

# Handwriting & Presentation Policy



**TOR BRIDGE**  
PRIMARY

Reviewed October 2022

## 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:**

- 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!
- Handwriting practice should concentrate on one main letter cluster at a time. These clusters should be linked to 'hot spots' in spelling.
- 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.
- Handwriting practice should be little and often becoming less frequent as the child becomes proficient with emphasis moving on to spelling.
- 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 learning.

## '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:

- ☛ Teacher identifies the letter, hot spot/cluster to be practised;
- ☛ 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;
- ☛ This is followed by practising the letter/hot spot/cluster horizontally;
- ☛ The words with that cluster are then practised vertically (e.g. cat, mat, sat);
- ☛ 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>

## Before Starting

### Equipment:

- **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.
- **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.
- **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. 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.
- **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.
- **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:

- Identify left-handers and sit them on the left-hand side of the table preferably where there is no traffic.
- 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.
- 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:**

- Children should adopt their own style when ready, however this style must be legible fluent and fast.
- Letters should be taught as uprights but children may decide to slope, which is fine as long as the slope is consistent.
- Adhere to the school policy when teaching and modelling handwriting. Use marking and display as opportunities for the school's handwriting style.
- The Handwriting Policy will start in Year R with pre-cursive style and develop in Year 1 to a cursive style.
- Appropriate pencil grip must be a focus in N, R & KS1.
- Only lower case letters would be joined, not capitals.
- 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	<sup>c</sup> <sup>cc</sup> ccc	o	co to	to on one old could come wood foot good
7	<sup>c</sup> <sup>cc</sup> <sup>o</sup> <sup>oo</sup>	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	<sup>c</sup> <sup>cc</sup> <sup>s</sup> 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	<sup>c</sup> <sup>cc</sup> <sup>s</sup> ss	st sp		sound soon she share short summer sister
20	<sup>c</sup> <sup>cc</sup> <sup>s</sup> 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 organsie 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