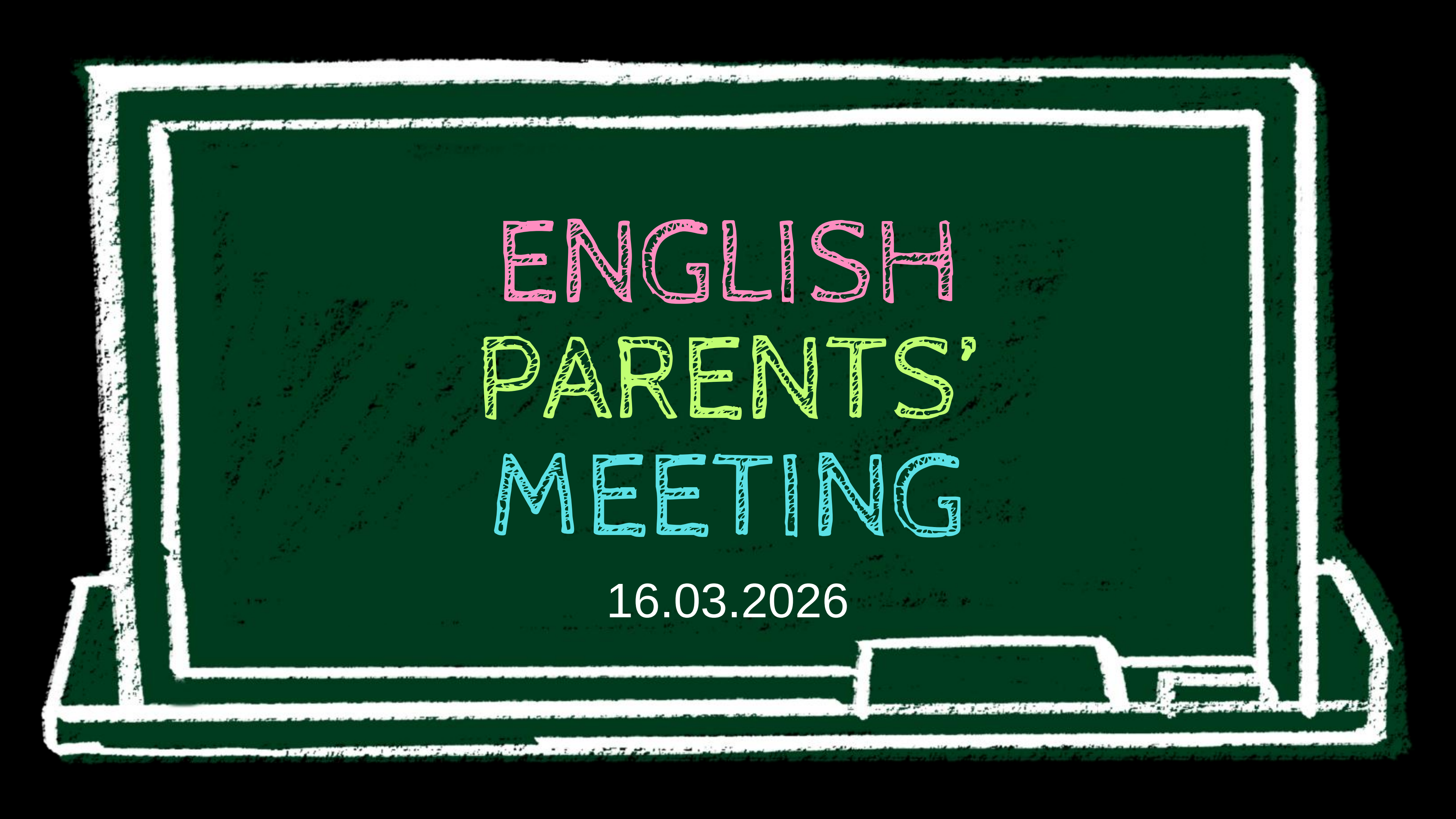




ENGLISH PARENTS' MEETING

16.03.2026



AGENDA

- Poetry Performances
- The Writing Framework 2025
- Handwriting at West Lodge
- Spelling at West Lodge
- Reading for Pleasure

The benefits to children of learning a poem by heart

1. Achievement
2. Enjoyment
3. Focus
4. Independence
5. Language
6. Memory
7. Oracy
8. Participation
9. Togetherness



The Writing Framework

The DfE Writing Framework (2025) is national, non-statutory guidance that sets out a clear, evidence-based approach to teaching writing from EYFS to Year 6. Its purpose is to help schools improve writing outcomes by strengthening the foundations of transcription (handwriting and spelling) and sentence construction.

The Writing Framework

Key Messages

- Writing is complex and places a high demand on children's working memory, so teaching must be carefully sequenced. [gov.uk]
- Handwriting and spelling should be taught from Reception to build automaticity. When transcription becomes fluent, children have more cognitive space for composition. [gov.uk]
- Sentence instruction is essential because all writing is built from sentences. Grammar should be taught in context, not in isolation



Handwriting

The Writing Framework (2025) emphasises:

- AUTOMATICITY - handwriting should be fluent and fast enough that children can focus on spelling and composition.
- CONSISTENT LETTER FORMATION is vital, particularly size, orientation and spacing.

Handwriting at West Lodge

At West Lodge, we believe that fluent, legible handwriting is a cornerstone of confident and effective written communication. Our vision is to ensure that every child develops the automaticity and physical fluency needed to express their ideas clearly and efficiently.

We are committed to delivering explicit, regular, and structured handwriting instruction from Reception through to Year 6. Using the RWI and the Nelson Handwriting Scheme, we provide a consistent and progressive approach that supports pupils in mastering correct letter formation, spacing, orientation, and joined writing.

Handwriting at West Lodge

Our teaching is guided by the principles of the Department for Education's Writing Framework, ensuring that:

- Handwriting is taught discretely and systematically, separate from phonics.
- Pupils are physically prepared to write through routines that promote correct posture, pencil grip, and paper positioning.
- Dictation and transcription activities are used to reinforce fluency and spelling.
- Pupils with additional needs are supported with appropriate interventions and resources.

We recognise that fluent handwriting reduces cognitive load, enabling pupils to focus on composition and higher-order writing skills. While we value digital literacy, we prioritise handwriting as a core skill that enhances the quality and clarity of written communication.

Through high expectations, consistent practice, and the Nelson Handwriting programme, we aim for all children to leave West Lodge as confident, fluent writers with handwriting that reflects pride in their work.

Letter Families

At West Lodge we use Nelson Handwriting which breaks the letters down into different families based on formation:

Set 1: c o a d g f s q e

Set 2: i l t j u y

Set 3: b h k m n p r

Set 4: v w x z

Letter Joins

Children initially learn to print, before joins are introduced in Year 2.

The 4 basic joins:

Diagonal joins to letters without ascenders

in, ai, ar, un, am,

Diagonal joins to letters with ascenders

ab, ul, it, ch

Horizontal joins to letters without ascenders

oa, wo, ou, vi, am

Horizontal joins to letters with ascenders

ol, wh, ot, ob

Spelling

At West Lodge,
we use Read
Write Inc.
Spelling - but
why is it
important to
teach spelling?

Why is it important to have a systematic spelling programme?

The English language has one of the richest vocabularies in the world. For more than 1000 years, the English language has inherited and assimilated many words from other languages: Latin, French, Greek and German. We have also kept aspects of the spellings of these words, which has created the most complex alphabetic language in the world.

German, Italian, Spanish, Finnish, Polish, Greek and Welsh children learn to read and spell quickly because their speech sounds are written down, more or less, the same way in every word – i.e. they have a simple alphabetic code. This means that once they have cracked the code they can write any word correctly.

English, however, has many ways of writing each sound because we have more speech sounds than letters. For example, we write the sound *ay* at least eight ways: *play*, *rain*, *make*, *eight*, *straight*, *reign*, *rein*, *break*. This means that the alphabetic code is very complex and takes a long time to learn.

Read Write Inc. Spelling is a programme based on the understanding that we do have a sound-based writing system, albeit a very complex one. Everyone uses the same 44 sounds to speak all English words, though the way we write down these sounds varies. (The 44 sounds differ a little, depending on accent.) So one of the keys to good spelling is to remember how to spell these sounds in different words – and this does not happen overnight. Even now, as adults, we tend to avoid writing down words that we cannot spell.

Spelling

At West Lodge,
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Write Inc.
Spelling - but
why is it
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teach spelling?

Just as a quick test, which of the words below are spelt incorrectly?

supacede brocolli aparent consede proceede idiosincracy consensus accomodate
rhythym optholmologist diptheria anomoly caesaerean grafitti diaharrioah

Spelling tends to improve throughout our lives and it is only with lots of practice that we become good spellers. (By the way, none of the words above are spelt correctly.)

Traditionally, the teaching of spelling has often been arduous, painstaking and, sadly, boring. The practice of a weekly Friday spelling test had mixed results, with some children getting spellings right on the day, but forgetting them just hours later, and other children simply getting them wrong and becoming demoralized.

The process of learning to spell is cumulative for most children. Only a few lucky children learn to spell effortlessly without structured teaching. Most need explicit systematic teaching that is continually practised and reinforced, until spelling knowledge is committed to children's long-term memory. The Read Write Inc. Spelling programme provides this structured, systematic teaching.

Content

It makes sense of the most complex alphabetic code in the world, with its 150 spellings of 44 speech sounds.

The spelling programme:

- builds upon teaching strategies and spelling activities from Read Write Inc. Phonics.
- is organised weekly across three well-paced half hour lessons
- provides plenty of writing practice, with a clear record of children's progress

The programme makes learning to spell enjoyable for children.

Aliens from a spelling planet introduce spelling rules and concepts.

It includes all the spelling requirements of the English National Curriculum Years 2 to 6, and also revises spelling taught in Year 1.

[Click here for information about RWI Spelling](#)

How to Support Your Child

Keep Copying

Write your words out three times each. Use different colours if you want to.

spelling

spelling

spelling

Make the Headlines

Cut letters out of newspapers or magazines and stick them onto paper to make the words in your list.



Build a Pyramid

Make a pyramid using the letters in your words.

w
wo
wor
word
words

Create with Colour

Write your words with each letter in a different colour, or write them with all the vowels in blue and all the consonants in red.

spelling

spelling

Capital Idea

Write your words three times, each in capital letters.

SPELLING

SPELLING

SPELLING

Learn Your ABC

Write your words in alphabetical order, then rewrite them in order of the second letter, third letter and so on.

my
words
spelling
spelling
words
my

How to Support Your Child

Take a Test

Ask someone at home to test you by reading each word as you write it down. To make it more of a challenge, set a time limit, for example 20 seconds per word.

1. my
2. spelling
3. words

Picture This

Include each of your words in a funny picture that makes you think of the word.



Build a Sentence

Write each of your words in a sentence. See if you can build your sentences into a story.

**One day a huge
spelling monster
came to my town
and ate all the
words!**

- Homework Diaries- Years 3 to 6 will bring these home every week with words that need to be practised in them
- Year 2 - The spellings will be put on Seesaw each Friday for you to practice with your children
- Encourage your child to use different strategies taught in the sessions to spell words themselves
- Use a sound chart to help your child - available on the school website.

How to encourage reading for pleasure at home

- Encourage children to value books
- Use the library / book hubs / book swaps with friends to help build variety
- Browse in bookshops
- Get recommendations from friends, teachers and librarians
- Expose children to texts beyond novels. E.g. comics, magazines, non-fiction books
- Encourage positive reading habits – e.g. reading before bed, reading to your child, audio books on long journeys
- Show that you love reading... even if you have to fake it
- Give children books that matter to them (authors and characters, texts that excite them)
- Reward reading through extrinsic and intrinsic motivators
- Find ways to make reading special at home

What will 'hook' your child into reading?

Teaching children to read is just one part of the reading picture. As adults it is important that we help give children a motivation to want to read for themselves. When something really draws them in then they will have a purpose to want to learn to read and they will want to pick up books for pleasure or information. Look for recommendations of non-fiction and poetry books here as well as fiction books.



[School reading list](#)



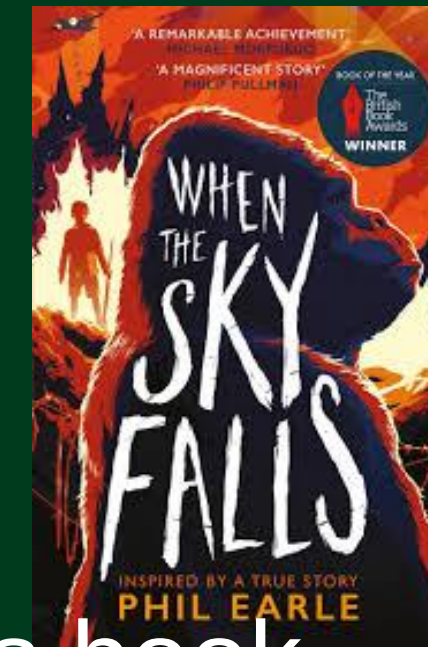
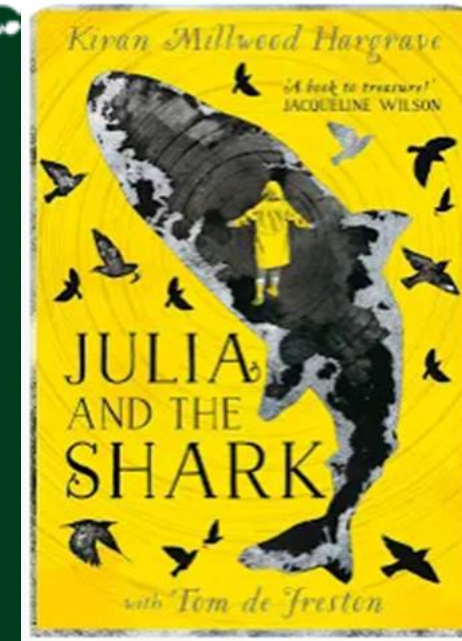
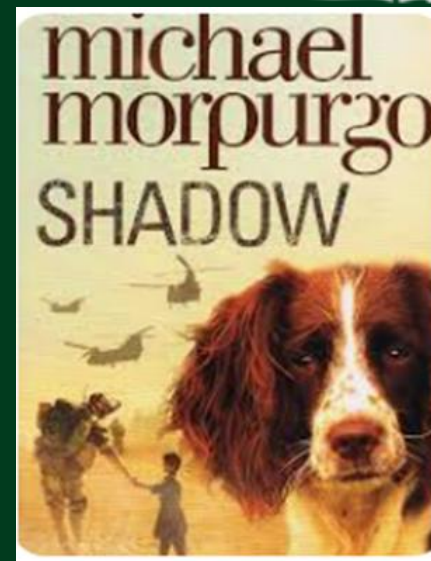
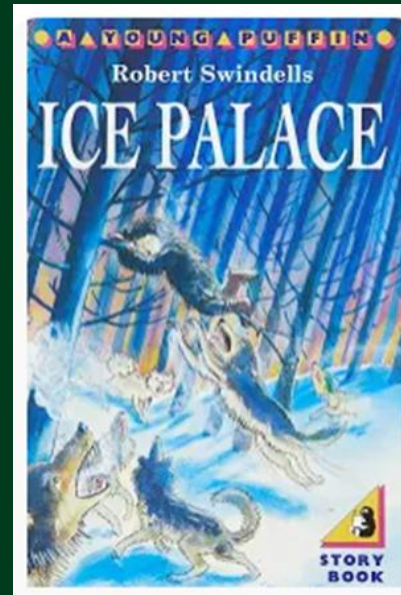
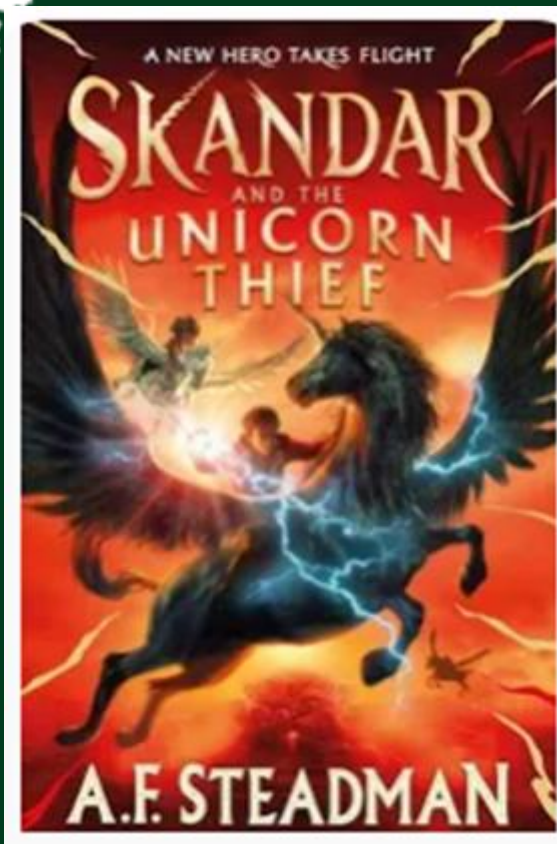
[West Lodge Book Recommendations](#)



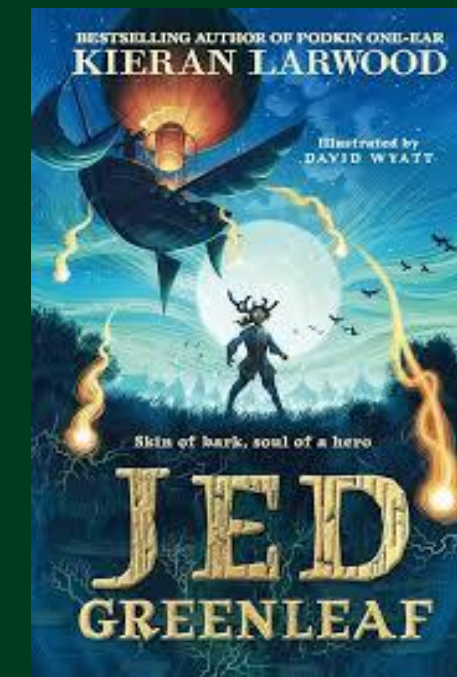
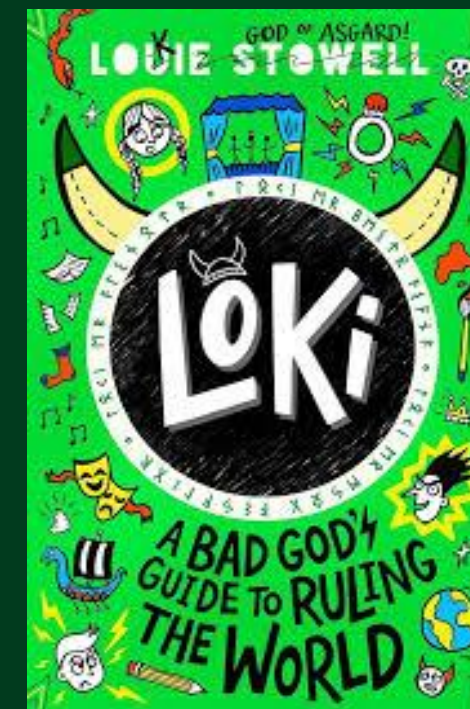
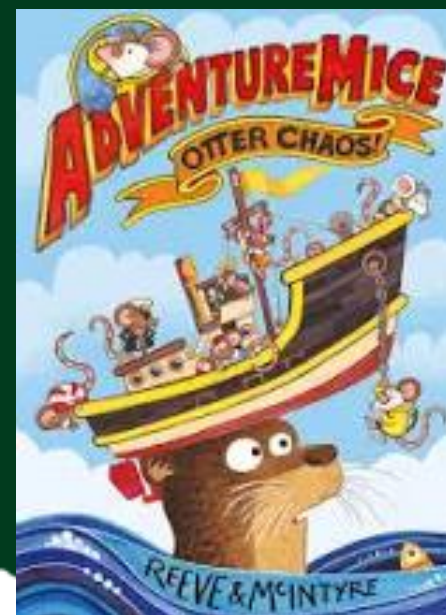
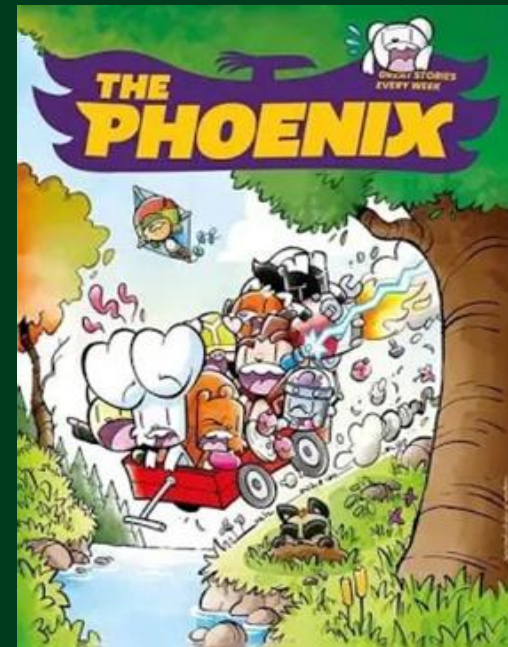
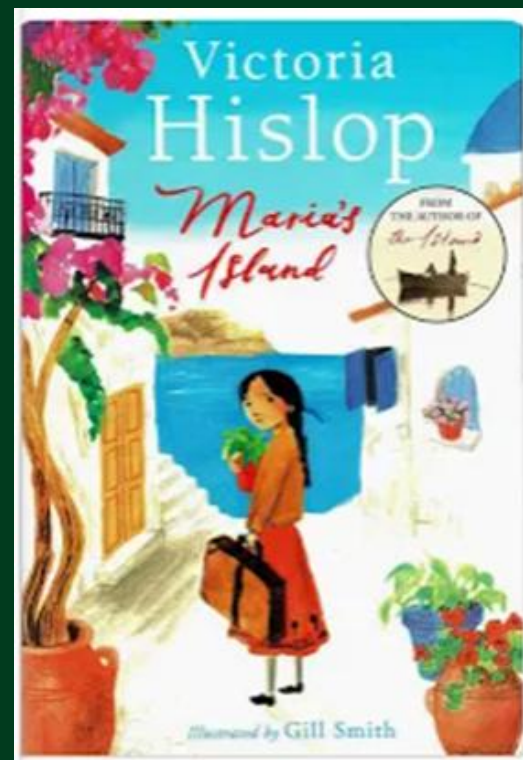
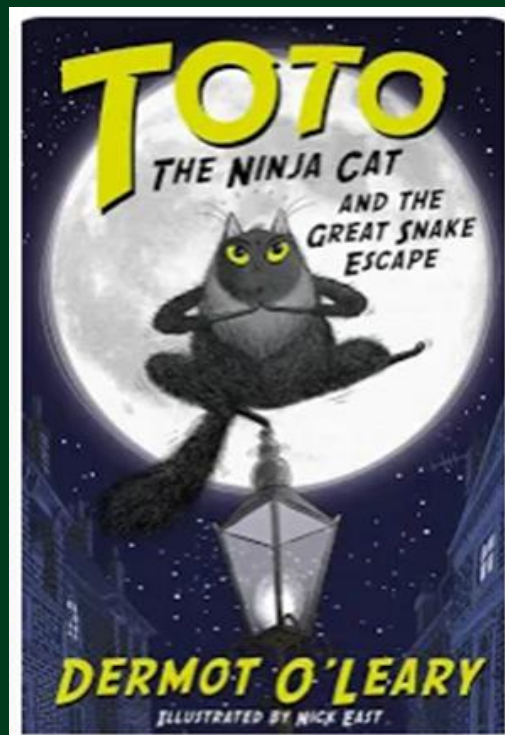
[Booktrust Recommendations](#)



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Mrs Cooper's book recommendations



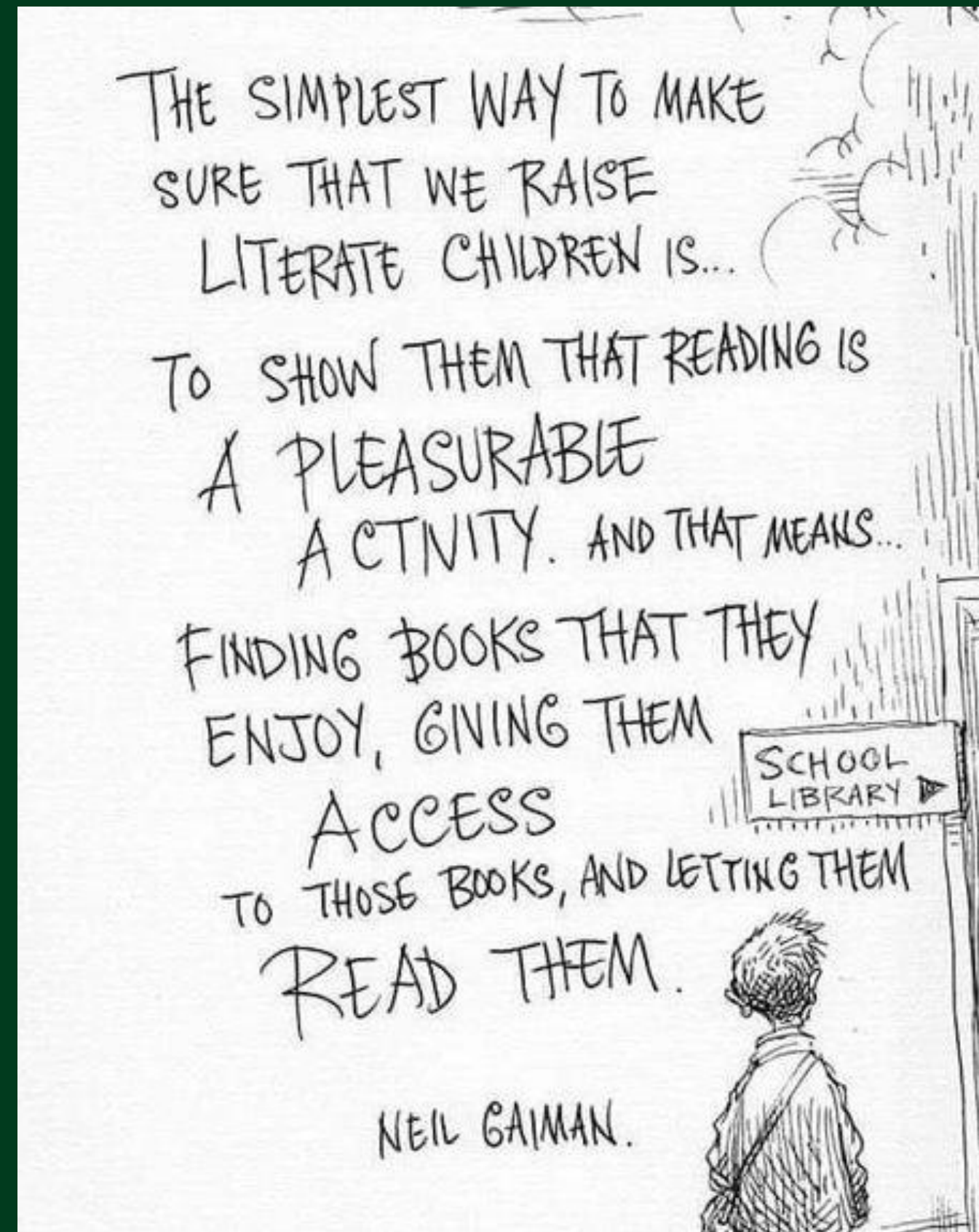
Question - What do I do if my year 4 child only wants to read cartoon like books such as Dogman and Bunny vs Monkey?

The graphic novel format is fast-paced, highly visual, and accessible, making reading feel less like work and more like play.

Tips for varying reading diet

- Read to your children a variety of different books. (hook them in so they in turn will want to read for themselves other books in the series / by the same author / in a similar style)
- Listen to audible books (e.g. on Yoto player / Toonie box)
- Find story books by the same authors (e.g. Jamie Smart's Flemma)
- Find books that have both illustrations and text (e.g. Treehouse series, Loki books)
- Encourage your child to read books sent home from school. These are deliberately varied.

Spending just **10 minutes a day** reading and sharing stories with children can make a crucial difference to their future success and it's fun for all involved.



Useful links

We have useful documents stored on West Lodge Primary School Website in the Supporting your Child At Home Section. There are resources here linked to RWI.

Leaflet about supporting your child with their reading at home

[Tips for reading with your child at home](#)

Suggested stories for story-time

[West Lodge Recommended Books](#)

[RWI - Reading for Pleasure - Windows and Mirrors Stories](#)

Useful links

Use the bookfinder tool on this website to find books for specific ages & genres

<http://www.booktrust.org.uk/>

Free ebooks available on this website

www.oxfordowl.co.uk

<http://www.lovereadings4kids.co.uk>

Complex Speed Sounds

Consonant sounds

f	l	m	n	r	s	v	z	sh	th	ng
ff	ll	mm	nn	rr	ss	ve	zz	ti		nk
ph	le	mb	kn	wr	se		s	ci		
					c		se			
					ce					

b	c	d	g	h	j	p	qu	t	w	x	y	ch
bb	k	dd	gg		g	pp		tt	wh			tch
	ck				ge							
	ch				dge							

Vowel sounds

a	e	i	o	u	ay	ee	igh	ow
	ea				<u>a-e</u>	y	<u>i-e</u>	<u>o-e</u>
					ai	ea	ie	oa
						e	i	o
							y	

oo	oo	ar	or	air	ir	ou	oy	ire	ear	ure
<u>u-e</u>			oor	are	ur	ow	oi			
ue			ore		er					
ew			aw							
			au							