

Transcription and spellings

	Early Years		Key Stage One	
	Nursery	Reception	Year One	Year Two
Phonics and spelling rules	<p>Phase 1 phonics - To hear and describe a range of different sounds.</p> <p>To match sounds that are the same.</p> <p>To recognise rhyme in spoken words</p> <p>To hear and say the initial sounds in words, recognising when words are alliterative.</p> <p>To begin to blend and segment simple words orally.</p>	<p>Phase 2, 3 and 4 phonics</p> <p>To segment, using phoneme fingers, and blend a range of phonetically plausible words using the graphemes previously taught. These will include VC, CVC, CCVC, CVCC, CCCVC words for example.</p> <p>To spell words by identifying the sounds and then writing the sound with letter/s.</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>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 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>
Common Exception Words		To spell and write all tricky words (phases 2 and 3)	To spell and write all tricky words (phases 2,3 and 4) and Y1 common exception words correctly.	To spell and write all tricky words (phases 2,3, 4 and 5) and Y2 common exception words correctly.
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>	To add suffixes to spell most words correctly in their writing, e.g. -ment, -ness, -ful, -less, -ly.

<p>Further Spelling Conventions</p>	<p>To write some or all of their own name.</p>		<p>To spell simple compound words (e.g. dustbin, football). To read words that they have spelt. To take part in the process of segmenting spoken words into phonemes before choosing graphemes to represent those phonemes</p>	<p>To spell more words with contracted forms, e.g. can't, didn't, hasn't, couldn't, it's, I'll. To learn the possessive singular apostrophe (e.g. the girl's book). To write, from memory, simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. To segment spoken words into phonemes and to then represent all of the phonemes using graphemes in the right order for both for single- syllable and multi-syllabic words. To self-correct misspellings of words.</p>
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Transcription and handwriting

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	Early Years		Key Stage One	
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<p>Letter Formation, Placement and Positioning</p>	<p>To engage in a range of gross and fine motor activities in preparation for writing. Include large-muscle co-ordination: whole body, leg, arm and foot. This can be through climbing, swinging, messy play and parachute games, etc. Plan for small muscle co-</p>	<p>To form lower-case and capital letters correctly. (focus on starting point and direction before size and positioning) To develop an effective pencil grip.</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. To sit correctly at a table, holding a pencil comfortably and correctly. To form digits 0-9. To understand which letters belong to which handwriting 'families' (i.e. letters that are formed</p>	<p>To write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. To form lower case letters of the correct size, relative to one another.</p>

	ordination: hands and fingers. To write letters from their own name. To form some letters accurately.		in similar ways) and to practise these	To use spacing between words that reflects the size of the letters.
Joining Letters				To begin to use the diagonal and horizontal strokes needed to join letters.

Composition				
	Early Years		Key Stage One	
	Nursery	Reception	Year One	Year Two
Planning, Writing and Editing	Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. Write some or all of their name. Motivate children to write by providing opportunities in a wide range of ways.	To say their sentence aloud, recognising how many words it has. To compose simple sentences, beginning to choose words to appeal to the reader. To re-read what they have written to check that it makes sense.	To say out loud what they are going to write about and compose a sentence orally before writing it. To sequence sentences to form short narratives. To discuss what they have written with the teacher or other pupils. To reread their writing to check that it makes sense and to independently begin to make changes. To read their writing aloud clearly enough to be heard by their peers and the teacher. To use adjectives to describe.	To write narratives about personal experiences and those of others (real and fictional). To write about real events. To write simple poetry. To plan what they are going to write about, including writing down ideas and/or key words and new vocabulary To encapsulate what they want to say, sentence by sentence. To make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils. To reread to check that their writing makes sense and that the correct tense is used throughout. To proofread to check for errors in spelling,

				grammar and punctuation (e.g. to check that the ends of sentences are punctuated correctly).
Awareness of Audience, Purpose and Structure	Use some of their print and letter knowledge in their early writing.	To re-read what they have written to check that it makes sense. To compose simple sentences, beginning to choose words to appeal to the reader. To write simple phrases and sentences that can be read by others.	To use a number of simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices. To engage readers by using adjectives to describe.	To write for different purposes with an awareness of an increased amount of fiction and non-fiction structures. To use new vocabulary from their reading, their discussions about it (one- to-one and as a whole class) and from their wider experiences. To read aloud what they have written with appropriate intonation to make the meaning clear.

Vocabulary, Grammar and Punctuation

	Early Years		Key Stage One	
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Sentence construction and tense	Use some of their print and letter knowledge in their early writing.	To write short sentences with words with known sound-letter correspondences using finger spaces, a capital letter and full stop.	To use simple sentence structures.	To use the present tense and the past tense mostly correctly and consistently. To form sentences with different forms: statement, question, exclamation, command. To use some features of written Standard English.
Use of Phrases and Clauses		To orally use conjunctions for link ideas together.	To use the joining word (conjunction) 'and' to link ideas and sentences. To begin to form simple compound sentences.	To using co-ordination (or/and/but). To use some subordination (when/if/that/because).

				To use expanded noun phrases to describe and specify (e.g. the blue butterfly).
Punctuation		To write short sentences with words with known sound-letter correspondences using finger spaces, a capital letter and full stop.	To use capital letters for names, places, the days of the week and the personal pronoun 'I'. To use finger spaces. To use full stops to end sentences. To begin to use question marks and exclamation marks.	To use the full range of punctuation taught at key stage 1 mostly correctly including: capital letters, full stops, question marks and exclamation marks; commas to separate lists; apostrophes to mark singular possession and contractions.
Use of Terminology		To recognise and use the terms letter, grapheme, phoneme, digraph, capital letter, word, sentence, punctuation, full stop.	To recognise and use the terms letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark and exclamation mark.	To recognise and use the terms noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, present tense, past tense, apostrophe and comma.