

English Handbook: Writing



*Where learning takes root and
imagination takes flight*

anthem

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English Curriculum 2023-2024



Writing at Meadow Park Academy

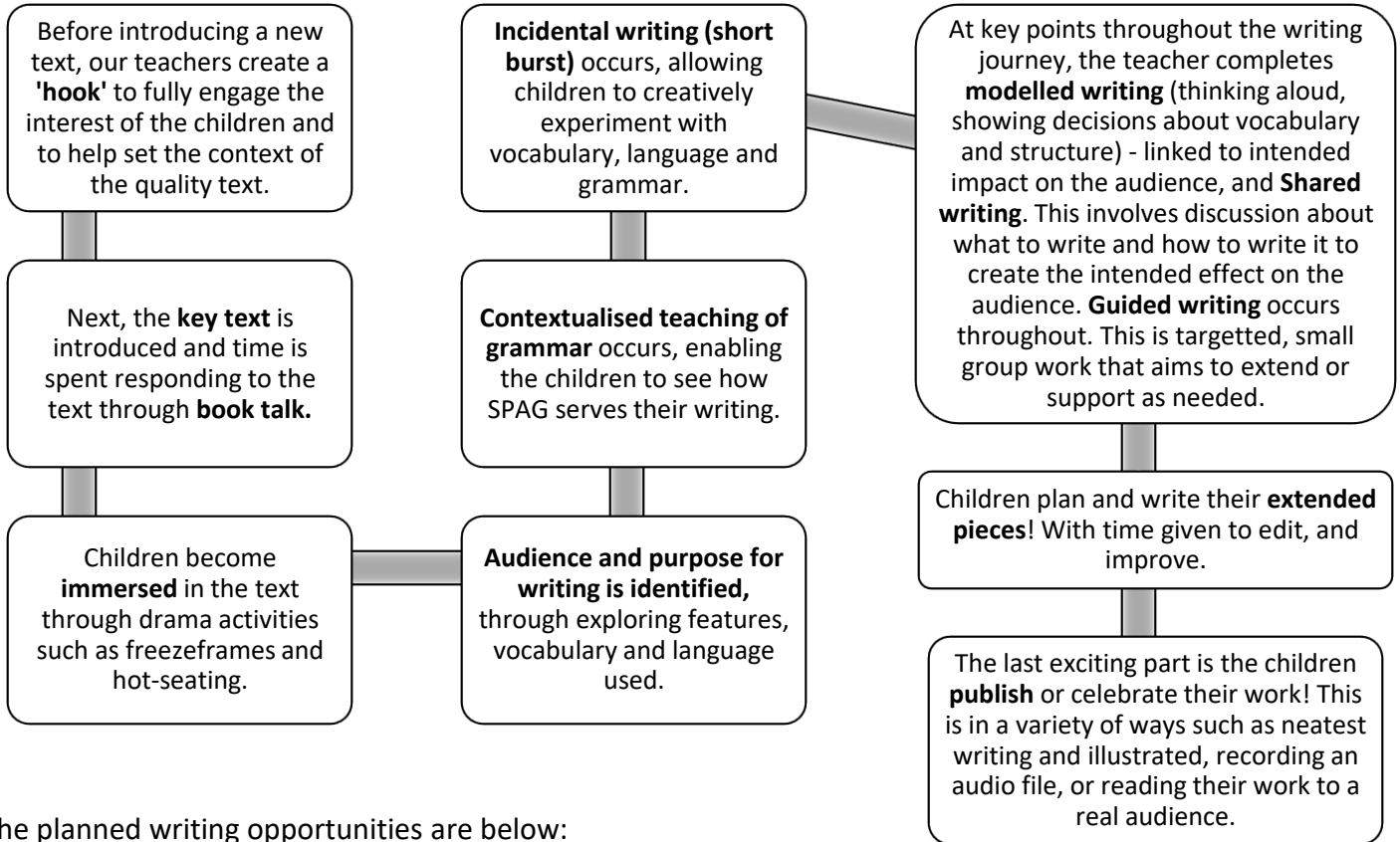
At Meadow Park Academy, we deliver a high-quality English curriculum that gives our children the best possible opportunities to become confident, literate members of society. Our core writing curriculum is based around a wide range of **quality, rich** and **engaging** texts that underpin our **Literacy Tree** learning sequences. This scheme is centered around rich, diverse, and inspirational books and ensures a cohesive progression of skills and knowledge across all core areas of English: reading, writing and grammar.



Each text develops a key theme, which provides the perfect opportunity for our children to explore philosophical and political concepts; to develop empathy and to think deeply. Our chosen quality texts are carefully mapped out, with themes and concepts that grow in maturity as the children do. Some develop historical knowledge of inspirational figures; while others are wordless and thought provoking. In Key Stage 2, some of our texts are dark and mysterious – these are usually a favourite with our older children and really inspire some fantastic writing.

As part of each book study, the children will complete short burst writing that builds and enhances their understanding of grammatical concepts within a context such as a letter or diary. Each sequence of learning culminates in an extended piece of writing that is celebrated and/or published. This really makes our children feel like authors and provides motivation and excitement for writing. Teacher modelling is a key feature throughout each learning sequence, which really supports our children in learning to write in different styles for different purposes.

The Writing Journey



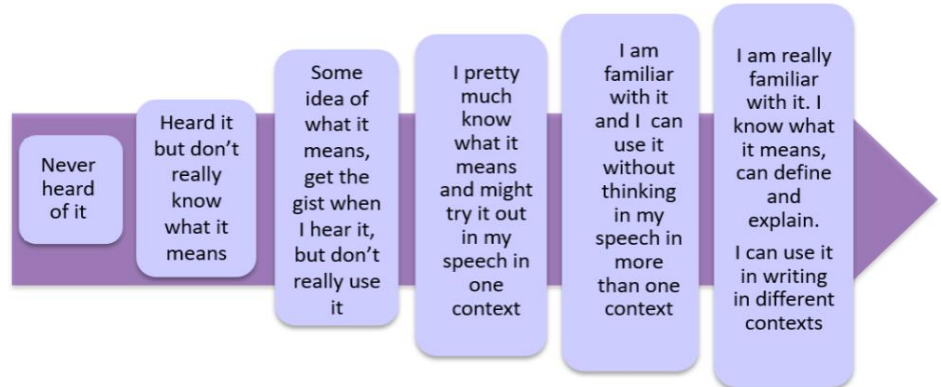
The planned writing opportunities are below:

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Writing to entertain	<ul style="list-style-type: none"> Poetry Descriptive sentences Simple narrative 	<ul style="list-style-type: none"> Adventure narrative Beating the Baddie Narrative Poetry Losing/ finding tale 	<ul style="list-style-type: none"> Adventure tale Fantasy Narrative Letters and postcards Poetry Narrative: Folktale 	<ul style="list-style-type: none"> Dilema Narrative Myth/ legend Wishing Tale Suspense Prequel Narrative Narrative Poem Performance poetry 	<ul style="list-style-type: none"> Legend perspective Narrative: sequel Mystery Narrative Fantasy Narrative Mythical Tale Nonsense Poem 	<ul style="list-style-type: none"> Narrative – mythical Narrative sequel Fairy tale – re-written Alternative perspective Narrative Narrative : legend 	<ul style="list-style-type: none"> Narrative: alternative ending Narrative: flashback Poetry Play script
Writing to Inform	<ul style="list-style-type: none"> Labels: cvc words Shopping lists Factfile 	<ul style="list-style-type: none"> Fact-file Recount Warning Poster Guide 'How to' guide 	<ul style="list-style-type: none"> Instructions Non-chronological report Information booklet Explanation 	<ul style="list-style-type: none"> Letter Non-chronological report News report Warning posters 	<ul style="list-style-type: none"> Explanation News report Biography Fact File Mini Auto-biography 	<ul style="list-style-type: none"> Memoir Biographies Non-chron News Report 	<ul style="list-style-type: none"> Instructions Non-chron as a letter News Reports Formal letters
Writing to persuade			<ul style="list-style-type: none"> Persuasive Letter 	<ul style="list-style-type: none"> Persuasive Posters Adverts 	<ul style="list-style-type: none"> Tourist Brochure Adverts 	<ul style="list-style-type: none"> Letters of advice Persuasive letters 	<ul style="list-style-type: none"> Debates Persuasive posters & speeches
Writing to discuss				<ul style="list-style-type: none"> Discussions 			<ul style="list-style-type: none"> Balanced argument Discussion texts

Vocabulary in the English Curriculum

Vocabulary is an essential part of the English curriculum in both reading and writing. Through our quality texts we aim to expose our children to a wide range of essential vocabulary, and words they may not typically be exposed to.

We aim to support our students in increasing confidence with words so they develop a more broad ranging vocabulary that they can use confidently in a range of contexts.



There are a number of strategies our teachers use in order to support pupils in acquiring, understanding and using new words. These include:

- Reading new words in context
- Having pupils repeat and say new words, ensuring correct pronunciation
- Saying words aloud and counting/clapping the syllables
- Allowing time to rehearse using new words in guided discussion
- Use synonyms and antonyms for new words
- Low stakes quizzes, often multiple choice Eg. Which of these words is associated with....?
- Play word games to show understanding

desolate	A house in the middle of a wild moor. Someone who is really unhappy.	The house stood desolate and untouched for centuries.
miserable	happy	Suddenly, I felt desolate and bereft.
uninhabited	cheery	
bleak	lively	

quietly	proudly	joyously	cheerily
calmly	briskly	abruptly	jubilantly

Where would you place the words on this continuum?



Least appropriate

Most appropriate

National Literacy Trust

Organisation of Learning

Writing in EYFS

- In EYFS our children are taught English using the Talk for Writing approach. Talk for Writing is an engaging teaching framework developed by Pie Corbett. It enables children to imitate the language they need for a particular topic orally, before reading and analysing it, and then writing their own version.
- Picture books, poetry and animations provide exciting contexts for writing
- Grammar and punctuation is taught in context, through writing lessons and guided through our writing units.

Writing in KS1 and KS2

- Writing is taught through our Literacy Tree writing roots. These sequences of learning are adapted to meet the needs of our Meadow Park learners.
- Grammar and punctuation is taught in context, to give meaning to the learning and help students to make links between their spelling and grammar and their planned writing outcomes.
- Spelling is taught following the Non- Nonsense spelling programme. This begins in Year 2.

No Nonsense Spelling

Following the No-Nonsense spelling program, our children learn to spell through rules and patterns in words. The program starts from Year 2 onwards and proceeds phonics. As part of this, our children will receive weekly spellings. They will have between 5 and 6 to learn, which link with the pattern being taught in lessons. They will be tested on these weekly, and monitored within the children's work.

Time allocation:

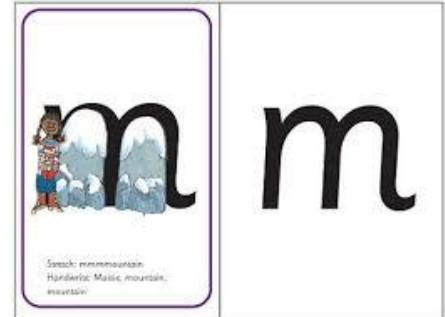
At Meadow Park Academy we provide between **1-2 hours** a day of discrete English teaching per day, four or five times a week. This includes Whole Class Reading, handwriting, class story time and spelling. More detailed timetables can be found on our school website.

Handwriting

Our children are initially taught handwriting in two stages through the **Read, Write, Inc.** phonics program.

Stage 1: As soon as the children are ready, they are taught to;

- Sit properly with their chair tucked into the table
- Hold a pencil in the correct tripod grip
- Sit with their bottom at the back of the chair
- Position paper at a slight angle
- Feet on the floor and lean forwards slightly






Once they are taught correct positioning, the children then learn accurate letter formation through our Read, Write, Inc. scheme. The children learn a 'rhyme/phrase' to help them to remember the correct formation of letters. We use mnemonics – memory pictures – to help children visualise the letter or join before they write it down. Children practice handwriting under the guidance of a teacher so they do not develop habits that will be difficult to undo later.



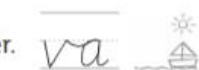
Stage 2: Once children are able to accurately form their letters, then they will learn to write their letters on the line. They will also be taught types of joins/ leading lines in order to progress to cursive style handwriting in line with Year 2 Statutory Assessment Frameworks.

Children are expected to produce consistently neat handwriting across all subject areas. It is expected that all members of staff, class teachers and teaching assistants model the school handwriting style at all times i.e. when writing on the board or in the children's books.

The arm join has three variations:

- arm to boat 
- arm to sun 
- arm to sister. 

The washing line join has three variations:

- washing line to boat 
- washing line to sun 
- washing line to sister. 

Handwriting – Letter Join

We have identified that a number of our students require additional handwriting support, and so we meet this need through additional handwriting sessions. We have the Letter Join software and learning sequences to use, as well as maintaining a strong emphasis on developing fine motor control.

We then provide additional intervention support where identified. We use the *Herts for Learning* analysis tool to identify the gaps and address them through individual or group intervention.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Explicit teaching	Daily opportunity through provision Practice through RWI phonics programme Dough Disco 2 times per week Letter Join resources woven into daily provision	Practice through RWI phonics programme Taught explicitly 5 times per week – with a greater focus on fine motor development	Practice through RWI phonics programme Taught explicitly 3 times per week following Letter Join	Taught explicitly 3 times per week (consolidation)	May be necessary to consolidate and combine with NNS spelling lessons	Optional speed writing and dictation units as part of Letter Join	Optional speed writing and dictation units as part of Letter Join
Identified pupils	Additional finger gym and Theraputty 3 times per week	Fine motor development (see boxes based on First Move) RWI handwriting catch up	Fine motor development (see boxes based on First Move) RWI handwriting catch up	Fine motor development (see boxes based on First Move)	Letter Join handwriting Recovery Programme Fine motor development (see boxes based on First Move)	Letter Join handwriting Recovery Programme	Letter Join handwriting Recovery Programme

Staff Development

Staff development is important to us as a school and as a trust. Our teachers are expected to keep up to date with subject knowledge and use current materials that are available in school or online to keep their knowledge as up to date as possible. We also make use of links we have locally and nationally to seek advice, expertise and training, as and when needed.

Training needs are identified as a result of whole school monitoring and evaluation, through performance management and through induction programs. The English subject leader arranges for relevant advice and information (such as feedback from courses) to be shared with teaching staff. Where necessary, the English Leader leads and/or organises school based training. Currently our teachers are scheduled to attend the Literacy Tree training termly.

We are also currently working closely with the English Support Hub to continue to develop our early reading provision, and to ensure our children get the best quality outcomes. Additional adults who are involved with intervention programs will receive appropriate training that may be school based or part of central training through the English Hub.

Alongside the English and Reading leads, we have two trained Phonics Reading Leaders who run internal training for our Read, Write, Inc. Phonics provision. Our specialist phonics teacher also ensure that lessons are taught effectively to maximise progress. She runs daily interventions for those who require it to ensure maximum progress for all learners.

We also have access to a training portal, so all staff who deliver our phonics program have regular training to ensure teaching is of the best quality possible. There are also videos to support families.

Funded by



Department
for Education

English Hubs



Review: This policy will be reviewed in Summer 2024