

## Writing Progression - Transcription

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>I can add prefixes and suffixes as listed in English Appendix 1 from the National Curriculum.</p> <p>I can correctly spell High Frequency Words at Letters &amp; Sounds Phase 5 or equivalent.</p> <p>I can name the letters of the alphabet in order. KPI</p> <p>I can spell all the days of the week (correctly).</p> <p>I can spell common exception words taught in this phase.</p> <p>I can spell words containing each of the 40+ phonemes</p>	<p>I can identify homophones and near- homophones.</p> <p>I can make simple additions, revisions and corrections to writing by 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. KPI</p> <p>I can spell by segmenting spoken words into phonemes and represent these by graphemes, spelling many correctly. KPI</p> <p>I can spell common exception words.</p>	<p>I can spell further homophones and understand their meanings.</p> <p>I can spell words that are often misspelled (National Curriculum English Appendix 1).</p> <p>I can use further prefixes and suffixes and understand how to add them (National Curriculum English Appendix 1).</p> <p>I can use the first two or three letters of a word to check its spelling in a dictionary.</p> <p>I can explore and accurately use word families based</p>	<p>I can place the possessive apostrophe accurately in words with regular plurals.</p> <p>I can spell further homophones.</p> <p>I can spell words that are often misspelled (National Curriculum English Appendix 1).</p> <p>I can use further prefixes and suffixes and understand how to add them (National Curriculum English Appendix 1).</p> <p>I can use the first two or three letters of a word to check its spelling in a dictionary.</p>	<p>I can distinguish between homophones and other words which are often confused.</p> <p>I can spell some words with 'silent' letters.</p> <p>I can use a thesaurus.</p> <p>I can use dictionaries to check the spelling and the meaning of words.</p> <p>I can use further prefixes and suffixes and understand the guidance for adding them.</p>	<p>I can continue to distinguish between homophones and other words which are often confused.</p> <p>I can spell words with 'silent' letters [for example, knight, and psalm, solemn].</p> <p>I can use a thesaurus.</p> <p>I can use further prefixes and suffixes and understand the guidance for adding them.</p> <p>I can use knowledge of morphology (how words are formed) and etymology (the origin of a word) in spelling and understand that</p>

<p>already taught. KPI I can use letter names to distinguish between alternative spellings of the same sound.</p> <p>I can 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>I can use -ing, -er and -ed, where no change is needed in the spelling of root words.</p> <p>I can apply simple spelling rules and guidance, as listed in Year 1 Hampshire Spelling Guidance</p> <p>I can add prefixes and suffixes using -er and -est where no change is needed in the spelling of root</p>	<p>I can add suffixes to spell longer words, including -ly and to exception words ending in -y e.g. happiness (Phase 1), -ful, -less (Phase 2) and -ment, -ness (Phase 3). KPI</p> <p>I can apply simple spelling rules and guidance, as listed in Year 2 Hampshire Spelling Guidance.</p> <p>I can write from memory simple sentences dictated by the teacher that include words using the Grapheme Phoneme Correspondences (matching a sound to letters), common exception words and punctuation taught so far.</p> <p>I can spell some words with contracted forms.</p>	<p>on common words e.g. fear, feared, fearful, fears, fearfully.</p> <p>I can form nouns using prefixes.</p> <p>I can use prefixes to give the antonym, e.g. 'im-', 'in-', 'ir-', 'il-'.</p> <p>I can apply simple spelling rules and guidance, as listed in Year 3 Hampshire Spelling Guidance.</p> <p>I can write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p>	<p>I can apply simple spelling rules and guidance, as listed in Year 4 Hampshire Spelling Guidance</p> <p>I can place the Possessive apostrophe accurately in words with irregular plurals.</p> <p>I can write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. KPI</p>	<p>I can use knowledge of morphology (how words are formed) and etymology (the origin of a word) in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in National Curriculum English Appendix 1.</p> <p>I can use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.</p> <p>I can apply simple spelling rules and guidance, as listed in Year 5 Hampshire Spelling Guidance.</p>	<p>the spelling of some words needs to be learnt specifically, as listed in National Curriculum English Appendix 1.</p> <p>I can use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.</p> <p>I can use dictionaries to check the spelling and the meaning of words. KPI</p> <p>I can apply simple spelling rules and guidance, as listed in Year 6 Hampshire Spelling Guidance.</p>
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<p>words. I can add the prefix un-.</p> <p>I can write from memory simple sentences dictated by the teacher that include words using the GPCs (Grapheme Phoneme Correspondence-matching a sound to letters) and common exception words taught so far. KPI</p>	<p>I can use the possessive apostrophe (singular).</p>				
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