



What does 'Writing' look like at Adswood Primary?



1. Curriculum mapping

Ready Steady Write Foundations Progression Overview



A	B	C	D	E	F
Vehicle Texts					
The Something	Star in a Jar	Juniper Jupiter	Little Red	The Extraordinary Gardener	The Storm Whale
Writing Outcome & Writing Purpose					
Narrative: A Friendship & Animal Theme Purpose: To tell and write sentences around the theme Recount: Animal Information Purpose: To inform	Narrative: A Star Theme Purpose: To tell and write sentences around the theme Information: Poster to find a lost star Purpose: To inform (and describe)	Narrative: A Superhero Theme Purpose: To tell and write sentences around the theme Information: A letter wanting to be a sidekick Purpose: To inform	Narrative: A Traditional Tale Theme Purpose: To tell and write sentences around the theme Instructions: How to trap an animal Purpose: To instruct	Narrative: A Plant Growing Theme Purpose: To tell and write sentences around the theme Instructions: How to grow a garden plant / vegetable Purpose: To instruct	Narrative: A Seaside Theme Purpose: To tell and write sentences around the theme Poems: Sea creature poems Purpose: To describe
Explicitly teach the following concepts of prose: Prose has meaning. Prose can have different purposes. Prose in English is directed from left to right and top to bottom. Explicitly teach that each spoken word when written is separated by a space.					
Grammar: Word					
Children will acquire an increased amount of grapheme-phoneme correspondences (GPCs) across the reception year. It is important to encourage the application of subject skills and knowledge skills and knowledge when according to spell words in writing of taught GPCs. This may take place in both during teacher-led activities and across the provision as part of a broad and balanced GPCs provision. Phonetically plausible attempts until new graphemes have been taught. There is a emphasis in this progression document on the role of mark making and writing as forms of communication. Children will be at different stages of development from mark making for meaning to writing in cursive. Children's physical development and letter formation knowledge will also be developing at different rates, influencing their ability to write in cursive.					
*Words shown below need to be in line with phonics scheme being followed by your school.					
Focus on: Recognised spoken word can be represented in print (some children will be emergent mark makers whilst others may have some GPCs) Begin to represent a word with an initial sound or mark above/below	Build on previous units & focus on: Represent words in print representing using known GPCs to make phonetically plausible attempts at spelling. Secure previous unit high frequency words and teach Common Exception	Build on previous units & focus on: Represent words in print representing using growing number GPCs to make phonetically plausible attempts at spelling. Secure previous unit high frequency words and teach Common Exception	Build on previous units & focus on: Represent words in print representing using growing number GPCs to make phonetically plausible attempts at spelling. Secure previous unit high frequency words and teach Common Exception	Build on previous units & focus on: Represent words in print representing using growing number GPCs to make phonetically plausible attempts at spelling. Secure previous unit high frequency words and teach Common Exception	Build on previous units & focus on: Represent words in print representing using growing number GPCs to make phonetically plausible attempts at spelling. Secure previous unit high frequency words and teach Common Exception

For Writing, we follow Ready Steady Write which is an award-winning, evidence-based primary writing scheme for EYFS, KS1 and KS2. Built around high-quality, language-rich literature, it provides a structured and sequenced approach that develops confident, independent writers across all year groups. Writing units are carefully mapped to the National Curriculum to ensure consistent progression from early years through to Year 6.

Our learners are taught phonics through Read Write Inc. from Nursery to Year 2. Read Write Inc. is a phonics programme which helps learners to develop an early understanding of spelling as well as reading.

Learners from Year 2 to Year 6 follow Ready Steady Spell, an award-recognised spelling scheme. Through engaging activities, consistent teaching routines and regular opportunities to revisit prior learning, our aim is to help children move spelling knowledge into their long-term memory.

Read Write Inc.
Phonics



Ready Steady Spelling: Termly Progression Overview

Year 2	TEACHING RULES AND GUIDANCE FOR SPELLING: STATUTORY NATIONAL CURRICULUM	CEW/ NC ACE Word Lists
Autumn 1	*Y1 Introduction /f, /l, /n, /t/ sounds on ff, ll, nn, tt after a single vowel. *Y1 Introduction /ch/ split as ch after a single vowel. *Y1 Introduction /t/ sound at the end of word e.g. live, have *Y1 Introduction Adding ing and ed to verbs with no change to the root word. *Y1 Introduction Days of the week, months of the year and seasons Introduce C-spelled words	Embed Y1 CEWs was, said, some, came, when, what, school, once, friend
Autumn 2	*Y1 Introduction Adding er, est to adjectives with no change to the root word. *Y1 Introduction Digraphs ai, oi, oi *Y1 Introduction Digraphs oy, oy *Y1 Introduction Digraph oo *Y1 Introduction Digraphs au, au *Y1 Introduction Digraph ph, ph *Y1 Introduction The spelling of the phoneme /k/ as k *Y1 Introduction Adding the prefix an with no change to the root word Introduce homophones and near homophones *Y1 Reinforce Adding es, adding -ed with /t/ sound, adding ed with /d/ sound	Embed Y1 CEWs different, people Introduce Y2 CEWs Because, more, door, floor, poor, Christmas, again
Spring 1	Introduce Adding es to nouns and verbs ending in y Introduce Adding ed, -ing, -er, -est to a root word ending in y with a consonant before it. E.g. copy, copied Introduce Adding ed, -ing, -er, -est to a root word ending in y with a consonant before it. E.g. hike, hiked Introduce /e/ sound split as e before l and l Introduce /e/ sound split as e Introduce Possessive apostrophe 's (singular nouns)	Introduce Y2 CEWs wild, climb, most both, only, every, everybody, who, while
Spring 2	Introduce /f/ sound split ff, ff at the end of word and g before an i, e, y Introduce /t/ sound split tt, tt before e, i, y and before a, o, u Introduce Contractions for omitted letter (s) Introduce /f/ sound split ff, ff, ff, ff at the end of words Introduce /n/ sound split nn at the beginning of words (silent letters) Introduce /n/ sound split gn at the beginning of words (silent letters) Introduce /r/ sound split rr at the beginning of words (silent letters) Reinforce Possessive apostrophe 's (singular nouns)	Introduce Y2 CEWs track, great, break, pretty, beautiful, half, child, children, parents

Ready Steady Spelling: Termly Progression Overview

Summer 1	Introduce Adding ing, -ed, -er, -est to words of one syllable, ending with a single vowel and single consonant E.g. put - putting Introduce /e/ sound split as ey (inc adding the plural -s) Introduce /e/ sound split as e following w or qu Introduce /e/ sound split as e following w Introduce /ch/ sound split as ch Introduce /ch/ sound split as ch Introduce Suffixes -ment, -ness, -ful, -less and -ly (with no change to root word) Introduce Suffixes -ment, -ness, -ful, -less and -ly (with a change to root word) Introduce Words ending in -ion Reinforce Adding -ing, -ed, -er, -est to root words ending in g with a consonant before it E.g. hurry - hurried Reinforce Adding -ed, -ing, -er, -est to a root word ending in g with a consonant before it. E.g. smile - smiling Reinforce Possessive apostrophe 's (singular nouns) Introduce New additional compound words Introduce Adding ing, -ed, -er, -est to words of one syllable, ending with a single vowel and single consonant E.g. put - putting Introduce New additional homophones and near homophones *Y1 Reinforce Months of the year, days of the week and seasons	Introduce Y2 CEWs even, hour, eye, water, move, prove, improve, any, many. Introduce Y2 CEWs sure, sugar, could, should, would, clothes, busy, money
Summer 2		

*These have been taught as previous GPC's in most phonics programmes. They are now being introduced with statutory spelling rules and guidance taken from the Y1 National Curriculum.

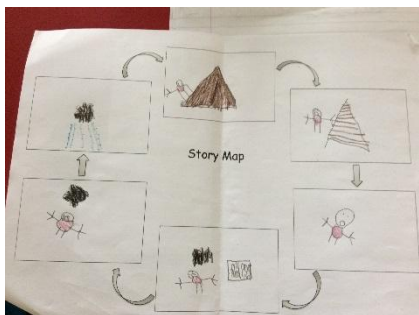
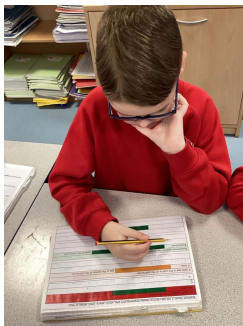
Y Days of the week are taken from the statutory requirements of the Y1 Writing transcription. Months and Seasons which are non-statutory, but very useful for children to know at this age

2. Learner voice

Most days, we speak to learners informally about books they are reading or what they are writing. We want all our learners to have a voice and to be heard.

We use learner voice to impact on the way we teach literacy in our school. For those learners who struggle with literacy, we want to find out how they would like us to help them to make progress and enjoy their learning.

3. Adaptive teaching



At Adswood, the teaching of literacy is **inclusive** through **quality first teaching**. Our environments are **reading rich** and we provide opportunities throughout the school day for shared reading. We believe that reading widely has a massive impact on writing. Provision for learners is **age appropriate** but **adapted to meet the needs of our learners**. We use the Nasen SendCo Handbook to adapt teaching in our school. Personalised SEN Support plans outline specific targets for our learners with additional needs.

All learners at Adswood complete a **'One Page Profile'** to let their staff teams know how they learn best and what support they might need.

In addition we offer support through:

- Working Walls
- Speech and language (SALT)
- Memory Magic
- Words First
- Language Link
- Tales Toolkit
- Word Aware (Vocabulary)
- Multisensory approaches to learning
- Drama, Engagement, Active, Learning project (DEAL)
- Use of iPads/Chromebooks (typed or videoed)
- Shared/guided writing
- Makaton to enhance communication

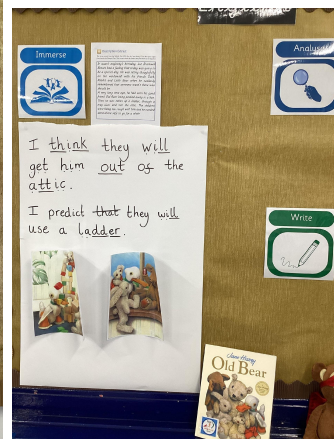
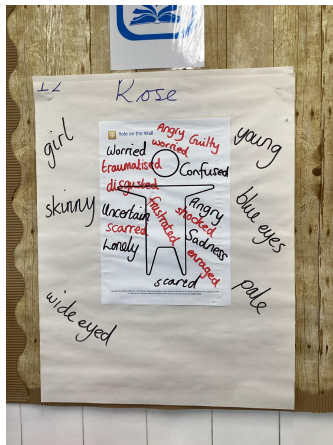
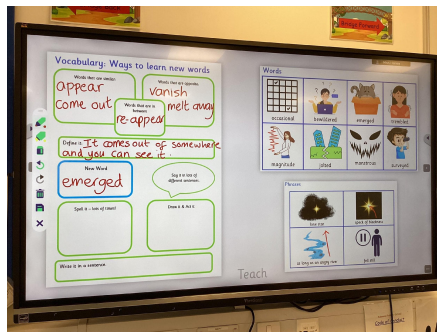
4. Learning environment

Our learning environments are **purposeful** and **constantly evolving**. Our learners know how to support their learning using their environment. **Working walls** reflect our literacy sessions and are **generated using ideas from the learners** and guided by staff.

In line with the school's focus on **broadening vocabulary**, we **celebrate new vocabulary** and display this in the classroom for learners to **revisit**.

We aim for all learners to take pride in the presentation of their work. Learners are asked to produce their **'Gold Standard'** writing and they keep this with them whenever they write. If their writing is as neat or neater than their **'Gold Standard'** then the learner receives a gold sticker on that piece of work. These are reviewed throughout the year.

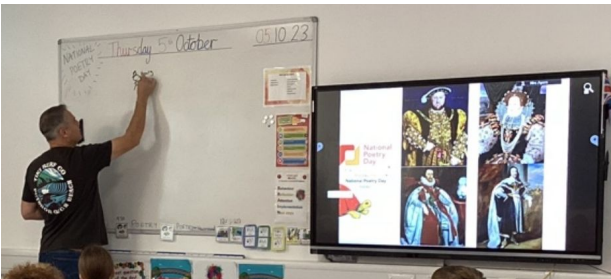
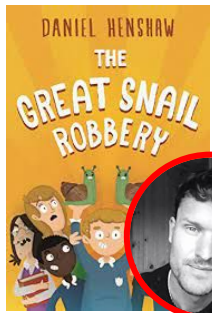
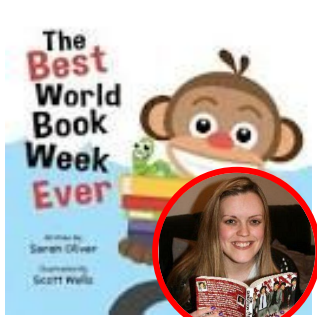
When asked, our Year 6 leavers said that all the displays in their classroom helped with their learning and described ways in which they used them to help them to work independently.



5. Opportunities to celebrate writing.



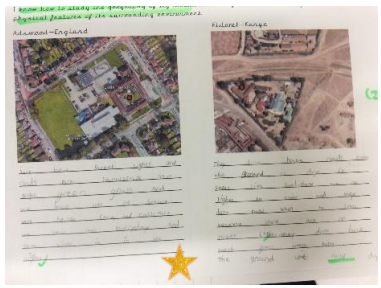
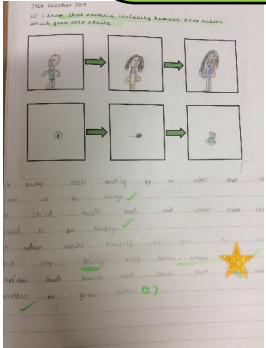
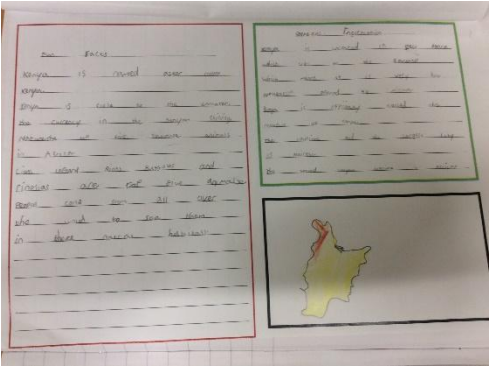
We have had exciting **VVE opportunities** including writing workshops with real author Sarah Oliver (Y2,Y5,Y6) and we were mentioned as **co-authors** in her book 'The Best World Book Week Ever', Mrs Ayers' Year 6 writing club visited 'Where the light gets in' for a **fine dining experience** and wrote **restaurant reviews** to give to the Head Chef, Sam. Year 2 linked up with our local care home to take part in '**Poetry Together**'. We have previously linked with Louise Gooding as an author pen pal and have had virtual workshops with a variety of **Puffin Authors and illustrators**. We have also had local poet, Tony Brough lead history based poetry workshops with our UKS2 learners. We encourage staff to engage with virtual author workshops throughout the school year.



The love of literacy begins in **EYFS** where learners are taken to a story land where they are immersed in the retelling of a variety of stories. Our EYFS learners also use Vocabulary Bag to enhance s&l and teach RWI phonics. The staff ensure that a variety of stories are shared with our EYFS learners. Tales Toolkit is also used to develop communication skills and storytelling and Story Baskets are used for experiential storytelling. There are also lots of opportunities to write within the provision. Reception also use Ready Steady Write to introduce formal sentences and writing independently.

6. Cross curricular writing

We encourage our learners to apply their writing skills across the curriculum. Teachers ensure that learners are given opportunities to write at length in Science and LCC sessions. Our aspiration is that every time they write they produce their best work. We have introduced '**Gold standard**' handwriting as an incentive.



7. Learning beyond the classroom

Where possible, we aim to lift Literacy off the page and bring it to life for our learners.

We use **drama** to help learners develop their **ideas, vocabulary and understanding** and opportunities are planned within Literacy lessons as part of Ready Steady Spell.



8. Challenges to deepen learning

Our school vision, 'Enjoy. Believe. Achieve' and we strive to deepen learning for our more capable writers. The Ready Steady Write scheme is full of opportunities for children to be challenged with each lesson plan outlines specific targets or activities.

We play **vocabulary games** to enhance and embed learning of Word Aware words taught throughout the year.



Year 6 example:

Greater Depth

- Distinguish between the language of speech and writing and choose the appropriate register
- Use the range of punctuation taught at KS2 correctly to enhance meaning and avoid ambiguity
- Evaluate and edit by assessing the effectiveness of their own and others' writing
- Propose necessary changes to vocabulary, grammar and punctuation to clarify meaning consistently

9. Self- Assessment

As we strive for our learners to be independent readers and writers, we provide them with opportunities to **self assess and edit** their learning.

Learners use our School Marking Policy to self-assess; using **pink**, **yellow/orange** and **green**. Learners use purple pen to 'polish' their work (review, edit and correct).

Learners also use a **tick** or a **question mark** to peer-assess group tasks. A **tick** represents an idea that they agree with or think meets the objective and a **question mark** is written next to ideas that require greater explanation.



Character Thoughts and Reflections

For each of the four illustrations from the Vehicle Test, add notes to the table below.

Picture	What is Rose thinking?	What questions does she have?
First illustration	Engaged I've got a good idea	What questions does she have?
Second illustration	She's happy because she is going along great	What questions does she have?
Third illustration	Everyone is leaving - I've got a good idea	What questions does she have?
Fourth illustration	Everyone is leaving - I've got a good idea	What questions does she have?

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CW/Z



10. Staff CPD

