**Progression in writing: transcription**

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| **EYFS developmental matters: writing** | **EYFS developmental matters: physical development**  |
| 22-36 months |  | Beginning to use three fingers (tripod grip) to hold writing tools.Imitates drawing simple shapes such as circles and lines.May be beginning to show preference for dominant hand. |
| 30-50 months |  | Draws lines and circles using gross motor movements.Uses on-handed tools and equipment.Holds pencil between thumb and two fingers, no longer using whole-hand grasp.Holds pencil near point between first two fingers and thumb and uses it with good control.Can copy some letters eg letters from their name. |
| 40-60 months | Hears and says the initial sound in words.Can segment the sounds in simple words and blend them together.Links sounds to letters, naming and sounding the letters of the alphabet.Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly.Writes own name and other things, such as labels and captions.  | Shows a preference for a dominant hand.Begins to use anti-clockwise movements and retrace vertical lines. Begins to form recognisable letters. Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. |
| ELG | Children use their phonics knowledge to write words in ways which match their spoken sounds. They also write some simple irregular words. Some words are spelt correctly and others are phonetically plausible. | They handle equipment and tools effectively, including pencils for writing.  |

**National curriculum guidance for Key Stage 1**

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| **Year 1** |
|  | **Handwriting** | **Spelling** | **Additional spelling from Appendix 1 (National Curriculum)** |
| Autumn term | Sits correctly at a table, holding a pencil comfortably and correctly.Forms the digits 0-9 correctly. | Spells unknown words using phonemes (sounds).Divides words into syllables to spell (sound buttons / Fred Fingers) | \* tch \*ve (live, have)\*ph \*words ending –y (very, happy)\*’k’ used before e, i, y (sketch, kit, frisky)\*Prefix –un\*compound words\*days of the week\*common exception words for Y1 |
| Spring term | Forms lower case letters in the correct direction, starting and finishing in the correct place. | Uses suffixes –ing, -ed, -er, -est where no change is needed in the spelling of the root words.Writes from memory simple dictated sentences including the words taught so far. |
| Summer term | Names the letters of the alphabet in order.Forms capital letters. | Uses letter names to show alternative spellings of the same phonemes.Spells words that use suffixes for plurals or 3rd person eg adding s/es |
| **Year 2** |
|  | **Handwriting** | **Spelling** | **Additional spelling from Appendix 1 (National Curriculum)** |
| Autumn term | Uses some of the diagonal and horizontal strokes needed to join letters.Understands which letters, when adjacent to each other, are best left unjoined.Writes capital letters (ad digits) of the correct size / orientation to one another.  | Segments spoken words into phonemes and records these as graphemes.(single syllable and multi-syllabic words segmented into spoken words and phonemes represented by a phonetically plausible spelling). Spells Y2 common exception words. | -tion -dge -c (ice, race) kn gn wr -y (cry, fly)Sound spelt as ‘a’ before ‘l’ and ‘ll’ eg all, call, walk, alwaysSound spelt as ‘o’ but pronounced ‘u’ eg other, brother, Monday, nothingSound spelt –ey eg donkey, chimney and plural donkeys, chimneys |
| Spring term | Uses spacing between words that reflects the size of the letters. | Spells longer words using suffixes such as ment, ness, ful, ly, less | -le -el -il -al Spelt ‘s’ eg television, treasure, usual Sound spelt a’ but pronounced as ‘o’ after qu or w eg watch, squashSound ‘or’ spelt as ‘ar’ after w eg warm, war |
| Summer term | Forms lower case letters of the correct size relative to one another. | Uses apostrophes for the most common contracted words.Spells words with different spellings (multisyllabic words containing new spellings ie gnat, race)Identifies and applies knowledge of homophones and near homophones. | Adding –es to nouns and verbs ending ‘y’ eg fly to fliesAdding –ed, -ing, -er, -est to a root word ending in –y with a consonant before it eg copied, copying, copierAdding the endings –ing, -ed, -er, -est, and –y to words ending in –e with a consonant before it eg hiking, hiked, hikerAdding the endings –ing, -ed, -er, -est, and –y to words of one syllable ending in a single consonant letter after a single vowel letter eg patting, hummed, saddest, runnySpells using the singular apostrophe eg Megan’s |
| National Curriculum guidance for Key Stage 2 |
| **Year 3**  | **Handwriting**  | **Spelling** | **Additional Spelling from Appendix 1 (National Curriculum)** |
| Autumn Term | Increase the legibility, consistency and quality of handwriting.Understand which letters, when adjacent to one another, are best left unjoined.Use the diagonal and horizontal strokes that are needed to join letters.  | Use the first two or three letters of a word to check its spelling in a dictionary.  |  |
| Spring Term |  | Spell words with additional prefixes and suffixes and understand how to add them to root words. (From nouns using super, anti, auto)Spell correctly word families based on common words. (Solve, solution, solver)Identify the root word in longer words. | Adding suffixes beginning with vowel letters to words of more than one syllable. Forgetting, forgotten, beginning, beginner, prefer, preferred, gardening, gardener, limiting, limited, limitation.The /I/ sound spelt y elsewhere than at the end of words- myth, gym, Egypt, pyramid, mysteryThe /^) sound spelt ou: young, touch, double, trouble, countryMore prefixes: dis- disappoint, disagree, disobey.Mis-:misbehave, mislead, misspell (mis+spell)In-: inactive, incorrectRe- means again or backSub-means underInter- means between or amongSuper-means aboveAnti-means againstAuto-means self or ownThe suffix –ation is added to verbs to form nouns. |
| Summer Term |  | Recognise and spell additional homophones. (He’ll/heel/heal)Make comparisons from a word already known to apply to an unfamiliar word.Spell some identified commonly misspelt words from the Year 3 and 4 word lists. Place the possessive apostrophe with plural words. | **Homophones**accept/exceptaffect/effectball/bawlberry/burybrake/breakfair/faregrate/greatgroan/grownhere/hearheel/heal/he’llknot/notmail/malemain/manemeat/meetmedal/meddlemissed/mistpeace/pieceplain/planerain/reign/reinscene/seenweather/whetherwhose/who’sThe apostrophe is placed after the plural form of the word; -s is not added if the plural already ends in –s but is added if the plural does not end in –s (i.e. is an irregular plural- e.g. children’s).girls’, boys’, babies’, children’s, men’s, mice’s(Note: singular proper nouns ending in an s use the ‘s suffix e.g. Cyprus’s population) |
| Year 4Autumn Term | Use the diagonal and horizontal strokes that are needed to join letters.Understand which letters, when adjacent to one another, are best left unjoined. b/p/s/x | Use the first two or three letters of a word to check its spelling in a dictionary.  |  |
| Year 4Spring Term | Increase the legibility, consistency and quality of handwriting: down strokes of letters are parallel and equidistant; lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch. | Spell words with additional prefixes and suffixes and understand how to add them to root words. ( for example -ation, ous, ion, ian)Use plural ‘s’ and possessive ‘s’ correctly.  | Endings with sound like tion, sion, ssion, cianInvention, injection, action, hesitation, completion, expression, discussion, confession, permission, admission, expansion, extension, comprehension, tension, musician, electrician, magician, politician, mathematician.Words with the /K/ sound spelt ch- scheme, chorus, chemist, echo, characterWords with the (s) sound spelt ch- chef, chalet, machine, brochureWords ending with the /g/ sound spelt-gue and the /K/ sound spelt –que- league, tongue, antique, uniqueWords with the /s/ sound spelt sc- science, scene, discipline, fascinate, crescent Words with the /ei/ sound spelt ei, eigh or ey- vein, weigh, eight, neighbour, they, obey.The suffix ly- added to an adjective to form an adverb. The suffix ly starts with a consonant letter, so it is added straight on to most root words- sadly, completely, usually, finally |
| Year 4Summer Term |  | Recognise and spell additional homophonesSpell identified commonly misspelt words from the Year 3 and 4 word list. Use further prefixes and suffixes and understand how to add them. | Words ending in sure/ture- measure, treasure, pleasure, enclosure, creature, furniture, picture, nature, adventureEndings with sounds lke –sion- division, invasion, confusion, decision, collision, television.The suffix ous- poisonous, dangerous, mountainous, famous, various, tremendous, enormous, jealous, humorous, glamorous, vigorous, courageous, outrageous, serious, obvious, curious, hideous, spontaneous, courteous.  |
| Year 5Autumn Term | Choose which shape of a letter to use when given choices and deciding, as part of personal style, whether, or not, to join specific letters.Choose the writing implement that is best suited for a task. (E.g. quick notes, letters) | Use further prefixes and suffixes and understand the guidance for adding them. Use the first three or four letters of a word to check spelling meaning or both in a dictionary.Begin to proof read work for spelling and punctuation errors.  | Endings cious, tiousEndings cial, tialEndings ant, ance, ancy, ent, ence, encyWords ending in able and ibleWords ending in –ably and iblyAdding suffixes beginning with vowel letter to words ending in –fer. |
| Year 5Spring Term |  | Spell some words with ‘silent’ letter.Convert nouns and adjectives into verbs by adding a suffix, for example ate, ise, ify.Distinguish between homophones and other words which are often confused.  | Words with ‘silent’ letters- doubt, island, lamb, solemn, thistle, knightHomophones- see examples in NC Appendix 1 |
| Year 5Summer Term |  | Spell identified commonly misspelt words from Year 5 and 6 word list. (Draw on knowledge of root words e.g. ordinary to spell extraordinary/ordinarily) |  |
| Year 6Autumn Term | Produce legible joined handwriting and develop own personal fluent joined handwriting style. (Join/not join specific letters-loops) | Use a range of spelling strategies not just phonics.Use a dictionary to check spelling/meaning.Proof read and edit work to check for spelling and punctuation errors. (Year 3 and 4 and Year 5/6 word list)Ensure the use of the correct homophone. Spell most words with silent letters. Use of the hyphen | Words with ‘silent’ letters- doubt, island, lamb, solemn, thistle, knightHyphen- co-ordinate, re-enter, co-operate, co-ownHomophones- see examples in NC Appendix 1See NC for Year 3/4/5/6 word lists. |
| Year 6Spring Term |  | Change verbs into nouns by adding suffixes. | Tion/sion/ment- cancel, cancellation/expand-expansion/excite-excitement/enjoy-enjoyment  |
| Year 6Summer Term |  | Make sure that pupils can spell the vast majority of words that appear in the Year 5/6 list | See NC for Year 5/6 word lists. |