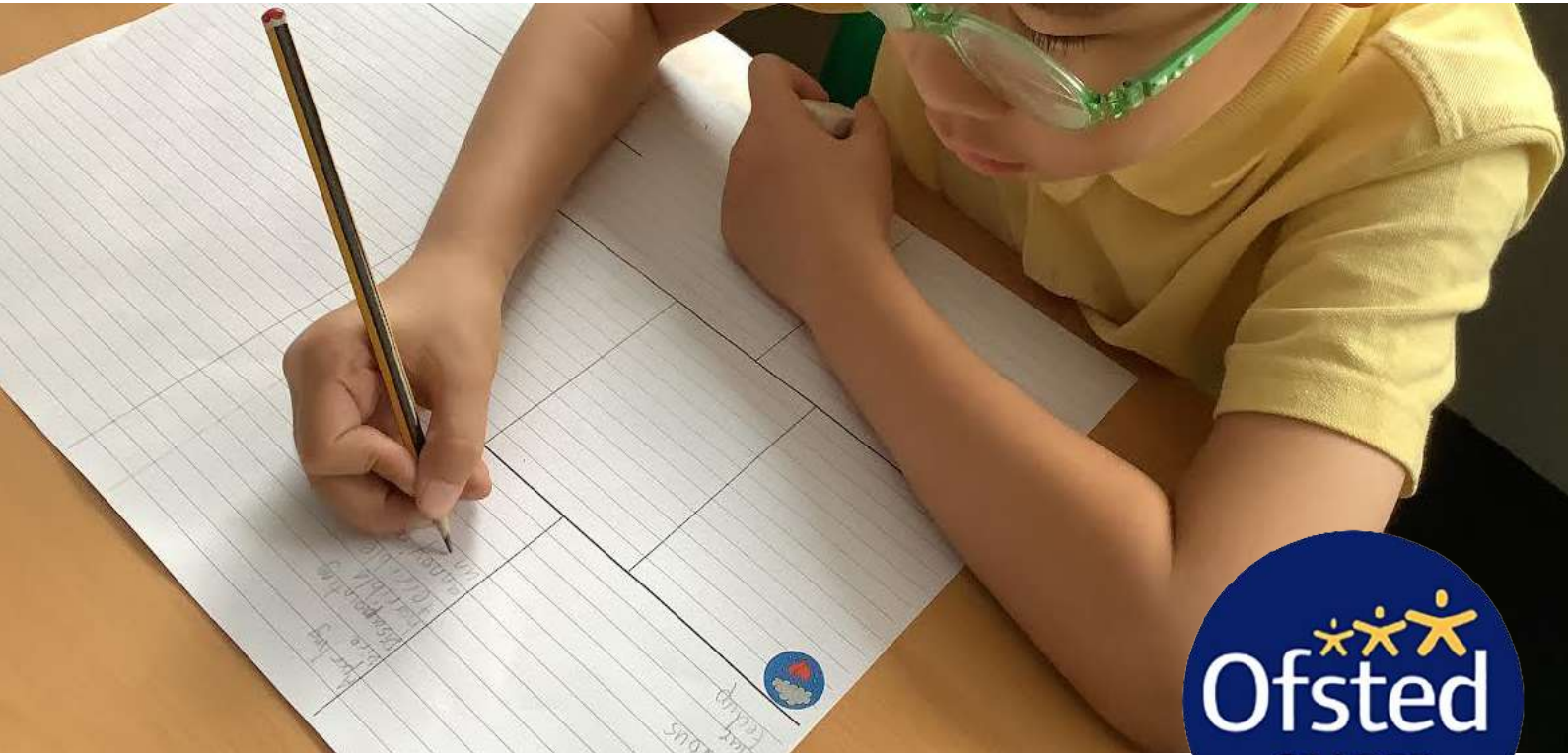




West Drayton Academy

Believe • Empower • Achieve



WRITING CURRICULUM



WRITING

The Write Stuff Unit Plan Transforming the Teaching of Writing

INTENT

Writing skills are taught progressively through high-quality literature. The learning experience at West Drayton Academy is vocabulary rich; we want children to develop a wide vocabulary which will enable them to understand more of the world and communicate more effectively. Through effective demonstration writing and learning experiences, we inspire high-quality writing. Real-life contexts ensure that writing is purposeful and language and style is adapted for a range of contexts and audiences.

IMPLEMENTATION

At West Drayton Academy, we use Jane Considine's 'The Write Stuff' approach to teach writing. This pedagogical approach is based on two guiding principles; teaching sequences that slide between experience days and sentence stacking lessons. With modelling at the heart of them, the sentence stacking lessons are broken into bite-sized chunks and taught under the structural framework of The Writing Rainbow. Teachers prepare children for writing by modelling the ideas, grammar or techniques of writing. This approach to writing brings clarity and consistency to the mechanics of writing and to enable our children to write effectively and coherently. As a school, all children from Year 1 to Year 6 learn to write through the Write Stuff approach.

Key benefits of The Write Stuff:

- The Write Stuff provides a balance of narrative, non-fiction and poetry writing throughout each term.
- Support for teachers so that they have a deeper and more flexible knowledge of sentence structure.
- Pupils who understand how to apply sentence scaffolds to their independent writing as they develop their expertise.
- Standards improve because many worked examples are provided over the year that extend understanding through a wide range of genres and non-fiction text types.
- Children have a clear view of what high quality writing looks like and their learning is structured clearly and misconceptions dealt with.
- Pupils know how to improve their writing and make it more focussed and actionable feedback is provided to guide their learning.
- Children have a concept of how to build, plan and complete a piece of writing due to narrative maps and non-fiction shapes.
- Teachers have clear pathways of how to guide pupils in weak areas such as cohesion and paragraphs.

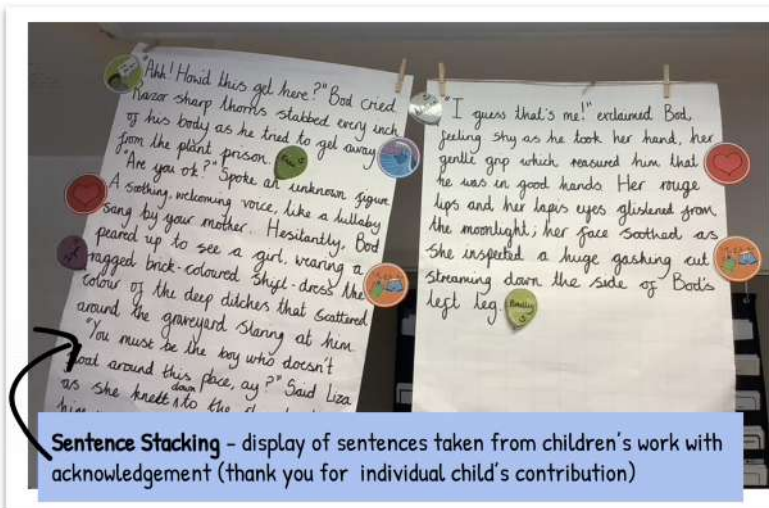
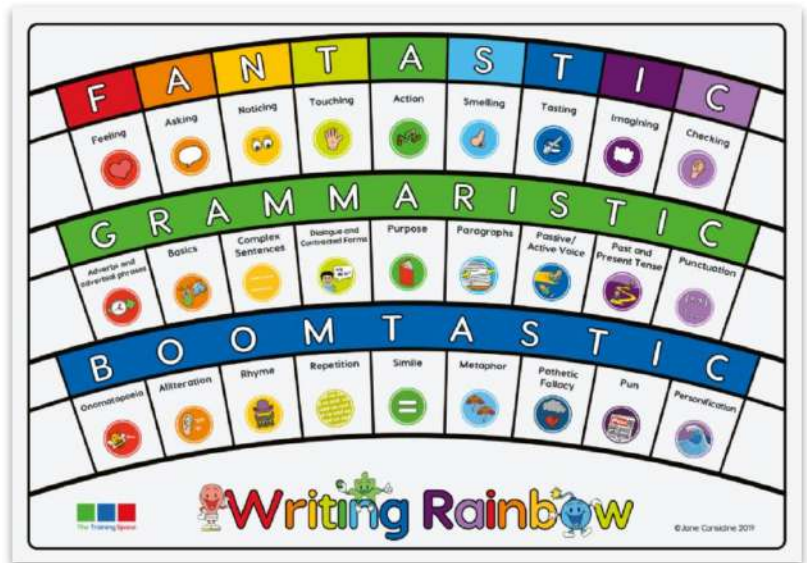
In The Write Stuff approach to writing, the children explore high level, rich vocabulary and are taught grammar in context through different writing lenses on the Writing Rainbow.

The three zones of writing :


IDEAS - The FANTASTICS uses a child friendly acronym to represent the nine idea lenses through which children can craft their ideas.

TOOLS - The GRAMMARISTICS. The grammar rules of our language system and an accessible way to target weaknesses in pupils' grammatical and linguistic structures.


TECHNIQUES - The BOOMTASTICS which helps children capture 10 ways of adding drama and poetic devices to writing in a vivid visual.




As part of the teaching sequence, teachers plan experience days; sentence stacking lessons and independent writing sequences. Experience days immerse children in experiences linked to their writing and drench them in vocabulary linked to the lenses in 'The Writing Rainbow'. From the experience days, children take part in the sentence stacking lessons. Sentence stacking lessons focus on writing three sentences with focuses on lenses of the rainbow.



Experience Lessons



Experience sessions should be rinsed for vocabulary using The FANTASTICS



'The Write Stuff' follows a method called 'Sentence Stacking' which refers to the fact that sentences are stacked together and organised to engage children with short, intensive moments of learning that they can then immediately apply to their own writing. These lessons on teaching of writing with a sharp focus on the craft and construction of sentences. Each sentence Stacking lesson is organised into three learning chunks. Sentences created by the children should be celebrated and examples used to form a large class Sentence Stack.

An individual lesson is based on one plot point from the text, broken into three learning chunks. The learning chunks (initiate & model) are heavily scaffolded with lots of teacher input and modelling of vocabulary use, sentence construction and use of grammar with reference and focus on the 3 reasons to write (lenses).

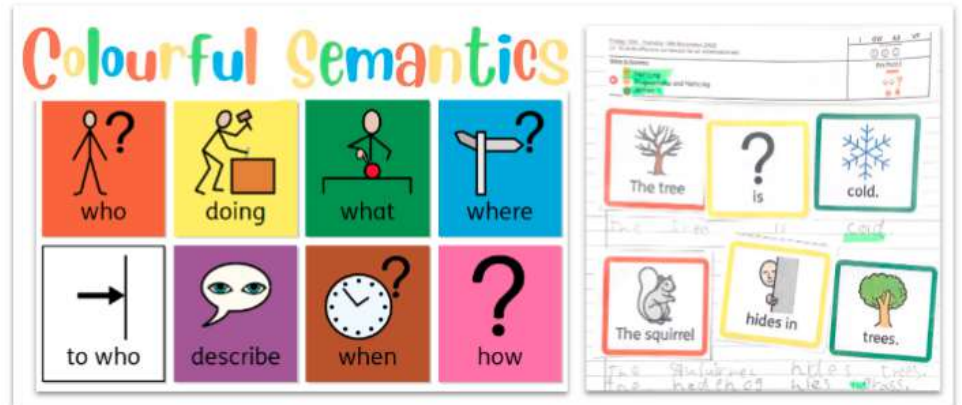
Adapting Learning

Colourful semantics is an approach which we use alongside 'The Write Stuff' to adapt learning to meet the needs of children who require additional scaffolding. It also helps children with limited vocabulary to confident talkers who struggle to organise the grammatical content of their sentences. It is aimed at helping children to develop their grammar, but it is rooted in the meaning of words (semantics).

Colourful semantics reassembles sentences by cutting them up into their thematic roles and then colour codes them.

The approach helps children to:

- organise their sentences into key levels
- break down sentences and understand the individual meaning of each word and its role in the sentence
- better understand word order
- develop language and vocabulary and grammatical structure.



Editing Independent Writing

Following the sentence stacking, children are given the opportunity to show what they have learnt by planning and writing their own independent piece of writing. After they have written their independent piece, their work is marked by the class teacher who identifies different aspects of their written piece to be edited. There are 3 elements to the editing;

E1 Edit: The Revise

Edit Type 1: These are often 'little' adjustments or changes and tend to fall into one of these categories; Spellings Missing words or Punctuation

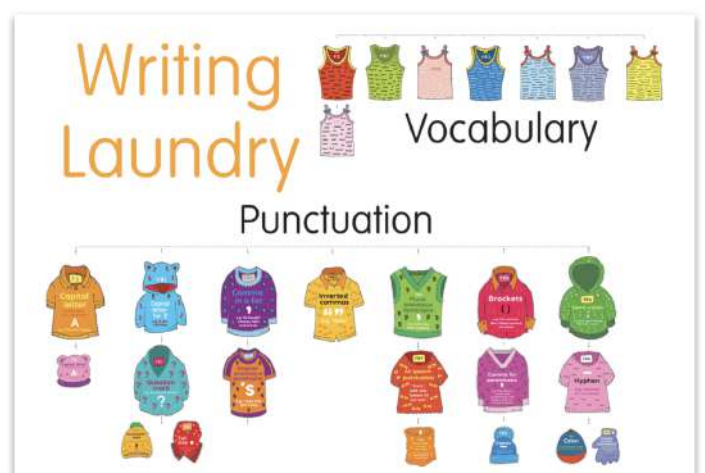
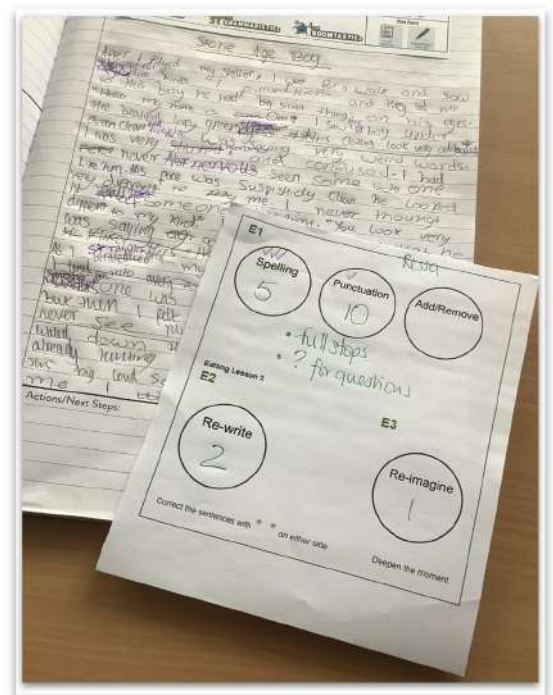
E2 Edit: The Rewrite

Edit Type 2: Children are asked to re-write a sentence if it doesn't make sense, could be restructured or generally improved.

E3 Edit: The Reimagine



Edit Type 3: This is when a writer wants to add more sentences to develop an idea further. For this the children are shown how to use 'editing flaps'.

Editing flaps are extra pieces of paper that stick onto their writing and show the additional sentences added into their work.



Curriculum Coverage

Our aim is to ensure that children have a broad curriculum both in terms of subject and content. Children are given the opportunity to write for various audiences and in different contexts whilst learning about a range of genres.

Term	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	 <p>Narrative: Adventure</p>	 <p>Non-fiction: Diary</p>	 <p>Narrative</p>  <p>Non-fiction: Holiday brochure</p>	 <p>Narrative: Story</p> <p>Still I Rise by Maya Angelou Poetry</p>	 <p>Narrative: Mystery</p> <p>Refugees Non-fiction: Speech</p>	 <p>Narrative: Mystery</p> <p>Holiday review Non-fiction: holiday review</p>
Autumn 2	 <p>Non-Fiction: Information text</p>  <p>Narrative</p>	 <p>Narrative</p> <p>If I were in charge of the world Poetry</p>	 <p>Narrative Suspense</p>  <p>Poetry</p>	 <p>Non-fiction: Diary</p> <p>Sicily Holiday Brochure Non-Fiction: Persuasive Writing</p>	 <p>Narrative: Story</p> <p>Emperor Penguins Non-fiction: Non Chronological Report</p>	 <p>Narrative: adventure</p>  <p>Narrative: Recount</p>
Spring 1	 <p>Non-Fiction: Report</p>	 <p>Narrative: Traditional Tale with a Twist</p>	 <p>Narrative: Film Unit</p>	 <p>Narrative (Film Unit)</p> <p>Inviting an Author into School Letter Non-Fiction: Persuasive Writing</p>	 <p>Non-fiction: Diary</p>  <p>Narrative: Adventure</p>	 <p>Narrative: Recount</p>  <p>Non-fiction: Postcard</p>

Spring 2



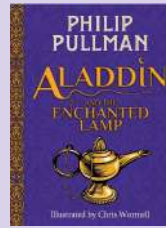
Narrative
Traditional Tale



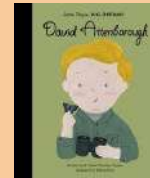
Non-fiction:
Persuasive letter



Non-fiction
Non-chronologic
al report



Narrative:
Traditional Tale



Non-fiction:
Biography



Narrative:
Suspense



Non-Fiction:
Persuasive
Letter



Non-fiction:
Argument

Summer 1



Narrative
Adventure



Non Fiction: Travel
Journal



Narrative:
Adventure



Narrative:
Traditional Tale
with a Twist



Narrative: Story

The Plague
Playscript



Non-fiction:
Balanced
Argument

**The
Malfeasance by
Alan Bold**
Poetry



Non-fiction:
Newspaper
Report

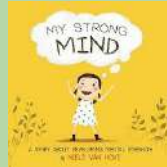
Summer 2



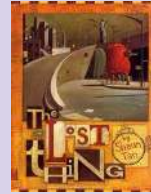
Narrative: Story



Non-Fiction: NC
Report



Non-Fiction:
Instructions



Narrative:
Fantasy

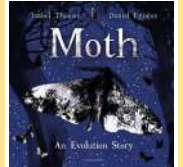
The Creature
Non-Fiction:
Newspaper
Report



Narrative: Story



Non-fiction:
Explanation



Poetry: narrative

Year 1 Expectations

Some (under 49%), many (approximately 49%) and mostly (over 80%).

Writing Standards Moderation Grid: Year 1



1 Working Towards the Expected Standard (WTS)

Objective		Evidence (date)				
W1	I can read back what I have written.					
W2	I can know that a full stop comes at the end of a sentence.					
W3	I can spell CVC words correctly.					
W4	I can spell some common exception words.					
W5	I can form the shapes of my letters correctly (e.g. print form)					
W6	I can use finger spaces.					

1 Working at the Expected Standard (EXS)

Objective		Evidence (date)				
E1	I can write simple sentences about myself and others, and simple stories. <i>(Simple sentences have a subject (noun) and a verb.)</i>					
E2	I can use a capital letter for the pronoun 'I'.					
E3a	I can mostly use capital letters to start my sentences.					
E3b	I can sometimes use full stops to finish my sentences.					
E4	I can start to use the correct tense in my writing.					
E5a	I can use co-ordinating conjunctions (e.g. <i>and / but</i>).					
E5b	I can use subordinating conjunctions (e.g. <i>because</i>).					
E6	I can start using adjectives in my writing.					
E7	I can use my phonics to help me spell words plausibly.					
E8	I can spell many common exception words. (50-79% spelt correctly)					
E9	I can start and finish most of my letters in the correct place (precursive)					

1 Working at Greater Depth Within the Expected Standard (GDS)

Objective		Evidence (date)				
G1	I can use noun phrases in my sentences. <i>(Add adjectives before a noun or an adjectival phrase after the noun.)</i>					
G2	I can mostly write in the correct tense (past and present tense).					
G3	I can punctuate my writing correctly using capital letters, full-stops, question marks and some exclamation marks.					
G4	I can spell most common exception words. (80%+ spelt correctly)					
G5	I can pluralise nouns by adding 's' or 'es'.					
G6	I can form all letters correctly.					
G7	I can start to edit and improve my own work.					

Writing Standards Moderation Grid: Year 2



2 Working Towards the Expected Standard (WTS)					
Objective		Evidence (date)			
W1	I can write a few sentences that link together.				
W2	I can sometimes use capital letters and full stops correctly.				
W3	I can use my phonics to help me spell.				
W4	I can spell some common exception words.				
W5	I can correctly form my lowercase letters and make them the right size compared to each other. .				
W6	I can start to use adjectives and conjunctions to make my writing more interesting.				
W7	I can leave finger spaces between my words.				

2 Working at the Expected Standard (EXS)					
Objective		Evidence (date)			
E1	I can write stories about myself and others coherently.				
E2	I can write about real events clearly.				
E3a	I can often use capital letters and full stops correctly.				
E3b	I can use some question marks correctly.				
E4	I can use past and present tense correctly and consistently.				
E5a	I can use co-ordinating conjunctions (e.g. <i>or / and / but</i>).				
E5b	I can use subordinating conjunctions (e.g. <i>when, if, that, even though, because, until, since – WHITEBUS</i>)				
E6	I can use my phonics to help me spell most words correctly.				
E7	I can spell most common exception words.				
E8	All my letters and numbers are the correct size compared to each other.				
E9	I can leave correctly sized finger spaces between my words.				

2 Working at Greater Depth Within the Expected Standard (GDS)					
Objective		Evidence (date)			
G1	I can write effectively and coherently for different purposes with clear structure and organisation, using a range of exciting word choices and correct grammar.				
G1a	I can logically sequence my ideas including organisation features.				
G1b	I can use subordination and coordination.				
G1c	I can use the correct tense (past and present) including where appropriate past progressive form.				
G1d	I can use different sentence types for form and purpose e.g. action, reaction, exclamation.				
G2	I can edit and improve my own writing.				
G3	I can punctuate my writing correctly using question marks, exclamation marks, full-stops, commas, apostrophes and some inverted commas for speech.				
G4	I can spell almost all common exception words correctly. (.80%+ spelt correctly)				
G5	I can spell most words with suffixes and use these in my writing (-ment, -ness, -ful, -less, -ly).				
G6	I usually use neat, joined up handwriting.				

Writing Standards Moderation Grid: Year 3



3 Working Towards the Expected Standard (WTS)					
Objective		Evidence (date)			
W1	I can write sentences that are in different forms: statements, commands and questions.				
W2	I can often use capital letters and full stops correctly.				
W3	I can use some description to add detail: expanded noun phrases, adjectival phrases and fronted adverbials.				
W4	I can use FANBOYS as conjunctions for some sentences. (<i>for, and, nor, but, or, yet, so</i>)				
W5	I can begin to demark speech in my writing.				
W6	I can spell correctly some words from the year 3/4 spelling list.				
W7	I can form the majority of letters correctly and use diagonal and horizontal strokes to join some letters.				

3 Working at the Expected Standard (EXS)					
Objective		Evidence (date)			
E1	I can draft, redraft and edit fiction and non-fiction.				
E2	I can use expanded noun phrases. (<i>The use of an adjective/s to tell us more about the noun.</i>)				
E3a	I can use question marks and exclamation marks mostly correctly.				
E3b	I can organise my work into sections using a series of devices (<i>e.g. beginning to paragraph</i>).				
E4	I can use adverbs and adverbials to detail when, why, how or where a verb happened. (<i>TRaMP: When? How often? Time – Last night, the cat sat. (Why?) Reason – The cat sat because it was exhausted after a long day. (How?) Manner – The cat sat still. (Where?) Place – The cat sat in front of the fireplace.</i>)				
E5a	I can use co-ordinating conjunctions. (<i>e.g. for, and, nor, but, or, yet, so</i>)				
E5b	I can use subordinating conjunctions. (<i>e.g. after, when, if, that, even though, because, until, since</i>)				
E6	I can use the correct tense as required.				
E7a	I can use capital letters and full stops mostly correctly.				
E7b	I can use inverted commas.				
E7c	I can use apostrophes for possession and contractions.				
E8	I can spell many words correctly from the year 3/4 Satutory spelling list.				
E9	I can form and join my letters mostly correctly.				

3 Working at Greater Depth Within the Expected Standard (GDS)					
Objective		Evidence (date)			
G1	I can write effectively and coherently for different purposes with clear structure and organisation, using a range of exciting word choices and correct grammar.				
G1a	I can logically sequence my ideas including organisation features.				
G1	I can use paragraphs to organise my ideas.				
G2	I can use commas in lists and commas for clauses mostly correctly.				
G3	I can include ambitious vocabulary and simple figurative devices in my description.				
G4	I can write using fluent joined handwriting of the correct size.				

Writing Standards Moderation Grid: Year 4



4 Working Towards the Expected Standard (WTS)					
Objective		Evidence (date)			
W1	I can draft, redraft and edit my sentences.				
W2	I can use capital letters, full stops, commas, question marks and exclamation marks mostly correctly.				
W3	I can use expanded noun phrases and adverbs.				
W4	I can use subordinating conjunctions. (e.g. <i>after, when, if, that, even though, because, until, since</i>)				
W5	I can use contractions and inverted commas mostly correctly.				
W6	I can spell some of the year 3/4 Statutory spelling words correctly.				
W7	I can form my letters correctly in the appropriate size most of the time.				

4 Working at the Expected Standard (EXS)					
Objective		Evidence (date)			
E1	I can write a range of genres, e.g. narrative, factual and recount forms.				
E2	I can use descriptive devices in my writing and incorporate figurative language e.g. simile, alliteration).				
E3	I can use paragraphs to organise ideas.				
E4	I can use some fronted adverbials of time and place and prepositional phrases.				
E5	I can use a range of conjunctions to vary my sentence types. (<i>FANBOYS between two main clauses and A WHITEBUS to make complex sentences</i>).				
E6	I can maintain the correct tense.				
E7	I can use capital letters, full stops, question marks, exclamations marks, commas, contractions and inverted commas correctly.				
E8	I can spell most year 3/4 Statutory spelling words correctly.				
E9	I can use fluent joined handwriting of the correct size.				

4 Working at Greater Depth Within the Expected Standard (GDS)					
Objective		Evidence (date)			
	I can write effectively and coherently for different purposes drawing on my reading to inform the vocabulary and grammar of my writing.				
G1	I can use a range of cohesive (writing is connected) devices to link paragraphs.				
G2	I can balance between speech and description in my writing and use dialogue to advance the action/scene.				
G3	I can use ambitious vocabulary, drawn from a range of sources, to inform my writing.				
G4	I can use all the expected standard punctuation accurately and I am exploring punctuation for parenthesis (brackets, dashes and commas) and marking clauses.				
G5	I can maintain legibility in joined handwriting when writing at length.				

Writing Standards Moderation Grid: Year 5



5 Working Towards the Expected Standard (WTS)

Objective		Evidence (date)				
W1	I can use narrative, factual and recount forms.					
W2	I can use paragraphs to organise ideas.					
W3	I can use descriptive devices in my writing (e.g. adjectives, expanded noun phrases).					
W4	I can use some adverbials of time and place.					
W5	I can use capital letters, full stops, question marks, commas for lists mostly correctly and sometimes use apostrophes for contraction.					
W6	I can spell most words correctly from the year 3/4 Statutory spelling list.					
W7	I can write legibly. <i>At this standard, there is no specific requirement for a pupil's handwriting to be joined.</i>					

5 Working at the Expected Standard (EXS)

Objective		Evidence (date)				
E1	I can write for a range of purposes and different audiences.					
E2	I can use narratives, describe characters and settings using vivid description (metaphor, simile, personification), and sometimes use dialogue (to represent character and move the scene on). *Dialogue is between two or more characters					
E3	I can, in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points).					
E4	I can use a range of conjunctions and adverbials of time and place effectively within paragraphs. (Subordinating clauses in different positions within a sentence.)					
E5	I can use a range of vocabulary and grammatical structures that are suitable for the style of writing, including modal verbs to suggest degrees of possibility.					
E6	I can use verb tenses consistently and correctly throughout my writing.					
E7	I can use the range of punctuation taught at key stage 2 to mark clauses (e.g. commas, brackets, semi-colon, dashes) and include use mostly correctly other punctuation such as hyphens, colons.					
E8	I can spell most words from the year 3/4 Statutory Spelling list and spell correctly some words from the year 5/6 spelling list.					
E9	I can maintain legibility in joined handwriting when writing at length.					

5 Working at Greater Depth Within the Expected Standard (GDS)

Objective		Evidence (date)				
G1	I can write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing).					
G2	In narratives, I can describe settings, characters and atmosphere and integrate dialogue in narratives to convey character and advance the action/scene.					
G3	I can use a range of devices to build cohesion (writing is connected) within and across paragraphs (e.g. conjunctions, adverbials of time and place, pronouns, synonyms).					
G4	I can use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas, commas, semi-colons, hyphens, dashes).					
G5	I can spell correctly some words from the year 5/6 Statutory Spelling list and use a range of sources to add uncommon or more ambitious vocabulary.					

Writing Standards Moderation Grid: Year 6



6 Working Towards the Expected Standard (WTS)					
Objective		Evidence (date)			
W1	I can write for a range of purposes.				
W2	I can use paragraphs to organise ideas.				
W3	In narratives, I can describe characters and settings.				
W4	In non-narrative writing, I can use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points).				
W5	I can use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly.				
W6	I can spell most words correctly from the year 3/4 Statutory Spelling list, and some words from the year 5/6 spelling list.				
W7	I can write legibly. <i>At this standard, there is no specific requirement for a pupil's handwriting to be joined.</i>				

6 Working at the Expected Standard (EXS)					
Objective		Evidence (date)			
E1	I can write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing).				
E2	In narratives, I can describe settings, characters and atmosphere.				
E3	I can integrate dialogue in narratives to convey character and advance the action/scene. *Dialogue is between two or more characters				
E4	I can select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately. (Use contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility).				
E5	I can use a range of devices to build cohesion (writing is connected) within and across paragraphs (e.g. conjunctions, fronted adverbials, pronouns, synonyms, repetition).				
E6	I can use verb tenses consistently and correctly throughout my writing.				
E7	I can use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas, dashes, hyphens, colons, commas).				
E8	I can spell most words correctly from the year 5/6 Statutory Spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary.				
E9	I can maintain legibility in joined handwriting when writing at speed. <i>The national curriculum states that pupils should be taught to 'use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined'.</i>				

6 Working at Greater Depth Within the Expected Standard (GDS)					
Objective		Evidence (date)			
G1	I can write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on my wider reading and models, to enhance my writing (e.g. literary language, characterisation, structure).				
G2	I can distinguish between the language of speech and writing and choose the appropriate register that suits the genre.				
G3	I can exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this (changing between formal and informal writing within a piece of writing).				
G4	I can use the range of punctuation taught at key stage 2 accurately and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity (e.g. semi-colons, dashes, colons, hyphens, commas).				

Assessment

Regular, ongoing and accurate assessment is essential to inform planning and ensure that all children make progress.

- Teachers use Writing Assessment target cards based on the national curriculum for each child in the class
- Teachers use the Writing Assessment target cards to accurately determine the ability of the children in their class/set.
- Children from Year 1 to Year 6 complete a writing assessment at the end of each half term.
- Teachers assess end of unit independent writing.
- Teachers participate in termly cross academy writing moderation sessions.

CPD

As we continue to develop the quality of our writing at WDA, we have invested in expert training to further improve the teaching and learning of writing. We have had the privilege of inviting Jane Considine, the creator of 'The Write Stuff', into school. Jane modelled lessons to teachers which brought writing alive; children were eager to participate and produced excellent writing. Children drew on the key vocabulary they generated to craft their sentences. Observing Jane in action supported teachers to be able to see how she skillfully taught the tools needed, whilst empowering children to be brave writers.



We have also invited Jane to WDA to deliver INSET days, providing teachers with the opportunity to further develop and deepen their understanding of the demonstration writing, how to effectively scaffold children who require additional support and challenge, as well as planning and editing independent writing.

The Write Stuff approach to teaching writing develops children not only to learn about writing, but allows them to truly feel like a writer. The approach beautifully balances explicit direct teaching and application of newly taught skills independently to foster the next generation of world class writers!

Jane Considine Education

The Write Stuff
Transforming the Teaching of Writing

West Drayton Academy
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SPELLING

At West Drayton Academy, weekly spelling lessons are taught following the RWI spelling scheme. Rules and/or patterns are explicitly taught with opportunities to follow up and practise the patterns throughout the week.

Children learn the spelling rule through a variety of activities such as dots and dashes, word changers, choose the right word and dictation. Spelling lessons are recorded in spelling workbooks. Where appropriate, all children will learn new patterns for

their year group, including those receiving other interventions for spelling/phonics. Those children working below their year group receive extra support through smaller group work.

Children take home 10 spellings per week to practise. These include spellings from the spelling pattern that week as well as the year group statutory spellings. We administer weekly spelling tests as well as end of unit RWI tests to measure progress.



RWI Spelling Overview - 2023/24



Term	Y2		Y3	Y4	Y5	Y6
Unit 1	The or sound spelt before l and ll	The r sound spelt wr	Adding the prefixes dis- and in-	Adding the prefix mis- and revising un-, in-, dis-	Words with silent b	Suffixes (1)
Unit 2	Soft c	Adding the suffixes -er or -est (1)	Adding im- to root words beginning with m or p	Words ending in zhuh spelt -sure	Words ending in-ible	Suffixes (2)
Unit 3	Adding the suffix -y (1)	Adding the suffixes -er or -est (2)	Adding the suffix -ous	Adding the prefix auto-	Words ending in -able	Suffixes (3)
Unit 4	Adding the suffix -y (2)	Adding the suffixes -er or -est (3)	Adding the suffix -ly	Adding the suffix -ly	Words with silent t	Suffixes (4)
Unit 5	Adding the suffix -ly	The ee sound spelt ey	Words ending in -ture	Adding the prefix inter-	Words ending in-ibly and -ably	Suffixes (5)
Unit 6	The n sound spelt kn and gn	Adding the suffix -ness (1)	Adding -ation to verbs to form nouns	Words with the ay sound spelt eigh, ei, ey	Words ending in -ent	The sh sound spelt with ti and ci
Unit 7	The igh sound spelt y	Adding the suffix -ness (2)	Words with the c sound spelt ch	Words ending in-ous	Words ending in-ence	The sh sound spelt si or ssi
Unit 8	Adding the suffix -ing (1)	Words ending in -le	Words with the sh sound spelt ch	Words with the s sound spelt sc	The ee sound spelt ei	Silent letters
Unit 9	Adding the suffix -ing (2)	Words ending in -el	Adding the suffix -ion	Words ending in zhun spelt -sion	Words ending in-ant, -ance and -ancy	The spellings ei and ie
Unit 10	The j sound	Words ending in -al	Adding the suffix -ian	Adding il-and revising un-, in-, mis-, dis-	Words ending in shuh spelt -cious	Words ending in-ible and -able
Unit 11	The o sound spelt a after w and qu	Adding the suffix -ful	Adding the prefix re-	The c sound spelt -que and the g sound spelt -gue	Words ending in shus spelt -tious	Plural nouns (1)
Unit 12	Adding the suffix -ed (1)	Adding the suffix -less	Adding the prefix anti-	Adding ir- to words beginning with r	Words ending in shul spelt -cial or -tial	Plural nouns (2)
Unit 13	Adding the suffix -ed (2)	Adding the suffix -ment	Adding the prefix super-	Adding the suffix -ion (1)		
Unit 14	Adding the suffix -ed (3)	Words ending in -tion	Adding the prefix sub-	Adding the suffix -ion (2)		
Unit 15		Adding the suffix -es				

HANDWRITING

At West Drayton Academy, we follow the Letter-join scheme. Letter-join is a whole-school programme designed to help all children develop a confident, legible and personal handwriting style and meet higher curriculum expectations. Children have timetabled handwriting practice within the week.

Handwriting meets ARE for the year group:

Y1: start and finish most of my letters in the correct place; finger spaces

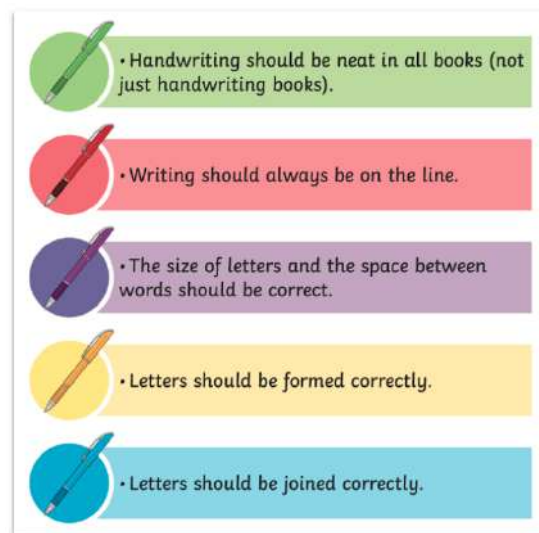
Y2: letters are the correct size compared to each other; finger spaces

Y3: form and join letters mostly correctly

Y4: fluent joined handwriting of the correct size

Y5/Y6: legible joined handwriting

Letter-join 



Cursive Lower Case Letters



Capital Letters



GRAMMAR

Grammar is taught explicitly in the build up to writing in all year groups. Children are taught accurate subject specific vocabulary from the beginning of their school career. E.g. Adjectives: words to describe nouns. Children must experience discrete grammar practice (SATs style questions), as well as using grammar rules in context of writing.

Teachers refer back to the National Curriculum and their year group's Writing Target Card to ensure coverage of all grammar targets required to teach in each year group. In addition to this, teachers use 'The Write Stuff' writing lenses to pre teach grammar explicitly prior to application within the writing lesson. We administer summative SPaG assessments termly for Year 1 - Year 6.

IMPACT

- The English Team monitors the quality of teaching and learning in writing across the school including lesson observations, learning meets, planning reviews, pupil voice and book sampling exercises to measure impact and further improve outcomes.

The Write Stuff approach to developing writing skills enables children to:

- Acquire the knowledge and learn the skills to apply their spelling, grammar and punctuation skills both explicitly and within context.
- Write for a range of purposes including diary entries, persuasive letters, stories, poems and recounts etc.
- Use their knowledge of vocabulary to excite, inform or entertain the reader.
- Understand a range of punctuation and the effect it can have on the reader in both writing and reading.
- understand and be able to use a range of grammatical devices.
- Understand the various sentence types that can be used to support different genres.
- Improve spelling to ensure words are spelt accurately using their phonetic knowledge and apply spelling rules.
- Develop speaking clearly, fluently and coherently, to be able to listen attentively with understanding, pleasure and empathy and contribute to group discussions.

The systematic approach to teaching handwriting using Letter-join enables children to:

- develop the skill of handwriting throughout each year group
- take pride in their written work and achieve proficiency in their own use of the Letter-join script
- improved written work within the wider curriculum work, as well as in their literacy books and school displays,
- consistency of the approach across the school.

Through teaching RWI Spelling enables children to:

- Use their phonic skills effectively when blending phonemes for reading and when segmenting phonemes for spelling
- Have an interest in words, their meanings and their origins, developing a growing vocabulary both for speaking and writing
- Write with confidence and creativity, while developing the skills to self-edit, correct and improve
- The success of the school's approaches to spelling is evidenced by high results in the phonics screening check at the end of year 1. Children also achieve high results during the standard assessment tests at the end of KS2, in which children's spelling is assessed. Outcomes of written work further evidence the children's growing confidence and accuracy in spelling across the school.