit of work, children will produce an extended piece of independent writing that they have planned, revised and evaluated with relevant support and feedback from the teacher.

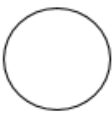
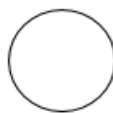
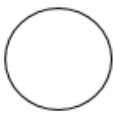
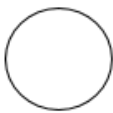
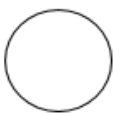
Self-assessment - Capital letter at the start and full stop at the end. - Showing where I have applied today's learning.

Dotted line under unsure spelling - check at end of lesson.

				
Some - BRONZE	Most - SILVER	Almost all - GOLD	Maintained - PLATINUM	Maintained - DIAMOND

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Responding to teacher feedback - green pen response to orange highlighter or teacher written feedback.

				
Some - BRONZE	Most - SILVER	All - GOLD	Maintained - PLATINUM	Maintained - DIAMOND

We have a simple motivation chart in the front of the writing books to encourage children to self-assess and respond to teacher feedback. Teachers stamp each half-term and we have a special assembly each half-term to celebrate progress!

### *A guide to the CUSP curriculum units of work for each year group:*

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Y2</b>	Character descriptions Poems developing vocabulary Simple retelling of a narrative	Formal invitations Stories from other cultures	Poetry on a theme (humorous) Non-chron reports Formal invitations	Stories from other cultures Recounts of personal experience	Non-chron reports Simple retelling of a narrative	Recounts of personal experience Poems developing vocab Character descriptions Poetry
<b>Y3</b>	First person narrative descriptions Non-chron reports	Formal letters to complain Dialogue through narrative	3 <sup>rd</sup> person narrative stories Non-chron reports	Instructional writing First person narrative descriptions Performance poetry	3rd person narrative stories Formal letters to complain	Dialogue through narrative Instructional writing
<b>Y4</b>	3 <sup>rd</sup> person adventure stories Persuasive writing (adverts)	News reports 1 <sup>st</sup> person diary entries Stories from other cultures	Persuasive writing (adverts) Critical analysis of narrative poetry	Explanatory texts Stories from other cultures	Third person adventure stories First person diary entries	Critical analysis of narrative poetry News reports Explanatory texts
<b>Y5</b>	3 <sup>rd</sup> person stories in another culture Formal letters	Dialogue in narrative Poems which explore form Balances arguments	3 <sup>rd</sup> person stories in another culture Formal letters	Playscripts (Shakespeare retelling) Biography	Playscripts Dialogue in narrative	Balanced argument Biography Poems which explore form
<b>Y6</b>	Autobiography Discursive writing	First person story Shakespeare's sonnet Explanatory texts	Extended 3 <sup>rd</sup> person narrative Explanatory texts	News report Autobiography First person story	Extended 3 <sup>rd</sup> person narrative News report	Discursive writing Shakespeare's sonnets