

St. Mary's Catholic Primary School - Whole School Progression in Writing



WRITING - TRANSCRIPTION

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		Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
EYFS		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Phonics and Spellings**	Spell words by identifying sounds in them and representing the sounds with a letter or letters.	<p>Revision of spelling work from EYFS.</p> <p>To know all letters of the alphabet and the sounds which they most commonly represent.</p> <p>To recognise consonant digraphs which have been taught and the sounds which they represent.</p> <p>To recognise vowel digraphs which have been taught and the sounds which they represent.</p> <p>To recognise words with adjacent consonants.</p>	<p>Revision of spelling work from Year 1.</p> <p>To segment spoken words into phonemes and to represent these with graphemes, spelling many of these words correctly and making phonically-plausible attempts at others.</p> <p>To recognise new ways of spelling phonemes for which one or more spellings are already known and to learn some words with each spelling, including some common homophones (e.g. bare/bear, blue/blew, night/knight).</p>	<p>Revision of work from Years 1 and 2.</p> <p>To spell words with a short /u/ sound spelt with 'ou' (e.g. young, touch, double, trouble, country).</p> <p>To spell words with the /i/ sound spelt 'y' in a position other than at the end of words (e.g. mystery, gym).</p> <p>To spell words ending with the /zher/ sound spelt with 'sure' (e.g. measure, treasure, pleasure, enclosure).</p> <p>To spell words ending with the /cher/ sound spelt with 'ture' (e.g.</p>	<p>Revision of work from Year 3.</p> <p>To spell words with a / sh/ sound spelt with 'ch' (e.g. chef, chalet, machine, brochure).</p> <p>To spell words with / shuhn/ endings spelt with 'sion' (if the root word ends in 'se', 'de' or 'd', e.g. division, invasion, confusion, decision, collision, television).</p> <p>To spell words with a / shuhn/ sound spelt with 'ssion' (if the root word ends in 'ss' or 'mit', e.g. expression, discussion, confession,</p>	<p>Revision of work from Year 4.</p> <p>To spell words with endings that sound like / shuhs/ spelt with -cious (e.g. vicious, precious, conscious, delicious, malicious, suspicious).</p> <p>To spell words with endings that sound like / shuhs/ spelt with -tious or -ious (e.g. ambitious, cautious, fictitious, infectious, nutritious).</p> <p>To spell words with 'silent' letters (e.g. doubt, island, lamb, solemn, thistle, knight).</p>	<p>Revision of work from previous years in KS2.</p> <p>To spell words ending in -able and -ably (e.g. adorable/adorably, applicable/applicably, considerable/considerably, tolerable/ tolerably).</p> <p>To spell words ending in -ible and -ibly (e.g. possible/possibly, horrible/horribly, terrible/ terribly, visible/visibly, incredible/incredibly, sensible/sensibly).</p>

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	<p>To accurately spell most words containing the 40+ previously taught phonemes and GPCs.</p> <p>To spell some words in a phonically plausible way, even if sometimes incorrect.</p> <p>To apply Y1 spelling rules and guidance*, which includes:</p> <ul style="list-style-type: none"> the sounds /f/, /l/, /s/, /z/ and /k/ spelt 'ff', 'll', 'ss', 'zz' and 'ck' and exceptions; the /ŋ/ sound spelt 'n' before 'k' (e.g. bank, think); dividing words into syllables (e.g. rabbit, carrot); the /tʃ/ sound is 	<p>To apply further Y2 spelling rules and guidance*, which includes:</p> <ul style="list-style-type: none"> the /dʒ/ sound spelt as 'ge' and 'dge' (e.g. fudge, huge) or spelt as 'g' or 'j' elsewhere in words (e.g. magic, adjust); the /n/ sound spelt 'kn' and 'gn' (e.g. knock, gnaw); the /r/ sound spelt 'wr' (e.g. write, written); the /l/ or /əl/ sound spelt -le (e.g. little, middle) or spelt -el (e.g. camel, 	<p>creature, furniture, picture, nature, adventure).</p> <p>To spell words with the /eɪ/ sound spelt 'ei', 'eigh', or 'ey' (e.g. vein, weigh, eight, neighbour, they, obey).</p> <p>To spell words with a /k/ sound spelt with 'ch' (e.g. scheme, chorus, chemist, echo, character).</p> <p>To spell words ending in the /g/ sound spelt 'gue' and the /k/ sound spelt 'que' (e.g. league, tongue, antique, unique).</p> <p>To spell words with the /s/ sound spelt with 'sc'. (e.g. science, scene, discipline, fascinate, crescent).</p>	<p>permission, admission).</p> <p>To spell words with a /shuhn/ sound spelt with 'tion' (if the root word ends in 'te' or 't' or has no definite root, e.g. invention, injection, action, hesitation, completion).</p> <p>To spell words with a /shuhn/ sound spelt with 'cian' (if the root word ends in 'c' or 'cs', e.g. musician, electrician, magician, politician, mathematician).</p>	<p>To spell words containing the letter string 'ough' (e.g. ought, bought, thought, nought, brought, fought, rough, tough, enough, cough, though, although, dough, through, thorough, borough, plough, bough).</p> <p>To spell words ending in -able and -ably (e.g. adorable/ adorably, applicable/ applicably, considerable/ considerably, tolerable/ tolerably).</p> <p>To spell words ending in -ible and -ibly (e.g. possible/possibly, horrible/horribly, terrible/ terribly, visible/visibly, incredible/incredibly, sensible/sensibly).</p> <p>To spell words with endings which sound</p>
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		<p>usually spelt as 'tch' and exceptions;</p> <ul style="list-style-type: none"> the /v/ sound at the end of words where the letter 'e' usually needs to be added (e.g. have, live); adding -s and -es to words (plural of nouns and the third person singular of verbs); adding the endings -ing, -ed and -er to verbs where no change is needed to the root word (e.g. buzzer, jumping); adding -er and -est to 	<p>tunnel) or spelt -al (e.g. metal, hospital) or spelt -il (e.g. fossil, nostril);</p> <ul style="list-style-type: none"> the /aɪ/ sound spelt -y (e.g. cry, fly, July); adding -es to nouns and verbs ending in <ul style="list-style-type: none"> -y where the 'y' is changed to 'i' before the -es (e.g. flies, tries, carries); adding -ed, -ing, -er and -est to a root word ending in -y (e.g. skiing, replied) and exceptions to the rules; adding the endings 			<p>like /shuhl/ after a vowel letter using 'cial' (e.g. official, special, artificial).</p> <p>To spell words with endings which sound like /shuhl/ after a vowel letter using 'tial' (e.g. partial, confidential, essential).</p> <p>To spell words with a long /e/ sound spelt 'ie' or 'ei' after 'c' (e.g. deceive, conceive, receive, perceive, ceiling) and exceptions (e.g. protein, caffeine, seize).</p>	
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		<p>adjectives where no change is needed to the root word (e.g. fresher, grandest);</p> <ul style="list-style-type: none"> • spelling words with the vowel digraphs and trigraphs: <ul style="list-style-type: none"> - 'ai' and 'oi' (e.g. rain, wait, train, point, soil); 'oy' and 'ay' (e.g. day, toy, enjoy, annoy); - a-e, e-e, i-e, o-e and u-e (e.g. made, theme, ride, woke, tune); - 'ar' (e.g. car, park); - 'ee' (e.g. green, week); - 'ea' (e.g. sea, dream); 	<ul style="list-style-type: none"> • -ing, -ed, -er, -est and -y to words ending in -e with • a consonant before (including exceptions); • adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter (including exceptions); • the /ɔ:/ sound (or) spelt 'a' before 'l' and 'll' (e.g. ball, always); • the /ʌ/ sound spelt 'o' (e.g. other, 				
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		<ul style="list-style-type: none"> - 'ea' (e.g. meant, bread); - 'er' stressed sound (e.g. her, person); <ul style="list-style-type: none"> - 'er' unstressed schwa sound (e.g. better, under); - 'ir' (e.g. girl, first, third); - 'ur' (e.g. turn, church); - 'oo' (e.g. food, soon); - 'oo' (e.g. book, good); - 'oa' (e.g. road, coach); - 'oe' (e.g. toe, goes); - 'ou' (e.g. loud, sound); - 'ow' (e.g. brown, down); - 'ow' (e.g. own, show); 	<p>mother, brother);</p> <ul style="list-style-type: none"> • the /i:/ sound spelt • -ey: the plural forms of these words are made by the addition of -s (e.g. donkeys, monkeys); • the /ɒ/ sound spelt 'a' after 'w' and 'qu' (e.g. want, quantity, squash) • the /ɜ:/ sound spelt 'or' after 'w' (e.g. word, work, worm); • the /ɔ:/ sound spelt 'ar' after 'w' (e.g. warm, towards); • the /ɜ/ sound spelt 's' (e.g. 				
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		<ul style="list-style-type: none"> - 'ue' (e.g. true, rescue, Tuesday); - 'ew' (e.g. new, threw); - 'ie' (e.g. lie, dried); - 'ie' (e.g. chief, field); - 'igh' (e.g. bright, right); - 'or' (e.g. short, morning); - 'ore' (e.g. before, shore); - 'aw' (e.g. yawn, crawl); - 'au' (e.g. author, haunt); - 'air' (e.g. hair, chair); - 'ear' (e.g. beard, near, year); - 'ear' (e.g. bear, pear, wear); 	television, usual).				
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		<ul style="list-style-type: none"> - 'are' (e.g. bare, dare, scared); - • spelling words ending with -y (e.g. funny, party, family); • spelling new consonants 'ph' and 'wh' (e.g. dolphin, alphabet, wheel, while); • using 'k' for the /k/ sound (e.g. sketch, kit, skin). 					
Common Exception Words		<p>To spell all Y1 common exception words correctly.</p> <p>To spell the days of the week correctly.</p>	To spell most Y1 and Y2 common exception words correctly.	To spell many of the Y3 and Y4 statutory spelling words correctly.	To spell most of the Y3 and Y4 statutory spelling words correctly.	To spell many of the Y5 and Y6 statutory spelling words correctly.	To spell most of the Y5 and Y6 statutory spelling words correctly.

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Prefixes and Suffixes	<p>To use -s and -es to form regular plurals correctly.</p> <p>To use the prefix 'un-' accurately.</p> <p>To successfully add the suffixes -ing, -ed, -er and -est to root words where no change is needed in the spelling of the root words (e.g. helped, quickest).</p>	<p>To add suffixes to spell most words correctly in their writing, e.g. -ment, -ness, -ful, -less, -ly.</p>	<p>To spell most words with the prefixes dis-, mis- and re- correctly (e.g. disobey, mistreat, reapply).</p> <p>To spell words with added suffixes beginning with a vowel (-er/-ed/-ing) to words with more than one syllable (unstressed last syllable, e.g. limiting offering).</p> <p>To spell words with added suffixes beginning with a vowel (-er/-ed/-en/-ing) to words with more than one syllable (stressed last syllable, e.g. forgotten beginning).</p> <p>To spell most words with the suffix -ly with no change to the root word; root words that end</p>	<p>To correctly spell most words with the prefixes in-, il-, im-, ir-, sub-, super-, anti-, auto-, inter- and bi (e.g. incorrect, illegal, impossible, irrelevant, substandard, superhero, autograph, antisocial, bicycle).</p> <p>To form nouns with the suffix -ation (e.g. information, adoration, sensation, preparation, admiration).</p> <p>To spell words with the suffix -ous with no change to root words, no definitive root word, words ending in 'y', 'our' or 'e' and the exceptions to the rule (e.g. joyous, fabulous, mysterious, rigorous, famous, advantageous).</p>	<p>To spell words by adding suffixes beginning with vowel letters to words ending in -fer (e.g. referring, referred, referral, preferring, preferred, transferring, transferred, reference, referee, preference, transference).</p> <p>To use their knowledge of adjectives ending in -ant to spell nouns ending in -ance/-ancy (e.g. observant, observance, expectant, hesitant, hesitancy, tolerant, tolerance, substance).</p>	<p>To use their knowledge of adjectives ending in -ent to spell nouns ending in -ence/-ency (e.g. innocent, innocence, decent, decency, frequent, frequency, confident, confidence, obedient, obedience, independent).</p>

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				in 'le','al' or 'ic' and the exceptions to the rules.			
Further Spelling Work		<p>To spell simple compound words (e.g. dustbin, football).</p> <p>To write, from memory, simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</p>	<p>To spell more words with contracted forms, e.g. can't, didn't, hasn't, couldn't, it's, I'll.</p> <p>To learn the possessive singular apostrophe (e.g. the girl's book).</p> <p>To distinguish between homophones and near homophones.</p> <p>To write, from memory, simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</p>	<p>To spell some more complex homophones and near-homophones, including here/hear, brake/break and mail/male.</p> <p>To use the first two or three letters of a word to check its spelling in a dictionary.</p>	<p>To spell words that use the possessive apostrophe with plural words, including irregular plurals (e.g. girls', boys', babies', children's, men's, mice's).</p> <p>To spell further homophones.</p> <p>To use their spelling knowledge to use a dictionary more efficiently.</p>	<p>To spell more complex homophones and near-homophones.</p> <p>To spell words that contain hyphens (e.g. co-ordinate, re-enter, co-operate, co-own).</p> <p>To use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.</p> <p>To begin to use a thesaurus to find synonyms of words.</p>	<p>To spell more complex homophones and near-homophones.</p> <p>To use a knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically.</p> <p>To use dictionaries and thesauruses to check the spelling and meaning of words and confidently find synonyms and antonyms.</p>
	Hold a pencil effectively	To write lower case and capital letters in the correct direction,	To write capital letters and digits of the correct size,	To use the diagonal and horizontal strokes needed to	To increase the legibility, consistency and	To write legibly, fluently, with increasing speed.	To write legibly, fluently, with increasing speed by:

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	<p>in preparation for fluent writing - using the tripod grip in almost all cases.</p> <p>Write recognisable letters, most of which are correctly formed.</p>	<p>starting and finishing in the right place with a good level of consistency.</p> <p>To sit correctly at a table, holding a pencil comfortably and correctly.</p> <p>To form digits 0-9.</p> <p>To understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</p>	<p>orientation and relationship to one another and to lower case letters.</p> <p>To form lower case letters of the correct size, relative to one another.</p> <p>To begin to use some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another are best left unjoined.</p> <p>To use spacing between words that reflects the size of the letters.</p>	<p>join letters and understand which letters, when adjacent to one another, are best left unjoined.</p>	<p>quality of handwriting e.g. by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.</p>		<p>-choosing which shape of letter to use when given choices and deciding whether or not to join specific letters</p> <p>-choosing the writing implement that is best suited for the task.</p>
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*See English appendix 1 of the national curriculum

** We use the Rising Stars scheme for phonics and the Spelling Shed scheme for spelling. Further details of spelling objectives can be found in the Spelling Shed overview for each year group.

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*** We follow the Nelson Handwriting Scheme