



Writing Scheme of Work

Intent

At The Orchard we want the children to master skills and gain a deep, secure understanding of their knowledge across the curriculum. We want the children to be motivated to learn, to be able to reason and use and apply their learning. We will provide a language rich curriculum and high quality teaching for mastery supported by thorough planning and assessment to build on prior knowledge.

Aims for Early Years

- Children will use their phonic knowledge to write words which match their spoken sounds.
- They will also write some irregular common words.
- The children will write simple sentences which can be read by themselves and others. Some words will be spelt correctly and others will be phonetically plausible.

Aims for end of Key Stage 1

Pupils will be taught to write fluently so that they can effectively communicate their ideas and emotions to others, write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences. We aim to provide a rich, challenging and structured language environment to enable children to become confident, independent and reflective writers.

Skills	Phonics/spelling	Grammar/punctuation
Pre-writing skills		
<ul style="list-style-type: none"> • I can hold a pencil or other media • I can make marks • I can distinguish between the marks I make • I can manipulate objects with increasing control • I sometimes give meaning to marks as I draw and paint • I am beginning to understand that marks and symbols convey meaning • I make marks or symbols in my preferred mode of communication • I can trace, overwrite and copy under or over a model using horizontal, vertical and circular lines • I can copy large movements • I can draw lines and circles using gross motor movements • I am beginning to use three fingers (tripod grip) to hold writing tools 		

RECEPTION YEAR – TERM 1	Phonics and Spelling	Grammar/punctuation
<ul style="list-style-type: none"> • I can trace, overwrite and copy under or over a model using horizontal, vertical and circular lines • I can draw lines and circles using gross motor movements • I am beginning to use three fingers (tripod grip) to hold writing tools • I give meaning to marks I see in different places • I give meaning to marks I have made • I can scribble lines, circles or zig-zags in rows • I can copy some letters (e.g. letters from their name) • I am beginning to form recognisable letters – lower case • I can write strings of letters, in random order • I use letters from the environment in my writing • I have awareness of the different purposes for writing • I can copy writing with support • I use emergent writing in my role play • I am beginning to read my ‘writing’ from left to right • I can write my name 	<p><u>Little Wandle Letters and Sounds Revised</u> <u>GPCs</u> <u>New Tricky Words</u></p> <p><u>Autumn 1</u></p> <p>Week 1 s a t p Week 2 i n m d Week 3 g o c k is Week 4 ck e u r I Week 5 h b f l the</p> <p><u>Autumn 2</u></p> <p>Week 1 ff ll ss j put pull full as</p> <p>Week 2 v w x y and has his her</p> <p>Week 3 z zz qu words with s /s/ added at the end (hats sits) ch go no to into</p> <p>Week 4 sh th ng nk she push he of</p> <p>Week 5 words with s /s/ added at the end (hats sits) words ending s /z/ (his) and with s /z/ added at the end (bags) we me be</p>	

RECEPTION YEAR – TERM 2	Phonics/Spelling	Grammar/punctuation
<ul style="list-style-type: none"> • I can write my name • I can write familiar words (e.g. mum/dad) • I can hear and say initial sounds in words • I can link some sounds to letters, naming and sounding letters of the alphabet • I can write some letters in response to given sounds • I can segment the sounds in simple words and blend them together orally • I can write the initial letter of a word • I can write CVC words • I know the difference between letters and words • I am beginning to correctly spell simple key words • I use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence • I make phonetically plausible attempts at writing longer words 	<p><u>Spring 1</u></p> <p>Week 1 ai ee igh oa</p> <p>Week 2 oo oo ar or was you they</p> <p>Week 3 ur ow oi ear my by all</p> <p>Week 4 air er words with double letters: dd mm tt bb rr gg pp ff are sure pure</p> <p>Week 5 longer words</p> <p><u>Spring 2</u></p> <p style="text-align: right;">Review all taught so far Secure spelling</p> <p>Week 1 review Phase 3: ai ee igh oa oo ar or ur oo ow oi ear</p> <p>Week 2 review Phase 3: er air words with double letters longer words</p> <p>Week 3 words with two or more digraphs</p> <p>Week 4 longer words words ending in –ing compound words</p> <p>Week 5 longer words words with s in the middle /z/ s words ending –s words with –es at end /z/</p>	<p>To understand the terminology:</p> <p>Word</p> <p>Finger spaces (Understanding words are separate)</p> <p>Letter</p> <p>Sentence</p> <p>Full stop</p>

RECEPTION YEAR – EARLY LEARNING GOALS – LITERACY – WRITING

Literacy

This involves encouraging children to read and write, both through listening to others reading, and being encouraged to begin to read and write themselves. Children must be given access to a wide range of reading materials such as books, poems and other written materials to ignite their interest.

Communication and Language

ELG

Writing

- **Children use their phonic knowledge to write words in ways which match their spoken sounds.**
- **They also write some irregular common words.**
- **They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.**
- **Write recognisable letters, most of which are correctly formed.**

YEAR ONE - TERM ONE	Phonics/Spelling	Grammar/Punctuation
<p><u>Composition</u></p> <ul style="list-style-type: none"> I can generate simple story ideas I can retell a familiar story using short, simple sentences. With support I can read my writing out loud to check it makes sense I can begin to use simple adjectives for description <p><u>Grammar and Punctuation</u></p> <ul style="list-style-type: none"> I leave finger spaces between words I can use a simple sentence structure I can use a full stop at the end of a sentence I can use capital letters for the beginning of a sentence, 'I', names and places I can begin to use 'and' to connect clauses <p><u>Transcription</u></p> <ul style="list-style-type: none"> I spell some words containing Phase 3 phonemes and GPCs I write lower case letters in the correct direction, starting and finishing in the right place I can distinguish between upper and lower case letters I can sit letters on the line 	<p><u>Little Wandle Letters and Sounds Revised</u></p> <p><u>GPCs</u> <u>New Tricky Words</u></p> <p>Autumn 1</p> <p>Phases 2–4: the put pull full push to into I no go of he she we me be was you they all are my by sure pure aid have like so do some come love were there little one when out what says here today</p> <p>Week 1 review Phase 3 GPCs ai ee igh oa oo ar or ur oo ow oi ear</p> <p>Week 2 air er /z/ s –es words with two or more digraphs e.g. queen thicker</p> <p>Week 3 Phase 4: CVCC CCVC CCVCC CCCVC Phase 4 with long vowels</p> <p>Week 4 Phase 5 /ai/ ay play / ow/ ou cloud /oi/ oy toy / ee/ ea each</p> <p>Week 5 review longer word</p> <p>Autumn 2: Week 1 /ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn their people oh your</p> <p>Week 2 /oa/ o go / igh/ i tiger /ai/</p>	<p>Autumn 1</p> <p><u>Terminology:</u> Word Finger spaces Letter Capital letter – names/places Sentence Full stop</p> <p><u>Introduce -</u> Adjectives and verbs. Use of 'and' to join clauses.</p>

a paper/ee/ e he Mr Mrs Ms ask

Week 3 /ai/ a-e shake/
igh/ i-e time /
oa/ o-e home/
oo/ /yoo/ u-e rude
cute could would should our

Week 4 /ee/ e-e these/
oo/ /yoo/ ew chew new /
ee/ ie shield /
or/ aw claw house mouse water want

Week 5 Grow the code:
/igh/ ie i i-e /ai/ ay a a-e /
oa/ oa o o-e /ee/ e ie e-e ea /
oo/ /yoo/ ew u-e u ue

YEAR ONE - TERM TWO	Phonics/Spelling	Grammar/Punctuation
<p><u>Composition</u></p> <ul style="list-style-type: none"> I can write a sequence of simple sentences in order I can retell a familiar story using short, simple sentences. I can read my writing out loud, check it makes sense and make suggested changes I can begin to use adjectives for description I can use some features of different text types (recount, stories, letters, non-fiction etc.) <p><u>Grammar and Punctuation</u></p> <ul style="list-style-type: none"> I always leave finger spaces between words I can use simple sentence structure consistently over a narrative piece of writing I can use a full stop at the end of a sentence I can use capital letters for the beginning of a sentence, 'I', names, places and days of the week I can use 'and' and 'because' to link and join ideas in my sentences <p><u>Transcription</u></p> <ul style="list-style-type: none"> I spell some words containing Phase 3/5 phonemes and GPCs I can spell all Autumn Term common exception words correctly I can begin to use 's' and 'es' to form regular plurals correctly I can begin to use the prefix 'un' I can begin to add the suffixes ing, ed, er and est to root words I write lower and upper case letters in the correct direction, starting and finishing in the right place consistently 	<p><u>Spring 1:</u> /ee/ y funny /e/ ea head / w/ wh wheel / oa/ oe ou toe shoulder any many again</p> <p>Week 2 /igh/ y fly / oa/ ow snow / j/ g giant /f/ ph phone who whole where two</p> <p>Week 3 /l/ le al apple metal/s/ c ice / v/ ve give school call different</p> <p>Week 4 /u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey thought through friend work</p> <p>Week 5 Grow the code: /oo/ u ew ue u-e ui ou oo fruit soup /ee/ ea e e-e ie ey y ee /s/ c se ce ss /z/ se s zz /oa/ ow oe ou o-e o oa</p> <p><u>Spring 2</u></p> <p>Week 1 days of the week /ur/ or word /oo/ u oul awful would /air/ are share /or/ au aur oor al author dinosaur floor walk once laugh</p> <p>Week 2 /ch/ tch match /ch/ ture adventure / ar/ al half* /ar/ a father because eye</p> <p>Week 3 /or/ a water Schwa in longer words:</p>	<p><u>Terminology</u></p> <p>Word Finger spaces (Understanding words are separate) Letter Capital letter – names/places Sentence Full stop Question mark Punctuation Noun Plurals Prefix Suffix</p> <p>Connectives to join clauses – and, but, or</p>

different /o/ a want /air/
ear ere bear there

Week 4

/ur/ ear learn /r/ wr wrist

/s/ st sc whistle science

Schwa at the end of words: actor

Week 5 /c/ ch school/

sh/ ch chef/

z/ /s/ ce se ze freeze

YEAR ONE - TERM THREE	Phonics/Spelling	Grammar/Punctuation
<p><u>Composition</u></p> <ul style="list-style-type: none"> • I can write short narratives and non-fiction passages that are consistent in their features and purpose • I can use appropriate topic/subject matter vocabulary choices • I can use a greater range of adjectives for description • I can read my writing out loud, check it makes sense and make changes independently <p><u>Grammar and Punctuation</u></p> <ul style="list-style-type: none"> • I always leave finger spaces between words • I can use simple and some compound sentence structures • I can use a full stop at the end of a sentence correctly and consistently • I can begin to make correct use of question and exclamation marks in my writing • I attempt to write with the correct tense phrasing throughout my sentences • I can use capital letters for the beginning of a sentence, 'I', names, places and days of the week consistently • I can use 'and' and 'because' to link and join ideas in my sentences <p><u>Transcription</u></p> <ul style="list-style-type: none"> • I spell some words containing Phase 3/5 phonemes and GPCs • I can spell all Autumn and Spring Term common exception words correctly • I can begin to use 's' and 'es' to form regular plurals correctly • I can use the prefix 'un' • I can add the suffixes ing, ed, er and est to root words • I write using a cursive, joined handwriting style (with increasing consistency) 	<p><u>Summer 1</u></p> <p>Week 1 ay play a-e shake ea each e he</p> <p>Week 2 ie pie i-e time o go o-e home</p> <p>Week 3 ue blue rescue ew chew new u-e rude cute aw claw</p> <p>Week 4 ea head ir bird ou cloud oy toy</p> <p>Week 5 i tiger a paperow snow u unicorn</p> <p>Week 6 ph phone wh wheel ie shield g giant</p> <p><u>Summer 2</u></p> <p>Week 1 a i/ eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer</p> <p>Week 2 /zh/ su si treasure vision /j/ dge bridge /i/ y crystal /j/ ge large</p> <p>Week 3 /sh/ ti ssi si ci</p> <p>Week 4 /ot/ augh our oar ore</p> <p>review</p> <p>Week 5 Review</p> <p>busy beautiful pretty hour</p> <p>move improve parents shoe</p> <p>potion mission mansion delicious</p> <p>daughter pour oar more</p> <p>revise common exception words</p>	<p><u>Terminology:</u></p> <p>Word Finger spaces (Understanding words are separate) Letter Capital letter – names/places Sentence Full stop Question mark Prefix Suffix Pronoun Compound words</p>
<p>END OF YEAR ONE EXPECTATIONS (based on Literacy Framework Statutory Requirements)</p>		

Working Towards (Year One)		
Grammar and punctuation	Transcription (Spelling and Handwriting)	Composition (Organisation and Purpose)
<ul style="list-style-type: none"> • Use very simple sentence structures in writing - often repetitive • Show awareness of full stops - but these may not be placed correctly • Make some accurate use of finger spaces • Show an awareness of capital letters for the beginning of sentences, for names, places and 'I' 	<ul style="list-style-type: none"> • Write some words using previously taught phonemes and GPCs accurately • Make phonetically plausible attempts at writing longer words using dominant phonemes and common grapheme representations • Spell some of the Y1 common exception words accurately • Can form commonly used lower case letters in the correct direction, starting and finishing in the right place 	<ul style="list-style-type: none"> • Use mostly simple words, with frequent repetition • Attempt to write about familiar events • Understand different purposes for writing (e.g. letters, lists, postcards, stories) • Use simple story ideas and short, simplistic sentences • Make use of simple adjectives or those that have been modelled • Reread writing aloud to check that it makes sense
Working At Expectation (Year One)		
<ul style="list-style-type: none"> • Choose some appropriate vocabulary relevant to subject matter • Use simple sentence structures • Begin to use 'and' and 'because' to create extended sentences and to join clauses • Some evidence of use of full stops and capital letters to demarcate sentences • Begin to use capital letters for names and the personal pronoun "I" 	<ul style="list-style-type: none"> • Spell most Y1 common exception words and the days of the week accurately • Spell most regular words containing Phase 3/5 phonemes and GPCs accurately • Begin to use -s and es to form regular plurals correctly • Begin to use the prefix 'un' • Begin to add the suffixes -ing, -ed, -er, and -est to root words with some accuracy and consistency • Write lower case and capital letters in the correct direction, starting and finishing in the right place and with good consistency • Begin to use a cursive, joined handwriting style 	<ul style="list-style-type: none"> • Write sentences in order to create short narratives and simple non-fiction passages • Use appropriate adjectives for description • Use some formulaic features of different text types although these may not be consistent • Be able to orally rehearse a correct sentence before attempting to write it • Reread own writing to check that it makes sense and attempt to make changes if appropriate
Working At Greater Depth (Year One)		
<ul style="list-style-type: none"> • Some use of simple and compound sentence structures • Write with correct tense phrasing consistently • Make use of 'and' and 'because' to link ideas and extend sentences • Regularly, correctly and consistently use: <ul style="list-style-type: none"> - Capital letters for beginning of sentences, names, places, days of the week and 'I' - Finger spaces between words 	<ul style="list-style-type: none"> • Show awareness of common alternative graphemes in writing, although may not be used with consistent accuracy • Spell regular words containing Phase 3/5 phonemes and GPCs accurately • Spell all Y1 common exception words correctly • Use -s and es to form regular plurals correctly • Use the prefix 'un' 	<ul style="list-style-type: none"> • Sequence sentences to form narratives and non fiction passages that are consistent in their features and purpose • Make appropriate topic/subject matter vocabulary choices • Use adjectives to describe (sometimes ambitious) • Can re-read what they have written to make sure it makes sense and where appropriate, make corrections and improvements independently • Begin to show better awareness of writing for a reader • Use a number of features of different text types

- Full stops to end sentences
- Question and exclamation marks

- Add the suffixes -ing, -ed, -er, and -est to root words with accuracy and consistency
- Spell simple compound words correctly
- To use correct letter formation consistently
- To use a cursive, joined handwriting style with improved accuracy

YEAR TWO, TERM 1	Phonics for Spelling	Grammar/Punctuation
<p>I can write with a clear beginning, middle and end; sense of sequencing.</p> <p>I form ascenders and descenders correctly and don't mix upper and lower case letters.</p> <p>I can generally join my letters correctly.</p> <p>I can use the correct tense and verb forms.</p> <p>I usually use full stops, capital letters, exclamation marks and question marks.</p> <p>I can start sentences in different ways.</p> <p>I can use time connectives to sequence.</p> <p>I can develop my sentences using adjectives and adverbs (e.g. carefully, slowly).</p> <p>I can add details using varied vocabulary.</p> <p>I use simple opening and closing in my writing.</p> <p>I can write for different purposes.</p> <p>I use appropriate vocabulary including subject specific words to convey information.</p> <p>I can edit and improve my work.</p> <p>I spell some plurals and adverbs correctly.</p> <p>I can use words chosen for effect.</p> <p>I can use simple conjunctions (e.g. and, but, so, to connect clauses).</p> <p>I can use capital letters for some proper nouns.</p> <p>I can use common alternatives graphemes with increasing accuracy (e.g. ai/ay/ey).</p> <p>I can add suffixes to simple regular verbs (e.g. add s, ed, ing).</p>	<p><u>Autumn 1</u></p> <p>Week 1 ay play a-e shake ea each e he</p> <p>Week 2 ie pie i-e time o go o-e home</p> <p>Week 3 ue blue rescue ew chew new u-e rude cute aw claw</p> <p>Week 4 ea head ir bird ou cloud oy toy</p> <p>Week 5 i tiger a paper ow snow u unicorn</p> <p>Week 6 ph phone wh wheel ie shield g giant</p> <p><u>Autumn 2</u></p> <p>Week 1 ai/ eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer busy beautiful pretty hour</p> <p>Week 2 /zh/ su si treasure vision /j/ dge bridge /i/ y crystal /j/ ge large move improve parents shoe</p> <p>Week 3 /sh/ ti ssi si ci potion mission mansion delicious</p> <p>Week 4 /or/ augh our oar ore daughter pour oar more review</p> <p>Week 5 review</p>	<p><u>Autumn 1</u></p> <p>Terminology:</p> <p>Noun Noun phrase Proper noun Adjectives Adverbs Verbs Suffixes Plurals Question mark Exclamation mark</p> <p>Past and present tense – when to use them Simple co ordinating conjunctions - and, but, or, so.</p> <p><u>Autumn 2</u></p> <p>To identify different types of sentences: Statement, question, exclamation and command</p>
	<p><u>Common Exception words:</u> <u>Autumn Term:</u> door, floor, poor, find, kind, mind, behind, old, cold, gold, hold, told, great, break, steak, fast, last, past, class, grass, pass, because, Christmas</p>	

<u>YEAR TWO, TERM TWO</u>	<u>Phonics for Spelling</u>	<u>Grammar/Punctuation</u>
<p>I form ascenders and descenders correctly and don't mix upper and lower case letters.</p> <p>I can generally join my letters correctly.</p> <p>I can use the correct tense and verb forms.</p> <p>I usually use full stops, capital letters, exclamation marks and question marks.</p> <p>I can use a range of well-structured sentences (e.g. mixture of long and short) using conjunctions (and, but, or)</p> <p>I can use subordinate clauses (so that, because).</p> <p>I put my ideas in a logical order using time sequencing words.</p> <p>I can group sentences into paragraphs to help me organise my content.</p> <p>I am beginning to use a particular viewpoint in my writing.</p> <p>I use some of the key features suited to the type of text I'm writing.</p> <p>I use some words for effect.</p> <p>I spell some common exception words correctly.</p> <p>I have joined and clear handwriting.</p> <p>I can use noun phrases to add detail to my writing.</p> <p>I can use a variety of sentence openers.</p> <p>I can use commas to separate items in a list.</p> <p>I can add suffixes to nouns (beauty, wonder, colour)</p> <p>I can spell days of the week and months of the year.</p> <p>I can use sequential story language (one day, suddenly, luckily, finally).</p> <p>I can use a wider range of sentence openers.</p> <p>I can use past and present tense forms.</p> <p>I can make simple additions, revisions and corrections to my writing.</p> <p>I can use apostrophes correctly for contractions.</p>	<p><u>Spring 1:</u> Noun Suffix – s/es/ies/ves (Exception ey endings – donkeys) Verb suffix - ing/ed/er/ied/iest/ier Adjective suffix – er/est/ (plus rules for each)</p> <p><u>Spring 2:</u> Homophones – their/there Near Homophones – quite/quiet Adding y to words – shiny, smiley Ness – happiness Ful – helpful Ly – fully Less – hopeless Ment – enjoyment</p> <p>Other rules: Tion – station</p> <p>Application of appropriate spelling patterns –(eg changing a sentence from present to past by adding suffixes)</p>	<p><u>Spring 1</u> Past and present tense Using question marks and exclamation marks Using co-ordinating conjunctions – and, but, or. Using subordinating conjunctions – because, when, if, that. Homophones</p> <p><u>Spring 2</u> Commas in a list Apostrophes for contractions</p>
	<p><u>Common Exception words:</u> <u>Spring Term:</u></p> <p>Children, child, wild, climb, most, only, both, every, everybody, even, pretty, beautiful, after, father, plant, path, bath, hour, move, prove, improve, sure, sugar.</p> <p>Months of the Year</p>	

YEAR TWO, TERM THREE	Phonics for Spelling	Grammar/Punctuation
<p>I usually use full stops, capital letters, exclamation marks and question marks.</p> <p>I can generally join my letters correctly.</p> <p>I can use the correct tense and verb forms.</p> <p>I can use a range of well-structured sentences (e.g. mixture of long and short) using conjunctions (and, but, or)</p> <p>I can use subordinate clauses (so that, because).</p> <p>I can spell contractions correctly</p> <p>I can use the features of non-fiction writing</p> <p>I can use subordination in my sentences (using at the beginning – when, if, although, even though)</p> <p>I can use adverbs to modify verbs</p> <p>I can spell prefixes and suffixes correctly</p> <p>I can spell common homophones correctly</p> <p>My handwriting is fluent and legible with diagonal and horizontal strokes in my writing.</p> <p>I can use words to create interest and sustain the reader</p> <p>I can use a full range of punctuation in all of my writing (commas, apostrophes, exclamation marks and question marks when needed)</p> <p>I can make simple additions, revisions and proof reading corrections to my writing.</p>	<p><u>Summer 1:</u> Recap and apply last two terms</p> <hr/> <p><u>Common Exception words:</u> <u>Summer Term:</u></p> <p>Eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents.</p>	<p><u>Summer 1:</u> Recap and apply last two terms.</p>

END OF YEAR TWO EXPECTATIONS AND GREATER DEPTH

Working Towards (Year Two) *Taken from the Teacher Assessment Framework for KS1 writing

Vocabulary, grammar and punctuation

- write sentences that are sequenced to form a short narrative (real or fictional)
- • demarcate some sentences with capital letters and full stops
- • segment spoken words into phonemes and represent these by graphemes, spelling
- some words correctly and making phonically-plausible attempts at others
- • spell some common exception words*
- • form lower-case letters in the correct direction, starting and finishing in the right place
- • form lower-case letters of the correct size relative to one another in some of their writing
- use spacing between words

Working At (Year Two)

Vocabulary, grammar and punctuation

- write simple, coherent narratives about personal_experiences and those of others
- (real or fictional)
- • write about real events, recording these simply and clearly
- • demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required
- • use present and past tense mostly correctly and consistently
- • use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses
- • segment spoken words into phonemes and represent these by graphemes, spelling
- many of these words correctly and making phonically-plausible attempts at others
- spell many common exception words*
- form 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.

Working At Greater Depth (Year Two) *children must also have everything met at the expected level*

- | | |
|--|--|
| | |
|--|--|
- write effectively and coherently for different purposes, drawing on their reading to
 - inform the vocabulary and grammar of their writing
 - make simple additions, revisions and proof-reading corrections to their own writing
 - use the punctuation taught at key stage 1 mostly correctly^
 - spell most common exception words
 - add suffixes to spell most words correctly in their writing (e.g. -ment, -ness, -ful, -less, -ly)

use the diagonal and horizontal strokes needed to join some letters.