

	Y1	Y2	Y3	Y4	Y5	Y6
Transcription Spelling Patterns	<p>Words containing each of the 40x phonemes already taught</p> <p>Apply simple spelling rules and guidance</p> <p>/f/, /l/, /s/, /z/ and /k/ spell f, ll, ss, zz and ck</p> <p>/j/ spell j before k</p> <p>ch</p> <p>/v/ at the end of words</p> <p>ai, oi, oy, a-e, e-i, e-o, o-u, u-e, ee, ea (/i:/), ea (/e:/), er (/ɜ:/), er (/ə/), ir, ur, oo (/u:/), oo (/u:/), oa, oe, ou, ow (/aʊ/), ow (/əʊ/), use, ew, ie (/aɪ/), ie (/i:/), igh, or, ore, aw, au, au, ear, ear (/ɪə/), are (/ɪə/), Words ending -y (/i/ or /ɪ/)</p> <p>New consonant spellings ph and wh</p> <p>Using k for the /k/ sound</p>	<p>Segment spoken words into phonemes and representing these by graphemes, spelling many correctly</p> <p>Apply spelling rules</p> <p>/dʒ/ spell as ge or dge at the end of words, (or g before e, i and y)</p> <p>/n/ spell kn or gn</p> <p>at the start of words</p> <p>/f/ or /v/ spell -fe</p> <p>/l/ or /ll/ spell -ll</p> <p>/f/ or /v/ spell -al</p> <p>at the end of words</p> <p>words ending -ll</p> <p>/aʊ/ spell -y at the end of words</p> <p>/z/ spell a before /l/</p> <p>/s/ spell c before /l/ly</p> <p>/s/ spell -ey</p> <p>/l/ spell a after w/gu</p> <p>/j/ spell or after w</p> <p>/z/ spell at after w</p> <p>/ʒ/ sound spell s</p>	<p>Spell words that are often misspell</p> <p>Apply spelling rules patterns to spell new words</p> <p>The /f/ sound spell y elsewhere than at the end of words</p> <p>Words with endings sounding like /ʒə/ or /ʒi:/, -sure, -ture</p>	<p>Spell words that are often misspell</p> <p>Apply spelling rules patterns to spell new words</p> <p>The /v/ sound spell ou</p>	<p>Spell some words with 'silent' letters (e.g. knight, psalm, solemn)</p> <p>Use knowledge of morphology and etymology to spell words</p> <p>/k/ spell ch</p> <p>/j/ spell ch</p> <p>/ʒ/ spell -que</p> <p>/f/ spell -que</p> <p>/s/ spell sc</p> <p>/er/ spell ei, eigh, ey</p>	<p>Spell some words with 'silent' letters (e.g. knight, psalm, solemn)</p> <p>Use knowledge of morphology and etymology and know some words need to be learnt specifically</p> <p>/f/ spell ei after c</p> <p>letter-string ough</p>
Transcription Spelling: Prefixes / suffixes	<p>Division of words into syllables</p> <p>Use the prefix un-</p> <p>Use -ing, -ed, -er and -est where there is no change to the root (e.g. helping, helped, helper, quicker, quickest)</p>	<p>Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly</p>	<p>Use further prefixes and suffixes and understand how to add them</p> <p>Adding suffixes beginning with vowel letters to words of more than one syllable</p> <p>un-, in-, re-, sub-, inter-, super-, anti-, auto-</p> <p>-ation, -ly, -tion, -sion, -sion, -cian, -ous, -sure, -tally, -tally, -ity</p>	<p>Use further prefixes and suffixes and understand the guidance</p> <p>I, in- becomes il</p> <p>m or p, in- becomes im-</p> <p>r, in- becomes in-</p> <p>-sure, -ture, -ically, -ity</p>	<p>Use further prefixes and suffixes and understand the guidance for adding them</p> <p>-able, -ably, -ible, -ibly, -cious, -tious, -tial, -tial</p>	<p>Use further prefixes and suffixes and understand the guidance for adding them</p> <p>-speak, -tion, -sion, -sion, -cian, -ant, -ance/-ancy, -ent, -ence/-ency, -er</p>
Transcription Spelling Homophones	<p>Learn to spell some words that will later be identified as homophones, (e.g. to, of, were, I, your, no, by, here, there, where, one)</p> <p>Using letter names to distinguish between alternative spellings of the same sound</p>	<p>Learn some words with alternative graphemes for known phonemes</p> <p>Distinguish between homophones and near homophones</p> <p>there/their/they're, here/hear, sun/sun, quite/quiet, see/sea, bare/bear, one/ton, to/chole, be/be, blue/blew, right/knight</p>	<p>Spell further homophones:</p> <p>accept/except, ball/bawl, break/break, grate/grate, here/hear, knot/knot, mal/male, treat/meat, miss/mist, plain/plane, sooner/seen, whose/who's</p>	<p>Spell further homophones:</p> <p>affect/effect, berry/bury, fair/fare, gran/grown, heel/heel, man/mane, medal/medal, peace/peace, rain/rain, reign/reign, weather/whether</p>	<p>Continue to distinguish between homophones and other words which are often confused</p> <p>advice/advise, licence/license, prophesy/prophesy, guess/guest, led/lead, pass/pass</p>	<p>Continue to distinguish between homophones and other words which are often confused</p> <p>device/device, practice/practise, father/father, hear/heard, morning/morning, precede/proceed</p>
Transcription Spelling: Plurals & apostrophes & hyphens	<p>Use the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs</p>	<p>Learning to spell more words with contracted forms</p> <p>Learning the possessive apostrophe (singular) (e.g. the girl's book)</p>	<p>Revision of apostrophes to mark singular possession in nouns, and plural possession in irregular nouns (e.g. the girl's name, the children's playtime)</p>	<p>Place the possessive apostrophe accurately in words with regular plurals (e.g. girls', boys') and in words with irregular plurals (e.g. children's)</p>	<p>Revise the possessive apostrophe and apostrophes for contraction</p> <p>Use of the hyphen to form compound adjectives</p>	<p>Revise the possessive apostrophe and apostrophes for contraction</p> <p>Use of the hyphen to avoid awkward repeated vowels in prefixed words</p>
Transcription Spelling: Dictionaries & thesauruses	<p>Name the letters of the alphabet.</p> <p>Naming the letters of the alphabet in order</p>	<p>Learn new ways of spelling phonemes for which one or more spellings are already known and spell words including these</p>	<p>Use the first two letters of a word to check its spelling in a dictionary</p>	<p>Use the first three letters of a word to check its spelling in a dictionary</p>	<p>Use the first three letters of a word to check spelling, meaning or both of these in a dictionary</p> <p>Use a thesaurus to identify synonyms</p>	<p>Use the first four letters of a word to check spelling, meaning or both of these in a dictionary</p> <p>Use a thesaurus to identify appropriate synonyms and antonyms</p>
Transcription Spelling: Dictation & recall	<p>Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far</p>	<p>Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words and punctuation taught so far</p>	<p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</p>	<p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</p>	<p>Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically</p>	<p>Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically</p>
Transcription Spelling: Common exception & spelling words	<p>The days of the week</p> <p>Common exception words: the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, one, ask, friend, school, put, push, pull, full, house, our - and/ or others, according to the programme used</p>	<p>Common exception words: door, floor, poor, because, believe, breath, build, calendar, cent, certain, complete, continue, describe, difficult, find, kind, mind, behind, child, children, wild, dim, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas</p>	<p>Learn UKS2 spelling words: accidentally, address, appear, believe, breath, build, calendar, cent, certain, complete, continue, describe, difficult, early, eight/eighth, exercise, experiment, famous, February, fruit, group, guide, heart, history, increase, interest, knowledge, length, material, mention, natural, notice, often, ordinary, peculiar, popular, possession, potato, probably, purpose, question, regular, remember, separate, straight, strength, surprise, thought, although, through, weight</p>	<p>Learn UKS2 spelling words: actually, answer, arrive, bicycle, breathe, busy/business, caught, century, circle, consider, decide, different, dispose, earth, enough, experience, extreme, favourite, forward(s), grammar, guard, heard, height, imagine, important, island, learn, library, medicine, minute, naughty, occasion(ally), opposite, particular, perhaps, position, possible, pressure, promise, quarter, recent, reign, sentence, special, strange, suppose, therefore, thought, various, woman/women</p>	<p>Learn UKS2 spelling words: accompany, achieve, amature, apartment, attach, average, bargain, category, committee, community, conscience, controversy, correspond, definite, determined, dictionary, embarrass, equip- (put - ment), exaggerate, existence, familiar, forty, government, harass, identify, individual, interrupt, leisure, marvellous, muscle, neighbour, occupy, opportunity, persuade, prejudice, profession, pronunciation, recognise, restaurant, rhythm, secretary, signature, soldier, sufficient, symbol, temperature, twelfth, vegetable, yacht</p>	<p>Learn UKS2 spelling words: accommodate, according, aggressive, ancient, appreciate, available, awkward, bruise, cemetery, communicate, competition, conscious, convenience, criticise (critic + ise), curiously, desperate, develop, disastrous, environment, especially, excellent, explanation, foreign, frequently, guarantee, hinderance, immediately, interfere, language, lightning, mischievous, necessary, nuisance, occur, parliament, physical, privilege, programme, queue, recommend, relevant, rhyme, sacrifice, shoulder, sincere(s), stomach, suggest, system, thorough, variety, vehicle</p>
Transcription Handwriting: Formation & orientation	<p>Begin to form lower-case letters in the correct direction, starting and finishing in the right place</p> <p>Form capital letters</p> <p>Form digits 0-9</p>	<p>Form lower-case letters of the correct size relative to one another</p> <p>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</p>	<p>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</p>	<p>Use the diagonal and horizontal strokes that are needed to join letters and understand which letters are best left unjoined as they begin to write with greater fluency</p>	<p>Write legibly and with increasing speed</p> <p>Choose which shape of a letter to use when given choices and deciding whether or not to join specific letters</p>	<p>Write legibly, fluently and with increasing speed</p> <p>Choose which shape of a letter to use when given choices and deciding whether or not to join specific letters</p>
Transcription Handwriting: Legibility, control & consistency	<p>Sit correctly at a table, holding a pencil comfortably and correctly</p> <p>Understand which letters belong to which handwriting families (i.e. letters that are formed in similar ways) and to practise these</p>	<p>Write 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>Increase the legibility and consistency of their handwriting (e.g. by ensuring that the spacing and size of letters is even)</p>	<p>Increase the legibility, consistency and quality of their handwriting (e.g. by ensuring that the downstrokes 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>Make writing consistent and legible when writing with a range of implements</p>	<p>Choose the writing implement that is best suited for a task</p>