



Excellence through cultivating character,
sharing talents and pursuing innovation



academy for character and excellence

Torre C of E Academy

Spelling and Handwriting Parent Workshop

November 2025

With Mrs Cowell (Deputy Headteacher/English Subject Leader)





Our Curriculum Intent

Academies for Character and Excellence Mission:

*Excellence through
Cultivating Character,
Pursuing Innovation
and Sharing Talents*

At the heart of our curriculum lie three core values: pursuit of academic excellence; the explicit teaching of learning to learn which includes the development of metacognition; and crucially, character education.



We intend that the study of English will enable our children to:

- Read easily, fluently and with good understanding
- Develop the habit of reading widely and often, for both pleasure and information
- Acquire a wide vocabulary
- Develop an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- Become competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate



Writing

Representation

Lines create letters which represent sounds

Combination

Letters combine to form words which combine to form sentences

Description

More complex sentences can create a more accurate description of what is being conveyed

Writing

Representation

Lines create letters which represent sounds

Combination

Letters combine to form words which combine to form sentences

Description

More complex sentences can create a more accurate description of what is being conveyed

Composition

That composition can influence what is being conveyed

Evaluation

That evaluation can lead to improvement

Editing

Improvement through evaluation can result in editing

Precision

Editing promotes refinement resulting in greater impact



Autumn 2025

Spelling

Reception and Year 1 – covered in RWI phonics including Year 1 common exception words.

Year 2 – Grey group and graduate group to follow the year 2 programme of study.

Year 3 and 4 – Two-year rolling programme (Year 3 for 2025/2026).

Year 5 and 6 – Two-year rolling programme (Year 5 for 2025/2026). **Year 6** Spring 1+2/Summer 1 may look different due to need of cohort to ensure they are secondary ready.



Timetabling

9.45am – 10.00am daily (final 15 minutes of the Reading Hour).

Additional practise can be sent home for homework – focus on statutory words/current spelling rules.

Spelling lists/tests to continue weekly.

Display

Display key spelling rules/spellings for children to refer to.

Spelling in Learning Experience

At the point of planning, look at the spellings that could be revised. Model spelling strategies during shared writing.



Year 5 Term 1A Overview

Objectives that are in pink are a Y5/Y6 statutory requirement and individual words highlighted pink are from the Y5/Y6 statutory spelling list. The additional sets either: revise previously visited spelling rules from lower year groups; practise a spelling rule linked to a Y5/Y6 statutory spelling word or relate to a word, sentence or punctuation objective from the English Appendix 2 of the NC 2014. Each set of spellings contains 10 words linked to the objective.

Week 1 Words with endings that sound like / shuhs/ spelt with -cious	Week 2 Words with endings that sound like / shuhs/ spelt with -tious or -ious	Week 3 Words with the short vowel sound /i/ spelt with y	Week 4 Words with the long vowel sound /i/ spelt with y	Week 5 Homophones & near homophones	Week 6 Homophones & near homophones	Week 7 Review Week
vicious	ambitious	symbol	apply	past	farther	Within this assess and review week, use the provided Spot the Mistake with Mr Whoops sheets within the pack to assess pupil progress against the objectives that have been covered during the half term. In addition, you may want to use our Y5 Term 1A Spelling Dictation Sentences as an assessment tool.
gracious	cautious	mystery	supply	passed	father	
spacious	fictitious	lyrics	identify	proceed	guessed	
malicious	infectious	oxygen	occupy	precede	guest	
precious	nutritious	symptom	multiply	aisle	heard	
conscious	contentious	physical	rhyme	isle	herd	
delicious	superstitious	system	cycle	aloud	led	
suspicious	pretentious	typical	python	allowed	lead	
atrocious	anxious	crystal	hygiene	affect	mourning	
ferocious	obnoxious	rhythm	hyphen	effect	morning	



Words with
endings that
sound like
shuhs – spelt
with **cious**

Week 1	
Words with endings that sound like / shuhs/ spelt with -cious	
vicious	
gracious	
spacious	
malicious	
precious	
conscious	
delicious	
suspicious	
atrocious	
ferocious	

vicious

gracious

spacious

malicious



Daily teaching – What does this look like?

Day	KS1	KS2
1	KNOW – Recall- Test previous spelling rule. Ensuring feedback.	Revisit – Test previous spelling rule. Ensuring feedback.
2	KNOW – Acquire –Practise and	KNOW – Acquire – Practise and
3	SHOW - Apply Handwriting Practice	SHOW - Apply Handwriting Practice
4	SHOW – Transfer Dictation	SHOW – Transfer - Dictation
5	Common expectation words Possible GROW – analysing the tricky parts or creating a mnemonic to help remember a spelling or creating own sentence.	Possible GROW – analysing the tricky parts or creating a mnemonic to help remember a spelling or creating own sentence.



KNOW – Recall

Test previous spellings.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

KNOW - Acquire

New spelling rule and spelling words

Week 1

The /n/ Sound Spelt Using 'kn' and 'gn'

knock	gnat
know	gnaw
knee	gnash
knitting	gnome
knife	gnarled

KNOW – Acquire – Practise and wordsearch



SHOW - Apply Handwriting Practice

knock

know

knee

knitting

knife

gnat

gnaw

gnash

gnome

gnarled

SHOW – Transfer

Dictation

Possible GROW – analysing the tricky parts or creating a mnemonic to help remember a spelling or creating own sentence.

Common Exception Words

look and say	look, say and write	cover and write	check and write again
door			
floor			
poor			
because			
find			

Please close the .

Sit down on the .

I am happy it's my birthday.

I can't my bag.

My cat got wet outside.

KNOW – Recall

Test previous spellings taught

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

KNOW - Acquire

New spelling rule and spelling words e.g. Y5 Autumn 1



KNOW – Acquire – Practise

Spelling Challenge UPPER and Lower Write each of your words out two times. Write in UPPERCASE the first time and in lowercase the second time. LITERACY literacy	Spelling Challenge Rainbow Words Write your words out in pencil. Next, draw around each letter five more times using a different coloured pencil. literacy	Spelling Challenge Pyramid Writing Write each of your words like a pyramid: 
Spelling Challenge Fancy Letters Write each of your words using fancy writing. Your letters could be curly or dotty... or whatever you decide! 	Spelling Challenge Join the Dots Write each of your words using dots. Then, join the dots with a coloured pencil to make your word. 	Spelling Challenge Air Writing Write your words in the air with your finger. Ask someone to read your words as you write. Or, ask someone to sit beside the letters you tell them to spell your word. 
Spelling Challenge Spelling Flowers  Draw a big flower. Write each of your spelling words on one of the petals!	Spelling Challenge Silly Sentences Write silly sentences with a spelling word in each sentence. Write two spelling words. <i>Example:</i> My pet likes a purple hat when we go to the zoo.	Spelling Challenge Spelling Shapes Draw your spelling words. Write one shape for each word. Then write a spelling word in each of the shapes. <i>Example:</i> 

SHOW - Apply handwriting practice – new spellings

This image shows a blank sheet of white paper with horizontal blue ruling lines. A single vertical red margin line runs down the left side of the page. The paper appears to be part of a binder or notebook, as evidenced by the hole punches along the left edge.

SHOW – Transfer - Dictation

Possible GROW – analysing the tricky parts or creating a mnemonic to help remember a spelling or creating own sentence. Or creating their own sentences.



Words I need to learn how to spell...



Year 3/year 4 statutory word list grouped by area

suffix -ly, -ally	-ible words	split digraph – long vowel sounds	Other words
accidentally actually occasion(ally) probably	possible	Two letters make one sound that are split (e.g. guide - 'i-e')	answer breath breathe build calendar complete consider continue early earth experiment group guard forward(s) fruit heard heart history imagine important increase island learn length material minute natural often particular peculiar perhaps popular potatoes promise purpose quarter regular remember sentence special (-tial words) straight strange strength surprise woman/women
'n' spelt as 'kn'	enough though/although thought through (currently taught in Years 5/6)	arrive decide describe extreme guide surprise (review work from Year 1)	
-tion and -sion	Words from other countries	cross-curricular words	
words mention occasion position possess(ion) question	bicycle (cycle - from the Greek for wheel) (bi-meaning 'two')	earth eight/eighth fruit heart history increase minute natural opposite position quarter regular weight material experiment length	
'or' sound spelt 'ough'	'i' sound spelt as 'u'		
caught naughty (regional pronunciation)	busy/business		
'ei', 'ey' and 'eigh' sounds	adding prefixes		
eight/eighth reign weight height (exception)	(dis)appear (dis)believe (re)build (re)position		
adverbials	unstressed vowels		
therefore	different favourite February interest library ordinary separate	's' sound spelt as 'c' before 'e', 'i' and 'y'	
-ous words		bicycle centre century certain circle decide exercise experience medicine notice recent (review work from Year 2)	
famous various	double consonants		
	address appear arrive different difficult disappear grammar occasion opposite pressure suppose		



Year 5/year 6 statutory word list grouped by area

Unstressed vowels	Other words	ie are adjacent	-ous words
accommodate bruise category cemetery definite desperate dictionary embarrass environment exaggerate marvellous nuisance parliament privilege secretary vegetable	amateur average awkward bargain controversy curiosity develop forty guarantee harass hindrance identity individual interfere interrupt language leisure lightning muscle neighbour persuade programme queue recognise relevant restaurant rhyme rhythm shoulder signature stomach temperature twelfth vegetable vehicle yacht	soldier sufficient variety ancient foreign (<i>exception to the pattern</i>)	disastrous marvellous mischievous
		Double consonants	Words originating from other countries
		accommodate accompany according aggressive apparent appreciate attached committee communicate community correspond immediate occupy occur opportunity recommend suggest	conscience conscious desperate yacht
Unstressed consonants			Cross-curricular words
government			forty temperature twelfth
Suffixes and prefixes			-le words
according attached criticise (critic+ise) determined equip(-ment, -ped) especially frequently immediate(-ly) (un)necessary sincere(-ly)		Word families	available vegetable vehicle muscle
		familiar identity signature symbol (this is revision from year 3/year 4)	'c' makes 's' sound before 'i', 'e' and 'y'
'i' before 'e' except after 'c' when the sound is 'ee'	-tion words	'y' makes the 'i' as in 'bin' sound	cemetery convenience criticise excellent existence hindrance necessary prejudice sacrifice
achieve convenience mischievous (regional pronunciation, e.g. if use the 'ee' sound)	competition explanation profession pronunciation	physical symbol system (this is revision from year 3/year 4)	
	-ough letter strings		
	thorough		



Handwriting – September 2025

Reception and Year 1/2 – Daily handwriting.

Year 3 and 4 – Two - year rolling programme (Year 3 for 2025/2026) - Module 4 starting for Y3 and Y4. Twice weekly. Additional for some children.

Year 5 and 6 – Initial assessments to happened during Autumn 1. Where are the gaps?

These were identified by teachers across Upper School.

Autumn 2 – Carried out as an intervention for those children that need it.

*Please speak to your child's class teacher if your child is in **Upper School** and you are concerned about letter formation/joining/fine motor skills.



Tripod Pencil Grip

How to hold a pencil correctly for handwriting.

Right handed grip



1. Point away the pencil,



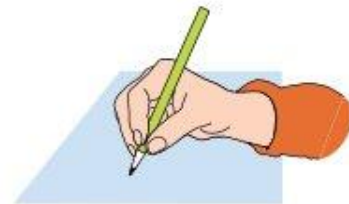
2. Pinch it near the tip,



3. Lift it off the table,



4. Spin it round...



5. ...and grip.

Left handed grip



1. Point away the pencil,



2. Pinch it near the tip,



3. Lift it off the table,



4. Spin it round...

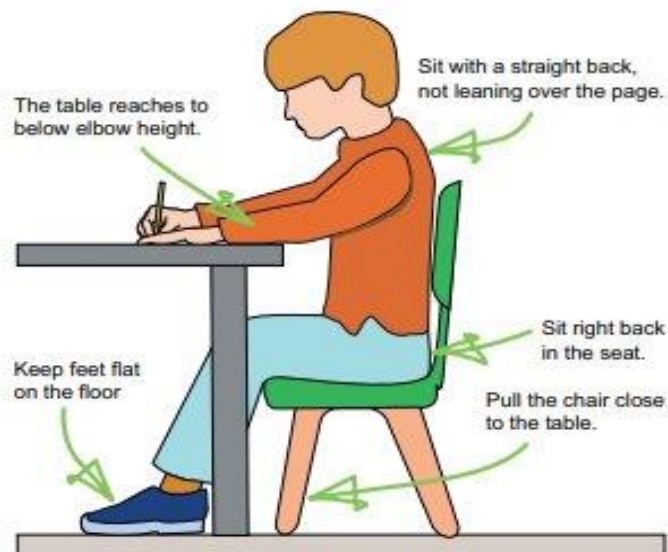


5. ...and grip.

Handwriting Posture and Pencil Grip

It is important that children sit comfortably and hold a pencil correctly for handwriting from the start; some children may need repeated intervention to achieve this.

Letter-join's guide for sitting properly and holding a pencil correctly for handwriting is featured on pages 9 and 10. This will help children be more comfortable, enabling them to write for sustained periods.

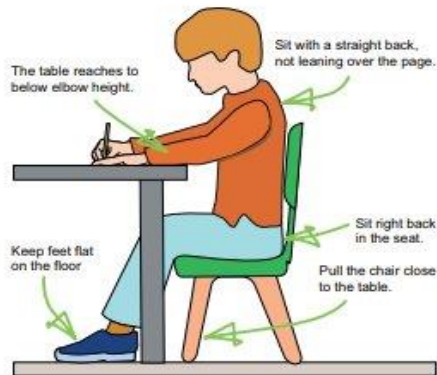


See page 9 for comfortable sitting position.

Comfortable Sitting Position and Correct Paper Position

Right handed children

How to sit correctly to be comfortable for handwriting.

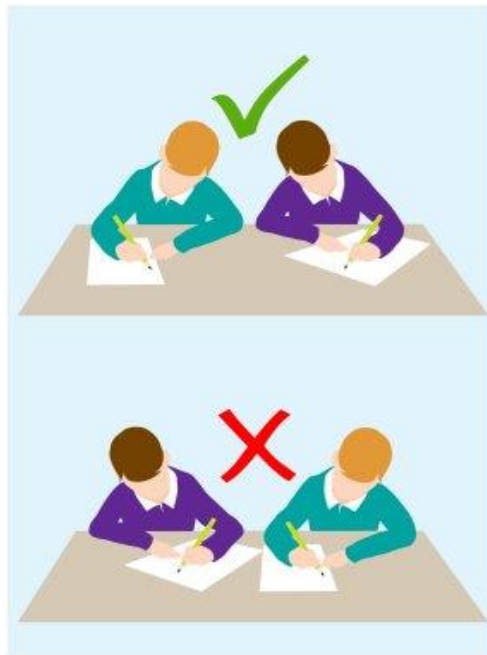


How to hold and position the paper.



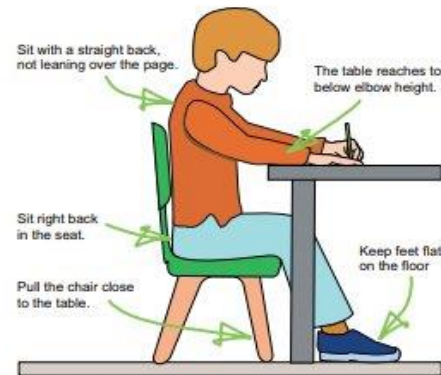
Sitting position

Sit left-handed children to the left of their partner so they have plenty of room to write.



Left handed children

How to sit correctly to be comfortable for handwriting.



How to hold and position the paper.



Choose a pattern to draw



Choose a letter to watch

i l t

u w e

c o

a d

n m h

◀ a b c d e ▶



Practise
Joins >

Choose a letter to watch

j y

g q

b p k

n s r

f z x

d

d

d

d

dd

dd

dd

dd

dd

dd

dd



f f

f f f f f f f

h h

h h h h h h

k k

k k k k k k k

l l

l l l l l l l l

t t

t t t t t t t t

Tim the troll danced at the party.





Choose which symbols to watch

Punctuation Marks



Maths Symbols



Other Symbols



Print



Search Letter-join....



Choose which number to watch

0

1

2

ALT >

3

4



5

6

7

8

9



0

1

2

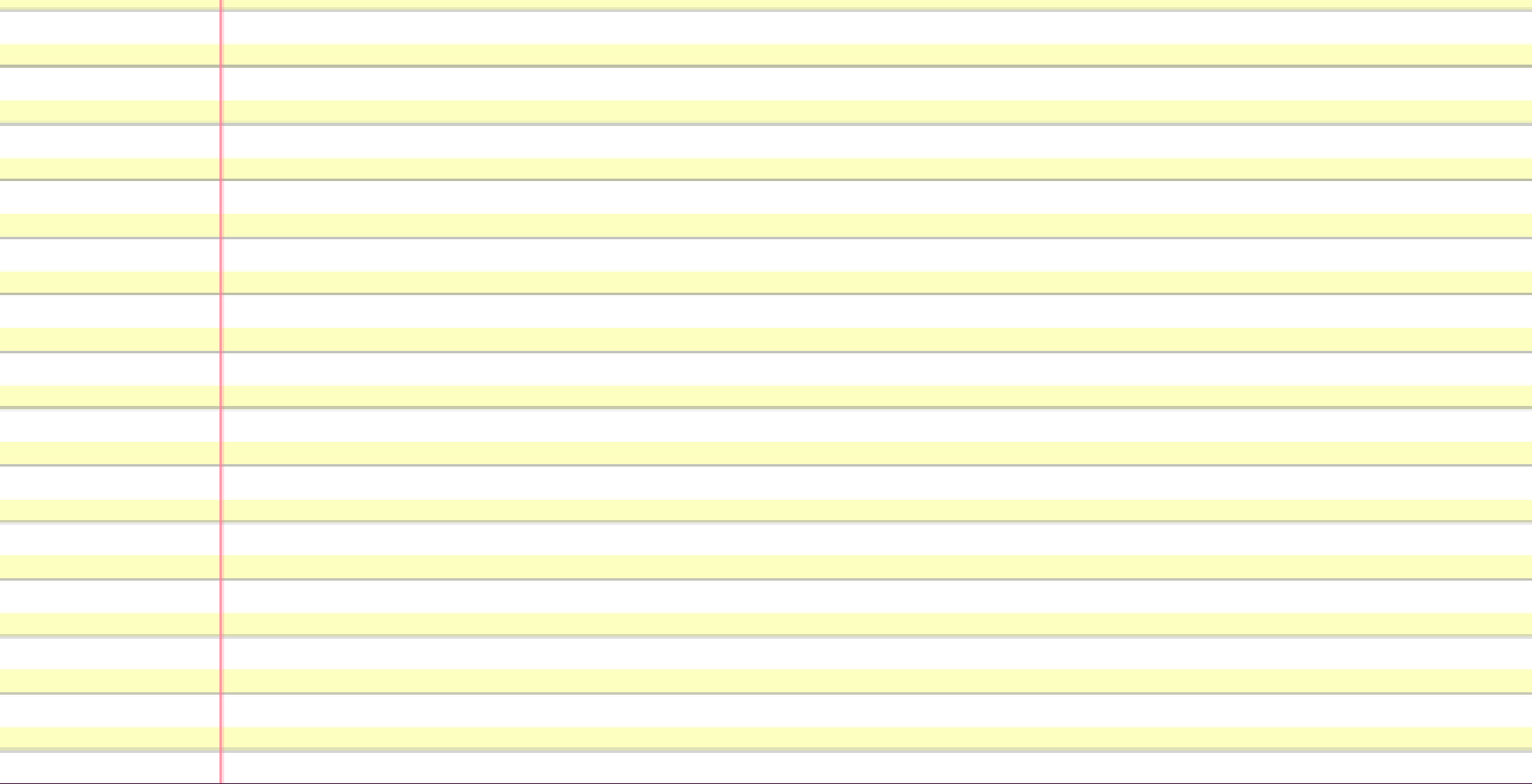
3

4



Print





Any questions...



**Thank you for coming and we look forward to seeing
some excellent progress in these areas throughout this
year...**

Resources to take away...

“Our mission at Torre is to create an environment where God’s children have the right to grow, learn, feel safe and be happy. We respect and look after each other in the way that God has taught us.”

We “Live life in all its fullness.”

John 10:10.





academy for character and excellence
