

# 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 <i>Taught in RWI</i>	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 <ul style="list-style-type: none"> <li><i>Taught within RWI lessons</i></li> </ul>	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 <ul style="list-style-type: none"> <li><i>Taught during daily handwriting lessons – approx. 10-15 mins per day.</i></li> </ul>	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 <ul style="list-style-type: none"> <li><i>Handwriting lesson once a week</i></li> </ul>	Write legibly and fluently, with increasing speed, Choose style of letter; choose which letters to join; choose writing implement which best suits task. <ul style="list-style-type: none"> <li><i>Handwriting within a carousel of English activities</i></li> </ul>		
Year group spelling patterns	Use phonic knowledge to write words in ways which match spoken sounds Some words are spelt correctly and others are phonetically plausible Write some irregular words	Spell words containing each of the 40+ phonemes already taught <ul style="list-style-type: none"> <li><i>RWI lessons and spelling homework matched to RWI books</i></li> </ul>	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. <ul style="list-style-type: none"> <li><i>Weekly spelling homework/tests</i></li> <li><i>Spelling in grammar and writing lessons</i></li> </ul>	<i>Y3 spell to excel programme</i>	<i>Y4 spell to excel programme</i>	<i>Y5 spell to excel</i>	<i>Y6 spell to excel</i>
Common Exception word and contractions spelling	<i>RWI lessons</i>	Spell common exception words /days of the week <ul style="list-style-type: none"> <li><i>RWI lessons</i></li> <li><i>Yr 1 spelling cards</i></li> </ul>	Spell common exception words Spell more words with contracted forms <ul style="list-style-type: none"> <li><b>Y2 Spelling cards</b></li> <li><i>Focus on key CE words in writing lessons</i></li> <li><i>Spelling homework and tests</i></li> </ul>	Spell common exception words and words that are often misspelt. <i>Y3&amp;4 spelling cards &amp; additional spelling cards</i>			
Adding suffixes		Add prefixes & suffixes <i>-s, -es, -ing, -ed, -er, and -est (where no change to root word needed)</i> Un- <ul style="list-style-type: none"> <li><i>RWI groups and whole class writing lessons including slow write</i></li> </ul>	Add suffixes to spell longer words: - ment, -ness, -ful, -less, -ly <ul style="list-style-type: none"> <li><i>SPAG lessons once a week</i></li> <li><i>Spelling homework</i></li> <li><i>Whole class writing lessons</i></li> </ul>	Use further prefixes and suffixes and understand how to add them <i>Spell to Excel Spelling games as part of English carousel</i>	<i>Spell to Excel Spelling games as part of English carousel</i>		
Homophones			Distinguish between homophones and near homophones <ul style="list-style-type: none"> <li><i>Y2 spelling homework</i></li> </ul>	Spell further homophones <ul style="list-style-type: none"> <li><i>Spell to excell</i></li> </ul>	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 <ul style="list-style-type: none"> <li><i>RWI lessons – yellow books onwards</i></li> </ul>		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 <ul style="list-style-type: none"> <li><i>RWI – Hold a sentence</i></li> </ul> Spell using the possessive apostrophe – singular <ul style="list-style-type: none"> <li><i>Grammar lesson – summer term</i></li> <li><i>Writing tasks such as slow write.</i></li> </ul>	Write from memory simple sentences dictated by the teacher that include words using GPCs and common exception words and punctuation taught so far <ul style="list-style-type: none"> <li><i>RWI</i></li> <li><i>Sentence practise dictations</i></li> </ul>	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 <ul style="list-style-type: none"> <li><i>Grammar lessons within English units</i></li> </ul>	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 <ul style="list-style-type: none"> <li><i>RWI lessons – green books onwards</i></li> </ul> Introduction to capital letters, full stops, question marks & exclamation marks to demarcate sentences. <ul style="list-style-type: none"> <li><i>RWI lessons</i></li> </ul>	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences. <ul style="list-style-type: none"> <li><i>RWI lessons</i></li> <li><i>Wednesday Grammar Lessons</i></li> </ul> Commas to separate items in a list. <ul style="list-style-type: none"> <li><i>Wednesday Grammar lessons</i></li> </ul>	Introduction of inverted commas	Use of inverted commas and other punctuation to indicate direct speech.  Apostrophes to mark plural possession.	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

		<b>Capital letters for names and the personal pronoun I.</b> <i>RWI lessons</i>	<b>Apostrophes to mark letters are missing in spelling and to mark singular possession in nouns.</b> <ul style="list-style-type: none"><li>• Wednesday grammar lessons</li></ul>		<b>Use of commas after fronted adverbials.</b>		<b>within lists.</b> <b>Punctuation of bullet points to list information.</b> <b>How hyphens can be used to avoid ambiguity.</b>
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