



Nor | hbourne
CE | Primary School
Nurturing Excellence.

Writing

Long Term Plan

Being a Writer at Northbourne

“If we want pupils to write well, we must give them something worth writing about.”

— Mary Myatt

At Northbourne CE Primary School, English lies at the heart of our vision of Nurturing Excellence. We are committed to enabling every child to flourish academically, personally and spiritually through the development of strong writing skills. We use a text-based approach to teaching writing. Carefully chosen, language-rich books ‘hook’ children into their learning. This not only strengthens reading within our English curriculum but also inspires their writing. Each text acts as an ‘umbrella’, under which pupils write for a clear purpose and audience, exploring a range of fiction, non-fiction and poetry outcomes.

Structure and Progression

Our long-term writing curriculum is carefully sequenced to ensure that, as children progress through the school, their knowledge and skills develop in an age-appropriate and coherent way. Our medium-term Northbourne Writing Journey approach provides clear, structured two-to-three-week teaching units in which pupils learn to write by first understanding what successful writing looks like (Part 1) before applying this knowledge independently for a clear purpose and audience (Part 2).

Part 1: How does the writer do it?

This stage focuses on understanding ‘what a good one looks like’, ensuring pupils develop the knowledge and skills needed for success.

Each unit begins with a rich, high-quality text that drives the learning. Teachers provide carefully crafted examples of the chosen outcome (WAGOLLS), inspired by the text, to model expectations clearly.

During this phase, children explore how the writer crafts the text and build the vocabulary and background knowledge needed to write successfully. Pupils analyse model texts to understand how effective writing is constructed, focusing on:

- Purpose and audience of the text
- How the text is structured, including organisation and sequencing
- How language is used to create effect, including vocabulary, grammar, linguistic devices and sentence structures
- Understanding the form and key writing techniques

Children are given frequent, purposeful opportunities for regular, structured writing tasks, allowing them to practise and apply key skills in context. This ensures that grammar and punctuation are embedded meaningfully, rather than taught in isolation.

By the end of this stage, pupils are confident and well-prepared to begin their own writing.

Part 2: How can I do it?

In this stage, teachers continue to develop the skills and behaviours of a writer, while pupils apply their learning to create a written outcome for a chosen purpose and audience.

Children move through the writing process, including:

- Gathering and generating ideas
- Planning their writing
- Drafting their initial piece
- Evaluating, editing and proofreading to refine their work
- Publishing their final outcome

Pupils are supported to develop increasing independence and are encouraged to take risks, experiment with language and view mistakes as an important part of learning. Teachers continue to model and scaffold as needed to ensure all pupils can succeed.

The unit culminates in opportunities to publish and present writing, giving their work a clear sense of purpose.

Handwriting and Spelling (Transcription)

Handwriting and spelling are taught explicitly to develop fluent, automatic transcription, enabling pupils to focus on the composition of their writing.

Handwriting (Pages 14 &15)

Handwriting at Northbourne is designed to develop fluent, legible and automatic writers, enabling pupils to record their ideas with ease and focus on composition.

Handwriting is taught explicitly from the very beginning and practised daily until pupils can write legibly and with ease. Using our Penpals scheme, children in the Early Years and Key Stage 1 develop a secure pencil grip, correct letter formation and consistent size and orientation, ensuring strong foundations for writing.

As pupils progress through Key Stage 1, they develop a clear, legible style and are introduced to basic joins. This regular, structured practice supports automaticity, allowing pupils to write with increasing fluency and focus more fully on their ideas.

In Key Stage 2, pupils continue to refine their handwriting, with a focus on fluency, legibility and speed. They are expected to use joined handwriting across the curriculum and adapt their presentation for different purposes and audiences. Teaching is adapted to ensure that all pupils achieve a fluent and legible style, with additional practice provided where needed.

Handwriting remains a key element of transcription across the school. It is consistently modelled, practised and monitored, enabling pupils to develop confidence and take pride in their written work.

Spelling (Pages 16 to 19)

Alongside handwriting, spelling at Northbourne is designed to develop automatic, accurate and fluent spellers, enabling pupils to focus on composition and communicate their ideas effectively.

In Key Stage 1, Year 1 pupils follow the Read Write Inc. phonics programme for spelling, learning both decodable (green) words and common exception (red) words.

From Year 2 to Year 6, pupils build on this foundation by learning spelling rules and patterns from the National Curriculum through the No Nonsense Spelling programme. Teaching is underpinned by the Northbourne teaching principles, ensuring knowledge is explicitly taught, regularly revisited and applied so that it is retained in long-term memory.

Lesson sequences follow a clear structure of Review > Teach > Practise > Apply, enabling pupils to build on prior learning, develop secure understanding, and apply their spelling knowledge in meaningful contexts.

Daily dictation forms an important part of this process. Carefully planned sentences include recently taught spelling patterns, common misconceptions and familiar sentence structures, allowing pupils to apply their knowledge within meaningful contexts rather than in isolation.

Teachers use dictation to identify common errors in spelling, punctuation and handwriting, which are addressed through immediate feedback and discussion. Pupils are encouraged to self-correct and refine their work, supporting accuracy and embedding learning.

Dictation also provides opportunities to revisit and apply prior learning, for example by adapting sentences using different grammatical structures or vocabulary. This strengthens retention and supports pupils in transferring their spelling knowledge into independent writing.

Teaching Principles

Across all aspects of writing at Northbourne, teaching follows a consistent, structured approach that reflects our whole-school teaching principles.

Learning is carefully sequenced to include review of prior learning, explicit teaching, modelling, practice and application, ensuring that pupils build secure knowledge over time. Frequent opportunities for retrieval, practice and application, including regular, structured writing tasks and daily dictation, ensure that knowledge is revisited and embedded in long-term memory.

Living Our Values Through Writing

Our writing curriculum actively promotes our core values of **Courage**, **Compassion** and **Community**:

- Pupils show courage when they take risks in their writing, experiment with language and share their ideas.
- They develop compassion by writing about different perspectives, cultures and experiences.
- A sense of community is fostered as pupils write for real audiences, collaborate and celebrate each other's work.

Assessment

Assessment in writing is integral to teaching and learning at Northbourne and is used to support pupils in making strong and sustained progress. Assessment is aligned with the expectations of the National Curriculum, ensuring that pupils' writing is evaluated against age-related standards.

Formative assessment is embedded within everyday classroom practice. Teachers use live marking, questioning and observation to identify misconceptions in spelling, punctuation, grammar and composition. Immediate feedback enables pupils to refine and improve their work in the moment, while targeted prompts and challenge questions support pupils to deepen and extend their writing. Teachers assess pupils' ability to write effectively for a range of purposes and audiences, including the organisation of ideas, use of language for effect and overall coherence. Assessment information is used to adapt teaching, address misconceptions and provide targeted support.

Regular opportunities for retrieval and application, including regular, structured writing tasks and dictation, further support teachers in assessing pupils' understanding and identifying next steps.

Summative assessment takes place at three key points across the year (December, Spring and Summer), enabling teachers to evaluate pupils' attainment and progress over time. Teachers use Oxford Diocesan Schools Trust (ODST) descriptors, which reflect National Curriculum expectations, to support professional judgement, assessing pupils as Greater Depth, On Track, Just Below or Below. This information is used diagnostically to identify specific gaps and inform subsequent teaching, supporting appropriate support and challenge for all pupils.

Through this balanced approach, assessment supports the aims of the curriculum, ensuring that pupils know more, remember more and apply their learning with increasing fluency and independence.

Inclusion and Excellence for All

Writing at Northbourne is designed to be ambitious and accessible for all pupils, ensuring that every child can succeed as a writer.

Teaching is adapted to meet the needs of all learners, including those with SEND and those who may be vulnerable. Additional support, such as model texts, sentence stems, vocabulary scaffolds and structured planning, enables all pupils to access the curriculum and succeed. These supports are carefully reduced over time to promote independence.

The use of a visualiser supports all pupils in understanding how writing is developed, organised and presented on the page, making expectations clear and supporting pupils to improve their own work.

Our writing curriculum has been deliberately designed with our most vulnerable pupils in mind, ensuring that they are provided with the background knowledge and vocabulary they may otherwise lack. Through rich texts, explicit teaching and repeated opportunities for application, pupils are supported to build the knowledge needed to write successfully.

Through this inclusive approach, pupils develop confidence, resilience and independence as writers.

Writing in the Early Years

Our EYFS Writing Long Term Plan is underpinned by the principles of the Early Years Foundation Stage Framework and informed by the DfE Writing Framework and Strong Start guidance. We recognise that successful writing development begins long before children formally write sentences and is built upon secure foundations in communication and language, physical development, play, storytelling and early mark making.

We believe that every child should develop confidence, independence and enjoyment as a writer. Our curriculum provides rich opportunities for children to develop vocabulary, rehearse ideas orally and engage in purposeful writing experiences through both adult-directed teaching and child-initiated play. Writing is embedded throughout the learning environment and linked to meaningful experiences, high-quality texts and children's interests.

In line with the Writing Framework, our approach places strong emphasis on the explicit teaching of transcription skills, including handwriting and spelling through systematic synthetic phonics, alongside the development of oral composition. Children are supported to articulate ideas verbally before recording them and are given regular opportunities to practise and apply their developing skills in authentic contexts.

Our curriculum progression reflects the developmental journey from gross and fine motor development and early mark making through to writing recognisable letters, spelling words phonetically and composing simple phrases and sentences in line with the Early Learning Goals. Teaching is responsive, inclusive and carefully adapted to meet the needs of all learners, ensuring every child is supported to achieve success and develop a positive identity as a writer.

Think Like a Writer (Pages 18 & 19)

To support the development of confident, independent writers, every classroom displays our "Think Like a... Writer" prompts. These act as a shared language for writing across the school and help pupils to internalise the behaviours, habits and thought processes of successful writers.

The prompts have been carefully designed to reflect the developmental journey of our pupils. In Key Stage 1, children are encouraged to focus on the fundamental skills needed to communicate meaning successfully, including sentence construction, basic transcription skills and an awareness of audience. As pupils move into Key Stage 2, the prompts develop to emphasise the more sophisticated decisions writers make, such as planning for purpose, organising ideas, selecting vocabulary deliberately and evaluating the effectiveness of their writing.

The posters are not intended to be used as a checklist to be completed, but as a tool to support metacognition. They encourage pupils to think about the choices they make as writers, helping them to develop independence and take increasing ownership of the writing process. Teachers use the prompts consistently when modelling writing, providing feedback and facilitating discussion about effective writing, ensuring that expectations remain clear and consistent across the school.

By embedding these habits and routines over time, pupils develop a stronger understanding of what effective writers do. This supports our wider aim of enabling children to become reflective, resilient and purposeful writers who can draw upon a secure understanding of the writing process when writing for a range of audiences and purposes.

Term 1

All About Me

Starting School, My New Class, Friendship, My Family, Caring For Each Other, Living Things & Our Environment.



Peter Rabbit

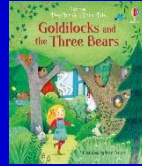


Looking After Rabbits
Usborne

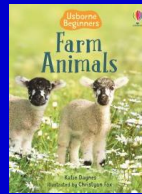
Term 2

Terrific Tales

Traditional Tales, Celebrating Differences, Black History Month, Celebrating Events Of The Past.



Goldilocks and the Three Bears



Farm Animals
Usborne

Term 3

Ice and Stars

Maps, Seasons And Habitats, Life Cycles, Hibernating And Nocturnal Animals, Hot And Cold Countries.



Whatever Next!
Jill Murphy



Sun, Moon and Stars
Usborne

Term 4

Come Outside

Plants, Flowers, Growing, Weather And Seasons, Where Does Our Food Come From What Can We Grow



We're Going on a Lion Hunt
David Axtel



Bugs
Usborne

Term 5

Where in the World

Our Locality, Where We Like To Go, Holidays, Different Countries And Cultures, Maps And Globes



The Tiger Child
Joanna Troughton



First Atlas
Collins

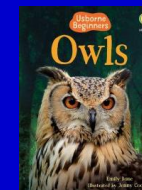
Term 6

Changes

How Have We Changed, What Makes Our Feelings Change, Changes To Materials, Freezing, Melting And Heating, Cooking.

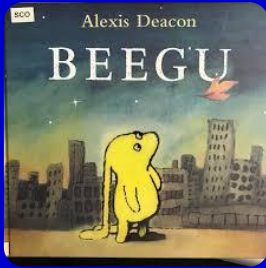


Owl Babies
Alexis Deacon



Owls
Night Animals
Usborne

Term1



Beegu
Alexis Deacon

Non-Fiction

Outcome:

How to be an exceptional friend (instructions)

Audience and purpose:

Reception children. Learn how to be a good friend

Effect:

Help the reader know some good strategies.

Poetry

Outcome: Performance

Poetry

Audience and purpose:

The Year 1s/The Year 2s. To teach kindness to others

Effect:

To understand how to help others be kind.

Short Burst Wites

1. Predictions
2. Thought bubbles for feelings

Term2



Little Red Riding Hood
Lucy Rowland

Fiction

Outcome:

Retell

Audience and purpose:

Library. To entertain and engage

Effect:

To know an alternate traditional tale

Non-Fiction

Outcome:

Complaint letter

Audience and purpose:

The wolf. To complain about the wolf's poor behaviour

Effect:

To make the wolf feel like he wants to make amends

Poetry

Outcome:

Create a verse about Little Red Reading Hood

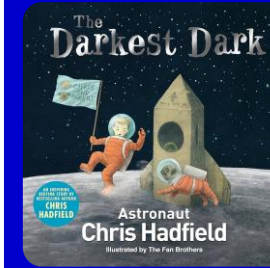
Audience and purpose:

Mrs Allmond. To have Little Red Reading Hood included in the original poem

Effect:

To know ensure all characters are represented.

Term3



The Darkest Dark
Chris Hadfield

Fiction

Outcome:

Setting description of the view from the moon.

Audience and purpose:

People back on Earth. So they could imagine what it was like in space.

Effect:

Amazement about the view from the moon

Non-Fiction

Outcome:

Instruction writing – How to brush your teeth in space

Audience and purpose:

People who want to be astronauts. Clear steps so budding astronauts can learn.

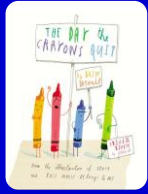
Effect:

For the reader to feel informed.

Poetry

Outcome: Comparing poems

Term 4



The Day the Crayons Quit
Drew Daywalt



The Day the Crayons Came Home

Non-Fiction

Outcome:
Complaint letter

Audience and purpose:
KS1 children. To complain about the treatment of the felt tips

Effect:
To ensure the children look after them in future

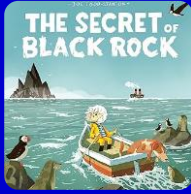
Poetry

Outcome:
Performance poetry

Audience and purpose:
Mrs Parsons

Effect:
To make the listener laugh>

Term 5



The Secret of Black Rock
Joe Todd Stanton

Fiction

Outcome:
Retell

Audience and purpose:
People who like adventure stories. To entertain.

Effect:
To feel surprised at the true secret of Black Rock

Non-Fiction

Outcome: Warning Poster

Audience and purpose: People in the fishing village. To Warn them of the dangers

Effect:
Feel wary of Black Rock so they avoid it.

Poetry

Outcome:
To innovate the poem

Audience and purpose:
Children who go to the library. To encourage others to read poetry

Effect:
To make the reader laugh

Short Burst Wites

1. Setting description of under the sea

Term 6



The Vanishing Lake
Paddy Donnelly

Fiction

Outcome:
Create a story about a made-up sea creature
Audience and Purpose:

Year 3s and 4s
To entertain

Effect:
So the reader feels nervous about the problem and relieved about the resolution.

Non-Fiction

Outcome:
Fact file

Audience and Purpose:
Reception children. To inform.

Effect:
So the reader knows what to look out for

Poetry

Outcome:
To create a verse/line for their own creature

Audience and purpose:
KS1 classes. To spark their imagination

Effect:
To help them visualise the fish

Term1



The First Drawing
Mordicai Gerstein

Fiction

Outcome: Character description of a woolly mammoth

Audience and purpose: To create an image in the reader's head

Effect: reader gets a clear image of the animal

Outcome: Recount

Audience and purpose: To dig deeper into how the main character feels.

Effect: Reader feels a strong sense of how the characters felt

Non-Fiction

Outcome:

Non- chronological report

Audience and purpose:

To provide children with a clear understanding of life as a child during the Stone Age

Effect:

Audience will have a stronger understanding of life during the Stone Age.

Poetry

Outcome:

Create own shape poem

Audience and purpose:

Children, to entertain.

Effect:

Audience will feel amused.

Term2



Flood
Alvaro F. Villa

Fiction

Outcome: Diary entry

Audience and purpose:

To demonstrate how the character feels and the reasons for their actions

Effect: The reader will empathise with the character and recognise the importance to look after the environment.

Non-Fiction

Outcome:

Newspaper report

Audience and purpose:

Local villagers. To inform them of what happened.

Effect:

Audience feel informed about the natural disaster.

Poetry

Outcome:

Nature lyric poem

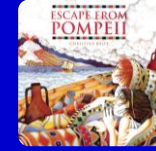
Audience and purpose:

To entertain

Effect:

Audience feel calm and connected with nature.

Term3



Escape from Pompeii
Christina Balit

Fiction

Outcome: Setting description

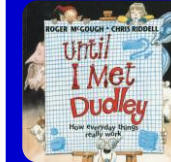
Audience and purpose: Provide a detailed image of the setting to children who are learning about the Romans.

Effect: to give the reader a clear image of what Pompeii was like before and after the natural disaster.

Outcome: Story ending

Audience and Purpose: To entertain the reader

Effect: The reader will be entertained.



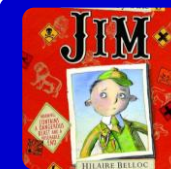
Until I Met Dudley
Roger McGough

Non-Fiction

Outcome: Write own explanation text in an imaginative way.

Audience and purpose: to explain how something works in a humorous way

Effect: audience will be entertained.



Jim A
Cautionary Tale
Hilaire Belloc

Poetry

Outcome: To write their own cautionary tale

Audience and purpose: Children who may not always follow the rules.

Effect: to entertain and make children laugh, but also think about the importance of following the rules.



Term 4



Ocean Meets Sky
The Fan Brothers

Fiction

Outcome:
Alternative ending

Audience and purpose:
Children who enjoy imaginative picture book

Effect:
To entertain and immerse the reader in a vivid imaginative world.



George's
Marvellous
Medicine
The Fan Brothers

Nbn-Fiction

Outcome:
Write their own 'revolting' recipe

Audience and purpose:
Other children who enjoy magical, humorous texts.

Effect:
To entertain and instruct

Term 5



Kai and the
Monkey King
Joe-Todd Stanton

Fiction

Outcome: alternative narrative
Audience and purpose: children reading the monkey king- to understand how the monkey king was caught.
Effect: to entertain



Holiday Island
brochure

Nbn-Fiction

Outcome: Persuasive leaflet for a fictional island.
Audience and purpose: Persuade people to visit the island (all ages)
Effect: inform and persuade the reader

Haikus

Poetry

Outcome: To write their own Haiku poem
Audience and purpose: Other children and purpose is to perform.
Effect: entertain the reader and encourage performance.

Term 6



A Midsummer
Night's Dream
William Shakespeare

Fiction

Outcome: Narrative in 1st person
Audience and purpose: Children reading the books. To develop and deepen their understanding of the characters.
Effect: The audience will have a deeper understanding of how the characters feel during a part of the story.

Autobiography

Nbn-Fiction

Outcome: Autobiography
Audience and purpose: The next teacher. To portray themselves clearly.
Effect: The reader learns all about their next pupils.

Tanka and Cinquains

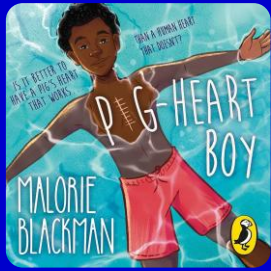
Poetry

Outcome: Write their own.
Audience and purpose: Other children and purpose is to perform.
Effect: Reader is entertained.

Short Burst Wites

1. Letter to new teacher

Term1



Pig Heart Boy
Malorie Blackman

Fiction

Outcome: Action Narrative
Audience and purpose: Someone who likes action in fiction – to captivate and build suspense through action in a narrative.
Effect: Scared, anxious, not knowing what happens next.

Non-Fiction

Outcome: Discussion Text
Audience and purpose: to inform and discuss; someone considering xenotransplantation
Effect: Supported to make a decision; challenged on their current ideas

Poems with Oxymorons

Poetry

Outcome: Class book of poetry
Audience and purpose: To create descriptive poems with oxymorons
Effect: To feel emotion and empathy for what the poet is conveying

Short Burst Wites

1. Dialogue in narrative
2. News report: first heart transplant

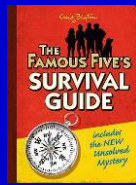
Term2



Coraline
Neil Gaiman

Fiction

Outcome: Chase scene
Audience and purpose: Write to entertain readers of Coraline or readers who like to feel tense or nervous.
Effect: Scared, anxious, adrenaline rush.



Famous Five
Survival Guide
Enid Blyton

Non-Fiction

Outcome: Survival guide
Audience and purpose: People who want travel and survive in Coraline's parallel world; to give more information for first time reader's of Coraline.
Effect: Confidence and knowledge to survive in a new location

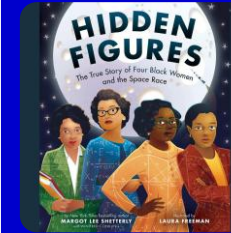


Flame
Rachel Rooney

Poetry

Outcome: Stylistic language poem
Audience and purpose: Creating intrigue and to evoke questions among the reader. Parents and family through Google Classroom.
Effect: emotions.

Term3



Hdden Figures
Margot Lee Shetterly

Fiction

Outcome: A sequence of diary entries as Alexei Leonov being the first person to spacewalk
Audience and Purpose: Someone who is interested in space and history and the Space Race
Effect: Empathy for Alexei; excitement, fear and uncertainty

Non-Fiction

Outcome: Report on NACA and NASA
Audience and purpose: Someone interested in the history of NASA and the Space Race
Effect: Informed with interesting information



Caged Bird
Maya Angelou

Poetry

Outcome: To create a poem which reflect two opposing themes e.g. freedom vs being trapped
Audience and purpose: For peers who are learning about feelings and concept of freedom. To express their understanding of concepts such as freedom, courage and resilience.

Short Burst Wites

1. Job Advert for a human computer
2. Job reference for Dorothy Vaughn as her univeristy tutor
3. Formal letter to a judge as Mary Jackson



Term 4



Who Let the Gods Out
Maz Evans

Fiction

Outcome: a rewrite of a scene from another character's perspective
Audience and purpose: Readers of Who Let the Gods Out to understand the choices of another character
Effect: Tension and concern as Elliot is drawn into helping him.

Non-Fiction

Outcome: A formal online news report written in the style of a BBC website article
Audience and purpose: An online audience looking for clear, factual and engaging news
Effect: informed and engaged. They should understand the key facts of the event, recognise its importance, and feel surprised or intrigued by what has happened.



The Listeners
Walter de la Mare

Poetry

Outcome: To rewrite the poem from the listeners perspective.
Audience and purpose: For readers who enjoy mystery and fantasy or the supernatural. To entertain and engage the imagination of the readers by creating atmosphere and mystery.
Effect: mystery, not knowing what is going to happen, ambiguity.

Term 5



The Arrival
Shaun Tan

Fiction

Outcome: An extended dialogue based on characters in The Arrival
Audience and purpose: to integrate dialogue to inform the reader and advance the action
Effect: Emotion and empathy for the characters; understanding of what is affecting these people



Who Are You Calling Weird?
Marilyn Singer

Non-Fiction

Outcome: Information text on an imaginary animal
Audience and purpose: people who are interested in unique animals, readers of information books
Effect: to believe our creature is real with a little uncertainty that it could exist.

Worst Day Ever
Charlie Gorkin

Poetry

Outcome: To create a 'reverse' poem linked to the events in The Arrival.

Short Burst Wites

1. Informal emotional letter to his family back home
2. Formal letter to an official in the country he is emigrating to

Term 6



Great Adventurers
Alistair Humphreys

Fiction

Outcome: Retell the event from an alternative perspective
Audience and purpose: readers interested in survival stories; to show how perspective changes the understanding of an event
Effect: Shock, tension, empathy for the narrator

Non-Fiction

Outcome: Profile page for Chapman and Mallison
Audience and purpose: people reading or learning about survival stories
Effect: admiration, empathy



A Kid In My Class
Rachel Rooney

Poetry

Outcome: To create a poem which reflects a character's personality and traits.
Audience and purpose: To create entertaining poems for the Yr6 leavers to take with them.
Effect: entertained, to find it funny.

Short Burst Wites

1. Dialogue between Chapman and Mallison while they are trapped underwater
2. An internal monologue of John Capes

Handwriting Progression

Foundation 1/3-5 years

Developing gross motor skills

- 1 Whole-body responses to the language of movement
- 2 Large movements with equipment
- 3 Large movements with malleable materials
- 4 Body responses to music

Developing fine motor skills

- 5 Hand and finger play
- 6 Making and modelling
- 7 Messy play
- 8 Links to art
- 9 Using one-handed tools and equipment
- 10 Hand responses to music

Developing patterns

- 11 Pattern-making
- 12 Investigating dots
- 13 Investigating straight lines and crosses
- 14 Investigating circles
- 15 Investigating curves, loops and waves
- 16 Investigating joined straight lines and angled patterns
- 17 Investigating eights and spirals

Foundation 2/Primary 1

Term 1

- 1 Dots
- 2 Straight lines and crosses
- 3 Circles
- 4 Waves
- 5 Loops and bridges
- 6 Joined straight lines
- 7 Angled patterns
- 8 Eights
- 9 Spirals
- 10 Left-to-right orientation
- 11 Mix of patterns
- 12 Review of patterns

Term 2

- 13 Introducing long-legged giraffe letters: *l*
- 14 Practising long-legged giraffe letters: *l, i*
- 15 Practising long-legged giraffe letters: *u, t*
- 16 Practising long-legged giraffe letters: *j, y*
- 17 Practising all the long-legged giraffe letters: *l, i, t, u, j, y*
- 18 Introducing one-armed robot letters: *r*
- 19 Practising one-armed robot letters: *b, n*
- 20 Practising one-armed robot letters: *h, m*
- 21 Practising one-armed robot letters: *k, p*
- 22 Practising all the one-armed robot letters: *r, b, n, h, m, k, p*

- 23 Practising all the long-legged giraffe and one-armed robot letters
- 24 Reviewing all the long-legged giraffe and one-armed robot letters

Term 3

- 25 Introducing curly caterpillar letters: *c*
- 26 Practising curly caterpillar letters: *a, d*
- 27 Practising curly caterpillar letters: *o, s*
- 28 Practising curly caterpillar letters: *g, q*
- 29 Practising curly caterpillar letters: *e, f*
- 30 Practising all the curly caterpillar letters: *c, a, d, o, s, g, q, e, f*
- 31 Practising all the curly caterpillar, long-legged giraffe and one-armed robot letters
- 32 Introducing zig-zag monster letters: *z*
- 33 Practising zig-zag monster letters: *v, w, x*
- 34 Practising all the zig-zag monster letters: *z, v, w, x*
- 35 Practising all the curly caterpillar and zig-zag monster letters
- 36 Reviewing all the curly caterpillar and zig-zag monster letters

Year 1/Primary 2

Term 1

- 1 Practising long-legged giraffe letters
- 2 Writing words with *ll*
- 3 Introducing capitals for long-legged giraffe letters
- 4 Practising one-armed robot letters
- 5 Practising long-legged giraffe letters and one-armed robot letters
- 6 Introducing capitals for one-armed robot letters
- 7 Practising curly caterpillar letters
- 8 Writing words with double *ff*
- 9 Writing words with double *ss*
- 10 Introducing capitals for curly caterpillar letters

Term 2

- 11 Practising long-legged giraffe letters, one-armed robot letters and curly caterpillar letters
- 12 Practising zig-zag monster letters
- 13 Writing words with double *zz*
- 14 Mixing all the letter families
- 15 Practising all the capital letters
- 16 Practising all the numbers 0-9
- 17 Writing words with *ck* and *qu*
- 18 Practising long vowel phonemes: *ai, igh, oo*
- 19 Practising vowels with adjacent consonants: *ee, oa, oo*
- 20 End-of-term check

Term 3

- 21 Numbers 10-20: spacing
- 22 Practising *ch* unjoined
- 23 Introducing diagonal join to ascender: *ch*
- 24 Practising *ai* unjoined
- 25 Introducing diagonal join, no ascender: *ai*
- 26 Practising *wh* unjoined
- 27 Introducing horizontal join to ascender: *wh*
- 28 Practising *ow* unjoined
- 29 Introducing horizontal join, no ascender: *ow*
- 30 Assessment

Year 2/Primary 3

Term 1

- 1 Practising diagonal join to ascender: *th, ch*
- 2 Practising diagonal join, no ascender: *ai, ay*
- 3 Practising diagonal join, no ascender: *ir, er*
- 4 Practising horizontal join to ascender: *wh, oh*
- 5 Practising horizontal join, no ascender: *ow, ou*
- 6 Introducing diagonal join to e: *le, ue*
- 7 Introducing horizontal join to e: *oe, ve*
- 8 Introducing *ee*
- 9 Practising diagonal join, no ascender: *le*
- 10 Writing numbers 1-100

Term 2

- 11 Introducing diagonal join to anticlockwise letters: *ea*
- 12 Practising diagonal join to anticlockwise letters: *igh*
- 13 Practising diagonal join to anticlockwise letters: *dg, ng*
- 14 Introducing horizontal join to anticlockwise letters: *oo, oa*
- 15 Practising horizontal join to anticlockwise letters: *wa, wo*
- 16 Introducing mixed joins for three letters: *air, ear*
- 17 Practising mixed joins for three letters: *oor, our*
- 18 Practising mixed joins for three letters: *ing*
- 19 Size and spacing
- 20 End-of-term check

Term 3

- 21 Building on diagonal join to ascender: *ck, al, el, at, il, ill*
- 22 Building on diagonal join, no ascender: *ui, ey, aw, ur, an, ip*
- 23 Building on horizontal join to ascender: *ok, ot, ob, ol*
- 24 Building on horizontal join, no ascender: *oi, oy, on, op, ov*
- 25 Building on diagonal join to anticlockwise letters: *ed, cc, eg, ic, ad, ug, dd, ag*
- 26 Building on horizontal join to anticlockwise letters: *oc, og, od, va, vo*
- 27 Introducing joins to s: *as, es, is, os, ws, ns, ds, ls, ts, ks*
- 28 Practising joining *ed* and *ing*
- 29 Assessment
- 30 Capitals

Handwriting Progression



Year 3/Primary 4

Term 1

- 1 Practising joining through a word in stages: no ascenders or descenders
- 2 Practising joining through a word in stages: parallel ascenders
- 3 Introducing joining from s to ascender: *sh, sl, st, sk*
- 4 Introducing joining from s, no ascender: *sw, si, se, sm, sn, sp, su*
- 5 Introducing joining from s to an anticlockwise letter: *sa, sc, sd, sq, so, sg*
- 6 Introducing joining from r to an ascender: *rb, rh, rk, rl, rt*
- 7 Introducing joining from r, no ascender: *ri, ru, m, rp*
- 8 Introducing joining from r to an anticlockwise letter: *ra, rd, rg, ro*
- 9 Introducing joining from r to e: *are, ere, ure, ore, ire*
- 10 Introducing break letters: *g, j, y, f, b, p, x, z*

Term 2

- 11 Introducing joining to f: *if, ef, af, of*
- 12 Introducing joining from f to an ascender: *fl, ft*
- 13 Introducing joining from f, no ascender: *fe, fi, fu, fr, fy*
- 14 Introducing joining from f to an anticlockwise letter: *fo, fa*
- 15 Introducing *ff*
- 16 Introducing *rr*
- 17 Introducing *ss*
- 18 Introducing *qu*
- 19 Revising parallel ascenders and descenders
- 20 End-of-term check

Term 3

- 21 Revising joins: letter spacing
- 22 Revising joins: spacing between words
- 23 Revising joins: consistency of size
- 24 Revising joins: fluency
- 25 Revising joins: parallel ascenders
- 26 Revising joins: parallel ascenders and descenders
- 27 Revising horizontal join from r to an anticlockwise letter: *rs*
- 28 Revising break letters
- 29 Assessment
- 30 Revising capital letters

Year 4/Primary 5

Term 1

- 1 Introducing diagonal join from p and b to ascender: *ph, pl, bl*
- 2 Introducing diagonal join from p and b, no ascender: *bu, bi, be, pu, pi, pe*
- 3 Introducing diagonal join from p and b to an anticlockwise letter: *pa, po, ps, ba, bo, bs*
- 4 Revising parallel ascenders and descenders: *bb, pp*
- 5 Break letters: *x, z*
- 6 Spacing in common exception words
- 7 Consistent size of letters
- 8 Relative size of capitals
- 9 Speed and fluency
- 10 End-of-term check

Term 2

- 11 Revising parallel ascenders
- 12 Revising parallel ascenders and break letters
- 13 Relative sizes of letters
- 14 Proportion of letters
- 15 Spacing between letters
- 16 Spacing between words
- 17 Writing at speed
- 18 Improving fluency
- 19 Speed and fluency
- 20 End-of-term check

Term 3

- 21 Consistency of size
- 22 Proportion
- 23 Spacing between letters and words
- 24 Size, proportion and spacing
- 25 Fluency: writing longer words
- 26 Speed and fluency
- 27 Revising break letters
- 28 Print alphabet: presentation
- 29 Assessment
- 30 Capital letters: presentation

Year 5/Primary 6

Term 1

- 1 Introducing sloped writing in letter families
- 2 Practising sloped writing: diagonal join to ascender: *th, sh, nb, nd, ht, st*
- 3 Practising sloped writing: diagonal join, no ascender: *ai, ay, kn, er, ie, en*
- 4 Practising sloped writing: diagonal join to an anticlockwise letter: *ac, sc, bo, da, ea, ho*
- 5 Practising sloped writing: horizontal join to ascender: *wh, wl, oh, ot, of, ob*
- 6 Practising sloped writing: horizontal join, no ascender: *oi, oy, ou, op, ve*
- 7 Practising sloped writing: horizontal join to an anticlockwise letter: *oo, oa, wa, wo, va, vo*
- 8 Practising sloped writing: joining from r: *ra, re, ri, ro, ru*
- 9 Practising sloped writing: joining from s: *sh, su, sc, sl, su, sp*
- 10 End-of-term check

Term 2

- 11 Practising sloped writing: proportion - joining from f to ascender: *fl, ft*
- 12 Practising sloped writing: size - joining from f, no ascender: *fa, fe, fi, fo, fu*
- 13 Different styles for different purposes: writing a paragraph
- 14 Practising sloped writing: speed: *ff*
- 15 Practising sloped writing: speed and legibility: *rr*
- 16 Practising sloped writing: size, proportion and spacing: *ss*
- 17 Practising sloped writing: building speed: *qu*
- 18 Different styles for different purposes: decorative alphabets
- 19 Different styles for different purposes
- 20 End-of-term check

Term 3

- 21 Sloped writing: proportion, joining p and b to ascenders: *ph, pl, bl*
- 22 Handwriting for different purposes: joining from p and b, no ascender: *bu, bi, pe, pu, pi, pr*
- 23 Practising sloped writing: parallel downstrokes: *pp, bb*
- 24 Practising sloped writing: all double letters
- 25 Practising sloped writing for speed: *tial, cial*
- 26 Practising sloped writing for fluency
- 27 Personal style
- 28 Handwriting for different purposes: print alphabet
- 29 Assessment
- 30 Capitals

Year 6/Primary 7

Term 1

- 1 Style for speed: crossbar join from t: *th, ti, tr, ta, tt*
- 2 Style for speed: looping from g: *gl, gi, gr, ga, gg*
- 3 Style for speed: looping from j and y: *je, jo, ye, yr, yo*
- 4 Style for speed: looping from f
- 5 Style for speed: different joins to s
- 6 Style for speed: looping from b
- 7 Style for speed: joining from v, w, x and z
- 8 Handwriting for different purposes: abbreviations
- 9 Spacing between words
- 10 End-of-term check

Term 2

- 11 Improving handwriting: the importance of consistent sizing
- 12 Improving handwriting: the importance of proportion
- 13 Improving handwriting: the importance of spacing
- 14 Improving handwriting: the importance of consistent sizing of parallel ascenders and descenders
- 15 Improving handwriting: the importance of closed and open letters
- 16 Improving handwriting: pen breaks in longer words
- 17 Handwriting for different purposes: annotations
- 18 Handwriting for different purposes
- 19 Choice of handwriting tools
- 20 End-of-term check

Term 3

- 21 Handwriting for different purposes: fast-joined and print letters
- 22 Handwriting for different purposes: note making
- 23 Handwriting for different purposes: neat writing
- 24 Handwriting for different purposes: print letters for personal details
- 25 Different styles of writing
- 26 Handwriting for different purposes: presentation
- 27 Handwriting for different purposes: decorated capitals
- 28 Handwriting for different purposes: layout
- 29 Assessment
- 30 Handwriting for different purposes: handwriting patterns



Spelling Progression



Year 1 Spelling Progression

Overview

In Year 1, spelling is taught primarily through the Read Write Inc. Phonics programme. Children develop their spelling knowledge through systematic phonics teaching, learning to segment spoken words into phonemes and represent these with appropriate graphemes. The focus is on securing phonic knowledge and applying it accurately in reading and writing.

Autumn Term

Phonic Knowledge

- Review and secure Set 1 Speed Sounds.
- Learn and apply Set 2 Speed Sounds.
- Segment and spell CVC, CVCC and CCVC words.
- Spell simple words containing adjacent consonants.

Common Exception Words

- I, the, to, no, go, into

Application

- Write simple dictated words and sentences.
- Begin to use phonic knowledge independently in writing.

Spring Term

Phonic Knowledge

- Secure Set 2 Speed Sounds.
- Learn and apply Set 3 Speed Sounds.
- Spell words using alternative graphemes for known phonemes.
- Continue to segment longer words accurately.

Common Exception Words

- He, she, we, me, be, was, my, you, they

Application

- Spell words using taught graphemes in independent writing.
- Begin to make informed spelling choices where alternative graphemes exist.

Summer Term

Phonic Knowledge

- Consolidate Sets 1, 2 and 3 Speed Sounds.
- Apply spelling knowledge to words of increasing complexity.
- Use phonics confidently to spell unfamiliar words.

Common Exception Words

- all Year 1 National Curriculum common exception words.
- Introduce strategies for remembering irregular spellings.

National Curriculum Spelling Patterns

Children begin to apply:

- plural suffixes -s and -es
- prefix un-
- suffixes -ing, -ed, -er and -est where no spelling change is needed
- simple compound words

Application

- Spell words accurately in independent writing.
- Apply phonic knowledge and common exception word knowledge across the curriculum.

End of Year Expectations

By the end of Year 1, pupils should:

- Securely apply phonic knowledge to spell most regular words.
- Spell the Year 1 common exception words taught.
- Spell words containing taught GPCs (grapheme-phoneme correspondences).
- Use the suffixes and prefixes specified in the National Curriculum.
- Be ready to transition from phonics-led spelling to a more rule-based spelling programme in Year 2.

Year 2 Spelling Progression

Autumn Term

Revisit

Phase 5 GPCs as required by pupils

Homophones

Introduce Year 2 homophones when relevant. (example homophones: see/sea, be/bee blue/blew, bear/bare, flour/flower, hear/here, whole/hole, one/won, sun/son, no/know, night/knight, to/too/two)

Year 2 phonics

- The sound /dʒ/ spelt '-ge' and '-dge' at the end of words, and sometimes spelt as 'g' elsewhere in words before 'e', 'i' and 'y'.
- The /s/ sound spelt 'c' before 'e', 'i' and 'y'.
- The /n/ sound spelt 'kn' and (less often) 'gn' at the beginning of words

Common exception words

/aɪ/ sound spelt 'y' in common exception words: find, kind, mind, behind, child (children), wild, climb as well as others as needed by pupils.

Strategies at the point of writing

Teach, practise and apply spelling strategies at the point of writing using

Have a Go strategies:

- Segmentation
- Using a GPC chart
- Using spelling journals, word banks, the environment, a working wall.
- Word sort
- Which one looks right?

Proofreading

After writing, teach pupils to:

- Use a reliable source (word bank, environmental print) to check their spelling at the proofreading stage.
- Check writing for mistakes in common exception/tricky words.
- Ensure that guidance on marking is used to support children's proofreading.

Learning and practising spellings

- Teach children how to learn and practise spellings including words taught in new knowledge, common exception or tricky words and individual target words.
- Identify the tricky part of the word
- Segmentation strategy
- Look, Say, Cover, Write, Check
- Rainbow write
- Saying the word in a funny way

Spring Term

Revisit

The /l/ or /al/ sound spelt '-le' at the end of words

Homophones and near homophones

quite/quiet, night/knight, new/knew, not/knot, they're/there/their and others as relevant

Apostrophe

The possessive apostrophe (singular nouns)
Apostrophe for contractions (can't, didn't, hasn't, it's, couldn't, I'll, they're)

Year 2 phonics

The /aɪ/ sound spelt 'y' at the end of words
The /ɪ/ sound spelt '-ey'
The /r/ sound spelt '-wr' at the beginning of words
The /b/ sound spelt 'a' after 'w' and 'qu'
The sound /ʒ/ spelt 's'

Common exception words

Examples include: most, only, both, could, would, should, move, prove, improve and others as needed by pupils

Suffixes

Adding endings '-ing', '-ed', '-er', '-est', '-y' to words ending in 'e' with a consonant before it
Adding '-ing', '-ed', '-er', '-est' and '-y' to words of one syllable ending in a single consonant letter after a single vowel letter
Adding '-es' to nouns and verbs ending in 'y'
The suffixes '-ful', '-less' and '-ly'
Words ending in '-tion'

Strategies at the point of writing

- Have a go
- Using the working wall to find correct spellings of high frequency and common exception words
- Using an alphabetically-ordered word bank

Proofreading:

After writing, teach pupils to:

- Use a reliable source (word bank, environmental print) to check their spelling at the proofreading stage.
- Check writing for mistakes in common exception / tricky words.
- Use dictionary skills
- Ensure that guidance on marking is used to support pupils' proofreading.

Learning and Practising spellings

- If not already introduced, introduce the use of spelling journals.
- Focus on learning of knowledge and patterns taught this term
- Remind pupils of the following strategies:
 - Segmentation
 - Look, Say, Cover, Write, Check
 - Using mnemonics
 - Saying the word in a funny way

Summer Term

Revisit

The possessive apostrophe (singular nouns)

Homophones

Revision of all homophones taught so far

Apostrophe

The possessive apostrophe (singular nouns)

Year 2 phonics

The /l/ or /al/ sound spelt '-el' at the end of words
Revision of all homophones taught so far
The /l/ or /al/ sound spelt '-al' at the end of words
The /l/ or /al/ sound spelt '-il' at the end of words (unusual spelling)
The /ɔ:/ sound spelt 'a' before 'l' and 'll'
The /ɔ:/ sound spelt 'ar' after 'w'
The /n/ sound spelt 'o'
The /s/ sound spelt 'or' after 'w'

Common exception words

All Year 2 words not taught so far

Suffixes

Adding endings '-ing', '-ed', '-er', and '-est' to words ending in 'y'
The suffixes '-ment', '-ness',

Strategies at the point of writing

Teach, practise and apply spelling strategies at the point of writing using
Have a Go strategies

- Introduce individual Have a Go sheets if not established already
- Teach using analogy to spell a word you don't know

Proofreading

After writing, secure routines for proofreading:

- Use a reliable source (word bank, environmental print and dictionary) to check their spelling at the proofreading stage.
- Check writing for mistakes in common exception or tricky words.
- Ensure that guidance on marking is used to support pupils' proofreading.

Learning and practising spellings

Secure learning routines with resources, for example spelling journals or environmental print.

Remind pupils of the following strategies:

- Writing in the air
- Tracing over the word
- Rainbow writing
- Look, say, cover, write, check

Year 3 Spelling Progression

Autumn Term

Revisit

Common exception words from Year 2

Prefixes and suffixes

Revise prefix 'un'.

New prefixes: 'pre-', 'dis-', 'mis-', 're-'.

Revise suffixes from Year 2: '-s', '-es', '-ed', '-ing', '-er'

Rare GPCs

The /ei/ sound spelt 'ei', 'eigh', or 'ey'

The /i/ sound spelt 'y'

Words ending with the /g/ sound spelt 'gue' and the /k/ sound spelt '-que' (French in origin)

Homophones

brake/break, grate/great, eight/ate, weight/wait, son/sun

Apostrophe

Revise contractions from Year 2

Proofreading

Focus: checking after writing the spelling of KS1 common exception or tricky words.

Strategies at the point of writing

Reintroduce Have a go sheets and strategies from Year 2.

Learning and Practising spellings

Pupils:

- Learn selected words taught in new knowledge this term.
- Learn words from the Years 3 and 4 word list. (Suggest an average of 5 or 6 words each term.)
- Learn words from personal lists.

Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 3 and 4 word list.

Spring Term

Revisit

Strategies at the point of writing.

Suffixes from Year 2 ('-ness' and '-ful', with a consonant before)

Prefixes and suffixes

Prefixes: 'sub-', 'tele-', 'super-', 'auto-'

Suffixes 'less' and 'ly'

Rare GPCs

The /f/ sound spelt 'ch' (mostly French in origin)

The /k/ sound spelt 'ch' (Greek in origin)

Homophones

here/hear, knot/hot, meat/meet

Apostrophe

Revise contractions from Year 2

Proofreading

Revise proofreading routines

Learning and Practising spellings

Pupils:

- Learn selected words taught in new knowledge this term.
- Learn words from the Years 3 and 4 word list. (Suggest an average of 5 or 6 words each term.)
- Learn words from personal lists.

Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 3 and 4 word list.

Summer Term

Revisit

Strategies for spelling at the point of writing

Vowel digraphs from Years 1 and 2

Prefixes and suffixes

Suffix '-ly' with root words ending in 'le' and 'ic'

Previously taught suffixes

Rare GPCs

The /i/ sound spelt 'y' other than at the end of words (*gym, myth*)

The /k/ sound spelt 'ou' (*young, touch*)

Homophones

heel/heal/he'll, plain/plane, groan/grown, rain/rein/reign

Apostrophe

Revise contractions from Year 2

Proofreading

Proofread own writing for misspellings of personal spelling list words.

Learning and Practising spellings

Pupils:

- Learn selected words taught in new knowledge this term.
- Learn words from the Years 3 and 4 word list. (Suggest an average of 5 or 6 words each term.)
- Learn words from personal lists.

Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 3 and 4 word list.

Year 4 Spelling Progression

Autumn Term

Revisit

Strategies at the point of writing: Have a go

Rare GPCs

Revise:

- The /ei/ sound spelt 'ei', 'eigh', or 'ey'
 - The /f/ sound spelt 'ch'
 - The /k/ sound spelt 'ou'
- (all from Year 3)

Word endings:

Words ending /ure/ (*treasure, measure*)

Prefixes and Suffixes

- Prefixes 'in-', 'il-', 'im-' and 'ir-'
- Adding suffixes beginning with vowel letters to words of more than one syllable ('-ing', '-en', '-er', 'ed')

Homophones

peace/piece, main/mane, fair/fare

Apostrophe

Possessive apostrophe with singular proper nouns (*Cyprus's population*)

Proofreading

Teach proofreading strategies

Learning and Practising spellings

Pupils:

- Learn selected words taught in new knowledge this term.
- Learn words from the Years 3 and 4 word list. (Suggest an average of 5 or 6 words each term.)
- Learn words from personal lists.

Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 3 and 4 word list.

Spring Term

Revisit

Year 3 rare GPCs

Rare GPCs

The /g/ sound spelt 'gu'

Word endings

Words ending /tʃə/ spelt 'ture' (*creature, furniture*)

Endings that sound like /ʃən/, spelt '-tion', '-sion', '-ssion', '-cian' (*invention, comprehension, expression, magician*)

Prefixes and Suffixes

Prefixes 'anti-' and 'inter-'

Suffix '-ation'

Homophones

scene/seen, male/mail, bawl/ball

Apostrophe

Revise contractions from Year 2

Possessive apostrophe with plurals

Proofreading

Model how to use various strategies in proofreading, including using a dictionary.

Learning and Practising spellings

Pupils:

- Learn selected words taught in new knowledge this term.
- Learn words from the Years 3 and 4 word list. (Suggest an average of 5 or 6 words each term.)
- Learn words from personal lists.

Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 3 and 4 word list.

Summer Term

Revisit

Prefixes from Year 3: 'un-', 'dis-', 'in-', 're-', 'sub-', 'inter-', 'super-', 'anti-', 'auto-'. Focus where needed.

Rare GPCs

Words with the /s/ sound spelt 'sc' (Latin in origin)

Word endings

Endings that sound like /ʒən/ spelt '-sion' (*division, confusion*)

Prefixes and Suffixes

Suffix '-ly'. Teach the exceptions, for example 'y' changed to 'i', 'le' ending changed to 'ly', 'ic' ending changed to '-ally'

Suffix '-ous' (*poisonous, outrageous*)

Homophones

whether/weather, who's/whose, missed/mist, medal/meddle, team/teem

Apostrophe

Apostrophe for possession, including singular and plural

Revise contractions from Year 2 and plural apostrophe rules

Proofreading

Check writing for misspelt words that are on the Years 3 and 4 word list.

Learning and Practising spellings

Pupils:

- Learn selected words taught in new knowledge this term.
- Learn words from the Years 3 and 4 word list. (Suggest an average of 5 or 6 words each term.)
- Learn words from personal lists.

Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 3 and 4 word list.

Year 5 Spelling Progression

Autumn Term

Revisit

Strategies at the point of writing: Have a go
Plurals (adding '-s', '-es' and '-ies')
Apostrophe for contraction and possession

Rare GPCs

Words with 'silent' letters

Morphology/ Etymology

Use spelling journals to record helpful
etymological notes on curious or
difficult words

Word endings

Words with the letter string '-ough'
Words ending in '-able' and '-ible'

Homophones

*isle/aisle, aloud/allowed, affect/effect, herd/
heard, past/passed*

Hyphen

Use of the hyphen (*co-ordinate, co-operate*)

Dictionary

Use of a dictionary to support teaching of word
roots, derivations and spelling patterns
Use of a dictionary to create word webs

Proofreading

Focus on checking words from
personal lists.

Learning and Practising spellings

Pupils:

- Learn selected words taught in new knowledge this term.
- Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.)
- Learn words from personal lists.

Extend the knowledge of spelling
strategies and apply to high-frequency and
cross-curricular words from the
Years 5 and 6 word list.

Spring Term

Revisit

Strategies at the point of writing: Have a go
Apostrophe for possession

Rare GPCs

Teach words with rare GPCs from the Year
5 and 6 word list (*bruise, guarantee, queue,
immediately, vehicle, yacht*)
Words with the /i:/ sound spelt 'ei' after 'c'
(*receive, ceiling*)

Morphology/ Etymology

Teach extension of base words using
word matrices.

Word endings

Words ending in '-ably' and '-ibly'
Revise words ending in '-able' and '-ible'

Homophones

altar/alter, led/lead, steal/steel

Dictionary

Use a dictionary to create collections of words
with common roots

Proofreading

Checking from another source after writing
(spell check if on screen, spelling journals,
environmental print, spelling partners)

Learning and Practising spellings

Pupils:

- Learn selected words taught in new knowledge this term.
- Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.)
- Learn words from personal lists.

Extend the knowledge of spelling
strategies and apply to high-frequency and
cross-curricular words from the
Years 5 and 6 word list.

Summer Term

Revisit

Strategies at the point of writing: Have a go
A range of strategies for learning words

Homophones

(*cereal/serial, father/farther, guessed/guest,
morning/mourning, who's/whose*)

Suffixes

Problem suffixes

Dictionary

Teach use of dictionary to check words, refer-
ring to the first three or four letters

Proofreading

Check writing for misspelt words that are on the
Years 5 and 6 word list

Morphology/ Etymology

Teach morphemic and etymological
strategies to be used when learning
specific words

Learning and Practising spellings

Pupils:

- Learn selected words taught in new knowledge this term.
- Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.)
- Learn words from personal lists.

Extend the knowledge of spelling
strategies and apply to high-frequency and
cross-curricular words from the
Years 5 and 6 word list.

Year 6 Spelling Progression

Autumn Term

Revisit

Strategies at the point of writing: Have a go
Words ending '-able/ably', '-ible/ibly'

Rare GPCs

Revise words with the /i:/ sound spelt 'ei'
after 'c'.

Prefixes and Suffixes

Adding suffixes beginning with vowel letters to
words ending in '-fer'.

Word endings

Endings that sound like /ous/ spelt '-cious' or
'-tious' (*precious, ambitious*)

Homophones

*advise/advise, device/devise, licence/license,
practice/practise, prophecy/prophesy*

Proofreading

Proofreading in smaller chunks – sentences
and paragraphs.

Learning and Practising spellings

Pupils:

- Learn selected words taught in new knowledge this term.
- Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.)
- Learn words from personal lists.

Extend the knowledge of spelling
strategies and apply to high-frequency and
cross-curricular words from the
Years 5 and 6 word list.

Spring Term

Revisit

Words containing the letter string '-ough'

Prefixes and Suffixes

Generating words from prefixes and suffixes

Word endings

The /jəl/ sound, words ending 'tial' and 'cial'
(*official, special, artificial, partial, confidential,
essential*)

Homophones

*compliment/complement, desert/dessert,
principal/principle, profit/prophet, stationary/
stationary*
All homophones from KS2

Proofreading

Proofreading someone else's writing. Note
down strategies that help in spelling journals

Learning and Practising spellings

Pupils:

- Learn selected words taught in new knowledge this term.
- Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.)
- Learn words from personal lists.

Extend the knowledge of spelling
strategies and apply to high-frequency and
cross-curricular words from the
Years 5 and 6 word list.

Summer Term

Revisit

Spelling strategies at the point of writing

Rare GPCs

Revise words with rare GPCs from the Years
5 and 6 word list (*bruise, guarantee, queue,
immediately, vehicle, yacht*)

Word endings

Words ending in '-ant', '-ance'/'-ancy', '-ent',
'-ence'/'-ency'

Homophones and near homophones

*draft/draught, dissent/descent, precede/pro-
ceed, wary/weary*

Proofreading

Embedding proofreading strategies when
reviewing own writing independently.

Learning and Practising spellings

Pupils:

- Learn selected words taught in new knowledge this term.
- Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.)
- Learn words from personal lists
- Root words and meanings

Extend the knowledge of spelling
strategies and apply to high-frequency and
cross-curricular words from the
Years 5 and 6 word list.



Think like a... **KS1 Writer!**

Say your sentence out loud before
you write

Think about who you are writing for

Use capital letters and full stops

Use finger spaces between words

Try to use interesting words

Check your spelling

Read your writing to see if it makes
sense

Try to add more detail to your
sentences



Think like a... **KS2 Writer!**

Think about your audience and
purpose

Plan your ideas before you write

Use interesting and ambitious
vocabulary

Vary your sentence starters and
structures

Check your punctuation carefully

Organise your writing into clear
paragraphs

Edit and improve your work

Read your writing aloud to check for
clarity and impact