

Transcription

	Y1	Y2	Y3	Y4	Y5	Y6
Transcription	Spell words containing each of the 40+ phonemes already taught	Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly	Use further prefixes and suffixes and understand how to add them (English Appendix 1)	Use further prefixes and suffixes and understand how to add them (English Appendix 1)	Use further prefixes and suffixes and understand the guidance for adding them	Use further prefixes and suffixes and understand the guidance for adding them
	Spell Common exception words	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	Spell further homophones	Spell further homophones	Spell some words with 'silent' letters [for example, knight, psalm, solemn]	Spell some words with 'silent' letters [for example, knight, psalm, solemn]
	Spell the days of the week and the letters of the alphabet in order	Learning to spell common exception words	Spell words that are often misspelt (English Appendix 1)	Spell words that are often misspelt (English Appendix 1)	Continue to distinguish between homophones and other words which are often confused	Continue to distinguish between homophones and other words which are often confused
	Using letter names to distinguish between alternative spellings of the same sound	Learning to spell more words with contracted forms	Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]	Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]	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	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
	Using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs	Learning the possessive apostrophe (singular) [for example, the girl's book]	Use the first two or three letters of a word to check its spelling in a dictionary	Use the first two or three letters of a word to check its spelling in a dictionary	Use dictionaries to check the spelling and meaning of words	Use dictionaries to check the spelling and meaning of words
	Using the prefix un-	'Distinguishing between homophones and near-homophones	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	Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary	Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
	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]	Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly			Use a thesaurus.	Use a thesaurus.
	Apply simple spelling rules and guidance, as listed in English Appendix 1	Apply spelling rules and guidance, as listed in English Appendix 1				
	Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far	Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far				