

# Writing Intent, Implementation, Impact at St Meriadoc Infants School

## Appendix 3: Read Write Inc.

The mechanics of writing are taught through our Read Write Inc sessions. As individual letter sounds are introduced to the children, they are taught how to write them correctly through repeated chants and rhymes.

### **Set 1 Sounds**

Sound	Rhyme
m	Up Maisie, down Maisie, mountain mountain. Maisie, mountain, mountain.
a	Up to the top of the apple, back around the apple, down the leaf.
s	Up to the snake's head, slither around its body and out.
d	Up to the dinosaur's back, back around its bottom, up his neck and down to his feet.
t	Up the tower, down the tower, across the tower
i	Up the insect, down the insect, dot for the head.
n	Up Nobby, down Nobby and over his net
p	Up to the pirate's parrot, down the plait, up and around the pirate's face and out.
g	Up to the top of the girl's head, back around her face, down her hair and give her a curl.
o	Up to the top of the orange, back around the orange and out.
c	Up to the caterpillar's head, back around its body.
k	Up to the kangaroo's head, down to its feet, around its body and down its tail.
u	Up the umbrella, down and under, up the umbrella, down and out.

b	Up to the top of the boot, down to the heel, round the toe and out.
f	Up to the flower, down the stem and a curly leaf.
e	Break through the shell, scoop out the egg.
l	Up the leg, down the leg.
h	Up to the horse's head, down to its hooves and over his back.
r	Up the robot, down the robot, give him an arm.
j	Up the jack in a box, down its body, curl and dot for the head.
v	Up to the wing, down the wing, up the wing, out.
y	Up the yak's horn, down a horn, under the chin, up the horn, down and curl.
w	Up to the worm, down, up, down, up the worm and out.
x	Up to the boy's arm, round to his foot, up to the boy's other arm and down to his other foot.
z	Up to the zip, Zig-zag-zig.
qu	Up to the queen's head, back around her head, down her hair and flick. Up the umbrella, down and under, up the umbrella, down and out.

While children may use whiteboards and pens during carpet work in RWI sessions, from Reception children will sit at tables and write with a pencil onto paper, being supported to use the correct pencil grip and maintain the correct posture as it is crucial to develop the correct writing habits as early as possible to support progression throughout the school.

Writing forms a key part of each RWI session, incorporating at different stages the learning of writing individual letters, spelling whole words, writing sentences and using correct punctuation, all of which is taught in a sequential and logical order.

In Reception RWI sessions, alongside learning to speak and read it, children are taught how to write the grapheme. They have guided writing time in which they are taught to use the correct pencil grip and maintain the correct posture. For those children who are at the earliest stages of forming their letters, they use blank paper with one line separating the

page in half. When their formation and sizing is progressing, they move to paper with progressively more lines to ensure that they can form graphemes which are sized correctly.

In Y1 and Y2, children use the 'Get Writing' books as well as lined spelling books. With the help of the adult, they self-assess their spellings and make corrections in purple pen. The 'Get Writing' books support the teaching of vocabulary, spelling and grammar alongside phonics and provide the opportunity for building specific transcription skills as well. Within these, there are also regular opportunities for composition in which children use their recently learned transcription skills in increasingly longer scaffolded passages.