



St Hugh of Lincoln Catholic Primary School



		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
SPELLING & HANDWRITING		<p>Spelling: Pupils should be taught to: spell words containing each of the 40+ phonemes already taught; spell common exception words; spell the days of the week; name the letters of the alphabet in order; use letter names to distinguish between alternative spellings of the same sound; add prefixes and suffixes: using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs; using the prefix un-; 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]; apply simple spelling rules and guidance; write from memory simple sentences dictated by the teacher that include words using the grapheme-phoneme correspondences and common exception words taught so far. Handwriting: Pupils should be taught to: sit</p>	<p>Spelling: Pupils should be taught to: spell by: segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly; learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones; learning to spell common exception words; learning to spell more words with contracted forms; learning the possessive apostrophe (singular) [for example, the girl's book]; distinguishing between homophones and near-homophones; add suffixes to spell longer words including -ment, -ness, -ful, -less, -ly; apply spelling rules and guidance; write from memory simple sentences dictated by the teacher that include words using the grapheme-phoneme</p>	<p>Spelling: Pupils should be taught to: use further prefixes and suffixes and understand how to add them; spell further homophones; spell words that are often misspelt; place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]; use the first 2 or 3 letters of a word to check its spelling in a dictionary; write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. Handwriting: Pupils should be taught to: use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined; increase the legibility, consistency and quality of their handwriting, [for example, by ensuring that the downstrokes of letters are parallel and</p>	<p>Spelling: use further prefixes and suffixes and understand how to add them; spell further homophones; spell words that are often misspelt; place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]; use the first 2 or 3 letters of a word to check its spelling in a dictionary; write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. Handwriting: use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined; increase the legibility, consistency and quality of their handwriting, [for example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</p>	<p>Spelling: use further prefixes and suffixes and understand the guidance for adding them; spell some words with 'silent' letters [for example, knight, psalm, solemn]; continue to distinguish between homophones and other words which are often confused; use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically; use dictionaries to check the spelling and meaning of words; use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary; use a thesaurus. Handwriting: choose which shape of a letter to use when given choices and decide whether or not to join specific letters; choose the writing implement that is best suited for a task.</p>	<p>Spelling: use further prefixes and suffixes and understand the guidance for adding them; spell some words with 'silent' letters [for example, knight, psalm, solemn]; continue to distinguish between homophones and other words which are often confused; use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically; use dictionaries to check the spelling and meaning of words; use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary; use a thesaurus. Handwriting: choose which shape of a letter to use when given choices and decide whether or not to join specific letters; choose the writing implement that is best suited for a task.</p>

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		correctly at a table, holding a pencil comfortably and correctly; begin to form lower-case letters in the correct direction, starting and finishing in the right place; form capital letters; form digits 0-9; understand which letters belong to which handwriting 'families' (ie letters that are formed in similar ways) and to practise these.	correspondence, common exception words and punctuation taught so far. Handwriting: Pupils should be taught to: form lower-case letters of the correct size relative to one another; start using some of the diagonal and horizontal 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 the letters.	equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].			
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