

Cheadle Catholic Infant School

Scheme of Work for Writing.



Whole school approach to teaching writing

	Writing Journey	SPaG
EYFS	<ul style="list-style-type: none"> • Daily RWI phonic lessons. • Daily English input. • Indoor and outdoor opportunities to practice writing linked to learning. • Daily fine motor skills work, including practice of tripod grip with a pencil. • Children learn new Tier 2 or Tier 3 vocabulary linked to texts or new learning. • Opportunities to write in all areas of continuous provision. • Teacher focused writing weekly. • Children write for a purpose and develop a love of writing. 	<ul style="list-style-type: none"> • Handwriting taught during daily phonic lesson. • Spelling taught during daily phonic lesson. • Transcription skills are recorded in phonic books. • Learning environment is full of opportunities to practice SPaG and handwriting through engaging learning zones.
Year 1	<ul style="list-style-type: none"> • Daily RWI phonic lessons include segmenting words for spelling and writing dictated sentences. • Three weekly English lessons which begin with reading from a text, include writing practice and drama and culminate in a piece of written work in English books. • Children learn new Tier 2 or Tier 3 vocabulary and are encouraged to use some in their written work. New Vocabulary is displayed on the classroom walls and a specific 'Word of the Week' is explored in detail and displayed on the classroom walls. • English lessons include writing through a range of genres. • Teachers model how to say a sentence aloud before writing. • Teachers model how to collect ideas, draft and re-read written work to ensure the meaning is clear. • Writing skills are applied in foundation subjects and through independent activities. • Children write for a purpose and develop a love of writing. 	<ul style="list-style-type: none"> • Handwriting taught daily during phonic lessons. • Spellings explicitly taught during phonic lessons and for 10 minutes each morning. • Weekly spelling homework is set and practised both on paper and on-line through Purple Mash. • Dictated sentences are part of the daily phonic lesson. • Transcription skills are recorded in phonic books.
Year 2	<ul style="list-style-type: none"> • Three weekly English lessons which begin with reading from a text, include writing practice and drama and culminate in a piece of written work in English books. • English lessons include planning and writing through a range of genres. • During the planning stage children learn new Tier 2 and Tier 3 vocabulary and are encouraged to use some in their written work. New vocabulary is displayed on the classroom walls and a specific 'Word of the Day' is explored in detail and regularly revisited. • Teachers model how to draft, edit and improve writing. • Children write through the following planning cycle: plan – draft and write – evaluate and edit – proof read. • Children edit their work using green pen. 	<ul style="list-style-type: none"> • Daily RWI phonic lesson for those children who have not reached the end of the scheme or passed the Year 1 Phonic Screening Test. These include segmenting words for spelling and dictated sentences. • Daily SPaG lesson explicitly teaching spelling, punctuation and grammar rules. • Handwriting taught daily and simple joins taught during second and third terms. • Spellings explicitly taught during phonic lessons and for 10 minutes each morning. • Weekly spelling homework is set and practised both on paper and on-line through Purple Mash. • Dictated sentences are part of the daily phonic/SPaG lesson. • Transcription skills are recorded in SPaG books.

	<ul style="list-style-type: none"> • Learning progressively builds on prior knowledge as sentence structure, grammar, punctuation, and knowledge of genre develops. • Children write for a purpose and develop a love of writing. 	
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EYFS

Early Learning Goals (ELGs)			
Communication and Language ELG: speaking	Literacy ELG: Writing	ELG: Physical Development	ELGs: Overview
<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher, • Learn new vocabulary and use it independently in different contexts. • Retell stories once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems. • 	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Form lower case letters correctly. • Write recognisable words, most of which are correctly formed. Spell words by identifying sounds in them and representing sounds with a letter or letters • Write simple phrases and sentences that can be read by others. 	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Hold a pencil effectively in preparation for fluent writing using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paint brushes and cutlery. • Develop the foundations of a handwriting style which is accurate and efficient. 	<p>Writing skills are developed through the EYFS framework. They are developed through vocabulary-rich learning and opportunities to talk, eg. retelling stories.</p> <p>Regular stories throughout each day inspire and develop a love of reading and writing.</p> <p>'Tales Toolkit' is a practical way to introduce children to the structure of story include characters, setting, beginnings and endings.</p> <p>'Talk for Writing' is a way of telling a story with actions that the children can learn. Retelling the story with the actions helps the children to remember the story sequence. They can then retell it verbally and write the story themselves.</p>

EYFS composition, genre and inspirational texts, transcription – spelling

	Nursery	Reception		
		Composition	Genres	Inspirational Texts.
Autumn	<ul style="list-style-type: none"> Speaking in full sentences and turn taking in conversations. Looking at books independently and with care. Tales toolkit – story telling. Mark making and pencil grip. <p>Inspirational texts: The Colour Monster by Anna Llenas The Gruffalo by Julia Donaldson</p>	<ul style="list-style-type: none"> Writing in phonics, daily practice of single sounds, formation of letters and practice of simple cvc words. Writing with support – children begin to use their phonic knowledge to write simple words or phrases. Writing through independent tasks – children apply their skills to write independently. 	<ul style="list-style-type: none"> Repeated rhymes and stories Alliteration Tales toolkit Making books Lists Letters Postcards 'I can' sentences. 	<p>'It's not a Stick' by Antoinette Portis 'the boy who hated Toothbrushes' by Zehra Hicks Meg and Mog stories by Helen Nicoll 'Stickman' by Julia Donaldson The Nativity Story Books about Seasons</p>
Spring	<ul style="list-style-type: none"> Retelling stories Tales toolkit for how and why questions. Mark making and name writing. CVC words <p>Inspirational texts: Nursery rhymes and Traditional Tales</p>	<ul style="list-style-type: none"> Writing through phonics – children segment words for spelling and write dictated sentences. Writing with support – writing simple sentences. Writing through independent tasks – children apply their skills to write independently. 	<ul style="list-style-type: none"> Labels and captions Writing speech bubbles Simple recounts Simple narratives Postcards 'I went to' sentences 	<p>'Supertato' and 'Supertato stories' by Paul Linnet 'Whatever Next!' by Jill Murphy 'Aliens love underpants' by Claire Freedman. 'Space' by Mae Jameson</p>
Summer	<ul style="list-style-type: none"> Building vocabulary Explaining Mark making and name writing CVC words <p>Inspirational texts: 'Jaspers Beanstalk' by Nick Butterworth 'What the Ladybird heard' by Julia Donaldson</p>	<ul style="list-style-type: none"> Writing through phonics – children segment words for spelling and write dictated sentences. Writing in English lessons and throughout foundation subjects – children compose sentences orally before writing. 'Talk for Writing' – children learn a story through actions so that they can retell it verbally and write it independently. Writing through independent tasks – children apply their skills to write independently. 	<ul style="list-style-type: none"> Narrative writing Fact books Labels Simple explanations 	<p>'What the Ladybird heard' by Julia Donaldson. 'The Hungry Caterpillar' by Eric Carle 'Superworm' by Julia Donaldson. Elephant Dance' by Theresa Heine Books about growth, seeds, frogs and caterpillars</p>

Year 1 composition, genre and inspirational texts.

	Composition	Genres	Inspirational texts
Autumn	<ul style="list-style-type: none"> • Writing through phonics – children segment words for spelling and write dictated sentences. • Writing in English lessons and throughout foundation subjects – children compose sentences orally before writing. • Writing through independent tasks – children apply their skills to write independently. 	<ul style="list-style-type: none"> • Traditional tales • Retelling stories • Labels • Lists • Letter writing • Poster and captions 	Traditional Tales 'The Tiger who came to tea' by Shirley Hughes 'Coming to England' by Floella Benjamin.
Spring	<ul style="list-style-type: none"> • Writing through phonics – children segment words for spelling and write dictated sentences. • Writing in English lessons and throughout foundation subjects – children compose sentences orally before writing. • Writing through independent tasks – children apply their skills to write independently. • Begin to check and re-read writing to ensure it makes sense. • Begin to plan writing. 	<ul style="list-style-type: none"> • Descriptive writing • Labels • Explanations • Simple animation • Retelling stories/short narratives • Poetry • Lists • Instructions • Recount • Story plan • Narrative writing • Recount 	'Lost and found' by Oliver Jeffers 'Snow' by Sam Usher 'Home' by Carson Ellis 'The Balcony' by Melissa Castrill 'The Night Pirates' by Peter Harris.
Summer	<ul style="list-style-type: none"> • Writing through phonics – children segment words for spelling and write dictated sentences. • Writing in English lessons and throughout foundation subjects – children compose sentences orally before writing. • Writing through independent tasks – children apply their skills to write independently. • Independently check and re-read writing to ensure it makes sense. • Independently plan writing and use plan to write final piece. 	<ul style="list-style-type: none"> • Poetry • Descriptive writing • Factual information • Non-chronological report • Lists with bullet points • Writing questions • Postcards • Retelling stories 	'We're roaming in the Rainforest' by Laurie Krebs. 'Anna Hibiscus song' by Atinuke. 'Crab and Clem' by Fiona Lumbers 'Grace the Lighthouse Cat' by Ruth Brown. 'Billy's bucket' by Kes Gray and Garry Parsons.

Year 1 Transcription: spelling - National curriculum content covered through **Purple Mash** scheme.

	Autumn	Spring	Summer
Week 1	The /f/, /l/, /s/, /z/ and /k/ sounds are usually spelt as ff, ll, ss, zz, and ck if they come straight after a single vowel letter in short words. A2W4	The /or/ sound. The digraph 'or' and trigraph 'ore'. It is more likely that this sound will be spelt with an 'e' at the end of a word. S2W6	The /or/ sound spelt with the digraph 'aw' or 'au'. If it is at the end of a word it is more likely to be spelt with 'aw' and 'au' at the beginning. SU1W1
Week 2	The /nk/ sound found at the end of words usually comes after a vowel . A2W6	The /tch/ sound. This is usually spelt 'tch' when it comes after a vowel SU2W2	The /oo/ and /yoo/ sounds can be spelt as 'u-e', 'ue' or 'ew'. If words end with the /oo/ sound then it is most likely to be spelt with 'ue' or 'ew'. S2W3
Week 3	Long vowel sound /e/ spelt ee. This is a common way of spelling the sound and is found in the middle of words and sometimes at the end. A1W3	Words with 'ph' or 'wh' spellings. SU1W3	The trigraphs 'air', 'ear' and 'are' all make the /ɛə/ (air) sound. Commonly found in the middle and end of words but can be at the beginning too. SU1W2
Week 4	The /oa/ digraph can come at the beginning or in the middle of words but very rarely at the end. The /oe/ digraph can be sometimes found at the end of words. The /ow/ digraph also makes this sound. S2W1	The /ou/ digraph. This digraph can be found at the beginning and in the middle of words. The only word ending with this digraph is 'you'. The /ow/ digraph also makes this sound. S2W2	The trigraph 'ear' also makes the /ear/ and /er/ sounds. MYOSQ
Week 5	The /ai/ and /oi/ digraphs. These words are rarely used at the end of words in English. A1W1	The long vowel sound /a/ spelt with the split digraph a-e. MYOSQ	English words hardly ever end with a 'v' so if a word ends with a /v/ sound the letter 'e' needs to be added after the 'v'. SU2W3
Week 6	The /ay/ and /oy/ digraphs are used for sounds at the end of words and syllables . A1W2	The long vowel sound /i/ spelt with the split digraph i-e. MYOSQ	Adding 's' and 'es' to words to make plurals . If the ending sounds like /s/ or /z/ then it is spelt -s, if it forms an extra syllable then it is spelt as -es. SU2W4
Week 7	The long vowel sound /i/ spelt 'igh'. This trigraph is usually found in the middle of words but sometimes at the end of words too. MYOSQ	The long vowel sound /o/ spelt with the split digraph o-e. MYOSQ	Adding the suffixes 'ing', 'ed' and 'er' to verbs where there is no change to the root word . SU2W5
Week 8	The digraphs /er/ and /ir/ are often found in the middle of words and sometimes at the beginning. A2W2	The long vowel sounds /oo/ and /yoo/ spelt with the split digraph u-e. MYOSQ	Adding 'er' and 'est' to adjectives where there is no change to the root word . SU2W6
Week 9	The digraph /ur/. Often found in the middle of words and occasionally at the beginning of words. S1W2	The long vowel sound /ee/ spelt with the split digraph e-e and also 'ea' which is usually found in the middle of words. MYOSQ	Adding the prefix 'un'. SU1W6
Week 10	The /ar/ digraph. This digraph can be used at the beginning, middle and end of words. MYOSQ	The digraph 'ie' making the /igh/ as in 'pie'. A1W4	Joining words together to make compound words . S1W1
Week 11	The long vowel sound /oo/ as in 'zoo'. Very few words start or end with this digraph. S1W3	The digraph 'ie' making the /ee/ sound as in 'field'. A1W6	The days of the week. S1W5
Week 12	The short vowel sound /oo/ as in 'foot'. S1W4		
Week 13	Some words end with an /ee/ sound spelt '-y' MYOSQ		
Week 14	Some words end with an /igh/ sound spelt '-y'. MYOSQ		
Week 15	Year 1 Common exception words MYOSQ		

Spellings are taught and practised for 10 minutes each morning and homework sent weekly on paper and electronically via Purple Mash.

Vocabulary hi-lighted in yellow is explicitly taught.

Year 1 Common Exception Words are regularly revisited. Teachers correct mis-spellings of these words in any piece of writing.

Year 1 Common Exception Words
the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our

Year 1 Vocabulary, grammar and Punctuation.

Autumn	Spring	Summer
<ul style="list-style-type: none">• To leave spaces between words• To begin to punctuate sentences using a capital letter and a full stop.• To use capital letters for the names of people, places and the personal pronoun 'I'.• To sequence sentences to form short narratives.	<ul style="list-style-type: none">• To leave spaces between words• To begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.• To use capital letters for the names of people, places, days of the week and the personal pronoun 'I'.• To join words and clauses using 'and'.• To sequence sentences to form short narratives.	<ul style="list-style-type: none">• To leave spaces between words• To begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.• To use capital letters for the names of people, places, days of the week and the personal pronoun 'I'.• To join words and clauses using 'and'.• To sequence sentences to form short narratives.• To know regular plural noun suffixes -s and -es.• To add suffixes to verbs where no change is needed. (e,g, helping. helped, helper)• To know that the prefix un- changes the meaning of verbs and adjectives.
Terminology for pupils: letter, capital letter, word, singular, plural, sentence, full stop, question mark, exclamation mark, noun, verb, adjective.		

Year 1 Handwriting. Daily practice during phonic lesson and weekly practice of specific letters.

	Autumn	Spring	Summer
Week 1	Practise letters c, a, d	Practise letters z, x,	Practise long vowel phonemes ai, igh, oo
Week 2	Practise letters o, g, q	Practise letters r, w	Practise vowels with adjacent consonents ee, oa, ow
Week 3	Practise letters s, e, f	Introduce capital letters for z, x	Practise ch unjoined
Week 4	Introduce capital letters for c, a, d	Introduce capital letters for v, w	Introduce diagonal join to ascender ch
Week 5	Introduce capital letters for o, g, q	Practise numbers 0-9	Practise ai unjoined
Week 6	Introduce capital letters for s, e, f,	Writing words with ff, ll, ss, zz	Introduce diagonal join, no ascender ai
Week 7	Practise letters l, t, i	Writing words ck, qu	Practise wh unjoined
Week 8	Practise letters j, u, y	Practise c, a, d, o, g, q, s, e, f, r, h, b, p, n, m, k	Introduce horizontal join to ascender wh
Week 9	Introduce capital letters for l, t, i	Practise l, t, i, j, u, y, z, x, r, w	Practise ow unjoined
Week 10	Introduce capital letters for j, u, y	Practise all capital letters	Introduce horizontal join, no ascender ow
Week 11	Practise letters r, h, b	Practise numbers 1-20	Practise all capital letters.
Week 12	Practise letters p, n, m, k		
Week 13	Introduce capital letters for r, h, b		
Week 14	Introduce capital letters for h, n, m, k		
Week 15	Assess formation of letters practised so far.		

National Curriculum handwriting statutory requirements

Pupils should be taught to:

- Sit correctly at a table, holding a pencil comfortably and correctly.
- Begin to form lowercase letters in the correct direction, starting and finishing in the right place.
- Form capital letters
- Form digits 0-9

Year 2 composition, genre and inspirational texts.

	Genres	Inspirational texts	Composition
Autumn	<ul style="list-style-type: none"> • Letter writing • Descriptive writing • Setting descriptions • Labels • Explanations • Weather reports • Diary writing • Narrative writing • Poetry 	'Dear Teacher' by Amy husband 'Cloudy with a chance of Meatballs' by Judi Barrett. 'The Little Hen and the Great War' by Jennifer Beck and Robyn Belton 'The Lion and the Unicorn' by Shirley Hughes. 'How to hide a Lion' by Helen Stephens.	<ul style="list-style-type: none"> • To develop positive attitudes towards and stamina for writing by: writing narratives about personal experiences, and those of others (real and fictional), writing about real events, writing poetry and writing for different purposes. • To be introduced to new tier 2 and tier 3 vocabulary and be able to plan and use it in their writing. • To plan what they want to write. • To make simple additions, revisions and corrections to their own writing by: Evaluating their writing with their teacher and other pupils, re-reading to check their writing makes sense and proof-reading to check for errors in spelling, grammar and punctuation. • To ensure that verbs to indicate time are used correctly and consistently. • To read aloud what they have written with appropriate intonation to make the meaning clear.
Spring	<ul style="list-style-type: none"> • Recipes • Instructions • Story planning • Narrative writing • Descriptive writing • Setting descriptions • Writing plans • Non-chronological reports • Poetry 	'The Disgusting Sandwich' by Gareth Edwards.Mayhew 'Vlad and the Great Fire' by Kate Cunningham 'Once upon a Dragon's Fire' by Beatrice Blue.	
Summer	<ul style="list-style-type: none"> • Story planning • Descriptive writing • Narrative writing • Writing plans • Non-chronological reports • Poetry • Explanations 	'Once upon a Dragon's fire' by Beatrice Blue Little Red Riding hood – traditional Tale 'The Barnabus Project' by The Fan Brothers.	

Year 2 Transcription: Spelling - National curriculum content covered through **Purple Mash** scheme.

	Autumn	Spring	Summer
Week 1	Year 1 common exception words MYOSQ	The suffixes -ment and -ness. MYOSQ	Recap of final 2 weeks learning in the Spring Term MYOSQ
Week 2	The /j/ sound spelt -ge at the end of words. This spelling comes after all sounds other than the short vowels . And the /j/ sound spelt -dge at the end of words this spelling comes after short vowel sounds.. SU2W4	The suffixes -ful and -less. If a suffix starts with a consonant it is added straight on to most root words . MYOSQ	The /or/ sound spelt 'a' before 'll' and 'l' SU1W4
Week 3	The /s/ sound spelt 'c' before e, l and y. SU2W4	Adding -es to nouns and verbs ending in -y. SU1W3	The short vowel sound 'o' SU2W1
Week 4	The /n/ sound spelt kn and gn at the beginning of words. MYOSQ	Adding -ed and -er to a root word ending in -y when there is a consonant before it. MYOSQ	Words with the spelling 'a' after w and qu A1W6
Week 5	The /r/ sound spelt wr at the beginning of words. SU1W1	Adding -est and -ing to a root word ending in -y when there is a consonant before it. MYOSQ	The /er/ and /or/ sound spelt with 'or' or 'ar' after w MYOSQ
Week 6	The // or /ul/ sound spelt -le at the end of words. S1W1	Adding -er, -est and -y to words ending in -e when there is a consonant before it.. MYOSQ	Homophones or near homophones . They have the same pronunciation but different spellings and/or meanings. A1W3
Week 7	The // or /ul/ sound spelt -el at the end of words. This spelling is used after m, n, r, s, v, w and commonly s S1W3	Adding -ing and -ed to words ending in -e when there is a consonant before it.. MYOSQ	Homophones or near homophones . S1W2
Week 8	The // or /ul/ sound spelt -al at the end of words, S1W4	Adding -est to words of one syllable ending in a single consonant after a single vowel . The last letter is doubled to keep the short vowel sound. MYOSQ	The /z/ sound spelt 's'. MYOSQ
Week 9	Words ending in -il SU2W2	Adding -ing and -ed to words of one syllable ending in a single consonant after a single vowel . The last letter is doubled to keep the short vowel sound. S2W4	Year 2 common Exception words A1W5
Week 10	The long vowel /igh/ spelt with a -y at the end of words. SU1W2	Contractions – the apostrophe shows where a letter or letters would be if the words were written in full A2W3	Year 2 common Exception words A2W5
Week 11	The long vowel /ee/ spelt -y at the end of words MYOSQ	The possessive apostrophe (singular) S2W1	
Week 12	Adding 's' and 'es' to words to make plurals . If the ending sounds like /s/ or /z/ then it is spelt -s, if it forms an extra syllable then it is spelt as -es. MYOSQ (Y1)		
Week 13	Adding the suffixes 'ing', 'ed' and 'er' to verbs where there is no change to the root word . MYOSQ (Y1)		
Week 14	Adding 'er' and 'est' to adjectives where there is no change to the root word . MUOSQ (Y1)		
Week 15	The /ee/ sound spelt -ey A1W4		

Spellings are taught and practised for 10 minutes each morning and homework sent weekly on paper and electronically via Purple Mash.

Vocabulary hi-lighted in **yellow** is explicitly taught.

Year 1 and 2 Common Exception Words are regularly revisited. Teachers correct mis-spellings of these words in any piece of writing.

Year 2 Common Exception Words
door, floor, poor, because, find, kind, mind, behind, child, children*, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas

Year 2 Vocabulary, grammar and Punctuation.

Autumn	Spring	Summer
<ul style="list-style-type: none"> To use familiar and new punctuation correctly: full stops, capital letters, exclamation marks, question marks and commas for lists. To learn how to use sentences with different forms: statement, question, exclamation, command. To use expanded noun phrases to describe and specify. To use subordination (when, if, that, because) and co-ordination (or, and, but) To use the past and present tenses consistently including the progressive form. 	<ul style="list-style-type: none"> To use familiar and new punctuation correctly: full stops, capital letters, exclamation marks, question marks, commas for lists, apostrophes for contracted forms and the possessive (singular). To learn how to use sentences with different forms: statement, question, exclamation, command. To use expanded noun phrases to describe and specify. To use subordination (when, if, that, because) and co-ordination (or, and, but) To use the past and present tenses consistently including the progressive form. To form nouns using suffixes -ness, -er, and by compounding. To form adjectives using suffixes -ful, -less. To use suffixes -er, -est, and use -ly to turn adjectives into adverbs. 	<ul style="list-style-type: none"> To use familiar and new punctuation correctly: full stops, capital letters, exclamation marks, question marks, commas for lists, apostrophes for contracted forms and the possessive (singular). To learn how to use sentences with different forms: statement, question, exclamation, command. To use expanded noun phrases to describe and specify. To use subordination (when, if, that, because) and co-ordination (or, and, but) To use the past and present tenses consistently including the progressive form. To form nouns using suffixes -ness, -er, and by compounding. To form adjectives using suffixes -ful, -less. To use suffixes -er, -est, and use -ly to turn adjectives into adverbs.
Terminology for pupils: Year 1: letter, capital letter, word, singular, plural, sentence, full stop, question mark, exclamation mark, noun, verb, adjective. Year 2: Noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma.		

Year 2 Handwriting. Daily practice during phonic lesson and weekly practice of specific letters.

	Autumn	Spring	Summer
Week 1	Assessment	Introducing diagonal join to anticlockwise letters:ea	Practise all capital letters
Week 2	Practise letters o, g, q, c, a, d,	Practising diagonal join to anticlockwise letters: dg, ng	Building on diagonal join to ascender: ck, al, el, at, il, ill
Week 3	Practise letters s, e, f,	Introducing horizontal join to anticlockwise letters: oo, oa	Building on diagonal join, no ascender: ui, ey, aw, ur, an, ip
Week 4	Practise letters l, t, l, j, u, y	Introducing horizontal join to anticlockwise letters: oo, oa	Building on horizontal join to ascender: ok, ot, ob, ol
Week 5	Practise letters r, h, b, p, n, m, k	Practising horizontal join to anticlockwise letters: wo, ow	Building on horizontal join, no ascender: oi, oy, on, op, ov
Week 6	Practise letters r, w, z, x	Introducing mixed join to three letters: air, ear	Building on diagonal join to anticlockwise letters: ed, cc, eg, ic, ad, ug, dd, ag
Week 7	Practise all capital letters	Practising mixed join for three letters: oor, our	Building on horizontal join to anticlockwise letters: oc, og, od, va, vo
Week 8	Practise diagonal join to the ascender: ch, th	Practising mixed join for three letters: ing	Introducing joins to s: as, es, is, os, ws, ns, ds, ls, ts, ks
Week 9	Practise diagonal join, no ascender: ir, er	Practise c, a, d, o, g, q, s, e, f,	Practise joined ed and ing
Week 10	Practise horizontal join, no ascender: ow, ou	Practise l, t, l, j, u, y, z, x, r, w	Practise all capital letters
Week 11	Introduce diagonal join to e: oe, ve	Practise numbers 1-100	
Week 12	Introduce ee		
Week 13	Practising diagonal join, no ascender: le		
Week 14	Writing numbers 1-100		
Week 15	Practise capital letters		

National Curriculum handwriting statutory requirements

Pupils should be taught to:

- Form lower-case letters of the correct size relative to one another.
- Begin using some of the diagonal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.
- Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters.
- Use spacing between words that reflects the size of letters.

