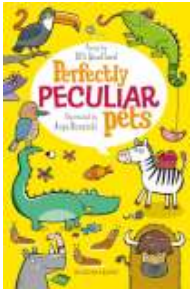
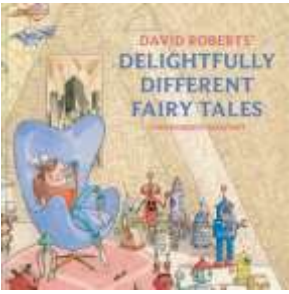
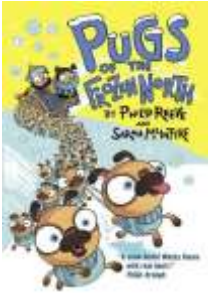
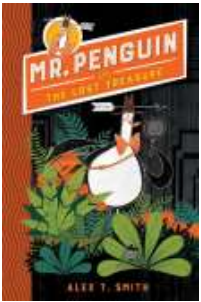









English Writing Curriculum – Ruby Class (Year 1& 2) – Cycle B

Ruby Class	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Themes & curricular focus	How big is my world? <i>Geography – Where am I?</i> National Poetry Day	Whose been eating my porridge? <i>English</i>	How are snowflakes made? <i>Geography – Hot and cold</i>	Who did it? <i>English</i>	What are your dreams and goals? <i>English</i>	What is the perfect pet? <i>Science - animals</i>
Core Texts	 Perfectly Norman by Tom Percival	 Nibbles by Emma Yarlett	 The Snowflake by Benji Davies	 Hermelin by Mini Grey	 The Bear and the Piano by David Litchfield	 The Barnabus Project by The Fan Brothers
Supporting Texts	How Big is the World? by Britta Teckentrup <i>We are together by Britta Teckentrup</i> Here we are by Oliver Jeffers <i>Perfectly Peculiar Pets by Elli Woolard</i>	Troll and the Oliver by Adam Stower The Great Fairy Tale Disaster by David Conway & Melanie Williamson The Pea and the Princess by Mini Grey Delightfully Different Fairy Tales by Lynn Roberts-Maloney	Diamond in the Snow by Jonathon Emmett & Vanessa Cabban <i>The Story of Snow by Mark Cassino & Jon Nelson</i> Over and Under the Snow by Kate Messner Pugs of the Frozen North by Phillip Reeve	The Great Paper Caper by Oliver Jeffers Mr Penguin and the Lost Treasure by Alex T Smith Iggy Peck Architect by Andrea Beaty	Mabel and the Mountain by Kim Hillyard What Do You Do With An Idea? by Kobi Yamada <i>Little People, Big Dreams Treasury by Maria Vegara</i>	Fabulous Frankie by Simon Green & Gary Parsons You're Called What?! by Kes Gray & Nikki Dyson The Most Important Animal of All by Penny Worms <i>Big Book of Bugs by Yuval Zommer</i>
Children	<ul style="list-style-type: none"> are introduced to a range of authors that they might not choose themselves select own books (and be taught how to do so) continue to develop a positive attitude to reading and understand what is read listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or text books increase familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally read books that are structured in different ways and read for a range of purposes participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say. 					
						

<p>Class Reader</p>	 <p>Perfectly Peculiar Pets by Elli Woolard</p>	 <p>Delightfully Different Fairy Tales by Lynn Roberts-Maloney</p>	 <p>Pugs of the Frozen North by Phillip Reeve</p>	 <p>Mr Penguin and the Lost Treasure by Alex T Smith</p>	 <p>Little People, Big Dreams Treasury by Maria Vegara</p>	 <p>Big Book of Bugs by Yuval Zommer</p>
<p>Possible Writing Outcomes – Writing to Entertain</p> 	<p>Write a narrative – change the super power (Perfectly Norman)</p> <p>Poetry performance</p> <p>Write a book review (Perfectly Norman)</p>	<p>Write a section of a fairy tale that Nibbles invades (Nibbles)</p> <p>Write a character description of Troll (Troll and the Oliver)</p> <p>Poem inspired from traditional tales</p>	<p>Write a narrative (The Snowflake)</p> <p>Write a Snow Poem (Diamond in the Snow)</p> <p>Write an image description (Diamond in the Snow)</p> <p>Image description (Over & Under)</p>	<p>Write a witness statement (Hermelin)</p> <p>Write in role an alibi (Hermelin)</p> <p>Riddles (Hermelin)</p> <p>Write notes and messages for detective (Hermelin)</p>	<p>Write a show review (Bear and the Piano)</p> <p>Write a postcard/letter home from Bear (Bear and the Piano)</p> <p>Write a short story of determination (Mabel and the Mountain)</p> <p>Write a certificate for Mabel (Mabel and the Mountain)</p>	<p>Write a description of an imperfect pet (The Barnabus Project)</p> <p>Write an escape narrative (The Barnabus Project)</p>
<p>Possible Writing Outcomes – Writing to Inform</p> 	<p>Write 'something special about me' on a feather and display (Perfectly Norman)</p> <p>Write an information booklet 'My place in the world' (Here we are)</p>	<p>Write a recipe (Troll and the Oliver)</p> <p>Write a wanted poster (Nibbles)</p> <p>Write a letter/diary entry (Pea and the Princess)</p>	<p>Write an information book for Mole about how snowflakes are made (The Story of Snow)</p> <p>Write a wish on a snowflake (The Snowflake)</p> <p>Write instructions to make a snowflake</p>	<p>Write a letter (The Great Paper Caper)</p> <p>Missing poster (Hermelin)</p>	<p>Write a list of goals and aspirations (What Do You Do With An Idea?)</p> <p>Write about a role model (Little People, Big Dreams treasury)</p>	<p>Write an animal fact file of imaginary imperfect pet (The Barnabus Project)</p> <p>Write instructions to create the perfect pet</p>
<p>Possible Writing Outcomes – Writing to Persuade</p> 				<p>Write a letter to persuade Iggy to keep inventing (Iggy Peck Architect)</p>		<p>Write a shop advert for imperfect pet store (The Barnabus Project)</p>

Sentence Building Year 1	Consolidate Expressions through simple phrases and sentences which can be read by others (EYFS)	Introduce Sentence-like constructions and some successful sentences	Practise Sentence-like constructions and some successful sentences		Develop Sentence-like constructions and some successful sentences	
			Introduce Commonly uses <i>and</i> to join clauses		Practise Commonly uses <i>and</i> to join clauses	Develop Commonly uses <i>and</i> to join clauses
	Consolidate Sentence punctuation modelled by adult (EYFS)	Introduce Uses capital letter to name some proper nouns	Practise Uses capital letter to name some proper nouns	Practise Uses capital letter to name some proper nouns		
		Introduce Beginning to punctuate sentences with a capital letter and end punctuation e.g. full stop, question mark or exclamation mark for effect	Practise Beginning to punctuate sentences with a capital letter and end punctuation e.g. full stop, question mark or exclamation mark for effect	Develop Beginning to punctuate sentences with a capital letter and end punctuation e.g. full stop, question mark or exclamation mark for effect		Embed Beginning to punctuate sentences with a capital letter and end punctuation e.g. full stop, question mark or exclamation mark for effect
Sentence Building Year 2	Consolidate Commonly uses <i>and</i> to join clauses (Year 1)		Introduce Mainly writes coordinating sentences, but with some subordination e.g. using <i>because, when</i> and <i>if</i>		Practise Mainly writes coordinating sentences, but with some subordination e.g. using <i>because, when</i> and <i>if</i>	Develop Mainly writes coordinating sentences, but with some subordination e.g. using <i>because, when</i> and <i>if</i>
		Practise Includes lists within sentences	Develop Includes lists within sentences		Embed Includes lists within sentences	
		Introduce Commas in lists	Practise Commas in lists		Develop Commas in lists	
	Introduce Sometimes writes questions		Practise Sometimes writes questions			Develop Sometimes writes questions
	Introduce Writes sentences in different forms e.g. statement, command, exclamation	Practise Writes sentences in different forms e.g. statement, command, exclamation			Develop Writes sentences in different forms e.g. statement, command, exclamation	Embed Writes sentences in different forms e.g. statement, command, exclamation
		Introduce Usually maintains tense e.g. simple past or present tense			Practise Usually maintains tense e.g. simple past or present tense	
	Introduce Most sentences are demarcated with capital letters and end punctuation, including some question marks and exclamation marks for effect	Practise Most sentences are demarcated with capital letters and end punctuation, including some question marks and exclamation marks for effect	Introduce Apostrophe for singular possession and contractions	Develop Most sentences are demarcated with capital letters and end punctuation, including some question marks and exclamation marks for effect	Develop Apostrophe for singular possession and contractions	
Whole Text Building Year 1	Introduce Sequence ideas to form a short and simple narrative* (oral and written) based on a known story, sometimes using a pictorial story map as a guide		Practise Sequence ideas to form a short and simple narrative* (oral and written) based on a known story, sometimes using a pictorial story map as a guide			Develop Sequence ideas to form a short and simple narrative* (oral and written) based on a known story, sometimes using a pictorial story map as a guide
	Introduce Write a title		Practise Write a title			Develop Write a title
	Consolidate Write a sentence about an experience (EYFS)	Introduce Sequence ideas to recount a real experience				

	Introduce Write to the simple purpose of the task, relating content to that purpose	Practise Write to the simple purpose of the task, relating content to that purpose			Develop Write to the simple purpose of the task, relating content to that purpose	
	Introduce Use the adult's model to write a non-rhyming poem e.g. as a 'list' of ideas inspired by the given context (such as fireworks/sweets/toys/autumn/gardens)	Develop Use the adult's model to write a non-rhyming poem e.g. as a 'list' of ideas inspired by the given context (such as fireworks/sweets/toys/autumn/gardens)				
Whole Text Building Year 2	Consolidate Sequence ideas to form a short and simple narrative* (oral and written) based on a known story, sometimes using a pictorial story map as a guide (Year 1)	Introduce Sequence sentences and ideas to form a simple, coherent narrative* (oral and written) which makes sense	Practise Sequence sentences and ideas to form a simple, coherent narrative* (oral and written) which makes sense	Develop Sequence sentences and ideas to form a simple, coherent narrative* (oral and written) which makes sense	Embed Sequence sentences and ideas to form a simple, coherent narrative* (oral and written) which makes sense	
		Introduce In story-writing, sequence events to shape a simple story, sometimes adding own ideas to a familiar tale	Practise In story-writing, sequence events to shape a simple story, sometimes adding own ideas to a familiar tale		Develop In story-writing, sequence events to shape a simple story, sometimes adding own ideas to a familiar tale	
	Consolidate Sequence ideas to recount a real experience (Year 1)	Introduce Sequence ideas correctly to record a real experience or event				
	Consolidate Write to the simple purpose of the task, relating content to that purpose (Year 1)	Introduce Sequence instructions in the right order, using some conjunctions for clarity	Practise Sequence instructions in the right order, using some conjunctions for clarity		Develop Sequence instructions in the right order, using some conjunctions for clarity	
	Practise Write to the purpose of the task, choosing content appropriately		Develop Write to the purpose of the task, choosing content appropriately		Embed Write to the purpose of the task, choosing content appropriately	
	Introduce With guidance, write information about a given topic, organising into sections; write a title and sometimes add subheadings for different sections		Practise With guidance, write information about a given topic, organising into sections; write a title and sometimes add subheadings for different sections			Develop With guidance, write information about a given topic, organising into sections; write a title and sometimes add subheadings for different sections
	Introduce Use a scaffold to write poems in different ways, using other poems as models	Practise Use a scaffold to write poems in different ways, using other poems as models	Practise Use a scaffold to write poems in different ways, using other poems as models	Develop Use a scaffold to write poems in different ways, using other poems as models		
Authorial Effect Communicate with the reader in meaningful ways: Year 1	Introduce Use the adult's model to write simply to the task	Practise Use the adult's model to write simply to the task		Develop Use the adult's model to write simply to the task	Embed Use the adult's model to write simply to the task	
	Consolidate Write simple expressions and orally explain what they say (EYFS)	Introduce Say out loud what they are going to write about	Practise Say out loud what they are going to write about		Develop Say out loud what they are going to write about	
		Introduce Sometimes use an exclamation mark to amuse, interest or scare the reader		Practise Sometimes use an exclamation mark to amuse, interest or scare the reader		

		Introduce Sometimes provide more detail about a noun by describing it	Practise Sometimes provide more detail about a noun by describing it	Develop Sometimes provide more detail about a noun by describing it		
	Introduce Use a title to inform		Practise Use a title to inform		Develop Use a title to inform	
	Introduce Reread what they have written to check its sense	Practise Reread what they have written to check its sense		Develop Reread what they have written to check its sense		
	Introduce Discuss what they have written with an adult and other pupils	Practise Discuss what they have written with an adult and other pupils	Develop Discuss what they have written with an adult and other pupils		Embed Discuss what they have written with an adult and other pupils	
		Consolidate Use some of the vocabulary they know to support the context of their writing (Reception)	Introduce Use vocabulary they know to support the context of their writing, including some appropriate adjectives and verbs e.g. shiny, old, happy, ran, took, jumping	Practise Use vocabulary they know to support the context of their writing, including some appropriate adjectives and verbs e.g. shiny, old, happy, ran, took, jumping	Develop Use vocabulary they know to support the context of their writing, including some appropriate adjectives and verbs e.g. shiny, old, happy, ran, took, jumping	
	Introduce Play with words in simple poems e.g. <i>Pop Bang Whizz! The rocket goes</i>	Practise Play with words in simple poems e.g. <i>Pop Bang Whizz! The rocket goes</i>	Develop Play with words in simple poems e.g. <i>Pop Bang Whizz! The rocket goes</i>			
<p align="center">Authorial Effect</p> <p align="center">Communicate coherently with the reader:</p> <p align="center">Year 2</p>	Consolidate use the adult's model to write simply to the task (Year 1)	Introduce write for different purposes e.g. real events, personal experiences, stories, poems	Practise Write for different purposes e.g. real events, personal experiences, stories, poems		Develop Write for different purposes e.g. real events, personal experiences, stories, poems	
		Introduce Talk about who the audience will be	Practise talk about who the audience will be	Develop talk about who the audience will be		Embed Talk about who the audience will be
	Consolidate Say out loud what they are going to write about (Year 1)	Introduce Plan out loud what they are going to write about	Practise Plan out loud what they are going to write about		Develop Plan out loud what they are going to write about	Embed Plan out loud what they are going to write about
		Practise Write an account of connected events, real or imagined		Develop Write an account of connected events, real or imagined		
	Consolidate Use vocabulary they know to support the context of their writing, including some appropriate adjectives and verbs e.g. shiny, old, happy, ran, took, jumping (Year 1)	Introduce Choose vocabulary appropriate to the purpose of the task	Practise Choose vocabulary appropriate to the purpose of the task		Develop Choose vocabulary appropriate to the purpose of the task	Embed Choose vocabulary appropriate to the purpose of the task
	Introduce Use some vocabulary to enhance their writing for the reader, including in non-rhyming poems	Practise Use some vocabulary to enhance their writing for the reader, including in non-rhyming poems	Use some vocabulary to enhance their writing for the reader, including in non-rhyming poems			

	Consolidate Sometimes provide more detail about a noun by describing it (Year 1)	Introduce Use expanded noun phrases to add details for the reader	Practise Use expanded noun phrases to add details for the reader		Develop Use expanded noun phrases to add details for the reader	
	Consolidate Sometimes use an exclamation mark to amuse, interest or scare the reader (Year 1)	Introduce use punctuation for effect e.g. capitalised words (OH NO!), exclamation marks, question marks	Practise Use punctuation for effect e.g. capitalised words (OH NO!), exclamation marks, question marks	Develop use punctuation for effect e.g. capitalised words (OH NO!), exclamation marks, question marks		Embed Use punctuation for effect e.g. capitalised words (OH NO!), exclamation marks, question marks
	Consolidate Use a title to inform (Year 1)		Introduce Sometimes use subheadings to organise information			Practise Sometimes use subheadings to organise information
	Consolidate reread what they have written to check its sense (Year 1)	Introduce Evaluate their own and others' writing with adult and peers	Practise Evaluate their own and others' writing with adult and peers		Develop Evaluate their own and others' writing with adult and peers	Embed Evaluate their own and others' writing with adult and peers
		Introduce Read aloud what they have written, with appropriate intonation to make the meaning clear	Practise Read aloud what they have written, with appropriate intonation to make the meaning clear	Develop Read aloud what they have written, with appropriate intonation to make the meaning clear		
Grammar and Punctuation Year 1 Word Classes	Know that names of people begin with a capital letter Know words that are things or objects Know some words that are places e.g. <i>forest, garden, kitchen, England</i>	Use describing words for objects in the environment, both in and out of the classroom Understand the terms <i>describe</i> and <i>describing words</i>	Know that names of places begin with a capital letter e.g. town, county, country Know that the personal pronoun 'I' has a capital letter, and use in own writing	Talk about actions Identify action/doing words in stories and rhymes Include doing and being words when composing sentences, orally and in writing	Reinforce words which describe things during outings and in the environment Sometimes say and write describing words to describe things, places or people	Orally use adverbs such as kindly, fast, carefully, crossly, which describe how an action is done Listen to stories which include adverbs to describe characters' actions
Sentence Functions	Listen to a variety of sentence types; model capital letters and full stops routinely during shared writing; point to the question/exclamation mark when reading texts together		Model the words <i>question</i> and <i>exclamation</i> ; model writing ? and ! during shared writing; dictate short sentences which include ? and !		Model the words <i>question</i> and <i>exclamation</i> ; model writing ? and ! during shared writing; dictate short sentences which include ? and !	
Combining Words, Phrases and Clauses	Model simple oral and written sentences as examples of clear units of meaning Write simple dictated sentences from memory	Speak in meaningful sentences Expand oral responses with some detail, using the words <i>and, or, but, when</i> or <i>because</i>	Orally tell a short story sequence using conjunctions which are familiar Write joining words in short sentences e.g. by sequence of pictures	Read and write sentences together in shared reading and shared writing Sometimes include conjunctions to join two ideas	Make oral sentence chains, each child making a contribution Read known conjunctions on word cards with confidence	Compose meaningful oral and written sentences which explain or describe an experience or class activity, or which tell a short story sequence
Verb Tenses	Orally respond to child's error with correct verb form Read and write verbs in progressive form e.g. <i>I am playing; She was looking.</i>	Draw child's attention to the <i>past</i> when talking about texts together, or when teaching spelling of words ending in <i>ed</i> Model re-reading to check sense	Find verbs ending with <i>ed</i> when reading texts together Reinforce understanding of the words <i>in the past</i> , showing that the event has already happened	During shared writing, model simple sentences using both present, progressive and past tense verb forms e.g. <i>The dog looks; The dog is looking; The dog looked</i> ; re-read sense of sentences	Respond to incorrect subject/verb agreement, with a focus on oral correction e.g. ' <i>I done</i> ' - ' <i>You did that, did you?</i> ' Read and write common irregular past tense verbs e.g. <i>came, was, took</i>	Continue to identify past tense verb forms during shared reading and writing Build bank of past tense words child can write e.g. <i>looked, gave, ate, was, came, found, hid, made</i>
Punctuation	Know that sentences begin with a capital letter Recognise and sometimes use ? and ! in writing Sometimes use capital letter to begin a sentence and full stop to end a sentence in writing Shared writing to model punctuation		Remember also to use capital letter for names of people and personal pronoun 'I' Model the words <i>question</i> and <i>exclamation</i> ; model writing ? and ! during shared writing; dictate short sentences which include ? and !		Ask children to help you write sentences together: <i>What do we write at the end of this question?</i> ; edit sentences: <i>What have I left out? What mistake have I made?</i> Encourage and praise children for remembering to use a capital letter and full stop when they write their own sentences	

Vocabulary	Name people and their jobs, both in and out of school; people in our family; relevant places, town/county/country; wider range of colours e.g. <i>purple, turquoise, brown</i> days of the week; months of the year Read rhymes and poems to hear rhyming words	Expand vocabulary to also describe mathematical activities; words associated with measure; shapes; size words; first/second/third...	Expand vocabulary by offering a wide range of rich texts which children hear read aloud Read and sometimes recite more rhymes and poems to enjoy and discuss new words Clarify child's misconceptions of word meanings	Build vocabulary about the wider world through outings and outdoor walks, talks by visitors Expand vocabulary related to cross-curricular topics		
Grammar and Punctuation Year 2 Word Classes	Introduce the term <i>noun</i> which refers to things, people and places Know that most nouns do not begin with a capital letter, but that the names of people and places do; make successful choices about when to use a capital letter	Use adjectives to describe nouns e.g. <i>a rough stone</i> Find adjectives in shared reading; which noun do they describe? Write noun phrases to add interest to written expressions	Continue to use and apply the terms noun and adjective Identify verbs in texts, both 'doing' and 'being' words Children model actions to reinforce cross curricular learning e.g. <i>crawling, jumping, skipping</i> in P.E.	Identify adverbs ending in 'ly' to describe how verbs are done Find noun phrases and verbs in stories and rhymes; evaluate which you like and why; include doing and being words, orally and in writing	Cloze procedure sentences – select a suitable adjective / verb / noun Sentence – identify the noun / adjective / verb / adverb Increase complexity by including a higher level of challenge or abstraction	During shared reading and discussion of class story and poems, apply terminology learned, in order to express opinions or talk about events Expand range of adverbs to include those with different endings e.g. <i>fast</i>
Sentence Functions	Identify question/exclamation mark when reading texts together; know why they are used; write questions, exclamations and commands using relevant mark		During shared reading of non-fiction texts, identify statements which give facts or information; make choices about whether sentences are statements or not	Play games to reinforce understanding of the four sentence functions; identify given sentences from a bag or box; compose different sentence types		
Combining Words, Phrases and Clauses	Model oral and written sentences as examples of clear units of meaning; coordinate some sentences using <i>and, or, but</i> Write simple dictated sentences from memory	Introduce modelling of oral and written sentences using early subordination, with conjunctions <i>when, if</i> and <i>because</i> ; write about real events	Compose sentences which are usually grammatically accurate; join sentences together to write narrative sequences Write simple dictated sentences from memory	Write sentences to accompany storyboards or story maps Independently use conjunctions to join ideas together within a sentence; play games to reinforce conjunctions	Make human sentence chains with word cards, finding the best conjunction to join two ideas; use mini-whiteboards to write, edit and improve sentences	Revise and consolidate previous learning; identify the conjunction in a sentence; select an appropriate conjunction in a cloze procedure activity; reinforce use of subordinate conjunctions
Verb Tenses	Be familiar with the idea of present tense and past tense verb forms; locate and identify in shared texts; find verbs ending with <i>ed</i> when reading texts together; spell words ending with <i>ed</i>	During shared writing, model sentences using both present, progressive and past tense verb forms e.g. <i>The cat sits on a high wall; The cat is/was sitting on a high wall; The cat sat on a high wall.</i>	Respond to incorrect subject/verb agreement, with a focus on oral correction e.g. <i>'We was' - 'Were you?' or 'I done' - 'You did, did you?'</i> Continue to practise adding the suffix <i>ed</i> e.g. <i>hummed</i>		Change selected words from present tense to past tense within a given sentence, and vice versa Locate all verbs in a sentence and change to the new tense	Continue to identify present and past tense verb forms during shared reading and writing; build bank of past tense words child can write
Punctuation	Establish routines to check and apply sentence demarcation e.g. re-read sentence aloud and discuss where the FS should go; proof read to identify errors; model capital letter and full stop / ? / ! during shared writing and when reading texts together; model apostrophe for omission		Use a comma to separate items in a list Continue to respond to and reinforce use of start /end of sentence demarcation; apply contractions in writing e.g. <i>can't, didn't</i> ; use KS1 punctuation fans to practise making selections; identify some commands which do not need !	Write about real events / narratives, and apply known punctuation marks to a range of sentence types, including some use of ? and ! Demarcate most sentences with capital letter and full stop; identify and use apostrophe to mark singular possession; revise commas in a list		
Vocabulary	Revise key vocabulary including numbers, days of week, months of year; expand vocabulary of colours e.g. <i>silver, mauve, navy</i> ; read rhymes and poems to hear rhyming words, descriptive words and varied verbs Know that people and places begin with a capital letter, and apply mostly independently in writing	Expand vocabulary to also describe mathematical activities; words associated with measure of length and weight; shapes; fractions; prepositions	Expand vocabulary by offering a wide range of rich texts which children hear read aloud; apply some of these words in oral and written compositions Read further rhymes and poems to enjoy, discuss and define new words; use a picture dictionary Clarify child's misconceptions of word meanings	Build vocabulary about the wider world through outings and outdoor walks, talks by visitors Refine vocabulary related to cross-curricular topics		
Spelling Year 1	Little Wandle Letters and Sounds Revised Spellings					

<p>Spelling</p> <p>Year 2</p>	<p>No Nonsense Spellings</p>					
<p>Handwriting</p> <p>Year 1</p>	<p>Little Wandle Letters and Sounds Revised Letter Formation Practice Sheets</p> <p>Weeks 1-3: Cc, Oo, Aa</p> <p>Morrells Letter Formation Workbook 1</p> <p>Weeks 4-7: Cc, Oo</p>	<p>Little Wandle Letters and Sounds Revised Letter Formation Practice Sheets</p> <p>Weeks 1-3: Gg, Qq, Dd</p> <p>Morrells Letter Formation Workbook 1</p> <p>Weeks 4-7: Aa, Gg</p>	<p>Morrells Letter Formation Workbook 1</p> <p>Weeks 1-4: Qq, Dd</p> <p>Weeks 5-6: Ii, Ll</p>	<p>Morrells Letter Formation Workbook 1</p> <p>Weeks 1-6: Tt, Kk, Jj, Vv, Ww, Uu</p>	<p>Morrells Letter Formation Workbook 1</p> <p>Weeks 1-6: Yy, Ff, Rr, Nn, Mm, Hh</p>	<p>Morrells Letter Formation Workbook 1</p> <p>Weeks 1-6: Pp, Bb, Ee, Ss, Xx, Zz</p>
<p>Handwriting</p> <p>Year 2</p>	<p>Morrells Letter Formation Workbook 2</p> <p>Weeks1-7: Cc, Oo, Aa, Gg, Qq, Dd, Ii</p>	<p>Morrells Letter Formation Workbook 2</p> <p>Weeks1-7: Ll, Tt, Kk, Jj, Vv, Ww, Uu</p>	<p>Morrells Letter Formation Workbook 2</p> <p>Weeks1-6: Yy, Ff, Rr, Nn, Mm, Hh</p>	<p>Morrells Letter Formation Workbook 2</p> <p>Weeks1-6: Pp, Bb, Ee, Ss, Xx, Zz</p>	<p>Morrells Letter Formation Workbook 2</p> <p>Weeks1-2: Monday</p> <p>Weeks 3-4: Tuesday</p> <p>Weeks 5-6: Friday</p>	<p>Morrells Letter Formation Workbook 2</p> <p>Weeks1-2: January</p> <p>Weeks 3-4: July</p> <p>Weeks 5-6: 1,2,3</p>