Transcription

Year Group	Spelling		Handwriting	Non- statutory guidance
	Phonology (see English Appendix 1) Pupils should be taught to spell:	**Morphology** Pupils should be taught to:	Pupils should be taught to:	*Spelling guidance* Handwriting guidance
Y1	• words containing each of the 40+ phonemes already taught • common exception words • the days of the week • naming the letters of the alphabet in order • using letter names to distinguish between alternative spellings of the same sound	Add prefixes and suffixes: • using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs • using the prefix un- • 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]	• sit correctly at a table, holding a pencil comfortably and correctly • begin to form lower-case letters in the correct direction, starting and finishing in the right place • form capital letters • form digits 0-9 • understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these	• *understands that they can read back words they have spelt* • *still spelling some words in a phonically plausible way* • *spells correctly previously taught words* • forms letters correctly and confidently • holds implement easily and correctly
	• apply simple 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			

Herts
for Learning

2	• segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly • 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 • learning to spell common exception words	• learning to spell more words with contracted forms • learning the possessive apostrophe (singular) [for example, the girl's book] • distinguishing between homophones and near-homophones • add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly	• form lower-case letters of the correct size relative to one another • 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 • write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters • use spacing between words that reflects the size of the letters.	• *segments spoken words into phonemes and then represent all the phonemes by graphemes in the right order, in single and multi-syllabic words* • *still spelling some words in a phonically plausible way* • *spells correctly previously taught words* • *applies their knowledge of suffixes from their word reading to their spelling.* • *draws from and applies their growing knowledge of word and spelling structure, as well as their knowledge of root words*
	▪ apply spelling rules and guidance, as listed in <u>English Appendix 1</u> ▪ write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.			

Herts for Learning

Transcription

Y3/4			
▪ spell words that are often misspelt (English Appendix 1) ▪ use the first two or three letters of a word to check its spelling in a dictionary	▪ 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 further prefixes and suffixes and understand how to add them (English Appendix 1)	• 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 • 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].	
▪ spell further homophones ▪ write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far			

Herts for Learning

Y5/6	• spell some words with 'silent' letters [for example, knight, psalm, solemn]	• use further prefixes and suffixes and understand the guidance for adding them • continue to distinguish between homophones and other words which are often confused • 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 a thesaurus.	• write legibly, fluently and with increasing speed by: • choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters • choosing the writing implement that is best suited for a task.	• joins handwriting throughout their independent writing • selects appropriate standard of handwriting for a particular task, for example, quick notes or a final handwritten version. • 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.
	• use dictionaries to check the spelling and meaning of words • use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary			