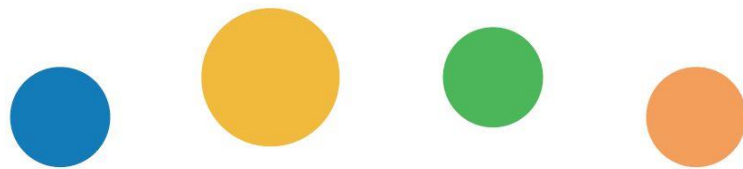


Handwriting & Presentation Policy



TOR BRIDGE
PRIMARY

Reviewed June 2020

Tor Bridge Primary School
Handwriting and Presentation Policy

Aims

The aim of this scheme is to enable all children to have an 'effective' joined style of handwriting as soon as possible in their school career. Letters are joined in a way that enables someone to move from one letter to the next without losing letter definition.

Children's handwriting should be effective in that it:

- should enable the child to write fluently and with speed;
- will act as an aid to accurate spelling.

This scheme does not attempt to teach calligraphy but does aim to enable the child to write neatly, fluently and accurately.

Guidelines

1. Handwriting should be taught by a combination of whole class, small-group and one-to-one lessons where the teacher models good practice which can then be followed up with independent work. It is not good practice for children to simply copy sections of text, joined or printed into a book as they will only rehearse what they can and cannot already do!
2. Handwriting practice should concentrate on one main letter cluster at a time. These clusters should be linked to 'hot spots' in spelling.
3. As a child learns a cluster that cluster should be used in all work. Teachers should challenge print for letters and clusters that have already been taught.
4. Handwriting practice should be little and often becoming less frequent as the child becomes proficient with emphasis moving on to spelling.
5. Handwriting books are for practising; they should not be an example of perfect writing as this would indicate lack of pace and challenge. Children should practise new clusters and increasing their speed, both of which can lead to untidy yet improving work.

'Hot Spots' and 'Warm Ups'

Hot spots link handwriting, spelling and phonics and are extremely valuable as they add value to handwriting exercises.

Warm-up exercises are done at the beginning of each handwriting exercise as they;

- Improve co-ordination of fine motor skills;
- Literally, 'warm up' the necessary muscles and joints;

It is good practice to encourage the children to rotate their wrists and move their fingers prior to completing the warm up activities.

Examples of warm-up exercises:

<i>c</i>	<i>c</i>	<i>c</i>	<i>c</i>	<i>c</i>	<i>c</i>
<i>cc</i>	<i>cc</i>	<i>cc</i>	<i>cc</i>	<i>cc</i>	<i>cc</i>
<i>ccc</i>	<i>ccc</i>	<i>ccc</i>	<i>ccc</i>	<i>ccc</i>	<i>ccc</i>
<i>ca</i>	<i>ca</i>	<i>ca</i>	<i>ca</i>	<i>ca</i>	<i>ca</i>
<i>cac</i>	<i>cac</i>	<i>cac</i>	<i>cac</i>	<i>cac</i>	<i>cac</i>
<i>i</i>	<i>i</i>	<i>i</i>	<i>i</i>	<i>i</i>	<i>i</i>
<i>ii</i>	<i>ii</i>	<i>ii</i>	<i>ii</i>	<i>ii</i>	<i>ii</i>
<i>iii</i>	<i>iii</i>	<i>iii</i>	<i>iii</i>	<i>iii</i>	<i>iii</i>
<i>ili</i>	<i>ili</i>	<i>ili</i>	<i>ili</i>	<i>ili</i>	<i>ili</i>

NB these exercises should never be joined all the way across the page.

Handwriting practice should then follow the same routine:

1. Teacher identifies the letter, hot spot/cluster to be practised;
2. The children do 3 or 4 lines of warm-up exercises which have been modelled by the teacher (or TA) and are linked to the formation of the letters in the hot spot/cluster being taught;
3. This is followed by practising the letter/hot spot/cluster horizontally;
4. The words with that cluster are then practised vertically (e.g. cat, mat, sat);
5. The teacher checks for two possible problems:
 - Children are not printing and adding joins afterwards;
 - Children follow the sequence below and not working horizontally.

Correct			Incorrect		
<i>cat</i>	<i>mat</i>	<i>sat</i>	<i>cat</i>	<i>cat</i>	<i>cat</i>
<i>cat</i>	<i>mat</i>	<i>sat</i>	<i>mat</i>	<i>mat</i>	<i>mat</i>
<i>cat</i>	<i>mat</i>	<i>sat</i>	<i>sat</i>	<i>sat</i>	<i>sat</i>
<i>cat</i>	<i>mat</i>	<i>sat</i>	<i>cat</i>	<i>cat</i>	<i>cat</i>
<i>cat</i>	<i>mat</i>	<i>sat</i>	<i>mat</i>	<i>mat</i>	<i>mat</i>
<i>cat</i>	<i>mat</i>	<i>sat</i>	<i>sat</i>	<i>sat</i>	<i>sat</i>
<i>cat</i>	<i>mat</i>	<i>sat</i>	<i>cat</i>	<i>cat</i>	<i>cat</i>
<i>cat</i>	<i>mat</i>	<i>sat</i>	<i>mat</i>	<i>mat</i>	<i>mat</i>

This vertical method of working can then be used alongside the Look, Say, Cover, Write, Check approach (LSCWC).

Before Starting

Equipment:

1. **Paper.** In the long run children benefit from using a variety of lined and plain paper. For teaching purposes it is better to use lined paper as it is easier to discuss letter orientation and size, ascenders and descenders with the children.
2. **Pen or Pencil?** In the early stages pencil should be used but as children develop they should be encouraged to use pen, you can always move back to pencil if necessary. Some children lack confidence with pen as it is so permanent and this made even worse if too much 'neat' vocabulary is used when responding to handwriting. Children with coordination problems benefit from 'colouring-in' practice and those who have difficulty with letter formation will benefit from using crayon on sugar paper starting big and gradually getting smaller. Pencil will always be used for Numeracy and can be used in other subjects when appropriate.
3. **Type of Pen?** In the early stages pencil should be used but as children develop they should be encouraged to move towards pen. Each academic year, once the class teacher is happy that the child will make the transition between pencil and pen, a 'Pen Licence' will be awarded. The first time a child receives their 'licence', the certificate will be awarded in assembly. Subsequent 'licences' will be awarded by the class teacher. All children will use the agreed school pen with blue ink (these pens are 'non-smudge' to aid left handed pupils). Teacher/Unit Leader discretion will be used should a child choose not to want to write in pen.
4. **Rubbers.** Rubbers should be banned from handwriting books as they inhibit fluency. Children should be encouraged to leave mistakes and carry on with their practice.
5. **Books.** A5 lined books will be used across the school. There are **two different types of book**, one with additional red lines to aid the sizing of lower case letters (and ascenders and descenders) and another 'standard' style. The books with the red lines will be used across Key Stage 1 and will then be used as a form of differentiation in Key Stage 2. When the teacher feels that a KS2 child is secure in letter sizes, they can progress to a 'standard' book. All books are to have the agreed 'front cover'.

Classroom Organisation:

1. Identify left-handers and sit them on the left-hand side of the table preferably where there is no traffic.
2. It can help left-handers if they have a higher chair or cushion; look out for left-handers sitting on a leg! Also remember left-handers draw lines and cross 't's left to right and not right to left as right-handed teachers will more than likely model. Younger children can become confused by didactic teaching which has a right-handed bias.

3. Make sure all children can clearly see the movement of your hand as you model handwriting.

Posture and writing Position:

Right handers:

- Either side of the table;
- Paper by right shoulder tilted slightly to the left.

Left handers:

- Left-hand side of the table;
- Paper at left shoulder tilted slightly to the right and slightly further away from the body than for the right-hander.

All children should be encouraged to sit up, support the paper with the passive hand, rest writing arm on the table and have a 'sensible' light grip of the pen or pencil.

Points to Note

1. Children should adopt their own style when ready, however this style must be legible fluent and fast.
2. Letters should be taught as uprights but children may decide to slope, which is fine as long as the slope is consistent.
3. Adhere to the school policy when teaching and modelling handwriting. Use marking and display as opportunities for the school's handwriting style.
4. The Handwriting Policy will start in Year R with pre-cursive style and develop in Year 1 to a cursive style.
5. Appropriate pencil grip must be a focus in N, R & KS1.
6. Only lower case letters would be joined, not capitals.
7. Teachers & Teaching Assistants are expected to follow the Handwriting Policy and TAs should join in lessons to model good practice and to enable them to learn the letter formation too. Teachers and Teaching Assistants are to have their own books to demonstrate/model handwriting to the children. The Teacher's book can be used very successfully under the 'Visualiser' as teaching tool. Whilst the Handwriting Policy is being embedded, Teaching Assistants are expected to participate in lessons with the children.

In Reception, primary sassoon will be used, on the font list this is known as:

SassoonPrimary

All staff in Nursery and Reception are expected to model the writing of the letters and words in this style when working with children please.

Learning Journeys etc will be completed in school's Handwriting Policy please.

In Years 1 to Year 6, cursive will be used, on the font list this is known as:

XCCW Cursive Writing 1a

All staff in Years 1 to Years 6 are expected to model writing in this cursive style at all times please.

Unit Covers and Book covers will also use the font applicable to each part of the school please.

Displays

It is not expected that the cursive fonts should be used on all displays, however, please use your professional judgement to decide on where to use it as it is expected to be on displays in every classroom in one form or another.

Any writing or handwriting displays should always be in the agreed font please.

Capital Letter	Lower Case Letter	Join on to	Join from	Ascender	Descender	Teaching points:
A	a					Formed from the c pattern. A small letter that sits on the line and is approximately just over ½ the height of an l or t.
B	b					Formed from the ili pattern. Start on the line' slope up to the top of the b, go vertically down to the bottom then up and around to form the bowl. Go back along the bowl to form the seraph to join onto the next letter. Ascenders go ¾ of the way to the line above.
C	c					Formed from the c pattern. A small letter that sits on the line and is approximately just over ½ the height of an l or t.
D	d					Formed from the c pattern. Ascenders go ¾ of the way to the line above.
E	e					Formed from the loop pattern. A small letter that sits on the line and is approximately just over ½ the height of an l or t.
F	f					Formed from the loop patterns, the only letter to have an ascender and descender.
G	g					Formed from the c pattern. Initially the looped join from this letter may cause confusion for some children; if so teach it joined on to but not from until there is increased confidence.
H	h					Formed from the ili pattern. Each letter starts on the line, slopes up to the top goes vertically down back up the vertical and forms the curved roof shape at the height of an a. Ascenders go ¾ of the way to the line above.
I	i					Formed from the ili pattern. A small letter that sits on the line and is approximately just over ½ the height of an l or t and then the dot on top.
J	j					Formed from the iji pattern. Initially the looped join from this letter may cause confusion for some children; if so teach it joined on to but not from until there is increased confidence. Start like an i but the downward stroke carries through below the line into a loop to join on to the next letter.
K	k					Formed from the ili pattern. One of the most difficult letters to form and can often look like a capital R. Form like an h but curve in the roof. Ascenders go ¾ of the way to the line above.
L	l					Formed from the ili pattern. Start on the line, slope up to the top of the l, vertically down and end with a seraph. Ascenders go ¾ of the way to the line above.
M	m					Formed from the ili pattern. A small letter that sits on the line and is approximately just over ½ the height of an l or t. Each letter starts on the line, slopes up to the top goes vertically down back up the vertical and forms the curved roof shape at the height of an a.
N	n					Formed from the ili pattern. A small letter that sits on the line and is approximately just over ½ the height of an l or t. Each letter starts on the line, slopes up to the top goes vertically down back up the vertical and forms the curved roof shape at the height of an a.
O	o					Formed from the c pattern. A small letter that sits on the line and is approximately just over ½ the height of an l or t. Join from the top of an o.
P	p					Formed from the iji pattern. Start like an i but the downward stroke carries through below the line then back up through the vertical forming a bowl on the line. Younger children often find it difficult not to form a capital p.
Q	q					Formed from the c pattern. Start like an a but the downward stroke carries through below the line and straight up to join on to the next letter. Practise q with u as it reinforces the spelling rule.
R	r					Formed from the ili pattern. A small letter that sits on the line and is approximately just over ½ the height of an l or t. A difficult letter as it can so easily look like an n; there has to be a small dip in the lie before the r joins the next letter.
S	s					Formed from the c pattern. A small letter that sits on the line and is approximately just over ½ the height of an l or t. This is another one of the letters children have difficulties with at first. In the early stages there is little difference between a joined and a printed s. As they become more proficient the s changes.

T	t					Formed from the ili pattern. Ascenders go $\frac{3}{4}$ of the way to the line above. Start on the line, slope up to the top of the t, vertically down and end with a seraph. Remember left handers cross the t a different way.
U	u					Formed from the ili pattern. A small letter that sits on the line and is approximately just over $\frac{1}{2}$ the height of an l or t. Emphasise the contrast between the soft bowl of the u and the final vertical down stroke. End with a seraph.
V	v					Formed from the vw pattern. A small letter that sits on the line and is approximately just over $\frac{1}{2}$ the height of an l or t. Teach v and w together. Slope up from the line to the top of the letter then 2 or 4 straight lines for the main part of the letter ending with a seraph.
W	w					Formed from the vw pattern. A small letter that sits on the line and is approximately just over $\frac{1}{2}$ the height of an l or t. Teach v and w together. Slope up from the line to the top of the letter then 2 or 4 straight lines for the main part of the letter ending with a seraph.
X	x					A small letter that sits on the line and is approximately just over $\frac{1}{2}$ the height of an l or t. Start an x from bottom left to top right which is then crossed with a diagonal which then joins on to the next letter.
Y	y					Formed from the ili pattern. Emphasise the contrast between the soft bowl of the u and the final vertical down stroke which descends below the line and loops around to join on to the next letter.
Z	z					A small letter that sits on the line and is approximately just over $\frac{1}{2}$ the height of an l or t. Start the z at the top and the bottom horizontal stroke carries on joining on to the next letter.

Some points to remember:

- The direction of final seraphs may vary depending on the next letter and where the seraph will join that letter.
- Practise letters, clusters and patterns horizontally and words vertically.
- Tracing letters and clusters in the air before writing can be helpful.

Lesson Progression: Year 1

Lesson	Warm Up	Focus Letter/s	Cluster/s	Words to Consolidate
1	i ii iii	i u	iu	I I'm is it in up
2	i u iii	t	it ut	it hit but put little
3	i t tt	n m	in mi	in into my made mum me no not now
4	i ii iii	p	pi ip	pie party pair pear phonics people
5		e c	ec ce	can came called care see tree meet week
6	^c ^{cc} ccc	o	co to	to on one old could come wood foot good
7	^c ^{cc} o oo	a d	ad da	a an and do day dad had as at don't
8	cc ad ac	q	qu	queen quit quiet quilt quick quicker dog dogs
9	i ii iii	v w	vi aw	saw very verb we went was will were live give
10	i ii iii	r	ri ar	rabbit bare dare share scared bear wear
11	c cc i	s x	si ix	so see sea same spend side fix fox box
12	^c ^{cc} s ss	s x	sa es	same said snow same these freshest quickest
13	i ii iii	l h	lo hi	he him his her have here home hunter help
14	i ili illi	b	be lb	by be but big brown bread better bird boat
15	i ili illi	k f	ka ki	off of foot far from kit bank think like make
16	i e f	j		just June enjoy joy first safe afraid fetch football
17	c a u	g y		get go got green year yes very you your
18		z		zoo buzz buzzing buzzed buzzer zebra
19	^c ^{cc} s ss	st sp		sound soon she share short summer sister
20	^c ^{cc} s ss	sn sc		shirt say stay scare scared score
21	s sl sk	sk nk		skin sketch start asked bank thank sank
22	ck ack cke	ck		packet back sack lock unlock rack rock
23	it tr pr	tr pr		train true tried trick tricked tree trip
24	ad dr cr	dr cr		drop drip drill crisp crisps crawl crawling
25		br str		brick brother strong stretch strange
26		spr scr		spring sprang sprint scratch scrape screw
27		sm mp		small smile smell lamp camp stamp
28		gr ng		grew grand grander grandest song wrong
29		ing		hunting singing playing coming looking
30		ll oo		will all book too took look foot wood good
31		ss all		Miss miss pass ball fall hall stall
32		tw sw		twin twist twinkle swim swimming swap swipe
33		war ve		war warm warmer have cave save live give
34		ex qu		queen quit quiet quilt quick quicker
35		sh shr		shirt wish she shop short share
36		th thr		the that this then them their there with thunder think

37		ch tch		church children kitchen catches
38		ed		cried tried dried looked helped
39		wh or		when where which while what are garden
40		ay le		day play say way stay whale
41		age dge		age page stage cage dodge fudge smudge
42		ou ow		own blow snow show out about mouth around house
43		oi oy		day play say way stay rain wait train paid
44		au aw		crawl draw yawn author August dinosaur
45		ea		head bread meant instead read meat each
46		ear		bear pear wear dear hear beard near year
47		oa ie		field chief thief boat coat road coach goal
48		igh		high night light bright brighter right
49		ai air		rain wait train paid afraid air fair hair chair
50		ir ur		girl bird shirt third turn hurt church burst Thursday
51		ew ure		new few grew flew drew threw
52		ture sure		future adventure sure unsure
53		a-e i-e		made came same take safe five ride time side
54		o-e u-e		home those woke hope rule rude use tube tune
55		ph our		dolphin alphabet phonics elephant our pour
56		ous ough		house mouse famous though through dough
57		tion		station nation information
58		sion cian		Asian

Lesson Progression: Year 2

Lesson	Warm Up	Focus Letter/s	Cluster/s	Words to Consolidate
1	i ii iii	i u	iu	I I'll I've it its up us use
2	i u iii	t	it ut	took two take tea tap tree trees town told
3	i t tt	n m	in mi	not new next man more magic mouse mother most many
4	i ii iii	p	pi ip	pip pay play park plants please pulled poppy floppy
5		e c	ec ce	cat car can't cried end eggs even each everyone
6	c cc ccc	o	co to	too or other old our one once only open opened
7	c cc o oo	a d	ad da	am any air after along another animals did dog didn't dark
8	cc ad ac	q	qu	que queen quit quick quickly quicker quilt quiet quite
9	i ii iii	v w	vi aw	who well way work water want away would wanted window
10	i ii iii	r	ri ar	ran rope round red right run really rabbit river ripped
11	c cc i	s x	si ix	sea stop sun stopped still say soon six small suddenly
12	c cc s ss	s x	sa es	suddenly something fix fixed box trees eyes moves flies
13	i ii iii	l h	lo hi	long I'll lots let let's live how home has he's head hot hard
14	i ili illi	b	be lb	bear been began boy bed before better birds brother baby
15	i ili illi	k f	ka ki	fish first feet fun fell fly find key king knight know
16	i e f	j		jump jumped just juice juicy jolly different fast friends
17	c a u	g y		grow going giant girl great green gave dragon garden why
18		z		zoo zone zap dizzy fizzy dozy daze whiz whizzed
19	c cc s ss	st sp		just first most last best must stop spot spill splat
20	c cc s ss	sn sc		snow snowing snip snail scare scarecrow score scone escape
21	s sl sk	sk nk		ask task skip skin skill ink think thank plank monkey
22	ck ack cke	ck		clock duck rocket sticker ticket luck lucky keep clothes book
23	it tr pr	tr pr		train truck trip trick properly prince prize price pretty
24	ad dr cr	dr cr		drain drag drank draw drawing dragon cry crown crawl
25		br str		brain bread brave breath bridge strong stretch street string
26		spr scr		spring sprang spray sprint spread scream scrape scratch
27		sm mp		small smell smelly smack smile jump stamp camp wimp
28		gr ng		green grey grin grip ground bang song sang long wrong
29		ing		sing thing something morning coming thinking singing playing
30		ll oo		good door room food school soon spoon looks looking tell
31		ss all		across miss Miss pass glass tall fall call ball sat sleep
32		tw sw		twin twelve tweet twirl twist swap swim swam swallow
33		war ve		move over ever never live warm warn swarm mind we're
34		ex qu		next flex except expert queen quit quiet quietly quite quick

35		sh shr		ship shouted wish fish wash shrink shrug shrunk shred
36		th thr		than think things thought through these that's three there's
37		ch tch		much chop chef child children scratch patch hatch latch
38		ed		bed need needed wanted talked lived laughed bad cold
39		wh or		white which where while whistle more sore floor narrator
40		ay le		may way say play away while hole pale mole tale
41		age dge		page cage stage garbage budge badge edge dodge fudge
42		ou ow		found could couldn't sound around snow show grow
43		oi oy		oil boil soil foil again boy boys toy toys annoy
44		au aw		caught autumn taught haunt because paw saw shawl awful
45		ea		ear each eat eating flea beat cheat leaf leap beach
46		ear		ear bear dear bears fear early earlier earn beard heard
47		oa ie		boat coat float stoat toad pie lie alien field auntie
48		igh		right bright fight light bright sigh high sight height
49		ai air		fair pair stair stairs sail tail snail brain train rain
50		ir ur		fire bird burn turn fur furry turning different under
51		ew ure		few new knew screw sew sure pure cure future every
52		ture sure		future capture adventure ensure surely measure treasure
53		a-e i-e		gave save place hide inside bike brave plane liked
54		o-e u-e		gone home come some phone once tune sure ensure pure
55		ph our		phone photo photograph dolphin pour sour flour
56		ous ough		mouse house famous cough though thought
57		tion		station invitation action fiction non-fiction
58		sian cian		Asian Russian magician

Lesson Progression: Years 3/4

Lesson	Warm Up	Focus Letter/s	Cluster/s	Words to Consolidate
1	i ii iii	i u	iu	immediate improve increase independent injure inquire interest island
2	i u iii	t	it ut	there their thought through white polite utter flutter butter
3	i t tt	n m	in mi	mention multiply material medicine murmur million nephew
4	i ii iii	p	pi ip	professor properly paragraph particular peculiar position possess
5		e c	ec ce	certain calendar continue early earn earth educate excite experiment
6	c cc ccc	o	co to	often occasion opposite chocolate concentrate conscience
7	c cc o oo	a d	ad da	accident approve difficult discover disturb decorate dictionary
8	cc ad ac	q	qu	quality quarrel quarter quickly quibble quest question equal
9	i ii iii	v w	vi aw	nile victory victorious vicious weary wilderness whole flaw
10	i ii iii	r	ri ar	recite recover register regular reign remember research wrist
11	c cc i	s x	si ix	sentence sew sure separate situate sufficient surprise exercise
12	c cc s ss	s x	sa es	surround sentences especially message hexagon explore extreme
13	i ii iii	l h	lo hi	half high heart heroic hectic library literacy lightning
14	i ili illi	b	be lb	bath behave building benefit bicycle balloon balance breath breathe
15	i ili illi	k f	ka ki	kill kindness knowledge freedom friendship fiend finance February
16	i e f	j		June July junior injure injury juice juicy jury jester
17	c a u	g y		guide guard grammar magical yogurt young younger yesterday
18		z		zoomed zero zebra zombie Zumba zone wizard hazard blizzard
19	c cc s ss	st sp		strength student stumble style stillness special spirit stupidly
20	c cc s ss	sn sc		snatch snuggle snuffle describe screen scratch scuffle
21	s sl sk	sk nk		skilful skinny sketch skeleton brink thankful stank yanked
22	ck ack cke	ck		flock flack flick flicked tricked sticking sticky attack jackal
23	it tr pr	tr pr		tricky triumph triumphant professor promise properly prove
24	ad dr cr	dr cr		drill dreamily drivel drastic crease create creation crouch crawl
25		br str		brought broadcast brawn strength strewn streaming strangle
26		spr scr		sprinkle spread sprightly sprain scrounge discretion discreet
27		sm mp		smidgen smattering smoulder smooth ample vampire revamp
28		gr ng		gracious gridlock grisly grimace wrong angle angular aching
29		ing		dripping icing dragging winning folding dancing stopping
30		ll oo		million billion dumb-bell wellington monsoon grooming balloon
31		ss all		mission possible impossible missile lesson guess address session
32		tw sw		twaddle tweak tweezers twilight swill swallow sweltering swindle
33		war ve		warlock warren wardrobe wary prove improve approve disapprove
34		ex qu		excite experience experiment explore aquatic quizzical inquire

35		sh shr		<i>fashion wishful shovel shimmer shudder shredded shrine</i>
36		th thr		<i>though through thread there these three their there they're</i>
37		ch tch		<i>chocolate cheese choke chill ache aching pitch witch hatching</i>
38		ed		<i>educated proved possessed educate educated excited described</i>
39		wh or		<i>whither whine wheedle original organised orphan sore portal</i>
40		ay le		<i>playful despicable manageable lettuce telephone leeway bicycle</i>
41		age dge		<i>wages ageing sausage carriage foliage wedge dredge sledging</i>
42		ou ow		<i>serious obvious precious curious furious ferocious suspicious delicious</i>
43		oi oy		<i>poison passion emotion appointment destroy employ annoy</i>
44		au aw		<i>distraught taught autumn automatic awe awkward awhile</i>
45		ea		<i>early cheat beach beast beastly search fearful fearfully</i>
46		ear		<i>early earnest fearful fearfully dearest dearth earthly sear rear</i>
47		oa ie		<i>soaking oasis oath soaring experience conscience families shield</i>
48		igh		<i>night bright sight weight flight fortnight eyesight might mighty</i>
49		ai air		<i>certain certainly chained airport ailment fairly flair chairman</i>
50		ir ur		<i>inquire irate retire direction irresponsible urgent curly purge</i>
51		ew ure		<i>sew few ewe dew chew chewy pure future injure allure</i>
52		ture sure		<i>adventure creature feature treasure pleasure surely assure</i>
53		a-e i-e		<i>punctuate congratulate concentrate decorate advertise promise</i>
54		o-e u-e		<i>prove abode whole produce improve recover injure crude</i>
55		ph our		<i>paragraph photocopy elephant phrase graphic aura dinosaur</i>
56		ous ough		<i>through plough cough rough enough thought brought drought</i>
57		tion		<i>nation station stationary intimidation inflation elevation</i>
58		sion cian		<i>division decision extension confusion explosion invasion television</i>

Lesson Progression: Year 5/6

Lesson	Warm Up	Focus Letter/s	Cluster/s	Words to Consolidate
1	i ii iii	i u	iu	impress imprison industry inferior influence interfere interrupt interview immense umpire unite utter
2	i u iii	t	it ut	talent tempt tomorrow tremendous terrible triumph twelfth tyrant itch theatre thorough
3	i t tt	n m	in mi	nation natural nuisance invincible medium mineral modest majesty majority military miracle nation nuisance
4	i ii iii	p	pi ip	prefer pronunciation protect purpose parallel parliament permanent persevere popular punctual
5		e c	ec ce	emigrate engineer enrol envelope estimate evidence embarrass career celebrate century curious
6	c cc ccc	o	co to	object operate opinion organise observe occupy omit origin committee convince correspond
7	c cc o oo	a d	ad da	affection ancient apparent accommodate analyse appreciate atmosphere definite destroy
8	cc ad ac	q	qu	que qualify quench query request equal equator equip enquire sphere mosquito
9	i ii iii	v w	vi av	vacant variety vary ventilate villain virtue volcano volume awkward whether wisdom wizard woollen wrench
10	i ii iii	r	ri ar	rapid realise reason receive receipt recent regret relevant remove resign revise rhyme rhythm ridiculous
11	c cc i	s x	si ix	sandwich saucepan sign solemn suit satisfy explanation sympathy syrup surprise superior
12	c cc s ss	s x	sa es	severe similar sincere society index exaggerate excavate exceed style succeed success suggest
13	i ii iii	l h	lo hi	legend leisure lecture lenient liquid haunt hearty height harass haughty hindrance hoax humility
14	i ili illi	b	be lb	bargain believe blemish boundary bruise stubborn wardrobe inhabitant bulb
15	i ili illi	k f	ka ki	knead knuckle favour familiar festival flavour forbid foreign forty fruit refuse
16	i e f	j		jealous juice junction jury jeopardy jettison journey justify injury jovial enjoyable
17	c a u	g y		garage germ govern government genuine gradual granite guarantee yacht yeast
18		z		zero zone zoology zeppelin zealous magazine seize horizon citizen citizenship zucchini
19	c cc s ss	st sp		statue demonstrate instrument historical restore especially species moisture inspiration
20	c cc s ss	sn sc		snivel snigger snazzy scheme rescue scene scenic description scrumptious scythe
21	s sl sk	sk nk		rascal skill skilful skirmish skittish skewer risky frisky thankful wrinkle rankle
22	ck ack cke	ck		jackal crackling Warwick whacked wickedness frolicking jockey picked chucked chicken
23	it tr pr	tr pr		tremendous triumph straiten intricate professional privilege pronunciation protect
24	ad dr cr	dr cr		dramatic dreary draught drastic hindrance create acre creation acrimonious fulcrum
25		br str		bruise brute brunette browse bravado brevity brochure celebrate calibrate distraction
26		spr scr		spree spruce sprocket sprightly scrounging screen scripture discreet description
27		sm mp		chasm smarmy smite smelt smirch smoulder smattering smithereens simper champion
28		gr ng		gradual granite gracious ungrateful egregious hunger thankful lightning exaggerating
29		ing		lightning exaggerating distracting crackling interviewing developing resigning believing

30		ll oo		marvellous woollen syllable galleon allergy attitude hurricane festoon zoology
31		ss all		passion session confession embarrass caller malled allergy allegiance alliance
32		tw sw		entwine entwined twilight twaddle twinning swingeing swathe sword sweltering
33		war ve		mary wardrobe awkward warrant deprive engrave livery improvement government
34		ex qu		exaggerate excavate exceed explanation equal equator equip sphere qualify mosquito
35		sh shr		shore Yorkshire Lancashire shouldn't fashionable shrapnel shrunken shrubbery shrine
36		th thr		thought theatre thorough thoughtful empathy enthral thrive throbbing throes
37		ch tch		ache aching breach mischief attach Machiavellian mischievous batch scratchy
38		ed		educate recommended managed schemed resigned estimated encouraged offended
39		wh or		whether while wharf wholesome erstwhile organisation minor instigator refrigerator
40		ay le		plea pleasant resemble electric challenge payroll bayonet daydream vocabulary average
41		age dge		garage anchorage luggage imagery encourage smudged dodged fudge cudgel
42		ou ow		oust encounter encourage encounter favour marvellous cower coward Moscow
43		oi oy		ointment pointless foiled poisonous play destroy deploy toying annoy annoying
44		au aw		curious draught naughty automobile nautical nausea raw awkward lawyer lawful
45		ea		east earthquake eavesdrop eagerness European stealthy steadfast treason meaningful
46		ear		bearable hearsay earnest earthly dearth dearest searching yearn appearance heartache
47		oa ie		oath oasis soave Croatia hoarder believe achieve befriend bonnie camaraderie scientific
48		igh		alight mighty downright enlighten foresight lightheaded overweight plight highway
49		ai air		aide aisle ailment aimless painful mainstay dairy fairgrounds glairing unfair
50		ir ur		irritate irresponsible irreplaceable acquired affirmative inquire capture culture
51		ew ure		askew curfew interview jewel renew whitewash agriculture brochure feature manufacture
52		ture sure		captured creatures features gesture posture assured enclosure insure pleasure surefooted
53		a-e i-e		imitate terminate illustrate phrase manage debate investigate narrate imagine deceive
54		o-e u-e		include introduce deduce moisture manufacture endure whole telescope Europe
55		ph our		sapphire typhoon phantom phased phoenix clamour courgette honour honourable
56		ous ough		various religious curious ridiculous mysterious ought rough wrought borough
57		tion		occupation nation national irrational application consideration interpretation pollution
58		sion cian		abrasion aversion mission decision precision politician electrician musician paediatrician

Year 1 Spelling Words

The sounds /f/, /l/, /s/, /z/ and /k/ spelt *ff, ll, ss, zz* and *ck, off, well, miss,*

The /ŋ/ sound spelt n before k *bank, think, honk, sunk*

Division of words into syllables *pocket, rabbit, carrot, thunder, sunset*

-tch *catch, fetch, kitchen, notch, hutch*

The /v/ sound at the end of words *have, live, give*

Adding s and es to words (plural of nouns and the third person singular of verbs) *cats, dogs, spends, rocks, thanks, catches*

Adding the endings -ing, -ed and -er to verbs where no change is needed to the root word *hunting, hunted, hunter, buzzing, buzzed, buzzer,*

Adding -er and -est to adjectives where no change is needed to the root word *grander, grandest, fresher, freshest, quicker, quickest*

ai *rain, wait, train, paid, afraid*

oi *oil, join, coin, point, soil*

ay *day, play, say, way, stay*

oy *boy, toy, enjoy, annoy*

a-e *made, came, same, take, safe*

e-e *these, theme, complete*

i-e *five, ride, like, time, side
hole*

o-e *home, those, wake, hope,*

u-e *June, rule, rude, use, tube, tune*

ar *car, start, park, arm, garden*

ee *see, tree, green, meet, week*

a (/i:/) *sea, dream, meat, each, read* (present tense)

ea (/ɛ/) *head, bread, meant, instead, read* (past tense)

er (/ɜ:/) (stressed sound): *her, term, verb, person*

er (/ə/) (unstressed schwa sound): *better, under, summer, winter, sister*

ir *girl, bird, shirt, first, third*

ur *turn, hurt, church, burst, Thursday*

oo (/u:/) *food, pool, moon, zoo, soon*

oo (/ʊ/) *book, took, foot, wood, good*

oa *boat, coat, road, coach, goal*

oe *toe, goes*

ou *out, about, mouth, around, sound*

ow (/aʊ/) *now, how, brown, down, town*

ow (/əʊ/) *own, blow, snow, grow, show*

ue *blue, clue, true, rescue, Tuesday*

ew *new, few, grew, flew, drew, threw*

ie (/aɪ/) *lie, tie, pie, cried, tried, dried*

ie (/i:/) *chief, field, thief*

igh *high, right, light, bright, right*

or *for, short, born, horse, morning*

ore *more, score, before, wore, shore*

aw sa au *author, August, dinosaur, astronaut*

air *air, fair, pair, hair, chair*

ear *dear, hear, beard, near, year*

ear (/ɛə/) *bear, pear, wear*

are (/ɛə/) *bare, dare, care, share, scared*

Words ending -y (/i:/ or /ɪ/) *very, happy, funny, party, family*

New consonant spellings

ph *dolphin, alphabet, phonics, elephant*

wh *when, where, which, wheel, while*

Using k for the /k/ sound *Kent, sketch, kit, skin, frisky*

Adding the prefix -un *unhappy, undo, unload, unfair, unlock*

Compound words *football, playground, farmyard, bedroom, blackberry*

Common exception words *w, draw, yawn, crawl*

First 100 High Frequency Words

a an as at if in

is it of off on can

dad had back and get big

him his not got up mum

but the to I no go

into

will that this then them with

see for now down look too

he she we me be was

you they all are my her

went It's from children just help

said have like so do some

come were there little one when

out what

don't old I'm by time house

about your day made came make

here saw very put oh their

people Mr Mrs looked called asked

could

Year 2 High Frequency Words to Learn

water away good want over
how did man going where
would or took school think
home who didn't ran know
bear can't again cat long
things new after wanted eat
everyone our two has yes
play take thought dog well
find more I'll round tree
magic shouted us other food
fox through way been stop
must red door right sea
these began boy animals never
next first work lots need
that's baby fish gave mouse
something bed may still found
live say soon night narrator
small car couldn't three head
king town I've around every
garden fast only many laughed
let's much suddenly told another
great why cried keep room
last jumped because even am
before Gran clothes tell key
fun place mother sat boat
window sleep feet morning queen
each book its green different
let girl which inside run
any under hat snow air

trees bad tea top eyes

fell friends box dark Grandad

there's looking end than best

better hot sun across gone

hard floppy really wind wish

eggs once please thing stopped

ever miss most cold park

lived birds duck horse rabbit

white coming he's river liked

giant looks use along plants

dragon pulled we're fly grow

Year 3 Must Learn Words

behave
building
certain
chocolate
difficult
discover
disturb
early
earn
earth
educate
February
guide
guard
half
heart
immediate
improve
increase
independent
injure
inquire
interest
island
junior
mention
multiply
often
produce
professor
promise
property
prove
recite
recover
register
regular
reign
remember
sentence
sew
strength
sure
thought
through

Year 4 Must Learn Words

accident
advertise
approve
benefit
bicycle
extreme
breath
breathe
calendar
concentrate
congratulate
conscience
continue
decorate
describe
dictionary
excite
experience
experiment
explore
grammar
knowledge
library
material
medicine
murmur
nephew
occasion
opposite
paragraph
particular
peculiar
position
possess
punctuate
quality
quantity
quarrel
quarter
separate
situate
sufficient
surprise
surround
weary

Year 5 Must Learn Words 1

affection
ancient
apparent
bargain
believe
blemish
boundary
bruise
career
celebrate
century
challenge
committee
convince
correspond
coward
create
curious
debate
deceive
decimal
definite
demonstrate
deprive
destroy
develop
electric
emigrate
encounter
encourage
endure
engineer
enrol
envelope
equator
equip
especially
estimate
evidence
exaggerate
excavate
exceed
explanation
favour
familiar

Year 5 Must Learn Words 2

festival
flavour
forbid
foreign
forty
fruit
garage
germ
govern(ment)
haunt
heartly
height
impress
imprison
include
index
industry
inferior
influence
inhabitant
instrument
interfere
interrupt
interview
introduce
investigate
jealous
juice
junction
jury
knead
knuckle
legend
leisure
length
manage
marvellous
medium
mineral
minor
mischief
mischievous
modern
modest
moisture

Year 5 Must Learn Words 3

object
operate
opinion
organise
phrase
prefer
pronunciation
protect
purpose
rapid
realise
reason
receive
receipt
recent
recommend
refuse
regret
relevant
remove
request
resemble
resign
restore
revise
rhyme
rhythm
ridiculous
sandwich
saucepan
seize
sign
solemn
statue
suit
talent
telescope
tempt
terminate
thorough
tomorrow
tremendous
umpire
unite
utter

vocabulary

zero

zone

Year 6 Must
Learn Words 1

accommodate
analyse
appreciate
atmosphere
attitude
average
awkward
embarrass
Europe
European
genuine
gradual
granite
guarantee
harass
haughty
hinder
hindrance
hoax
honour
horizon
humility
hurricane
identity
illustrate
imagine
imitate
immense
lawyer
lecture
lenient
lightning
liquid

Year 6 Must
Learn Words 2

magazine
majesty
majority
manufacture
military
miracle
mosquito
narrate
nation
natural
ninth
nuisance
observe
occupy
omit
origin
parallel
parliament
permanent
persevere
popular
privilege
punctual
qualify
quench
query
satisfy
scheme
severe
similar
sincere
society
sphere

Year 6 Must
Learn Words 3

stubborn
style
succeed
success
suggest
superior
surprise
syllable
sympathy
syrup
theatre
triumph
twelfth
tyrant
vacant
variety
vary
ventilate
villain
virtue
volcano
volume
wardrobe
whether
wisdom
wizard
woollen
wrench
yacht
yeast
zoology