

## Transcription

Year Group	Spelling		Handwriting	Non- statutory guidance
	<b>Phonology</b> (see <a href="#">English Appendix 1</a> ) Pupils should be taught to spell:	<b>Morphology</b> Pupils should be taught to:	Pupils should be taught to:	<i>Spelling guidance</i> <i>Handwriting guidance</i>
Y1	<ul style="list-style-type: none"> <li>• words containing each of the 40+ phonemes already taught</li> <li>• common exception words</li> <li>• the days of the week</li> <li>• naming the letters of the alphabet in order</li> <li>• using letter names to distinguish between alternative spellings of the same sound</li> </ul>	Add prefixes and suffixes: <ul style="list-style-type: none"> <li>• using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs</li> <li>• using the prefix un-</li> <li>• using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]</li> </ul>	<ul style="list-style-type: none"> <li>• sit correctly at a table, holding a pencil comfortably and correctly</li> <li>• begin to form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>• form capital letters</li> <li>• form digits 0-9</li> <li>• understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these</li> </ul>	<ul style="list-style-type: none"> <li>• <i>understands that they can read back words they have spelt</i></li> <li>• <i>still spelling some words in a phonically plausible way</i></li> <li>• <i>spells correctly previously taught words</i></li> <li>• forms letters correctly and confidently</li> <li>• holds implement easily and correctly</li> </ul>
	<ul style="list-style-type: none"> <li>• apply simple spelling rules and guidance, as listed in English Appendix 1</li> <li>• write from memory simple sentences dictated by the teacher that include words using the GPCS and common exception words taught so far</li> </ul>			

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2	<ul style="list-style-type: none"> <li>• segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</li> <li>• 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</li> <li>• learning to spell common exception words</li> </ul>	<ul style="list-style-type: none"> <li>• learning to spell more words with contracted forms</li> <li>• learning the possessive apostrophe (singular) [for example, the girl's book]</li> <li>• distinguishing between homophones and near-homophones</li> <li>• add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly</li> </ul>	<ul style="list-style-type: none"> <li>• form lower-case letters of the correct size relative to one another</li> <li>• 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</li> <li>• write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</li> <li>• use spacing between words that reflects the size of the letters.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>segments spoken words into phonemes and then represent all the phonemes by graphemes in the right order, in single and multi-syllabic words</i></li> <li>• <i>still spelling some words in a phonically plausible way</i></li> <li>• <i>spells correctly previously taught words</i></li> <li>• <i>applies their knowledge of suffixes from their word reading to their spelling.</i></li> <li>• <i>draws from and applies their growing knowledge of word and spelling structure, as well as their knowledge of root words</i></li> </ul>
	<ul style="list-style-type: none"> <li>▪ apply spelling rules and guidance, as listed in <a href="#">English Appendix 1</a></li> <li>▪ write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</li> </ul>			

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<p>Y3/4</p>	<ul style="list-style-type: none"> <li>▪ spell words that are often misspelt (English Appendix 1)</li> <li>▪ use the first two or three letters of a word to check its spelling in a dictionary</li> </ul>	<ul style="list-style-type: none"> <li>▪ place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</li> <li>▪ use further prefixes and suffixes and understand how to add them (English Appendix 1)</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> <li>• increase the legibility, consistency and quality of their handwriting [for example, 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].</li> </ul>	
	<ul style="list-style-type: none"> <li>▪ spell further homophones</li> <li>▪ write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</li> </ul>			

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Y5/6	<ul style="list-style-type: none"> <li>spell some words with 'silent' letters [for example, knight, psalm, solemn]</li> </ul>	<ul style="list-style-type: none"> <li>use further prefixes and suffixes and understand the guidance for adding them</li> <li>continue to distinguish between homophones and other words which are often confused</li> <li>use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1</li> <li>use a thesaurus.</li> </ul>	<ul style="list-style-type: none"> <li>write legibly, fluently and with increasing speed by:</li> <li>choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> <li>choosing the writing implement that is best suited for a task.</li> </ul>	<ul style="list-style-type: none"> <li>joins handwriting throughout their independent writing</li> <li>selects appropriate standard of handwriting for a particular task, for example, quick notes or a final handwritten version.</li> <li>uses an unjoined style when appropriate, for example, for labelling a diagram or data, writing an email address, or for algebra and capital letters, for example, for filling in a form.</li> </ul>
	<ul style="list-style-type: none"> <li>use dictionaries to check the spelling and meaning of words</li> <li>use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</li> </ul>			