



Flanderwell Writing Progression- Transcription

Foundation Stage			
Term	This term, the spellings I need to learn are.... 100 HFW RWI Red Words	I need to apply the following RWI sounds in my spellings:	This term, the handwriting objectives I need to achieve are:
Autumn 1		m a s d t i n p g o c k u b f e	<p>I will demonstrate confidence in gross and fine motor skills.</p> <p>I will be introduced to vocabulary to describe pre-writing patterns.</p> <p>I will be able to sit correctly for handwriting and hold a pencil using the tripod grip.</p> <p>I will be able to form Circles and Spirals pre-writing patterns correctly.</p> <p>I will be able to form Lines and Diagonals pre-writing patterns correctly.</p> <p>I will be able to form Jellies and Zig-Zags pre-writing patterns correctly.</p> <p>I will be able to form Loopies and Wave pre-writing patterns correctly.</p>
Autumn 2		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	<p>I will know that each letter is referred to as a sound.</p> <p>I will be able to sit correctly for handwriting and hold a pencil using the tripod grip.</p> <p>I will know that each letter is referred to as a sound.</p> <p>I will be able to form the letters i, l and t correctly.</p> <p>I will be able to write words containing i, l and t.</p> <p>I will be able to form the letters u, w and e correctly.</p> <p>I will be able to write words containing u, w and e.</p> <p>I will be able to form the letters o and c correctly.</p> <p>I will be able to write words containing o and c.</p>



Flanderwell Writing Progression- Transcription

Spring 1	a in it on at but can up an big him and as 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 sh th ch qu ng nk	<p>I will know that each letter is referred to as a sound. I will be able to sit correctly for handwriting and hold a pencil using the tripod grip.</p> <p>I will be able to form the letters a and d correctly. I will be able to write words containing a and d. I will be able to form the letters o and c correctly. I will be able to write words containing o and c. I will be able to form the letters a and d correctly. I will be able to write words containing a and d.</p>
Spring 2	is his not mum dad get got just help with that 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 qu ng nk ll ss ff ck	<p>I will know that each letter is referred to as a sound. I will be able to sit correctly for handwriting and hold a pencil using the tripod grip.</p> <p>I will be able to form the letters n, m and h correctly. I will be able to write words containing n, m and h. I will be able to form the letters j and y correctly. I will be able to write words containing j and y. I will be able to form the letters g and q correctly. I will be able to write words containing g and q.</p>
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 qu ng nk ll ss ff ck	<p>I will know that each letter is referred to as a sound. I will be able to sit correctly for handwriting and hold a pencil using the tripod grip.</p> <p>I will be able to form the letters b, p and q correctly. I will be able to write words containing b, p and q. I will be able to form the letters v, s and r correctly.</p>



Flanderswell Writing Progression- Transcription

			<p>I will be able to write words containing v, s and r.</p> <p>I will be able to form the letters f, x and s correctly.</p> <p>I will be able to write words containing f, x and s.</p>
Summer 2	<p>said are no you be your to we</p> <p>go see look too day</p>	<p>m a s d t i n p g o c k u b f e l h r j v</p> <p>y w z x sh th ch qu ng nk ll ss ff ck</p> <p>ay ee igh ow oo oo</p>	<p>I will know that each letter is referred to as a sound.</p> <p>I will be able to sit correctly for handwriting and hold a pencil using the tripod grip.</p> <p><i>End of EYFS handwriting assessment and teaching of any sounds</i></p>
Year 1			
Term	This term, the spellings I need to learn are....	I need to apply the following RWI sounds in my spellings:	This term, the handwriting objectives I need to achieve are:
	<i>Y1 common exception words</i> <i>RWI red words</i>		
Autumn 1	<p><i>I, a, of, my, to, the, no, put,</i></p> <p><i>he, your, said, you, are, to,</i></p> <p><i>me, go, pull, full, says, ask</i></p>	<p>m a s d t i n p g o c k u b f e l h r j v</p> <p>y w z x sh th ch qu ng nk ll ss ff ck</p> <p>ay ee igh ow oo oo ar or air ir ou oy</p>	<p>I can demonstrate confidence in gross and fine motor skills.</p> <p>I can sit correctly for handwriting.</p> <p>I can hold a pencil using a tripod grip.</p> <p>I can copy visual cues on a large scale.</p> <p>I understand which letters belong to which handwriting families.</p> <p>I can form the letters in the Long Ladder Letter family- i, l, t, u, j and y- correctly.</p> <p>I can form the letters in the Curly Caterpillar family- a, c, f, e, s and g- correctly.</p>
Autumn 2	<p><i>for, baby, said, all, call, her,</i></p> <p><i>I've, like, want, washing, what,</i></p> <p><i>old</i></p>	<p>m a s d t i n p g o c k u b f e l h r j v</p> <p>y w z x sh th ch qu ng nk ll ss ff ck</p> <p>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>I understand which letters belong to which handwriting families.</p> <p>I can form the letters in the One-armed Robot family- b, h, k, m and r- correctly.</p> <p>I can form the letters in the Curly Caterpillar family- v, w, x and z - correctly.</p>
Spring 1	<p><i>is, his, has, be, she, some,</i></p> <p><i>come, so, push, by, we, was,</i></p> <p><i>do, they, today</i></p>	<p>m a s d t i n p g o c k u b f e l h r j v</p> <p>y w z x sh th ch qu ng nk ll ss ff ck</p> <p>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>I know that each letter is referred to by its name.</p> <p>I can sit correctly for handwriting and hold a pencil using the tripod grip.</p> <p>I can form the capital letters A, B, C, D and E correctly using a pencil and paper.</p> <p>I can recognise the initial capital letters of my name.</p> <p>I can identify capital letters in a sentence.</p>



Flanderswell Writing Progression- Transcription

			<p>I can form the capital letters F, G, H, I and J correctly using a pencil and paper</p> <p>I can form the capital letters K, L, M, N, and O correctly using a pencil and paper</p>
Spring 2	<p><i>who, their, saw, watch, small, wall, tall, brother, any, I'm, should, were, someone, another, father, anyone</i></p>	<p>m a s d t i n p g o c k u b f e l h r j v</p> <p>y w z x sh th ch qu ng nk ll ss ff ck</p> <p>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>I can form the capital letters P, Q, R, S and T correctly using a pencil and paper</p> <p>I can form the capital letters U, V, W, X, Y and Z correctly using a pencil and paper</p> <p>I can form the printed letters a-t correctly.</p> <p>I can form the printed letters u-z correctly.</p>
Summer 1	<p><i>one, once, school, there, were, house, our, friend, love, where, here</i></p>	<p>m a s d t i n p g o c k u b f e l h r j v</p> <p>y w z x sh th ch qu ng nk ll ss ff ck</p> <p>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>I know that each number is referred to by its name.</p> <p>I can write the numbers 0-9 correctly.</p> <p>I can write my name correctly.</p> <p>I know that each symbol is referred to by its name.</p> <p>I can form punctuation marks and maths symbols correctly.</p> <p>I can form other symbols correctly.</p> <p>I can use actions to demonstrate punctuation marks.</p>
Summer 2	<p><i>water, brother, small, any, many, would, other, mother, whole, great, above</i></p>	<p>m a s d t i n p g o c k u b f e l h r j v</p> <p>y w z x sh th ch qu ng nk ll ss ff ck</p> <p>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>I will know vocabulary to describe pre-writing patterns- Circles, Spirals, Lines, Diagonals and Jellies.</p> <p>I can form pre-writing patterns correctly.</p> <p>I can form cursive letters on a large scale</p> <p>I can write cursive letters correctly using a pencil and paper.</p> <p><i>End of year 1 assessment</i></p>
Year 2			
Term	<p>This term, the spellings I need to learn are....</p> <p><i>Y2 common exception words</i></p>	<p>I need to apply the following RWI sounds in my spellings:</p>	<p>This term, the handwriting objectives I need to achieve are:</p>



Flanderwell Writing Progression- Transcription

	200 high frequency words		
Autumn 1	<p><i>door, floor, poor, because, find, kind, mind, behind child, children, wild, climb, most, only, both, old, cold, gold, hold, told</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 qu ng nk ll ss ff ck ay ee igh ow oo oo ar or air ir ou oy ea oi a-e i-e o-e u-e aw are ur er ow ai oa ew ire ear ure tious tion cious au e-e ue ie ph wh kn</p>	<p>I can demonstrate confidence in gross and fine motor skills. I can sit correctly for handwriting and hold a pencil using the tripod grip. I can form joined up letters correctly. I can write words and sentences using the correct joins between each letter.</p> <p>I can write long ladder letters correctly. I can write high frequency words I can listen to the CVC dictation exercise and write the words correctly.</p> <p>I can write the curly caterpillar letters correctly. I can write high frequency words. I can listen to the 'double digit numbers' dictation exercise and write the numbers correctly.</p>
Autumn 2	<p><i>every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour</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 qu ng nk ll ss ff ck ay ee igh ow oo oo ar or air ir ou oy ea oi a-e i-e o-e u-e aw are ur er ow ai oa ew ire ear ure tious tion cious au e-e ue ie ph wh kn</p>	<p>I can write the one-armed robot letters correctly. I can write high frequency words. I can listen to the easy poem dictation exercise and write the words correctly.</p> <p>I can write zig-zag letters correctly. I can write high frequency words. I can listen to the 'short phrases' dictation exercise and can write the words correctly.</p>
Spring 1	<p><i>move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money</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 qu ng nk ll ss ff ck ay ee igh ow oo oo ar or air ir ou oy ea oi a-e i-e o-e u-e aw are ur er ow ai oa ew ire ear ure tious tion cious au e-e ue ie ph wh kn</p>	<p>I can join letters diagonally. I can write high frequency words. I can listen to the number sentences dictation exercise and write the words correctly.</p> <p>I can join letters horizontally. I can write high frequency words.</p>



Flanderswell Writing Progression- Transcription

			<p>I can listen to the 'three verse poem' dictation exercise and write the words correctly.</p> <p>I can join letters and words to and from the letter 'f'.</p> <p>I can write high frequency words.</p> <p>I can read, order and write a simple sequence of sentences.</p> <p>I can join letters and words to and from the letter 'k'.</p> <p>I can write high frequency words.</p> <p>I can read, order and write a simple sequence of sentences.</p>
Spring 2	<p><i>these, live, can't, more, began, again, I'll, over, never, magic, small, couldn't, going, wanted, that's, through, I've</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</p> <p>y w z x sh th ch qu ng nk ll ss ff ck</p> <p>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>I can join letters and words to and from the letters b and d</p> <p>I can write high frequency words.</p> <p>I can read, order and write a simple sequence of sentences.</p> <p>I can join letters and words to and from the letter 'w'.</p> <p>I can write high frequency words.</p> <p>I can read, order and write a simple sequence of sentences.</p> <p>I can join letters and words to and from the letter 's'.</p> <p>I can write high frequency words.</p> <p>I can read, order and write a simple sequence of sentences.</p> <p>I can join letters and words to and from the letter 'z'.</p> <p>I can write high frequency words.</p> <p>I can read, order and write a simple sequence of sentences.</p>



Flanderwell Writing Progression- Transcription

Summer 1	<p><i>Mr, Mrs, parents, Christmas</i> <i>Something, who, didn't,</i> <i>thought, laughed, let's,</i> <i>suddenly, mother coming,</i> <i>really, he's, liked, giant, use,</i> <i>even</i> <i>RWI Spelling Rules from the</i> <i>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 qu ng nk ll ss ff ck ay ee igh ow oo oo ar or air ir ou oy ea oi a-e i-e o-e u-e aw are ur er ow ai oa ew ire ear ure tious tion cious au e-e ue ie ph wh kn</p>	<p>I can listen to and write a set of simple sentences correctly. I can write a selection of high frequency words. I can listen to and write a short paragraph correctly. I can write numbers and symbols correctly.</p>
Summer 2	<p><i>Different, grandad, stopped,</i> <i>plants, before, there's,</i> <i>clothes, which, we're, where</i> <i>RWI Spelling Rules from the</i> <i>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 qu ng nk ll ss ff ck ay ee igh ow oo oo ar or air ir ou oy ea oi a-e i-e o-e u-e aw are ur er ow ai oa ew ire ear ure tious tion cious au e-e ue ie ph wh kn</p>	<p>I can identify and join words containing the long 'a' sound correctly. I can identify which words are nouns. I can identify which words are verbs.</p> <p>I can join words containing the long 'e' sound correctly. I can write capital letters correctly. I know when to use capital letters. I can identify and write words which are adjectives.</p> <p>I can join words containing the long 'i' sound correctly. I can write commas correctly. I know when to use commas in a list. I can identify and write words which are adverbs.</p> <p>I can join words containing the long 'o' sound correctly. I can write apostrophes correctly. I know when to use apostrophes for missing letters. I can use the appropriate verb tense in a sentence.</p> <p>I can join words containing the long 'u' sound correctly. I can write apostrophes correctly. I know when to use apostrophes to show possession. I can use conjunctions correctly in a sentence.</p>



Flanderswell Writing Progression- Transcription

		<p>I can use prepositions correctly in a sentence.</p> <p>I know when to use speech marks.</p> <p>I can use appropriate punctuation at the end of a speech sentence.</p> <p>I know the vowels and their sounds</p> <p>I can use the correct article before the noun</p> <p><i>End of year 2 assessment</i></p>
Year 3		
Term	This term, the spellings I need to learn are....	This term, the handwriting objectives I need to learn are...
Autumn 1	<p><i>Special focus orange words</i></p> <p>answer island February length strength business</p> <p>accident accidentally actual actually</p> <p>address answer appear arrive believe bicycle breath</p> <p>breathe build busy business</p> <p><i>RWI Spelling Rules from the RWI spelling programme.</i></p>	<p>I can explore creative styles of handwriting.</p> <p>I can create to a class display.</p> <p>I can use different forms of regular verbs in a sentence.</p> <p>I can listen to and write the different forms of regular verbs in a sentence.</p> <p>I can write and join bb correctly in words and sentences.</p> <p>I can use different forms of regular verbs in a sentence.</p> <p>I can listen to and write the different forms of regular verbs in a sentence.</p> <p>I can write and join cc correctly in words and sentences.</p> <p>I can use different forms of verbs ending in e in a sentence.</p> <p>I can listen to and write the different forms of verbs ending in e correctly</p> <p>I can write and join dd correctly in words and sentences.</p> <p>I can use different forms of verbs ending in e in a sentence.</p> <p>I can listen to and write the different forms of verbs ending in e correctly</p> <p>I can write and join ee correctly in words and sentences.</p> <p>I can use different forms of irregular verbs in a sentence.</p> <p>I can listen to and write the different forms irregular verbs correctly.</p>



Flanderwell Writing Progression- Transcription

		I understand the correct height of ascenders
Autumn 2	<p>calendar caught centre century certain circle complete consider continue decide describe different difficult disappear early earth eight eighth exercise experience</p> <p><i>RWI Spelling Rules from the RWI spelling programme.</i></p>	<p>I can write and join "ff" correctly in words and sentences. I can name the four operations in maths. I can use different vocabulary to describe each operation. I can write and spell the vocabulary correctly.</p> <p>I can write and join "gg" correctly in words and sentences. I can write numbers, my name and Roman numerals correctly. I can use Roman numerals in simple number sentences.</p> <p>I can write and join "ll" correctly in words and sentences. I can distinguish between odd and even numbers I can write odd and even numbers correctly I can learn and recite a simple poem.</p> <p>I can write and join "mm" correctly in words and sentences. I understand the concept of palindromes. I can research examples of palindromes. I can contribute to class discussions.</p> <p>I can write and join "nn" correctly in words and sentences. I can demonstrate awareness of handwriting size. I can read and say the tongue twisters correctly.</p> <p>I can write and join "oo" correctly in words and sentences. I can write cursive words that sit on the baseline. I can use Roman numerals in simple sentences.</p>



Flanderswell Writing Progression- Transcription

Spring 1	<p>experiment extreme famous favourite February forward forwards fruit grammar group guard guide heard heart height history imagine increase important interest</p> <p><i>RWI Spelling Rules from the RWI spelling programme.</i></p>	<p>I can write and join "pp" correctly in words and sentences. I can copy and match English with French phrases. I can say the phrase to match each picture in French.</p> <p>I can write and join "rr" correctly in words and sentences. I can copy and match English with French phrases. I can say the phrase to match each picture in French.</p> <p>I can write and join "ss" correctly in words and sentences. I can trace and copy animal names in English and French. I can say the animal name which matches each picture in French.</p> <p>I can write and join "tt" correctly in words and sentences. I can trace and copy fruit and veg names in English and French. I can say the fruit and veg name which matches each picture in French.</p> <p>I can write and join "zz" correctly in words and sentences. I can trace and copy weather phrases in English and French. I can say the weather phrase which matches each picture in French.</p>
Spring 2	<p>island knowledge learn length library material medicine mention minute natural naughty notice occasion occasionally often opposite ordinary particular peculiar perhaps</p> <p><i>RWI Spelling Rules from the RWI spelling programme.</i></p>	<p>I can identify and write onomatopoeic words correctly. I can label parts of the body in English and French. I can say the name for each part of the body in French.</p> <p>I can identify and use similes correctly. I can demonstrate an awareness of handwriting size. I can use the different forms of regular comparative adjectives in a sentence. I can listen to and write the different forms of regular comparative adjectives in a sentence.</p>



Flanderwell Writing Progression- Transcription

		<p>I can use a dictionary or thesaurus to find out information.</p> <p>I can use an unfamiliar word in a sentence.</p>
Summer 1	<p>popular position possess possession possible potatoes pressure probably promise purpose quarter question recent regular reign remember sentence separate special straight</p> <p><i>RWI Spelling Rules from the RWI spelling programme.</i></p>	<p>I can use the different forms of regular comparative adjectives in a sentence.</p> <p>I can listen to and write the different forms of regular comparative adjectives in a sentence.</p> <p>I can copy a small, near point passage.</p> <p>I can choose an appropriate style of handwriting for different tasks.</p>
Summer 2	<p>strange strength suppose surprise therefore though although thought through various weight woman women</p> <p><i>RWI Spelling Rules from the RWI spelling programme.</i></p>	<p>I am familiar with collective nouns.</p> <p>I can write a collection of collective nouns neatly.</p> <p>I can write synonyms for said correctly.</p> <p>I can use the words appropriately in sentences.</p> <p>End of year 3 assessment</p>
Year 4		
Term	This term, the spellings I need to learn....	This term, the handwriting objectives I need to learn are...
Autumn 1	<p>Revisit and consolidate from Year 3: accident accidentally actual actually address answer appear arrive believe bicycle breath breathe build busy business</p> <p><i>RWI Spelling Rules from the RWI spelling programme.</i></p>	<p>I will start to write in pen.</p> <p>I can create a simple word drawing using cursive handwriting.</p> <p>I can use powerful vocabulary to describe a word drawing.</p> <p>I understand what tongue twisters are.</p> <p>I can read, copy and learn well known tongue twisters</p> <p>I can write each of the spelling words correctly.</p> <p>I can use the words appropriately in sentences.</p> <p>I can demonstrate understanding of the spelling words in context. (Cloze sentences 1-5)</p> <p>I can write each of the spelling words correctly.</p>



Flanderswell Writing Progression- Transcription

		<p>I can use the words appropriately in sentences.</p> <p>I can demonstrate understanding of the spelling words in context.</p> <p>(Cloze sentences 6-11)</p> <p>I can listen to and write a short poem correctly.</p> <p>I can check and edit written work.</p>
Autumn 2	<p>Revisit and consolidate from Year 3:</p> <p>calendar caught centre century certain circle complete consider continue decide describe different difficult disappear early earth eight eighth exercise experience</p> <p><i>RWI Spelling Rules from the RWI spelling programme.</i></p>	<p>I can copy and write the 6x times table in the correct order.</p> <p>I can use different methods to learn the 6 times table.</p> <p>I can copy and write the 7x times table in the correct order.</p> <p>I can use different methods to learn the 7 times table.</p> <p>I can copy and write the 8x times table in the correct order.</p> <p>I can use different methods to learn the 8 times table.</p> <p>I can copy and write the 9x times table in the correct order.</p> <p>I can use different methods to learn the 9 times table.</p> <p>I can copy and write the 11x times table in the correct order.</p> <p>I can use different methods to learn the 11 times table.</p> <p>I can copy and write the 12x times table in the correct order.</p> <p>I can use different methods to learn the 12 times table.</p>
Spring 1	<p>Revisit and consolidate from Year 3:</p> <p>experiment extreme famous favourite February forward forwards fruit grammar group guard guide heard heart height history imagine increase important interest</p> <p><i>RWI Spelling Rules from the RWI spelling programme</i></p>	<p>I can copy a simple rhyme and numbers 0-9 neatly.</p> <p>I can demonstrate an understanding of rounding numbers.</p> <p>I can use printed letters to label the parts of a house in English and French.</p> <p>I can name the parts of a house in English and French.</p> <p>I can copy a simple rhyme and trace sentences neatly.</p> <p>I can demonstrate an understanding of how to find the perimeter of simple 2D shapes.</p> <p>I can use printed letters to label objects in a garden in English and French.</p> <p>I can name objects in a garden in English and French.</p> <p>I can name different quadrilaterals and triangles.</p> <p>I can write the names of different quadrilaterals and triangles correctly.</p>



Flanderswell Writing Progression- Transcription

Spring 2	<p>Revisit and consolidate from Year 3: island knowledge learn length library material medicine mention minute natural naughty notice occasion occasionally often opposite ordinary particular peculiar perhaps <i>RWI Spelling Rules from the RWI spelling programme</i></p>	<p>I can neatly trace and copy simple sentences in English and French. I can name kitchen items in French. I can name 2D shapes with more than four sides. I can name 2D shapes with curved sides. I can write the names of different shapes correctly. I can name bathroom items in French. I can recognise and name 3D shapes. I can complete a table of properties of 3D shapes. I can name living room items in French. I can name bedroom items in French.</p>
Summer 1	<p>Revisit and consolidate from Year 3: popular position possess possession possible potatoes pressure probably promise purpose quarter question recent regular reign remember sentence separate special straight <i>RWI Spelling Rules from the RWI spelling programme.</i></p>	<p>I can use a dictionary or thesaurus to find information. I can use new vocabulary correctly in a sentence. I can copy pangrams neatly. I can write all the letters of the alphabet correctly.</p> <p>I can copy palindrome words and sentences. I can research to find examples of palindromes. I can give examples of alliteration. I can write alliteration sentences neatly.</p> <p>I can use an atlas, map or globe to locate continents, countries and cities. I can label a map of the world correctly.</p> <p>I can correctly label a diagram of a life cycle. I can use reference books to research other life cycles.</p>
Summer 2	<p>Revisit and consolidate from Year 3: strange strength suppose surprise therefore though although thought through various weight woman women <i>RWI Spelling Rules from the RWI spelling programme.</i></p>	<p>I can copy pangrams neatly. I can write all the letters of the alphabet correctly. I can improve handwriting speed and stamina. I can improve handwriting fluency and legibility.</p> <p><i>End of year 4 assessment</i></p>



Flanderswell Writing Progression- Transcription

Year 5		
Term	This term, the spellings I need to learn are.... (Mostly taken from special focus orange words)	This term, the handwriting objectives I need to learn are...
Autumn 1	accompany according appreciate attached accommodate aggressive rhyme rhythm symbol system forty curiosity <i>RWI Spelling Rules from the RWI spelling programme</i>	I can use cursive writing on a larger scale to create mirror writing. I can communicate messages using the phonic alphabetic code. I can write each of the spelling words correctly. I can use words appropriately in sentences. I can demonstrate an understanding of the spelling words in context. (Close sentences 1-4) I can write numbers and symbols neatly. I can decode and encode words correctly. I can use a dictionary or thesaurus to find information. I can further explore selected spelling words.
Autumn 2	embarrass excellent exaggerate especially interrupt develop determined familiar definite awkward persuade <i>RWI Spelling Rules from the RWI spelling programme</i>	I can write each of the spelling words correctly. I can use words appropriately in sentences. I can demonstrate an understanding of the spelling words in context. (Close sentences 5-7) I can write a list of proverbs neatly. I can use proverbs correctly in the right context. I can further explore selected spelling words. I can write a list of idioms and their meanings neatly. I can use idioms correctly in the right context. I can further explore selected spelling words. I can match jokes to the correct answers. I can write joke sentences neatly.
Spring 1	immediately suggest marvellous necessary programme recommend convenience muscle disastrous neighbour interfere <i>RWI Spelling Rules from the RWI spelling programme</i>	I can listen to and write a story extract correctly. I can check and edit written work. I can copy a shape poem neatly. I can write a shape poem. I can copy some haiku poems neatly. I can write a haiku poem. I can copy some kennings poems neatly.



Flanderswell Writing Progression- Transcription

		I can write a kennings poem.
Spring 2	average desperate temperature vegetable frequently equipment bruise nuisance recognise criticise <i>RWI Spelling Rules from the RWI spelling programme</i>	I can copy some riddles neatly. I can make up and write a riddle. I can copy some limericks neatly. I can make up and write a limerick. I can match jokes to the correct answers. I can write joke sentences neatly I can use a dictionary or thesaurus to find out information. I can further explore selected spellings words. I can write sentences about farm animals in French. I can say the sentences in French.
Summer 1	cemetery competition dictionary individual lightning neighbour prejudice pronunciation relevant sacrifice signature <i>RWI Spelling Rules from the RWI spelling programme</i>	I can say sentences about zoo animals in French. I can say the sentences in French. I can write sentences about clothes in French. I can say the sentences in French. I can write sentences about the beach in French. I can say the sentences in French. I can name and explain the function of the different parts of a flowering plant. I can correctly label the diagram of a flower. I can write sentences about a café in French. I can say the sentences in French.



Flanderwell Writing Progression- Transcription

Summer 2	<p>sincere sincerely thorough</p> <p>Consolidation of all spellings taught so far.</p> <p><i>RWI Spelling Rules from the RWI spelling programme</i></p>	<p>I can sort materials into natural or manmade.</p> <p>I can match appropriate materials to their descriptions.</p> <p>I can write sentences using prepositions in French.</p> <p>I can write legibly, fluently and with increasing speed.</p> <p>I can use an atlas, map or globe to locate European countries.</p> <p>I can label a map of Europe correctly.</p> <p>I can copy the names of famous volcanoes correctly.</p> <p>I can write facts about Egyptians, Tudors, Ancient Greeks and/or Vikings legibly and neatly.</p> <p><i>End of year 5 assessments</i></p>
Year 6		
Term	This term, the spellings I need to learn are.... (Mostly taken from special focus orange words)	This term, the handwriting objectives I need to learn are...
Autumn 1	<p>communicate community committee harass occur occupy profession sufficient correspond apparently opportunity</p> <p><i>RWI Spelling Rules from the RWI spelling programme</i></p>	<p>I can create a design to illustrate the meaning of a word using cursive handwriting.</p> <p>I can listen to and write a shopping list correctly.</p> <p>I can check and edit written work.</p> <p>I can read the words for numbers, months and days in French.</p> <p>I can write the words in French.</p> <p>I can listen to and write a list of numbers and digits correctly.</p> <p>I can listen to a written passage and write it out correctly.</p> <p>I can write each of the spelling words correctly.</p> <p>I can use the words appropriately in sentences.</p> <p>I can demonstrate understanding of the spelling words in context</p> <p>Spelling sentences 1-3</p>
Autumn 2	<p>guarantee queue vehicle mischievous foreign bargain amateur hindrance leisure language privilege restaurant achieve secretary stomach yacht soldier physical</p> <p><i>RWI Spelling Rules from the RWI spelling programme</i></p>	<p>I can write each of the spelling words correctly.</p> <p>I can use the words appropriately in sentences.</p> <p>I can demonstrate understanding of the spelling words in context</p> <p>Spelling sentences 4-8</p>



Flanderswell Writing Progression- Transcription

		<p>I can identify different types of nouns.</p> <p>I can demonstrate an understanding of collective nouns.</p> <p>I can use a dictionary or thesaurus to find information.</p> <p>I can write using powerful verbs.</p> <p>I can distinguish between different types of sentences.</p> <p>I can use the correct punctuation for each sentence.</p> <p>I can write using powerful adjectives.</p>
Spring 1	<p>available category existence controversy explanation</p> <p>identity variety ancient government conscience twelfth</p> <p>conscious environment parliament shoulder</p> <p><i>RWI Spelling Rules from the RWI spelling programme</i></p>	<p>I can write sentences demonstrating the correct use of commas</p> <p>I can write using powerful adverbs.</p> <p>I can write sentences using the correct use of colons.</p> <p>I can use pronouns correctly.</p> <p>I can write sentences using the correct use of semi-colons.</p> <p>I can use prepositions correctly.</p>
Spring 2	<p>Consolidation of all Y5/6 common exception rules.</p> <p><i>RWI Spelling Rules from the RWI spelling programme</i></p>	<p>I can write sentences demonstrating the correct use of apostrophes for contractions.</p> <p>I can use conjunctions correctly.</p> <p>I can write sentences demonstrating the correct use of apostrophes for possession.</p> <p>I can use articles correctly.</p> <p>I can write sentences demonstrating the correct use of hyphens</p> <p>I can use common suffixes correctly.</p>
Summer 1	<p>Consolidation of all Y5/6 common exception rules.</p> <p><i>RWI Spelling Rules from the RWI spelling programme</i></p>	<p>I can write sentences demonstrating the correct use of speech marks.</p> <p>I can punctuate speech sentences correctly.</p> <p>I can use common prefixes correctly.</p> <p>I can write sentences demonstrating the correct use of parenthesis</p> <p>I can use synonyms to enhance written work.</p> <p>I can write sentences demonstrating the correct use of ellipsis.</p> <p>I can use antonyms to enhance work.</p>
Summer 2	<p>Consolidation of all Y5/6 common exception rules.</p> <p><i>RWI Spelling Rules from the RWI spelling programme</i></p>	<p>I can use homographs in the correct context.</p> <p>I can use homophones in the correct context.</p> <p>I can form all punctuation marks clearly.</p> <p>I can apply the correct punctuation in sentences.</p>



Flanderwell Writing Progression- Transcription

		<p>I am secure in the use of punctuation and capital letters. I can write the key details of a story in note form. I can name and write the months of the year correctly.</p> <p><i>End of year 6 assessments</i></p>
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