



## Travis St Lawrence Writing Progression- Transcription

### Foundation Stage

| Term     | This term, the spellings I need to learn are....<br>100 HFW<br>RWI Red Words | I need to apply the following RWI sounds in my spellings:  | This term, the handwriting certificates I need to achieve are.....  |
|----------|--|--|---|
| Autumn 1 |  | m a s d t i n p g o c k u b f e  | N/A - Introduce concept 'boat', 'sun' and 'water' letters. 'Boat' letters neither ascend or descend. 'Sun' letters ascend and 'water' letters descend.<br>(learn formation of individual sounds during RWI group session) |
| Autumn 2 |  | m a s d t i n p g o c k u b f e<br>l h r j v y w z x   | N/A<br>(learn formation of individual sounds during RWI group session)  |
| Spring 1 | a in it on at but can up an big him and as<br>had as put                     | m a s d t i n p g o c k u b f e l h r j v y w z x<br>sh th ch qu ng nk                                   | Stage 1 - straight line family letters (i,l,t,j) based on a single vertical line.   |
| Spring 2 | is his not mum dad get got just help with that<br>this then them             | m a s d t i n p g o c k u b f e l h r j v y w z x sh th ch<br>qu ng nk<br>ll ss ff ck                    | Stage 1 - coathanger family (c,o,a,d,g,q,e) based on a c shape.   |
| Summer 1 | went will off if back from the he I of my                                    | m a s d t i n p g o c k u b f e l h r j v y w z x sh th ch<br>qu ng nk ll ss ff ck                       | Stage 1 - bridge family (n,m,r,h,b,k,p)   |
| Summer 2 | said are no you be your to we go see look too<br>day                         | m a s d t i n p g o c k u b f e l h r j v y w z x sh th ch<br>qu ng nk ll ss ff ck<br>ay ee igh ow oo oo | Stage 1 - zig-zag family (v,w)<br>Smile family (u,y)<br>Misfits family (s, f, x, z)   |

### Year 1

| Term     | This term, the spellings I need to learn are....<br>Y1 common exception words<br>RWI red words | I need to apply the following RWI sounds in my spellings:   | This term, the handwriting certificates I need to achieve are....                               |
|----------|--|---|---|
| Autumn 1 | I, a, of, my, to, the, no, put, he, your, said, you,<br>are, to, me, go, pull, full, says, ask | m a s d t i n p g o c k u b f e l h r j v y w z x sh th ch<br>qu ng nk ll ss ff ck ay ee igh ow oo oo ar or air ir ou<br>oy | Stage 1 - straight line family letters (i,l,t,j) and coathanger family letters (c,o,a,d,g,q,e). |



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|          |   |  |  |
| Autumn 2 | <i>for, baby, said, all, call, her, I've, like, want, washing, what, old</i>  | m a s d t i n p g o c k u b f e l h r j v y w z x sh th ch<br>qu ng nk ll ss ff ck ay ee igh ow oo oo ar or air ir ou<br>oy ea oi a-e i-e, o-e u-e aw are ur   | Stage 1 - bridge family (n,m,r,h,b,k,p)<br>Stage 1 - zig zag family (v,w)  |
| Spring 1 | <i>is, his, has, be, she, some, come, so, push, by, we, was, do, they, today</i>                                    | m a s d t i n p g o c k u b f e l h r j v y w z x sh th ch<br>qu ng nk ll ss ff ck ay ee igh ow oo oo ar or air ir ou<br>oy<br>ea oi a-e i-e o-e u-e aw are ur<br>er ow ai oa ew ire ear ure   | Stage 1 – Smile family (u,y)<br>Stage 1 - Misfits family (s, f, x, z)  |
| Spring 2 | <i>who, their, saw, watch, small, wall, tall, brother, any, I'm, should, were, someone, another, father, anyone</i> | m a s d t i n p g o c k u b f e l h r j v y w z x sh th ch<br>qu ng nk ll ss ff ck ay ee igh ow oo oo ar or air ir ou<br>oy<br>ea oi a-e i-e o-e u-e aw are ur<br>er ow ai oa ew ire ear ure<br>tious tion cious au e-e ue ie ph wh kn | Stage 1 – Capital letter Formation (Taught alongside lower case in families in suggested groups)<br><br>E F H I J L T<br>C G O Q S U<br>B D P R<br>M N V W A K X Z Y<br><br>Number Formation 0-9   |
| Summer 1 | <i>one, once, school, there, were, house, our, friend, love, where, here</i>  | m a s d t i n p g o c k u b f e l h r j v y w z x sh th ch<br>qu ng nk ll ss ff ck ay ee igh ow oo oo ar or air ir ou<br>oy<br>ea oi a-e i-e o-e u-e aw are ur<br>er ow ai oa ew ire ear ure<br>tious tion cious au e-e ue ie ph wh kn | Stage 2 – words containing boat, sun and water letters (practise words from each group and position correctly on lines)<br><b>Boat:</b> no, on, are, an, as, can, in, some, is, come, so, we, was, saw, were, someone.<br><b>Boat and sun:</b> and, had, his, with, that, said, all, call, her, like, want, what, old, his, has, be, she, push, do, small, who, their, watch, small, wall, tall, brother, should, another, school, their, house, love, where, here, water, would, other, mother, whole, above<br><b>Boat and water:</b> up, my, your, you, any, anyone, any, many, great |



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|               |   |  |   |
|---------------|---|--|---|
| Summer 2      | <i>water, brother, small, any, many, would, other, mother, whole, great, above</i>  | m a s d t i n p g o c k u b f e l h r j v y w z x sh th ch<br>qu ng nk ll ss ff ck ay ee igh ow oo oo ar or air ir ou<br>oy<br>ea oi a-e i-e o-e u-e aw are ur<br>er ow ai oa ew ire ear ure<br>tious tion cious au e-e ue ie ph wh kn | Stage 2 - words containing boat, sun and water letters (practise words and position correctly on lines)<br><br><i>big, get, got, just, baby, washing, help, put, pull, they, today, great</i><br><br>Capital letter Formation<br><br>E F H I J L T<br>C G O Q S U<br>B D P R<br>M N V W A K X Z Y<br><br>Number Formation 0-9 |
| <b>Year 2</b> |   |  |   |
| Term          | <b>This term, the spellings I need to learn are....</b><br><i>Y2 common exception words</i><br><i>200 high frequency words</i>  | <b>I need to apply the following RWI sounds in my spellings:</b>   | <b>This term, the handwriting certificates I need to achieve are....</b>  |
| Autumn 1      | <i>door, floor, poor, because, find, kind, mind, behind child, children, wild, climb, most, only, both, old, cold, gold, hold, told</i><br><br><i>RWI Spelling Rules from the RWI spelling programme.</i> | m a s d t i n p g o c k u b f e l h r j v y w z x sh th ch<br>qu ng nk ll ss ff ck ay ee igh ow oo oo ar or air ir ou<br>oy<br>ea oi a-e i-e o-e u-e aw are ur<br>er ow ai oa ew ire ear ure<br>tious tion cious au e-e ue ie ph wh kn | Stage 2 - straight line family letters (i,l,t,j) and coathanger family letters (c,o,a,d,g,q,e).<br>Ensure positioned correctly on lines.<br><br>Number Formation 0-9<br><br>Capital letter Formation<br><br>E F H I J L T<br>C G O Q S U<br>B D P R<br>M N V W A K X Z Y  |



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|----------|--|--|--|
| Autumn 2 | <p>every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour</p> <p>RWI Spelling Rules from the RWI spelling programme.</p> | <p>m a s d t i n p g o c k u b f e l h r j v y w z x sh th ch<br/>qu ng nk ll ss ff ck ay ee igh ow oo oo ar or air ir ou<br/>oy<br/>ea oi a-e i-e o-e u-e aw are ur<br/>er ow ai oa ew ire ear ure<br/>tious tion cious au e-e ue ie ph wh kn</p> | <p>Stage 2 - bridge family (n,m,r,h,b,k,p)<br/>Stage 2 - zig zag family (v,w)</p> <p>Ensure all handwriting moving forward is correctly positioned on lines.</p>   |
| Spring 1 | <p>move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money</p> <p>RWI Spelling Rules from the RWI spelling programme.</p>        | <p>m a s d t i n p g o c k u b f e l h r j v y w z x sh th ch<br/>qu ng nk ll ss ff ck ay ee igh ow oo oo ar or air ir ou<br/>oy<br/>ea oi a-e i-e o-e u-e aw are ur<br/>er ow ai oa ew ire ear ure<br/>tious tion cious au e-e ue ie ph wh kn</p> | <p>Stage 3- diagonal 'arm' to 'boat' joins:</p> <p>ai ae aj am ar<br/>ci ce cu cy<br/>di dr dy de<br/>ee ei em er<br/>he hu hi hy<br/>ie ir ip iw iy<br/>ke ki kn ky</p> <p>le lm lu ly<br/>me mi mm mu<br/>ne ni nu ny<br/>te ti tu ty tw<br/>ui ue up<br/>uw uy</p> <p>Stage 3- arm to coathanger letter joins</p> |



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|          |   |   |  |
|----------|---|---|--|
|          |   |   | <p>ic ka ko la</p> <p>ld lo</p> <p>Number Formation 0-9</p> <p>Capital letter Formation</p> <p>EFHIJLT<br/>CGOQSU<br/>BDPR<br/>MNVWAKXYZ</p>                           |
| Spring 2 | <p>these, live, can't, more, began, again, I'll, over, never, magic, small, couldn't, going, wanted, that's, through, I've</p> <p>RWI Spelling Rules from the RWI spelling programme.</p> | <p>m a s d t i n p g o c k u b f e l h r j v y w z x sh th ch</p> <p>qu ng nk ll ss ff ck ay ee igh ow oo oo ar or air ir ou</p> <p>oy</p> <p>ea oi a-e i-e o-e u-e aw are ur</p> <p>er ow ai oa ew ire ear ure</p> <p>tious tion cious au e-e ue ie ph wh kn</p> | <p>Stage 3- arm to ascender join</p> <p>ab ah ak al</p> <p>at eb eh ek el</p> <p>et ib ik il it</p> <p>al ch mb th da</p> <p>Stage 3- horizontal line to boat join</p> |



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|----------|---|--|--|
|          |   |  |  |
| Summer 1 | <p><i>Mr, Mrs, parents, Christmas</i></p> <p><i>Something, who, didn't, thought, laughed, let's, suddenly, mother coming, really, he's, liked, giant, use, even</i></p> <p><i>RWI Spelling Rules from the RWI spelling programme.</i></p> | <p>m a s d t i n p g o c k u b f e l h r j v y w z x sh th ch</p> <p>qu ng nk ll ss ff ck ay ee igh ow oo oo ar or air ir ou oy</p> <p>ea oi a-e i-e o-e u-e aw are ur</p> <p>er ow ai oa ew ire ear ure</p> <p>tious tion cious au e-e ue ie ph wh kn</p> | <p>Stage 3- horizontal line to coathanger join</p> |



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|----------|--|---|--|
|          |  |   | <p>va vo</p> <p>wa wo</p> <p>ra ro rd rg</p> <p>fa fo</p> <p>oa oo od og</p> <p>Stage 3- washing line to sun join</p> <p>wh wl rb</p> <p>rh rl fl ob</p> <p>oh ol ot</p> |
| Summer 2 | <p><i>Different, grandad, stopped, plants, before, there's, clothes, which, we're, where</i></p> <p><i>RWI Spelling Rules from the RWI spelling programme.</i></p> | <p>m a s d t i n p g o c k u b f e l h r j v y w z x sh th ch</p> <p>qu ng nk ll ss ff ck ay ee igh ow oo oo ar or air ir ou</p> <p>oy</p> <p>ea oi a-e i-e o-e u-e aw are ur</p> <p>er ow ai oa ew ire ear ure</p> <p>tious tion cious au e-e ue ie ph wh kn</p> | Consolidation of all joins   |



## Travis St Lawrence Writing Progression- Transcription

| Year 3          |   |  |
|-----------------|---|--|
| Term            | This term, the spellings I need to learn are....<br><i>Special focus orange words</i>   | This term, the handwriting objectives I need to learn are...   |
| <b>Autumn 1</b> | answer island February length strength business<br>accident accidentally actual actually<br>address answer appear arrive believe bicycle breath breathe<br>build busy business<br><i>RWI Spelling Rules from the RWI spelling programme.</i>  | <ol style="list-style-type: none"> <li>1. Forming descenders accurately sp, spr, pri, pru</li> <li>2. Forming ascenders accurately al, all, at</li> <li>3. Practising the diagonal join to a small letter ci, cir, cer, cen</li> <li>4. Practising the diagonal join to a tall letter mb, lmb, umb, amb</li> <li>5. Practising joining to and from the letter l ale dle ele tle</li> </ol>                           |
| <b>Autumn 2</b> | calendar caught centre century certain circle complete<br>consider continue decide describe different difficult disappear<br>early earth eight eighth exercise experience<br><i>RWI Spelling Rules from the RWI spelling programme.</i>       | <ol style="list-style-type: none"> <li>6. Practising joining to the letter y ly lly lky iny</li> <li>7. Practising forming the letter s correctly es les ses eys</li> <li>8. Practising joining from the letter l le, ln, ll, ll</li> <li>9. Practising spacing between letters ed, ned, hed, ked</li> <li>10. Practising writing with a slant</li> </ol>  |
| <b>Spring 1</b> | experiment extreme famous favourite February forward forwards<br>fruit grammar group guard guide heard heart height history<br>imagine increase important interest<br><i>RWI Spelling Rules from the RWI spelling programme.</i>              | <ol style="list-style-type: none"> <li>11. Practising forming capital letters whole alphabet</li> <li>12. Practising writing the letter t at the correct height ti, tio, ctl, atl</li> <li>13. Practising spacing letters consistently ew, ev, ex</li> <li>14. Practising forming double letters correctly ii ll tt rr nn mm cc oo dd ss ff ee</li> <li>15. Practising joining to the letter e he, we, re</li> </ol> |
| <b>Spring 2</b> | island knowledge learn length library material medicine mention<br>minute natural naughty notice occasion occasionally often<br>opposite ordinary particular peculiar perhaps<br><i>RWI Spelling Rules from the RWI spelling programme.</i>   | <ol style="list-style-type: none"> <li>16. Practising joining to the letter k ick, uck, ack</li> <li>17. Practising the second join ch, che, cho, cha, chi</li> <li>18. Practising joining from the letter e ey, ei, eigh</li> <li>19. Practising the horizontal join our, mous, ious</li> <li>20. Practising joining from the letter a ap, ar, an</li> </ol>  |
| <b>Summer 1</b> | popular position possess possession possible potatoes pressure<br>probably promise purpose quarter question recent regular reign<br>remember sentence separate special straight<br><i>RWI Spelling Rules from the RWI spelling programme.</i> | <ol style="list-style-type: none"> <li>21. Practising with punctuation ! ? – “ ” , ‘</li> <li>22. Practising diagonal joins to the letter y ly, ky, ny</li> <li>23. Practising joining to and from the letter r ure, sure, ture</li> <li>24. Practising joining from the letter w who, wha, whe, whi</li> <li>25. Practising forming numerals correctly 1 2 3 4 5 6 7 8 9</li> </ol>                                 |
| <b>Summer 2</b> | strange strength suppose surprise therefore though although<br>thought through various weight woman women<br><i>RWI Spelling Rules from the RWI spelling programme.</i>   | <ol style="list-style-type: none"> <li>26. Practising writing silent letters wra wri kni</li> <li>27. Practising joining from the letter f fte, fir, fin</li> <li>28. Practising writing decorated capital letters whole alphabet</li> </ol>   |





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| Year 4          |   |  |
|-----------------|---|--|
| Term            | This term, the spellings I need to learn are....  | This term, the handwriting objectives I need to learn are...   |
| <b>Autumn 1</b> | Revisit and consolidate from Year 3:<br>accident accidentally actual actually<br>address answer appear arrive believe bicycle breath breathe<br>build busy business<br><i>RWI Spelling Rules from the RWI spelling programme.</i>   | 1. Practising joining from the letter e eat, eac, ead<br>2. Practising joining to and from the letter s ask, asp, ast<br>3. Practising writing letters at the correct size and height ried, ries, rief<br>4. Practising writing double letters tt ll rr ee<br>5. Practising consistency in spacing sce, sca, si  |
| <b>Autumn 2</b> | Revisit and consolidate from Year 3:<br>calendar caught centre century certain circle complete<br>consider continue decide describe different difficult disappear<br>early earth eight eighth exercise experience<br><i>RWI Spelling Rules from the RWI spelling programme.</i>       | 6. Practising using a diagonal join un, unn, inn, imm<br>7. Practising the horizontal join rep, rem, rea, reo<br>8. More practice joining to the letter y ly, ily, ity, ify<br>9. Practise speed writing speedily quickly swiftly briskly<br>10. Practising the size and height of letters ous, ious, eous   |
| <b>Spring 1</b> | Revisit and consolidate from Year 3:<br>experiment extreme famous favourite February forward forwards<br>fruit grammar group guard guide heard heart height history<br>imagine increase important interest<br><i>RWI Spelling Rules from the RWI spelling programme</i>               | 11. Practising spacing within words constellation, station, relaxation, education, habitation, nation<br>12. Practising joining to and from the letter w owf, owb, owm, owd<br>13. Practising joining from the letter m circumnavigate, circumstance, circumvent, circumference.<br>14. Practising joining to the letter a from the letter w wan, was, wav, wax<br>15. Practising using a diagonal joining line ship, ment, ness, less |
| <b>Spring 2</b> | Revisit and consolidate from Year 3:<br>island knowledge learn length library material medicine mention<br>minute natural naughty notice occasion occasionally often<br>opposite ordinary particular peculiar perhaps<br><i>RWI Spelling Rules from the RWI spelling programme</i>    | 16. Practising speedwriting department, ten o'clock, accident and emergency, as soon as possible<br>17. Practising joining from the letter l lig, rig, tig, mig<br>18. Practising the diagonal join to ascenders al, all, alt, afl<br>19. Practising joining to and from the letter f ff, lfs, lfe, ife<br>20. Practising joining to and from the letter e rec, red, ved, ves  |
| <b>Summer 1</b> | Revisit and consolidate from Year 3:<br>popular position possess possession possible potatoes pressure<br>probably promise purpose quarter question recent regular reign<br>remember sentence separate special straight<br><i>RWI Spelling Rules from the RWI spelling programme.</i> | 21. Practising punctuation , ' ! ?<br>22. Practising consistency in forming and joining letters ear, are, rew, new<br>23. Practising printing to make captions whole alphabet<br>24. Practising joining to and from the letter v live, tive, sive, five<br>25. Practising break letters bl, pl, gl   |



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|-----------------|---|---|
|                 |   |   |
| <b>Summer 2</b> | Revisit and consolidate from Year 3:<br>strange strength suppose surprise therefore though although<br>thought through various weight woman women<br><i>RWI Spelling Rules from the RWI spelling programme.</i> | 26. Practising drafting and editing<br>27. Practising speedwriting 1 2 3 4 5 6 7 8 9 10 one, two, three, four, five, six, seven, eight, nine, ten<br>28. Practising printing to make a poster Monday, Tuesday, Wednesday, Saturday, Sunday  |
| <b>Year 5</b>   |   |   |
| <b>Term</b>     | <b>This term, the spellings I need to learn are....<br/>(Mostly taken from special focus orange words)</b>  | <b>This term, the handwriting objectives I need to learn are...</b>   |
| <b>Autumn 1</b> | accompany according appreciate attached accommodate<br>aggressive rhyme rhythm symbol system forty curiosity<br><i>RWI Spelling Rules from the RWI spelling programme</i>                                       | 1. Practising joining to and from the letter r copy are words<br>2. Ensuring letters are consistent in height and size copy words and adding then ed<br>3. Developing fluency copy ire words<br>4. Ensuring the letter t is at the correct height copy inter words<br>5. Forming and joining the letter s copy words and their plurals  |
| <b>Autumn 2</b> | embarrass excellent exaggerate especially interrupt<br>develop determined familiar definite awkward persuade<br><i>RWI Spelling Rules from the RWI spelling programme</i>                                       | 6. Practising break letters copy words containing break letters<br>7. Practising writing a play script copy stage directions<br>8. Practising printing copy country names and dates (link to geography knowledge, Countries in Britain, American States, European Countries, Countries of Asia)<br>9. Forming ascenders correctly able, ible, ably, ibly<br>10. Practising presentation copy ight words |
| <b>Spring 1</b> | immediately suggest marvellous necessary programme recommend<br>convenience muscle disastrous neighbour interfere<br><i>RWI Spelling Rules from the RWI spelling programme</i>                                  | 11. More practice with presentation Copy antonyms<br>12. Ensuring the correct formation of the letter k ocket, icket, ucket, acket<br>13. Forming the letter y correctly bully, fully, filly, belly, welly, chilly<br>14. Practising speed and fluency add prefixes to words<br>15. Practising punctuation : ; , ' - !  |
| <b>Spring 2</b> | average desperate temperature vegetable frequently equipment<br>bruise nuisance recognise criticise<br><i>RWI Spelling Rules from the RWI spelling programme</i>  | 16. Ensuring consistency in letter sizes. Copy ough words<br>17. Practising speedwriting write words in full and short form<br>18. Forming small letters correctly copy ea words<br>19. Practising forming and joining the letter f fa, fu, fe, fl, ft, ff  |



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|-----------------|---|---|
|                 |   | 20. Practising writing with a slant lous, eous, cious, tious  |
| <b>Summer 1</b> | cemetery competition dictionary individual lightning neighbour<br>prejudice pronunciation relevant sacrifice signature<br><i>RWI Spelling Rules from the RWI spelling programme</i> | 21. Practising printing copy an address<br>22. Practising speedwriting copy patters<br>23. Practising writing decorated capital letters whole alphabet<br>24. Practising writing letters copy addresses<br>25. Practising paragraphs copy a paragraph |



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|                 |   |   |
|-----------------|---|---|
| <b>Summer 2</b> | sincere sincerely thorough<br>Consolidation of all spellings taught so far.<br><i>RWI Spelling Rules from the RWI spelling programme</i>  | 26. Practising presentation copy patters<br>27. Revisiting difficult joins ve, we, oe, fe, re<br>28. Looking at different handwriting styles copy letters   |
| <b>Year 6</b>   |   |   |
| <b>Term</b>     | <b>This term, the spellings I need to learn are....<br/>(Mostly taken from special focus orange words)</b>  | <b>This term, the handwriting objectives I need to learn are...</b>   |
| <b>Autumn 1</b> | communicate community committee harass occur occupy<br>profession sufficient correspond apparently opportunity<br><br><i>RWI Spelling Rules from the RWI spelling programme</i>   | 1. Developing an individual handwriting style copy country names<br>2. Revising slanted writing copy ve words<br>3. Practising keeping letters in correct proportion add prefixes<br>4. Practising writing fluently and legibly add suffixes<br>5. More practice forming and joining desenders add vowel suffixes   |
| <b>Autumn 2</b> | guarantee queue vehicle mischievous foreign bargain amateur<br>hindrance leisure language privilege restaurant achieve secretary<br>stomach yacht soldier physical<br><i>RWI Spelling Rules from the RWI spelling programme</i> | 6. Forming and joining the letter t copy and complete word sums<br>7. Practising joining to and from the letter o hon, one, onto, cro, ono<br>8. Practising punctuation " ! ? /<br>9. More practice of slanting writing aeroplane aerobatics aerodrome<br>transplant<br>10. Practising writing capital letters whole alphabet                               |
| <b>Spring 1</b> | available category existence controversy explanation identity<br>variety ancient government conscience twelfth conscious<br>environment parliament shoulder<br><i>RWI Spelling Rules from the RWI spelling programme</i>        | 11. Practising spacing frightened shouted pleaded lighthouse<br>determined although<br>12. Practising writing instructions Check! Wait! Stop! Dismount! Choose!<br>13. Practising fluency, speed and legibility queue question queen quench<br>14. Practise the diagonal join ent, ant, ence, ance<br>15. Practising the horizontal join wri, wra, wro, wre |
| <b>Spring 2</b> | Consolidation of all Y5/6 common exception rules.<br><i>RWI Spelling Rules from the RWI spelling programme</i>  | 16. Practising forming letters at the correct height and size copy<br>connectives<br>17. Leaving the correct space between letters lc, de, ad, as, ta, at, th, al<br>18. Practising joining to the letter r cracker, talker, shoulder, calculator<br>19. Practising horizontal joins ary, ory, ery<br>20. Practising printing whole alphabet                |
| <b>Summer 1</b> | Consolidation of all Y5/6 common exception rules.<br><i>RWI Spelling Rules from the RWI spelling programme</i>  | 21. Practising paragraphs copy a paragraph<br>22. Practising writing double letters cc oo gg ss ff ee rr mm pp ii ll tt   |



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|                 |  |  |
|-----------------|--|--|
|                 |  | <p>23. Practising spacing within words by, my, fly, soldier, sufficient, variety, conscience</p> <p>24. Ensuring letters are the correct proportion brace, hare, mouse, tortoise, solemn</p> <p>25. Practising presentation draw borders</p> |
| <b>Summer 2</b> | Consolidation of all Y5/6 common exception rules.<br><i>RWI Spelling Rules from the RWI spelling programme</i> | <p>26. Practising fluency copy pronouns</p> <p>27. Practising speedwriting copy synonyms</p> <p>28. Practising presentation copy a poem</p>  |