

Writing Transcription

| Phonic and Spelling Rules | | | |
|--|--|---|---|
| Lower Foundation Stage | Upper Foundation Stage | Year One | Year Two |
| <p>To sometimes give meanings to marks as they draw and paint.</p> | <p>To continue a rhyming string.</p> <p>To hear and say the initial sounds in words.</p> <p>To segment the sounds in simple words and blend them together and know which letter represents some of them.</p> <p><u>To use phonic knowledge to write words in ways which match their spoken sounds.</u></p> <p><u>To write some common exception words.</u></p> | <p>To accurately spell most words containing the 40+ previously taught phonemes and GPCs.</p> <p>To use letter names to distinguish between alternative spellings of the same sound.</p> <p>Name the letters of the alphabet in order.</p> <p>To spell 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, once, ask, friend, school, put, push, pull, full, house, our)</p> <p>To spell the days of the week correctly.</p> <p>To apply simple spelling rules and guidance</p> <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</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 learn 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 (eg bare/ bear, blue/ blew)</p> <p>To spell common exception words. (door, floor, poor, because, find, kind, mind, behind, child, children, wild, climb. 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>words where no change is needed in the spelling of the root words (e.g. helped, quickest)</p> <p>To spell simple compound words.</p> | <p>To spell words with contracted forms. (can't, I'll,)</p> <p>To learn the possessive singular apostrophe.</p> <p>Add suffixes to spell longer words including -ment, -ness, -ful, -less, -ly.</p> <p>Apply spelling rules and guidance from Appendix 1.</p> |
|--|--|---|--|

Transcription

| | | | |
|--|--|---|---|
| | | To write from memory simple sentences dictated by the teacher that includes words using the GPCs, common exception words and punctuation taught so far. | To write from memory simple sentences dictated by the teacher that includes words using the GPCs, common exception words and punctuation taught so far. |
|--|--|---|---|

Handwriting

| | | | |
|---|---|--|---|
| <p>To draw lines and circles using gross motor movements.</p> <p>To hold a pencil between thumb and two fingers, no longer using a whole-hand grip.</p> <p>To hold a pencil near point between the first two fingers and thumb, and uses it with good control.</p> <p>To copy some letters, e.g. letters from their name.</p> | <p>To give meanings to marks as they draw, write and paint.</p> <p>To use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</p> <p>To begin to use anticlockwise movement and retrace vertical lines.</p> <p>To begin to form recognisable letters.</p> <p>To use a pencil and hold it effectively to from recognisable</p> | <p>To write lower case and capital letters in the correct direction, 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 capital letters.</p> <p>To form digits 0 to 9</p> <p>To understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways)</p> | <p>To form lower-case letters of the correct size relative to one another.</p> <p>To write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</p> <p>To use spacing between words that reflects the size of the letters.</p> <p>To start using some of the diagonal and horizontal strokes needed to join letters</p> |
|---|---|--|---|

| | | | |
|--|---|------------------------|---|
| | <p>letters, most of which are correctly formed.</p> <p><u>To handle equipment and tools effectively, including pencils for writing.</u></p> <p><u>To write simple sentences which can be read by themselves and others.</u></p> | and to practise these. | and understand which letters, when adjacent to one another, are best left unjoined. |
|--|---|------------------------|---|

Writing Composition

| Planning, Writing and Editing | | | |
|--|--|--|--|
| Lower Foundation Stage | Upper Foundation Stage | Year One | Year Two |
| <p>To speak and retell a simple past event in correct order.</p> <p>To use talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.</p> <p>To use talk in pretending that objects stand for something else in play.</p> <p>To engage in imaginative role play based on own first-hand experiences.</p> <p>To build stories around toys.</p> <p>To capture experiences and responses with a range of media, such as music, dance and paint and other materials or words.</p> | <p>To link statements and sticks to main theme or intention.</p> <p>To use talk to organise, sequence and clarify thinking, ideas, feelings and events.</p> <p>To introduce a storyline or narrative into their play.</p> <p>To write own name and other things such as labels, captions.</p> <p>To attempt to write short sentences in meaningful contexts.</p> <p>To play cooperatively as part of a group to develop and act out a narrative.</p> <p><u>To develop own narratives and explanations by connecting ideas or events.</u></p> <p><u>To write simple sentences which can</u></p> | <p>To say out loud what they are going to write about.</p> <p>To compose a sentence orally before writing it.</p> <p>To sequence sentences to form short narratives.</p> <p>To reread their writing to check that it makes sense.</p> <p>To discuss what they have written with the teacher or other pupils.</p> <p>To read aloud their writing clearly enough to be heard by their peers and the teacher.</p> | <p>To write narratives about personal experiences and those of others (real and fictional).</p> <p>To write about real events.</p> <p>To write simple poetry.</p> <p>To plan what they are going to write about, including writing down ideas and/or key words and vocabulary.</p> <p>To encapsulate what they want to say, sentence by sentence.</p> <p>To make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils.</p> <p>To reread to check that their writing makes sense and that the correct tense is used throughout.</p> |

| | | |
|--|---|--|
| | <p><u>be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</u></p> | <p>To proofread to check for errors in spelling, grammar and punctuation (e.g. to check that the ends of sentences are punctuated correctly.)</p> <p>To read aloud what they have written with appropriate intonation to make the meaning clear.</p> |
|--|---|--|

Writing, Vocabulary, Grammar and Punctuation.

| Sentence Construction and Tense. | | | |
|--|--|--|--|
| To use a range of tenses in speech. | To use <u>past, present and future forms accurately when talking about events that have happened or are to happen in the future.</u> | To use simple sentence structures. | <p>To use the present tense and the past tense mostly correctly and consistently.</p> <p>To use sentences with different forms: statement, question, exclamation and command.</p> <p>To use some features of written Standard English.</p> |
| Use of Phrases and Clauses | | | |
| To begin to use more complex sentences to link thoughts when speaking (e.g. using 'and' and 'because') | | To use the joining word (conjunction) 'and' to link ideas and sentences. | <p>To use subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</p> <p>To use expanded noun phrases to describe and specify. (e.g. the blue butterfly)</p> |
| Punctuation | | | |
| | | <p>To use capital letters for names, places, the days of the week, and the personal pronoun 'I'.</p> <p>To leave spaces between words.</p> | <p>To use the full range of punctuation taught at key stage 1 mostly correctly including:</p> <p>-capital letters, full stops, question marks and exclamation</p> |

| | | | |
|---|--|--|---|
| | | <p>To use full stops at the end of sentences.</p> <p>To begin to use question marks and exclamation marks.</p> | <p>marks;</p> <p>-commas to separate lists;</p> <p>-apostrophes to mark singular possession and contractions.</p> |
| Use of Terminology | | | |
| <p>To show an understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture.</p> | | <p>To recognise and use the terms capital letter, word, singular, plural, sentence, punctuation, question mark and exclamation mark.</p> | <p>To recognise and use the terms noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present) apostrophe, comma.</p> |