



## Writing, Spellings and Handwriting Progression



|                                                           | EYFS                                                                                                               | Year 1                                                                                                                                                                                                                                         | Year 2                                                                                                                                                                                                                           | Year 3                                                                                                                                                                               | Year 4                                                                                                                                                                               | Year 5                                                                                                                                                                                                                                                                                                 | Year 6                                                                                                                                                                                                                                                                                                 |
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| <b>Composition and Effect</b><br><br>Planning             | Orally compose a simple sentence before writing it.                                                                | Say out loud what they are going to write about.<br><br>Orally compose a sentence before writing it.<br><br>Sequence sentences to form a short narrative.<br><br>Discuss their writing with an adult.<br><br>Read their writing aloud clearly. | Plan or say what is going to be written about.<br><br>Write down ideas and/or key words including new vocabulary.<br><br>Encapsulating what they want to say, sentence by sentence.                                              | Discussing writing similar to that which they are going to write in order to understand and learn from its structure, vocabulary and grammar.<br><br>Discussing and recording ideas. | Discussing writing similar to that which they are going to write in order to understand and learn from its structure, vocabulary and grammar.<br><br>Discussing and recording ideas. | Identifying the audience and purpose for writing, selecting the appropriate form and using other similar writing as models for their own.<br><br>Develop initial ideas, drawing on their own reading and research.<br><br>Consider how authors have developed characters and settings (in narratives). | Identifying the audience and purpose for writing, selecting the appropriate form and using other similar writing as models for their own.<br><br>Develop initial ideas, drawing on their own reading and research.<br><br>Consider how authors have developed characters and settings (in narratives). |
| <b>Composition and Effect</b><br><br>Drafting and Writing | Compose a simple sentence orally before writing it.<br><br>Write recognisable letters, most of which are correctly | Compose a sentence orally before writing it.<br><br>Sequence sentences to form short narratives.                                                                                                                                               | Compose and rehearse sentences orally or by writing key words.<br><br>Develop stamina and a positive attitude towards writing, by writing different genres and for different purposes: Narratives about personal experiences and | Composing and rehearsing sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures.                                       | Composing and rehearsing sentences orally, building a varied and rich vocabulary and an increasing range of sentence structures.                                                     | Selecting appropriate grammar and vocabulary, understanding how writing choices can change and enhance meaning.                                                                                                                                                                                        | Selecting appropriate grammar and vocabulary, understanding how writing choices can change and enhance meaning.                                                                                                                                                                                        |



# Writing, Spellings and Handwriting Progression



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|  | <p>formed.</p> <p>Write simple phrases and sentences that can be read by others.</p> |  | <p>those of others (real or fictional).<br/>Real events<br/>Poetry</p> <p>Describe settings and characters.</p> | <p>Creating settings, characters and plot (in narratives).</p> <p>Begin to use paragraphs around a theme/to group related ideas together.</p> <p>Use simple organisational devices such as headings and sub-headings (in non-narrative writing).</p> | <p>Creating settings, characters and plot (in narratives).</p> <p>Begin to use 'show, don't tell' in my writing.</p> <p>Begin to vary sentence length for effect e.g. by using short sentences.</p> <p>Organising paragraphs around a theme or for change in time and place.</p> <p>Use simple organisational devices such as headings and sub-headings (in non-narrative writing).</p> <p>Use an introduction and conclusion for the reader.</p> | <p>Describe settings, characters and atmosphere (in narratives).</p> <p>Use 'show, don't tell' appropriately in my writing.</p> <p>Use a range of powerful vocabulary and figurative language for effect.</p> <p>Use adverbs, verbs and modal verbs within their writing.</p> <p>Use a range of clauses and sentence constructions, including short sentences, for effect and relative clauses.</p> <p>Using a wide range of devices to build cohesion within paragraphs and to link paragraphs</p> | <p>Describe settings, characters and atmosphere (in narratives).</p> <p>Integrate dialogue to convey character and advance the action (in narratives).</p> <p>Precising longer passages.</p> <p>Use 'show, don't tell' so the reader can infer meaning.</p> <p>Use a variety of precise vocabulary and figurative language for effect.</p> <p>Manipulate clauses and sentence constructions for effect.</p> <p>Using a wide range of devices to build cohesion within</p> |
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|                               |  |                                                         |                                                                             |                                                              |                                                                  | <p>using adverbs of time.</p> <p>Use further organisational and presentational devices to structure text and guide the reader (e.g. headings, bullet points, underlining).</p> | <p>and across paragraphs e.g. repetition of words or phrases, the use of adverbials and ellipses.</p> <p>Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus, The window in the greenhouse was broken (by me)].</p> <p>Use further organisational and presentational devices to structure text and guide the reader (e.g. headings, bullet points, underlining).</p> |
| <b>Composition and Effect</b> |  | Re-read what they have written to check it makes sense. | Evaluate writing with teacher and other pupils.<br>Re-reading work to check | Assessing the effectiveness of their own and others' writing | Assessing the effectiveness of their own and others' writing and | Assessing the effectiveness of their own and others' writing.                                                                                                                  | Assessing the effectiveness of their own and others' writing.                                                                                                                                                                                                                                                                                                                                                                                         |



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| Evaluating and Editing |  | <p>Discuss what has been written with the teacher or other pupils.</p> <p>Read aloud writing clearly enough to be heard by peers and teacher.</p> | <p>that it makes sense.</p> <p>Ensure verbs and tense are used correctly and consistently.</p> <p>Proof-read to check for errors in spelling, punctuation and grammar.</p> <p>Read aloud what is written with appropriate intonation to make meaning clear.</p> | <p>and suggest improvements.</p> <p>Propose changes to grammar and vocabulary including the accurate use of pronouns.</p> <p>Proof-read for spelling and punctuation errors.</p> <p>Read aloud their own writing (to a group or the class), using appropriate intonation and controlling the tone and volume.</p> | <p>suggest improvements.</p> <p>Propose changes to grammar and vocabulary including the accurate use of pronouns.</p> <p>Proof-read for spelling and punctuation errors.</p> <p>Read aloud their own writing (to a group or the class), using appropriate intonation and controlling the tone and volume.</p> | <p>Proposing changes to vocabulary, grammar and punctuation to enhance effect and clarify meaning.</p> <p>Ensuring the consistent and correct use of tense throughout a piece of writing.</p> <p>Ensuring correct subject and verb agreement when using singular and plural.</p> <p>Distinguishing between the language of speech and writing and choosing the appropriate register.</p> <p>Proof-read for spelling and punctuation errors.</p> | <p>Proposing changes to vocabulary, grammar and punctuation to enhance effect and clarify meaning.</p> <p>Ensuring the consistent and correct use of tense throughout a piece of writing.</p> <p>Ensuring correct subject and verb agreement when using singular and plural.</p> <p>Distinguishing between the language of speech and writing and choosing the appropriate register.</p> <p>Proof-read for spelling and punctuation errors.</p> |
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| Vocabulary and grammar |  | Consolidate EYFS.                                                                                                                                                                | Consolidate Year 1.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Consolidate Year 2 in particular range of co-ordinating and subordinating conjunctions, choice of adverbs.                                                                                                                                                                                                                                                                                                                                                              | Consolidate Year 3.                                                                                                                                                                                                                                                                                                                                                                                                                         | Consolidate Year 4.                                                                                                                                                                                                                                                                                                                                                                                                                                                | Consolidate Year 5.                                                                                                                                                                                                                                                                                                       |
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|                        |  | <p>Leave spaces between words.</p> <p>Know what a clause is.</p> <p>Know what a sentence is.</p> <p>Joining words and clauses using 'and'</p> <p>Use adjectives to describe.</p> | <p>Use proper nouns.</p> <p>Use different types of sentences: statements, questions, exclamations and commands.</p> <p>Use expanded noun phrases to describe and specify.</p> <p>Use present and past tense correctly and consistently.</p> <p>Use the progressive form of tenses (is shouting, was playing).</p> <p>Use conjunctions for co-ordination (e.g. and, or, but, so) and subordination (e.g. when, if, that, because)</p> <p>Use some features of written Standard English.</p> <p>Begin to use adverbs.</p> <p>Terminology for pupils:</p> <p>Noun, noun phrase, statement, question, exclamation, command, suffix, adjective, adverb,</p> | <p>Use determiners correctly e.g. the, a or an.</p> <p>Use the present perfect form of verbs instead of the simple past (e.g. He has gone out to play rather than He went out to play).</p> <p>Sustain writing in the same tense throughout a piece of writing. Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]</p> <p>Sustain writing in first and/or third person.</p> | <p>Use noun phrases expanded by modifying adjectives, nouns and prepositional phrases (e.g. the teacher expanded to the strict maths teacher with curly hair).</p> <p>Use fronted adverbials punctuated with commas.</p> <p>Know the grammatical difference between plural and possessive -s.</p> <p>Know Standard English forms for verb inflections e.g. we were instead of we was.</p> <p>Choose nouns or pronouns appropriately for</p> | <p>Use the perfect form of verbs to mark relationships of time and cause.</p> <p>Use expanded noun phrases to convey complicated information concisely.</p> <p>Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)</p> <p>Use modal verbs or adverbs to indicate degrees of possibility.</p> <p>Use relative clauses beginning with who,</p> | <p>Recognise vocabulary and structures appropriate for formal writing e.g. the subjunctive form.</p> <p>Use passive verbs to affect the presentation of information in a sentence.</p> <p>Terminology for pupils: subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points</p> |



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|                    |                                                                |                                                                                                         | <p>verb, tense (past and present), apostrophe, comma.</p>                                                                | <p>Use fronted adverbials.</p> <p>Use most homophones correctly.</p> <p>Form nouns using a range of prefixes (e.g. super-, anti-, auto-)</p> <p>Show how words are related in form and meaning by using word families (e.g. solve, solution, solver, dissolve, insoluble).</p> <p>Terminology for pupils: preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')</p> | <p>clarity and cohesion and to avoid repetition.</p> <p>Extend sentences so there is more than one clause by using conjunctions (e.g. when, if, because, although).</p> <p>Using the present perfect form of verbs to contrast to the past tense.</p> <p>Use conjunctions, adverbs and prepositions to express time and cause.</p> <p>Terminology for pupils: determiner pronoun, possessive pronoun adverbial</p> | <p>which, where, when, whose, that or with an implied (omitted) relative pronoun.</p> <p>The grammatical difference between plural and possessive –s</p> <p>Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]</p> <p>Terminology for pupils: modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity</p> |                                                       |
| <b>Punctuation</b> | Introduce capital letters to start sentences, for own name and | Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. | Use full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contraction and | Consolidate using full stops, capital letters, exclamation marks, question marks, commas for lists and                                                                                                                                                                                                                                                                                                                                                                                  | Consolidate Year.3 content.<br><br>Correct use of all speech punctuation                                                                                                                                                                                                                                                                                                                                           | Consolidate previous years content.<br>Use commas correctly in lists and                                                                                                                                                                                                                                                                                                                                                                  | Consolidate using commas to create complex sentences. |



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|                    | full stops to end sentences.                                                         | Use capital letters for the names of people, places, days of the week and the personal pronoun 'I'.                                                            | possession (singular only).                                                                                                                        | <p>apostrophes for contraction and possession (singular only).</p> <p>Begin to use inverted commas to punctuate direct speech.</p> <p>Indicate possession by using the possessive apostrophe with plural nouns</p> | <p>including inverted commas, commas and full stops.</p> <p>Use commas for fronted adverbials</p> <p>Use apostrophes for <b>plural</b> possession.</p> <p>Apostrophes to mark plural possession [for example, the girl's name, the girls' names]</p> | <p>expanded noun phrases.</p> <p>Use commas to mark relative clauses and subordinate clauses.</p> <p>Introduce using a colon to introduce a list with bullet points.</p> <p>Consolidate accurate use of punctuation for direct speech including new line, new speaker.</p> <p>Use brackets, dashes and commas for parenthesis.</p> <p>Use commas and hyphens to avoid ambiguity.</p> | <p>Consolidate using brackets, dashes and commas for parenthesis.</p> <p>Consolidate using commas and hyphens to avoid ambiguity.</p> <p>Use semi-colons, colons and dashes to mark independent clauses.</p> <p>Use colons, semi-colons and bullet points in lists.</p> <p>Use ellipses for effect.</p> |
| <b>Handwriting</b> | Use a pencil and hold it effectively to form recognisable letters, most of which are | Form lower-case letters in the correct direction, starting and finishing in the correct place. Begin to use some joins in their writing. Form capital letters. | Form lower-case letters of the <b>correct size relative</b> to one another. Start using some of the diagonal and horizontal strokes needed to join | <p><b>Begin</b> to use joined handwriting throughout writing.</p> <p>Use diagonal and horizontal strokes that are needed to join</p>                                                                               | Use joined handwriting <b>throughout</b> their independent writing.                                                                                                                                                                                  | Use a <b>consistent</b> joined handwriting style throughout their independent writing.                                                                                                                                                                                                                                                                                               | Use a consistent <b>and fluent</b> handwriting style with greater speed throughout their                                                                                                                                                                                                                |



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|                 | formed correctly. | Form digits 0-9.<br>Sit correctly at a table and hold a pencil comfortably and correctly.<br>Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.                                                                                                                                                              | letters and understand which letters, when adjacent to each other, are best left unjoined.<br>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.<br>Use spacing between words that reflects the size of the letters.                                    | letters and understand which letters, when adjacent to each other, are best left unjoined.<br>Increase the legibility, consistency and quality of their handwriting.                                                                                                                                                          | Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to each other, are best left unjoined.<br>Increase the legibility, consistency and quality of their handwriting.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Choose which shape of a letter to use when given choices and deciding whether or not to join specific letters.<br><br>Choose the writing implement that is best suited for a task. | independent writing.<br><br>Choose which shape of a letter to use when given choices and deciding whether or not to join specific letters.<br><br>Choose the writing implement that is best suited for a task. |
| <b>Spelling</b> |                   | Children should be taught to:<br>spell: <ul style="list-style-type: none"> <li>words containing each of the 40+ phonemes already taught</li> <li>common exception words</li> <li>the days of the week</li> </ul> name the letters of the alphabet in order: <ul style="list-style-type: none"> <li>using letter names to distinguish between alternative spellings of the same sound</li> </ul> | Children should be taught to:<br>spell by: <ul style="list-style-type: none"> <li>segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</li> <li>learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each</li> </ul> | <u>Years 3 and 4</u><br><br>Children should be taught to: <ul style="list-style-type: none"> <li>use further prefixes and suffixes and understand how to add them</li> <li>spell further homophones</li> <li>spell words that are often misspelt</li> <li>place the possessive apostrophe accurately in words with</li> </ul> | <u>Years 5 and 6</u><br><br>Children should be taught to: <ul style="list-style-type: none"> <li>use further prefixes and suffixes and understand the guidance for adding them</li> <li>spell some words with 'silent' letters [for example, knight, psalm, solemn]</li> <li>continue to distinguish between homophones and other words which are often confused</li> <li>use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically</li> <li>use dictionaries to check the spelling and meaning of words</li> <li>use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</li> <li>use a thesaurus.</li> </ul> <div>Revision of work from previous years.</div> |                                                                                                                                                                                    |                                                                                                                                                                                                                |



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|  |  | <p>add prefixes and suffixes:</p> <ul style="list-style-type: none"> <li>• using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs</li> <li>• using the prefix un–</li> <li>• using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]</li> <li>• write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</li> </ul> | <p>spelling, including a few common homophones</p> <ul style="list-style-type: none"> <li>• learning to spell common exception words learning to spell more words with contracted forms</li> <li>• learning the possessive apostrophe (singular) [for example, the girl’s book]</li> <li>• distinguishing between homophones and near-homophones</li> <li>• add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly</li> <li>• write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words</li> </ul> | <p>regular plurals [for example, girls’, boys’] and in words with irregular plurals [for example, children’s]</p> <ul style="list-style-type: none"> <li>• use the first two or three letters of a word to check its spelling in a dictionary</li> <li>• write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> </ul> <div> <p>Revision of work from Years 1 &amp; 2. Especially suffixes.</p> </div> <p>Adding suffixes beginning with vowel letters to words of more than one syllable.</p> <p>The /ɪ/ sound spelt y elsewhere than at the end of words.</p> | <p>Endings which sound like /ʃəs/ spelt –cious or –tious</p> <p>Endings which sound like /ʃəl/ e.g. official, special, artificial, partial, confidential, essential</p> <p>Words ending in –ant, –ance/–ancy, –ent, –ence/–ency</p> <p>Words ending in –able and –ible Words ending in –ably and –ibly</p> <p>Adding suffixes beginning with vowel letters to words ending in –fer</p> <p>Words with the /i:/ sound spelt ei after c</p> <p>Words containing the letter-string ough</p> <p>Words with silent letters e.g. doubt, island, lamb, doubt, island, lamb, solemn, thistle, knight</p> <p>Homophones and other words that are often confused e.g. advice/advise device/devise licence/license practice/practise prophecy/prophesy</p> |
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|  |  | <ul style="list-style-type: none"> <li>Apply simple spelling rules and guidance below:</li> </ul> <div>Revision of work from EYFS. Especially suffixes.</div> <p>The sounds /f/, /l/, /s/, /z/ and /k/ spelt 'ff', 'll', 'ss', 'zz', and 'ck'</p> <p>The /ŋ/ sound spelt 'n' before 'k'</p> <p>Division of words into syllables.</p> <p>Vowel digraphs and trigraphs:<br/>ai, oi<br/>ay, oy<br/>a-e<br/>e-e<br/>i-e<br/>o-e<br/>u-e<br/>ar<br/>ee<br/>ea (/i:/) sea, dream<br/>ea (/ɛ/) head, bread<br/>er (/ɜ:/)</p> | <p>and punctuation taught so far.</p> <ul style="list-style-type: none"> <li>apply spelling rules and guidance, as listed:</li> </ul> <div>Revision of work from Year 1.</div> <p>The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y</p> <p>The /s/ sound spelt c before e, i and y</p> <p>The /n/ sound spelt kn and (less often) gn at the beginning of words</p> <p>The /r/ sound spelt wr at the beginning of words</p> <p>The /l/ or /əl/ sound spelt -le at the end of words</p> <p>The /l/ or /əl/ sound spelt -el at the end of words</p> | <p>The /ʌ/ sound spelt ou</p> <p>More prefixes:<br/>dis-: disappoint, disagree, disobey<br/>mis-: misbehave, mislead, misspell (mis+spell)<br/>in-; inactive, incorrect</p> <p>The suffix -ation</p> <p>The suffix -ly</p> <p>Words with endings sounding like /ʒə/ or /tʃə/</p> <p>Endings which sound like /ən ʒ /</p> <p>The suffix -ous</p> <p>Endings which sound like /ʃən/, spelt -tion, -sion, -ssion, -cian</p> <p>Words with the /k/ sound spelt ch (Greek in origin)</p> <p>Words with the /ʃ/ sound spelt ch (mostly French in origin)</p> <p>Words ending with the /g/ sound spelt gue and</p> |  |
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|  | <p>ir<br/>ur<br/>oo (/u:/) e.g. moon, zoo<br/>oo (/ʊ/) e.g. book, took<br/>oa<br/>oe<br/>ou<br/>ow (/aʊ/)<br/>ow (/əʊ/)<br/>ue<br/>ew<br/>ie (/aɪ/)<br/>ie (/i:/)<br/>igh<br/>or<br/>ore<br/>aw<br/>au<br/>air<br/>ear<br/>ear (/ɛə/)<br/>are (/ɛə/)</p> <p>Words ending -y (/i:/ or /ɪ/)<br/>New consonant spellings<br/>ph and wh<br/>Using k for the /k/ sound<br/>Adding the prefix -un</p> <p>Compound words</p> <p>Common exception words:</p> | <p>The /l/ or /əl/ sound<br/>spelt -al at the end of<br/>words</p> <p>Words ending -il</p> <p>The /aɪ/ sound spelt -y at<br/>the end of words</p> <p>Adding -es to nouns and<br/>verbs ending in -y</p> <p>Adding -ed, -ing, -er and<br/>-est to a root word<br/>ending in -y with a<br/>consonant before it</p> <p>Adding the endings ing, -<br/>ed, -er, -est and -y to<br/>words ending in -e with<br/>a consonant before it</p> <p>Adding -ing, -ed, -er, -<br/>est and -y to words of<br/>one syllable ending in a<br/>single consonant letter<br/>after a single vowel letter</p> <p>The /ɔ:/ sound spelt a<br/>before l and ll</p> <p>The /i:/ sound spelt -ey</p> <p>The /ɒ/ sound spelt a<br/>after w and qu</p> | <p>the /k/ sound spelt -<br/>que (French in origin)</p> <p>Words with the /s/<br/>sound spelt sc (Latin in<br/>origin)</p> <p>Words with the /eɪ/<br/>sound spelt ei, eigh, or<br/>ey</p> <p>Possessive apostrophe<br/>and plural words</p> <p>Homophones and near-<br/>homophones</p> |  |
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## Writing, Spellings and Handwriting Progression



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|  |  | <p>the, a, do, to, today, of,<br/>said, says, are, were,<br/>was, is, his, has, I, you,<br/>your, they, be, he, me,<br/>she, we, no, go, so, by,<br/>my, here, there, where,<br/>love, come, some, one,<br/>once, ask, friend, school,<br/>put, push, pull, full,<br/>house, our</p> | <p>The /ɜ:/ sound spelt or<br/>after w</p> <p>The /ɔ:/ sound spelt ar<br/>after w</p> <p>The suffixes –ment, –<br/>ness, –ful , –less and –ly</p> <p>Contractions</p> <p>The possessive<br/>apostrophe (singular<br/>nouns)</p> <p>Words ending in -tion</p> <p>Homophones and near-<br/>homophones</p> <p>Common exception<br/>words:<br/>door, floor, poor,<br/>because, find, kind, mind,<br/>behind, child, children,<br/>wild, climb, most, only,<br/>both, old, cold, gold,<br/>hold, told, every,<br/>everybody, even, great,<br/>break, steak, pretty,<br/>beautiful, after, fast, last,<br/>past, father, class, grass,<br/>pass, plant, path, bath,<br/>hour, move, prove,<br/>improve, sure, sugar,<br/>eye, could, should,<br/>would, who, whole, any,</p> |  |  |
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# Writing, Spellings and Handwriting Progression



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|  |  |  | many, clothes, busy,<br>people, water, again,<br>half, money, Mr, Mrs,<br>parents, Christmas. |  |  |
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