








## Balderstone St Leonard's CE Primary: Whole-School Transcriptional Writing Progression Map

Writing progression	EYFS	KS1		KS2	
Spelling & Phonics 		Year 1 Year 2 		Year 3 Year 4 	Year 5 Year 6 
	To continue a rhyming string.	<u>Spell words using the 40+ phonemes already taught, including making phonically plausible attempts at more complex words.</u>	Learn new ways of spelling phonemes for which one or more spellings are already known		

Phonics and Spelling Rules (SEE ELS Scheme)	To segment the sounds in simple words and blend them together.	Divide words into syllables, e.g. pocket.	Segment spoken words into phonemes and represent these by graphemes, spelling many correctly				
	To hear and say the initial sound in words.	Add the prefix –un.		Use further prefixes dis_, mis_, re_, and suffixes _ly, _ous, and understand how to add them.	Use further prefixes, e.g. in-, im-, ir-, sub-, inter-, super-, anti-, auto-.	Investigate verb prefixes e.g. dis-, re-, pre-, mis-, over-	Investigate and use further prefixes, e.g. bi-, trans-, tele-, circum-
		Add s and es to words, e.g. thanks, catches.	Add <b>suffix</b> <i>ment</i> to spell longer words, e.g. <i>enjoyment</i> .	Add suffixes beginning with vowel letters to words of more than one syllable.	Use further suffixes, e.g. – <i>ation</i> , – <i>tion</i> , – <i>ssion</i> , – <i>cian</i> .	Recognise and spell words ending in –ant, –ance/–ancy, –ence/–ency	Recognise and spell endings which sound like /ʃəl/ official, partial.
		Add the endings –ing, –ed and –er to verbs where no change is needed to the root word.	Add <b>suffixes</b> <i>ness</i> and <i>er</i> e.g. <i>happiness</i> , <i>sadness</i> , <i>teacher</i> , <i>baker</i> .		Investigate what happens to words ending in f when suffixes are added, e.g. calf/calves.	Recognise and spell words ending in –able and –ible.	Investigate adding suffixes beginning with vowel letters to words ending in –fer, e.g. referring, reference.
		Add –er and –est to	Use suffixes <i>er</i> and <i>est</i> e.g.		Investigate ways in which	To recognise and spell the	Recognise and spell

		adjectives where no change is needed to the root word.	faster, fastest, smaller, smallest.		nouns and adjectives can be made into verbs by the use of suffixes e.g. pollen (noun) and – ate = pollinate (verb).	suffixes -al,- ary,- ic.	endings which sound like /ʃəs/- cious or – tious.
			Use suffix ly e.g. slowly, gently, carefully.			To spell further suffixes, e.g. ll in full becoming l.	
			Add suffixes ful and less e.g. playful, careful, careless, hopeless.			Recognise and spell words ending in – ably and – ibly	
			Add –es to nouns and verbs ending in –y, e.g. copies, babies.	Identify and spell irregular plurals, e.g. goose/ geese, woman/women, potato /es			
			Add –ed, –ing, – er and –est to a root word ending in –y with a consonant before it, e.g. copied, copier.	Identify and spell irregular past tense verbs, e.g. send /sent, hear / heard, think/ thought			

			Add the endings -ing, -ed, -er, - est and -y to words ending in -e with a consonant before it, e.g. hiking, hiked, hiker.				
			Add -ing, -ed, - er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter, e.g. patting, patted.				
			Spell words ending in -tion, e.g. <i>station</i> , <i>fiction</i>				
			Learn to spell more words with contracted forms, e.g. can't, didn't, hasn't, couldn't, it's, I'll.				
			Learn the possessive apostrophe		Explore and use the possessive apostrophe,		

			(singular), e.g. <i>the girl's book</i>		e.g. boy's books (books belonging to a boy) and boys' books (books belonging to more than one boy).		
	To link sounds to letters, naming and sounding the letters of the alphabet.	<b><u>Name the letters of the alphabet in order.</u></b>					
		<b><u>Use letter names to distinguish between alternative spellings of the same sound.</u></b>					Investigate use of the hyphen.
		Spell words with the sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck, e.g. off, well, miss, buzz, back.		Spell words containing the /ʌ/ sound spelt ou eg young, touch, double	Identify and spell words with the /k/ sound spelt ch (Greek in origin), e.g. scheme, chorus.		
		Spell words with /n/ sound					

		spelt n before k e.g. bank, think.					
			To spell correctly, distinguish between homophones (e.g. <i>here</i> and <i>hear</i> ; <i>sea</i> and <i>see</i> ; <i>bear</i> and <i>bare</i> ; <i>night</i> and <i>knight</i> ) and near-homophones (e.g. <i>quite</i> and <i>quiet</i> ; <i>one</i> and <i>won</i> ; <i>are</i> and <i>our</i> ).	Spell homophones and near homophones.			Distinguish between homophones and other words that are often confused.
	To use their phonic knowledge to write words in ways which match their spoken sounds.	Spell words with -tch, e.g. catch, fetch, kitchen, notch, hutch.		Spell words with the ending sounding like /ʒə/ eg treasure, enclosure	Identify and spell words with the /ʃ/spelt ch (mostly French in origin), e.g. <i>chef</i> , <i>chalet</i> , <i>machine</i> .	Recognise and spell words with the /i:/ sound spelt ei after c, e.g. <i>deceive</i> , <i>receive</i>	
		Spell words with the /v/ sound at the end of words e.g. have, live, give.		Spell words with endings sounding like or /tʃə/ eg creature, furniture, adventure.	Identify and spell words ending with the /g/ sound spelt -gue and the /k/	Recognise and spell words containing the letter-string ough.	

					sound spelt – que (French in origin), e.g. tongue, antique.		
		Spell words with vowel digraphs.		Spell words with the /eɪ/ sound spelt ei, eigh, or ey, e.g. <i>vein, weigh, eight, neighbour, they, obey</i>	Identify and spell words with the /s/ sound spelt sc (Latin in origin), e.g. science, scene.		
		Spell words with vowel trigraphs.			Understand how diminutives are formed using e.g. suffix - ette and prefix mini-.		
						Spell some words with 'silent' letters, e.g. knight, psalm, solemn	Use a number of different strategies interactively in order to spell correctly.
					The /ɪ/sound spelt y elsewhere than at the end of words,	To spell unstressed vowels in polysyllabic words	

					e.g. myth, gym, Egypt.		
				<b><u>Use the first two letters of a word to check its spelling in a dictionary.</u></b>	Use the first three letters of a word to check its spelling in a dictionary.	Develop self-checking and proof reading strategies	<b><u>Develop self-checking and proof-checking strategies. including the use of a dictionary and thesaurus.</u></b>
						Spell words that they have not yet been taught by using what they have learnt about how spelling works in English	
		Spell words ending -y (/i:/ or /:l/), e.g. happy.					
		Spell words with new consonant spellings ph	The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt				



		and wh, e.g. dolphin, wheel.	as g elsewhere in words before e, i and y				
		Spell words using k for the /k/ sound, e.g. Kent.	The /s/ sound spelt c before e, i and y				
			The /n/ sound spelt kn and (less often) gn at the beginning of words				
		Spell compound words, e.g. farmyard, bedroom.	The /r/ sound spelt wr at the beginning of words				
		Spell common exception words (see below).	The /l/ or /əl/ sound spelt -le at the end of words				
		Spell days of the week.	The /l/ or /əl/ sound spelt -el at the end of words				
			The /l/ or /əl/ sound spelt -al at the end of words pedal, capital				
			Words ending -il, pencil, fossil, nostril				

			The /aɪ/ sound spelt -y at the end of words try, reply				
			The /ɔ:/ sound spelt a before l and ll call, walk				
			The /i:/ sound spelt ey key, donkey				
			The /ɒ/ sound spelt a after w and qu wander, quantity				
			The /ɜ:/ sound spelt or after w word, worm				
			The /ɔ:/ sound spelt ar after w war, warm				
			The /z/ sound spelt s television, usual				
							Identify root words, derivations and spelling patterns as a support for spelling.
							Be secure with all spelling rules

							previously taught.
				Spell words from the Year 3 list (selected from the statutory Year 3/4 word list)	Spell words from the Year 4 list (selected from the statutory Year 3/4 word list)	Spell words from the Year 5 list (selected from the statutory Year 5/6 word list)	Spell words from the Year 6 list (selected from the statutory Year 5/6 word list)
			Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.	Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.	Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.		