



Writing Progression at St Mary's Catholic Primary

Transcription

	Spelling	Word Building	Transcription	Handwriting
EYFS	<ul style="list-style-type: none">- begins to break the flow of speech into words- hears and says the initial sound in words- segment the sounds in simple words and blend them together- links sounds to letters, naming and sounding the letters of the alphabet.- use phonic knowledge to write words in ways which match their spoken sounds- write some irregular common words			<ul style="list-style-type: none">- writes simple sentences which can be read by themselves and others
Y1	<ul style="list-style-type: none">- words containing each of the 40+ phonemes already taught- common exception words- the days of the week- name the letters of the alphabet in order	<ul style="list-style-type: none">- using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs- using the prefix un–- using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for	<ul style="list-style-type: none">- write from memory simple sentences, dictated by the teacher, that include words using the GPCs and common exception words taught so far	<ul style="list-style-type: none">- sit correctly at a table, holding a pencil comfortably and correctly- begin to form lower-case letters in the correct direction, starting and finishing in the right place- form capital letters- form digits 0-9

	<ul style="list-style-type: none"> - using letter names to distinguish between alternative spellings of the same sound 	<p>example, helping, helped, helper, eating, quicker, quickest]</p> <ul style="list-style-type: none"> - apply simple spelling rules and guidance, as listed in Appendix 1 		<ul style="list-style-type: none"> - understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these
Y2	<ul style="list-style-type: none"> - segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly - learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones - learning to spell common exception words - learning to spell more words with contracted forms 	<ul style="list-style-type: none"> - learning the possessive apostrophe (singular) [for example, the girl's book] - distinguishing between homophones and near-homophones - add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly - apply simple spelling rules and guidance, as listed in Appendix 1 	<ul style="list-style-type: none"> - write from memory simple sentences, dictated by the teacher, that include words using the GPCs, common exception words and punctuation taught so far 	<ul style="list-style-type: none"> - form lower-case letters of the correct size relative to one another - start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined - write 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
Y3	<ul style="list-style-type: none"> - spell further homophones - spell words that are often misspelt (English Appendix 1) 	<ul style="list-style-type: none"> - use further prefixes and suffixes and understand how to add them (e.g super–, anti–, auto–) - use the first two or three letters of a word to check its spelling in a dictionary 	<ul style="list-style-type: none"> - write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far 	<ul style="list-style-type: none"> - use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined - increase the legibility, consistency and quality of their handwriting

Y4	<ul style="list-style-type: none"> - spell further homophones - spell words that are often misspelt (English Appendix 1) 	<ul style="list-style-type: none"> - use further prefixes and suffixes and understand how to add them (English Appendix 1) - place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] - use the first two or three letters of a word to check its spelling in a dictionary 	<ul style="list-style-type: none"> - write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far 	<ul style="list-style-type: none"> - use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined - increase the legibility, consistency and quality of their handwriting
Y5	<ul style="list-style-type: none"> - spell some words with 'silent' letters [for example, knight, psalm, solemn] - continue to distinguish between homophones and other words which are often confused - use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 	<ul style="list-style-type: none"> use further prefixes and suffixes and understand the guidance for adding them [for example, -ate; -ise; -ify; dis-, de-, mis-, over- and re-] - use dictionaries to check the spelling and meaning of words - use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary 		<ul style="list-style-type: none"> -- choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters - choosing the writing implement that is best suited for a task

Y6	<ul style="list-style-type: none"> - spell some words with 'silent' letters [for example, knight, psalm, solemn] - continue to distinguish between homophones and other words which are often confused - use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 	<ul style="list-style-type: none"> use further prefixes and suffixes and understand the guidance for adding them - use dictionaries to check the spelling and meaning of words - use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary 		<ul style="list-style-type: none"> - choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters - choosing the writing implement that is best suited for a task
----	---	---	--	--