



Progression: Transcriptional Skills of Writing

Linked National Curriculum Programmes of Study: Writing - Transcription (spelling) and Writing - Handwriting

Y1 Expected Standard	Y2 Expected Standard	Y3 Expected Standard	Y4 Expected Standard	Y5 Expected Standard	Y6 Expected Standard
<p>The pupil can, after discussion with the teacher: <i>Spell words containing each of the 40+ phonemes already taught (KPI)</i></p> <p>Segment spoken words into phonemes and represent these by graphemes, spelling some correctly</p> <p>Spell phonically regular words of more than one syllable accurately, as well as many irregular but high frequency words (English Appendix 1)</p> <p><i>Name the letters of the alphabet in order (KPI) and their sounds</i></p> <p><i>Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far (KPI)</i></p> <p><i>Begin to form lower-case letters in the correct direction, starting and finishing in the right place (KPI)</i></p> <p>Sit in an appropriate writing position, holding a pencil correctly and comfortably</p> <p>Use spacing between words</p>	<p>The pupil can, after discussion with the teacher:</p> <p>Segment spoken words into phonemes to represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others</p> <p>Spell many common exception words (English Appendix 1)</p> <p>Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</p> <p>Use spacing between words that reflects the size of the letters</p>	<p>The pupil can:</p> <p>Spell most words <i>containing taught patterns</i> and many common exception words from Y3/4 word list (English Appendix 1)</p> <p><i>Proof-read for spelling and punctuation errors (KPI)</i></p> <p><i>Use the forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel (KPI)</i></p> <p>Proof-read for spelling and punctuation errors</p> <p>Use the diagonal and horizontal strokes that are needed to join letters</p> <p>Increase the legibility, consistency and quality of their handwriting</p>	<p>The pupil can:</p> <p>Spell most words <i>containing taught patterns</i> correctly and many common exception words (Y3/4 word list, English Appendix 1)</p> <p><i>Proof-read for spelling and punctuation errors (KPI)</i></p> <p><i>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far (KPI)</i></p> <p>Correctly join and form letters in accordance with the school's agreed policy</p>	<p>The pupil can:</p> <p>Spell most words <i>containing taught patterns</i> correctly and many common exception words (Y5/6 word list, English Appendix 1)</p> <p>Convert nouns or adjectives into verbs using suffixes (e.g. -ate, -ise, -ify)</p> <p><i>Proof read for spelling and punctuation errors (KPI)</i> using both a dictionary and thesaurus, where appropriate</p> <p>Make deliberate choices over letter shapes and joining to ensure fluency, legibility and good presentation</p>	<p>The pupil can:</p> <p>Spell correctly most words from the Y5/6 spelling list and use a dictionary to check the spelling of uncommon or more ambitious vocabulary (English Appendix 1)</p> <p>Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader</p> <p>Maintain legibility in joined handwriting when writing at speed</p>