|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Key Skills Progression in Writing- Handwriting, Spelling, Punctuation, Grammar | | | | | | | | | |
|  | **F1** | **Y1** | **Y2** | **Y3** | | **Y4** | **Y5** | **Y6** | |
| **Letter formation/**  **handwriting** | **Develop an effective grip – working towards tripod grip as year progresses.**  **Correct formation of lower case letters**  *Taught in RWI* | **Sit correctly at table holding pencil comfortably**  **Correct formation of lower case letters in letter patterns**  **Correct position on lines/starting and finishing at correct place**  **Correct formation of capital letters**  **Correct formation of digits 0 to 9**   * *Taught within RWI lessons* | **Lower case letters at correct size, orientation and position on line**  **Begin to use diagonal and horizontal joins between letters**  **Writing capital letters the correct size relative to lower case letters**  **Using spacing which reflects the size of words**   * *Taught during daily handwriting lessons – approx. 10-15 mins per day.* | **Horizontal and diagonal joins between letters**  **Increased legibility and consistency in handwriting**  **Downstrokes parallel and equidistant;**  **Lines of writing spaced so ascenders and descenders do not touch**   * *Handwriting lesson once a week* | | | **Write legibly and fluently, with increasing speed,**  **Choose style of letter; choose which letters to join; choose writing implement which best suits task.**   * *Handwriting within a carousel of English activities* | | |
| **Year group spelling patterns** | **Use phonic knowledge to write words in ways which match spoken sounds**  **Some words are spelt corrects and others are phonetically plausible**  **Write some irregular words**  *RWI lessons* | **Spell words containing each of the 40+ phonemes already taught**   * *RWI lessons and spelling homework matched to RWI books* | **Spell by segmenting words into phonemes and representing these by graphemes, spelling many independently**  **Learn new ways of spelling phonemes for which one or more spellings are already known, & learn some word with each spelling including a few common homophones.**   * *Weekly spelling homework/tests* * *Spelling in grammar and writing lessons* | *Y3 spell to excel programme* | | *Y4 spell to excel programme* | *Y5 spell to excel* | *Y6 spell to excel* | |
| **Common Exception word and contractions spelling** | **Spell common exception words /days of the week**   * *RWI lessons* * *Yr 1 spelling cards* | **Spell common exception words**  **Spell more words with contracted forms**   * ***Y2 Spelling cards*** * *Focus on key CE words in writing lessons* * *Spelling homework and tests* | **Spell common exception words and words that are often misspelt.**  *Y3&4 spelling cards & additional spelling cards* | | |  | | |
| **Adding suffixes** | **Add prefixes & suffixes**  *-s, -es, -ing, -ed, -er, and –est (where no change to root word needed)*  *Un-*   * *RWI groups and whole class writing lessons including slow write* | **Add suffixes to spell longer words: - ment, -ness, -ful, -less, -ly**   * *SPAG lessons once a week* * *Spelling homework* * *Whole class writing lessons* | **Use further prefixes and suffixes and understand how to add them** | | |  | | |
| *Spell to Excel*  *Spelling games as part of English carousel* | | *Spell to Excel*  *Spelling games as part of English carousel* |
| **Homophones** |  | **Distinguish between homophones and near homophones**   * *Y2 spelling homework* | **Spell further homophones**   * *Spell to excell* | | | **Continue to distinguish between homophones and other words which are often confused** | | |
| **Alphabet and dictionary work** | **Name the letters of the alphabet – name in order; use letter names to distinguish between alternative spellings of same sound**   * *RWI lessons – yellow books onwards* |  | **Use the first two or three letters of a word to check its spelling in a dictionary**. | | | **Use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary.**  **Use dictionaries to check the spelling and meaning of words.**  **Use a thesaurus.** | | |
| **Other spelling** | **Write simple sentences which can be read by themselves and others.** | **Write from memory simple sentences dictated by the teacher that include words using GPCs and common exception words taught so far**   * *RWI – Hold a sentence*   **Spell using the possessive apostrophe – singular**   * *Grammar lesson – summer term* * *Writing tasks such as slow write.* | **Write from memory simple sentences dictated by the teacher that include words using GPCs and common exception words and punctuation taught so far**   * *RWI* * *Sentence practise dictations* | **Write from memory simple sentences dictated by the teacher that include words using GPCs and common exception words and punctuation taught so far.**  **Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals**   * *Grammar lessons within English units* | | | **Spell words with silent letters**  **Use knowledge of morphology & etymology in spelling and understand that the spelling of some words needs to be learnt specifically.** | | |
| **Punctuation** | **Separation of words with spaces**   * *RWI lessons – green books onwards*   **Introduction to capital letters, full stops, question marks & exclamation marks to demarcate sentences.**   * *RWI lessons*   **Capital letters for names and the personal pronoun I.**  *RWI lessons* | **Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences**.   * *RWI lessons* * *Wednesday Grammar Lessons*   **Commas to separate items in a list.**   * *Wednesday Grammar lessons*   **Apostrophes to mark letters are missing in spelling and to mark singular possession in nouns**.   * Wednesday grammar lessons | **Introduction of inverted commas** | **Use of inverted commas and other punctuation to indicate direct speech.**  **Apostrophes to mark plural possession.**  **Use of commas after** **fronted adverbials.** | | **Brackets, dashes or commas to indicate parenthesis.**  **Use of commas to clarify meaning or avoid ambiguity.** | | **Use of semi-colon, colon and dash to mark the boundary between clauses.**  **Use of the colon to introduce a list and use of semi-colon within lists.**  **Punctuation of bullet points to list information.**  **How hyphens can be used to avoid ambiguity.** |