



Worthington Primary School

Writing at Worthington Primary

Transcription: Phonics and Spelling Rules

EYFS (Nursery and Reception)	Y1	Y2	Y3	Y4	Y5	Y6
<p>To use their phonic knowledge to write words in ways which match their spoken sounds.</p>	<p>To know all letters of the alphabet and the sounds which they most commonly represent.</p> <p>To recognise consonant digraphs which have been taught and the sounds which they represent.</p> <p>To recognise vowel digraphs which have been taught and the sounds which they represent.</p> <p>To accurately spell most words containing the 40+ previously taught phonemes and GPCs.</p>	<p>To segment spoken words into phonemes and represent these with graphemes, spelling many correctly and making phonically-plausible attempts at others.</p> <p>To recognise 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.</p> <p>To further apply Y2 spelling rules and guidance (English Appendix 1)</p>	<p>To spell words with the /eɪ/ sound spelt 'ei', 'eigh', or 'ey' (e.g. vein, obey).</p> <p>To spell words with the /ɪ/ sound spelt 'y' in a position other than at the end of words (e.g. mystery, gym).</p> <p>To spell words ending in the /g/ sound spelt 'gue' and the /k/ sound spelt 'que' (e.g. league, unique).</p> <p>To spell words with a /sh/ sound spelt with 'ch' (e.g. chef, machine).</p> <p>To spell words with a /k/ sound spelt with 'ch' (e.g. echo, chorus, chemist).</p>	<p>To spell words with /shuhn/ endings spelt with 'sion' if the root word ends in 'se', 'de' or 'd' (e.g. division, invasion, collision).</p> <p>To spell words with a /shuhn/ sound spelt with 'ssion' if the root word ends in 'ss' or 'mit' (e.g. expression, permission).</p> <p>To spell words with a /shuhn/ sound spelt with 'tion' if the root word ends in 'te' or 't' or has no definite root (e.g. invention, injection, action).</p> <p>To spell words with the /s/ sound spelt with 'sc' (e.g. science, crescent).</p> <p>To spell words with a /shuhn/ sound spelt with 'cian' if the root word</p>	<p>To spell words with endings that sound like /shuhs/ spelt with -cious (e.g. vicious, precious).</p> <p>To spell words with endings that sound like /shuhs/ spelt with -tious or -ious (e.g. ambitious, cautious).</p> <p>To spell words with 'silent' letters (e.g. solemn, thistle).</p> <p>To spell words containing the letter string 'ough' (e.g. thought, nought, brought).</p>	<p>To spell words ending in -able and -ably (e.g. adorable/adorably).</p> <p>To spell words ending in -ible and -ibly (e.g. incredible/incredibly).</p> <p>To spell words with a long /e/ sound spelt 'ie' or 'ei' after 'c' (e.g. deceive, conceive, ceiling) and exceptions (e.g. protein, seize).</p> <p>To spell words with endings which sound like /shuhl/ after a vowel letter using 'cial' (e.g. official, artificial).</p> <p>To spell words with endings which sound like /shuhl/ after a vowel letter using 'tial' (e.g. partial, essential)</p>

	<p>To recognise words with adjacent consonants. To spell some words in a phonically plausible way, even if sometimes incorrect.</p> <p>To further apply Y1 spelling rules and guidance</p>		<p>To spell words with a short /u/ sound spelt with 'ou' (e.g. young, double). To spell words ending with the /zher/ sound spelt with 'sure' (e.g. measure, treasure).</p> <p>To spell words ending with the /cher/ sound spelt with 'ture' (e.g. creature, picture, nature).</p>	ends in 'c' or 'cs' (e.g. musician, politician, mathematician).		
--	--	--	---	---	--	--

Transcription: Irregular/Common Exception Words and Statutory Spellings

EYFS (Nursery and Reception)	Y1	Y2	Y3	Y4	Y5	Y6
To write some irregular common words (LW)	<p>To spell most Y1 common exception words correctly.</p> <p>To spell days of the week correctly.</p>	To spell all Y1 and most Y2 common exception words correctly.	To spell all Y2 common exception words and many of the Y3/Y4 statutory spelling words correctly.	To spell all Y3/Y4 statutory spelling words correctly.	To spell many Y5/Y6 statutory spelling words correctly.	To spell all Y5/Y6 statutory spelling words correctly.

Transcription: Prefixes and Suffixes

EYFS (Nursery and Reception)	Y1	Y2	Y3	Y4	Y5	Y6
	<p>To use -s and -es to form regular plurals correctly.</p> <p>To use the prefix un- accurately.</p> <p>To successfully add the suffixes -ing, -ed, -er and -est to root words where no change is needed in the spelling of the root words (e.g. helped, quickest).</p>	<p>To add suffixes to spell most words correctly in their writing (e.g. -ment, -ness, -ful, -less, -ly).</p>	<p>To spell most words with the prefixes dis-, mis-, bi-, re- and de- correctly (e.g. disobey, mistreat)</p> <p>To spell most words with the suffix -ly with no change to the root word; root words that end in 'le', 'al' or 'ic' and the exceptions to the rules.</p> <p>To spell words with added suffixes beginning with a vowel (-er/-ed/-en/-ing) to words with more than one syllable (e.g. limiting, beginning).</p>	<p>To correctly spell most words with the prefixes in-, il-, im-, ir-, sub-, super-, anti-, auto-, inter-, ex- and non- (e.g. incorrect, illegal)</p> <p>To form nouns with the suffix -ation (e.g. information, adoration).</p> <p>To spell words with the suffix -ous with no change to root word, words ending in 'y', 'our' or 'e' and the exceptions to the rule (e.g. joyous, fabulous)</p>	<p>To convert nouns or adjectives into verbs using the suffix -ate (e.g. activate, motivate).</p> <p>To convert nouns or adjectives into verbs using the suffix -ise (e.g. criticise, advertise).</p> <p>To convert nouns or adjectives into verbs using the suffix -ify (e.g. signify, glorify).</p> <p>To convert nouns or adjectives into verbs using the suffix -en (e.g. brighten, flatten).</p>	<p>To use their knowledge of adjectives ending in -ant to spell nouns ending in -ance/-ancy (e.g. observant, observance).</p> <p>To use their knowledge of adjectives ending in -ent to spell nouns ending in -ence/-ency (e.g. innocent, innocence).</p> <p>To spell words by adding suffixes beginning with vowel letters to words ending in -fer (e.g. referring, referred, referral).</p>

Transcription: Further Conventions

EYFS (Nursery and Reception)	Y1	Y2	Y3	Y4	Y5	Y6
	<p>To spell simple compound words (e.g. dustbin, football).</p> <p>To read words that they have spelt.</p> <p>To take part in the process of segmenting spoken words into phonemes before choosing graphemes for representation.</p>	<p>To spell more words in contracted form.</p> <p>To write, from memory, simple dictated sentences that include GPCs, common exception words and punctuation taught .</p> <p>To use the possessive singular apostrophe.</p> <p>To segment words into phonemes and represent using graphemes in the right order for both single-syllable and multi-syllabic words.</p> <p>To self-correct misspellings of words that have been taught to spell (this may require support to recognise misspellings).</p>	<p>To spell some more complex homophones and near-homophones, including here/hear, brake/break and mail/ male.</p> <p>To use the first two or three letters of a word to check its spelling in a dictionary.</p>	<p>To spell words that use the possessive apostrophe with plural words, including irregular plurals (e.g. girls', boys', children's).</p> <p>To use spelling knowledge to use a dictionary more efficiently.</p>	<p>To spell complex homophones and near-homophones, including who's/whose and stationary/stationery.</p> <p>To use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.</p>	<p>To spell homophones and near homophones that include nouns that end in -ce/-cy and verbs that end in -se/-sy (e.g. practice/ practise, licence/license).</p> <p>To spell words that contain hyphens (e.g. co-ordinate, re-enter).</p> <p>To use a knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically.</p> <p>To use dictionaries and thesauruses to check the spelling and meaning of words and confidently find synonyms and antonyms.</p>

Transcription: Handwriting

EYFS (Nursery and Reception)	Y1	Y2	Y3	Y4	Y5	Y6
<p>To show good control and co-ordination in large and small movements.</p> <p>To move confidently in a range of ways, safely negotiating space.</p> <p>To handle equipment and tools effectively, including pencils for writing.</p> <p>To write simple sentences which can be read by themselves and others.</p>	<p>To write lower case and capital letters in the correct direction, starting and finishing in the correct place with a good level of consistency.</p> <p>To sit correctly at a table, holding a pencil comfortably and correctly.</p> <p>To form digits 0-9.</p> <p>To understand which letters belong to which handwriting families (letters that are formed in similar ways) and to practise these.</p> <p>To use finger spaces.</p>	<p>To write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</p> <p>To form lower case letters of the correct size, relative to one another.</p> <p>To use spacing between words that reflects the size of the letters.</p>	<p>To use a neat, joined handwriting style.</p> <p>To continue to use the diagonal and horizontal strokes that are needed to join letters and to understand which letters, when adjacent to one another, are best left unjoined.</p>	<p>To increase the legibility, consistency and quality of their handwriting (e.g. by ensuring that the down strokes of letters are parallel and equidistant).</p> <p>To confidently use diagonal and horizontal joining strokes throughout their independent writing to increase fluency.</p>	<p>To use a neat, joined legible style of handwriting with increasing speed and efficiency, confidently using diagonal and horizontal joining strokes throughout.</p> <p>To be clear about what standard of handwriting is appropriate for a particular task (e.g. quick notes or a final handwritten version).</p>	<p>To write legibly, fluently and with increasing speed choosing the writing implement that is best suited for a task.</p> <p>To choose which shape of a letter to use when given choice and deciding, as part of their personal style, whether or not to join specific letters.</p> <p>To recognise when to use an unjoined style (e.g. for labelling a diagram or data, writing an email address or for algebra).</p>

Composition: Grammar and Punctuation (English Appendix 2)

EYFS (Nursery and Reception)	Y1	Y2	Y3	Y4	Y5	Y6
<p>How and why questions are answered about experiences and in response to stories and events.</p> <p>Past, present and future forms are used accurately when talking about events that have happened or are to happen in the future.</p> <p>More complex sentences may be used to link thoughts when speaking (e.g. using 'and' and 'because').</p> <p>An understanding of prepositions is shown.</p>	<p>Sentences are composed orally before writing and written from memory.</p> <p>Capital letters and full stops are used with increasing accuracy to demarcate a sentence.</p> <p>Capital letters for the names of people, places, days of the week and the personal pronoun "I" are becoming evident.</p> <p>The conjunction 'and' is used to link ideas and sentences.</p> <p>Question or exclamation marks are used in some independent writing.</p>	<p>Usually consistent use of past and present tenses within all forms of writing (e.g. has/had, was/were).</p> <p>Use of the progressive form of verbs to mark actions in progress (e.g. she is drumming or he was shouting).</p> <p>Controlled use of statements, questions, exclamations or commands.</p> <p>Consistent use of full stops, capital letters, question marks and exclamation marks.</p> <p>Evidence of commas within a list.</p>	<p>Consistent use of the first and third person.</p> <p>Use of the present perfect form of verbs instead of the past (e.g. He has gone out to play instead of He went out to play).</p> <p>Accurate use of inverted commas for direct speech.</p> <p>Correct use of the singular possessive apostrophe and some correct use of the plural.</p> <p>Secure use of the forms a or an when writing a sentence.</p> <p>Fronted adverbials are evident.</p> <p>A wider range of subordinating conjunctions are</p>	<p>Accurate tense and person is maintained across different text types.</p> <p>Noun phrases are expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher becomes the strict maths teacher with curly hair).</p> <p>Fronted adverbials are evident with correct use of the comma.</p> <p>Verb inflections are secured (e.g. we were instead of we was or I did instead of I done)</p> <p>Direct speech is punctuated with inverted commas and other punctuation accurately.</p> <p>Apostrophes accurately mark singular and plural possession.</p>	<p>Evidence of the varied use of pronouns to refer to the first, second and third person both singularly and in plural form.</p> <p>Model verbs are used to indicate degrees of possibility.</p> <p>There is correct subject and verb agreement when using singular and plural.</p> <p>Consistent use of nouns and pronouns to aid cohesion and avoid repetition.</p> <p>Brackets and commas are used to indicate parenthesis. □</p> <p>Commas are used to clarify meaning or avoid ambiguity.</p>	<p>Evident use of the passive to affect the presentation of information in a sentence.</p> <p>Clear application of the differences between formal and informal writing (e.g. question tags).</p> <p>Use of the subjunctive form.</p> <p>Brackets, commas and dashes are used to indicate parenthesis.</p> <p>Use of the semi-colon, colon and dash to mark boundaries between independent clauses.</p> <p>Use of the colon to introduce a list and use of the semi-colon within a list.</p>

		<p>Use of the apostrophe to mark omitted letters and singular possession.</p> <p>Some use of coordination (e.g. or, and, but) and subordination (e.g. when, if, because).</p> <p>Expanded noun phrases are used to describe and specify (e.g. the small bird).</p>	<p>used, including when, if, and although.</p> <p>Use of conjunctions, adverbs and prepositions to show time, place and cause.</p> <p>Evidence of improvements to grammar and vocabulary made through editing.</p>	<p>A wider range of subordinating conjunctions are used and may be varied in position.</p> <p>Consistent use of nouns or pronouns appropriately to aid cohesion.</p>	<p>Use of relative clauses beginning with a relative pronoun or an omitted relative pronoun.</p> <p>Correctly punctuated bullet points to list information.</p> <p>Use of linking words/phrases between sentences and paragraphs to build cohesion including adverbials of time and place and number.</p>	<p>Use of hyphens to avoid ambiguity.</p> <p>The full range of punctuation is controlled and used precisely to enhance meaning and avoid ambiguity.</p>
--	--	--	--	--	---	---

Writing Composition: Planning, Writing and Editing

EYFS (Nursery and Reception)	Y1	Y2	Y3	Y4	Y5	Y6
<p>To develop their own narratives and explanations by connecting ideas or events.</p> <p>To write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p> <p>To express themselves effectively, showing awareness of listeners' needs.</p>	<p>To say aloud what they are going to write about.</p> <p>To compose a sentence orally before writing it.</p> <p>To use simple story maps to plan narratives.</p> <p>To sequence sentences to form short narratives.</p> <p>To use adjectives to describe.</p> <p>To plan non-fiction in simple sections.</p> <p>To use simple features of different text types and make relevant choices about subject matter and vocabulary.</p> <p>To discuss what they have written</p>	<p>To write about personal experiences and those of others (real and fictional).</p> <p>To write about real events.</p> <p>To plan what they are going to write about, including writing down ideas and/or key words and vocabulary.</p> <p>To group related ideas together in sections for non-fiction texts which begins to develop an awareness of paragraphs.</p> <p>To encapsulate what they want to say, sentence by sentence.</p> <p>To use subordination and coordination.</p> <p>To use new vocabulary from</p>	<p>To begin to use ideas from their own reading and modelled examples to plan their writing.</p> <p>To compose and rehearse sentences orally (including dialogue).</p> <p>To begin to organise their writing into paragraphs around a theme.</p> <p>To demonstrate an increasing understanding of purpose and audience by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p>	<p>To compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p> <p>To consistently organise their writing into paragraphs around a theme to add cohesion and to aid the reader.</p> <p>To write a range of narratives and non-fiction pieces using a consistent and appropriate structure.</p> <p>To write a range of narratives that are well-structured and well-paced.</p> <p>To create detailed settings, characters and plot in</p>	<p>To plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</p> <p>To consider, when planning narratives, how authors have developed characters and settings in what pupils have read, listened to or seen performed.</p> <p>To control writing by organising paragraphs for information or events.</p> <p>To consistently link ideas across paragraphs.</p> <p>To consistently produce sustained</p>	<p>To note down and develop initial ideas, drawing on reading and research where necessary.</p> <p>To use further organisational and presentational devices to structure text and to guide the reader.</p> <p>To use a wide range of devices to build cohesion within and across paragraphs.</p> <p>To write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing.</p> <p>To distinguish between the language of speech</p>

<p>with the teacher or other pupils.</p> <p>To reread their writing to check that it makes sense and to independently begin to make changes.</p>	<p>reading, from discussions about it (one-to-one and whole class) and from wider experiences.</p> <p>To write for different purposes with an increased awareness of text structure.</p> <p>To read aloud what they have written with appropriate intonation to make meaning clear.</p> <p>To proofread to check for errors in spelling, punctuation and grammar with particular focus on maintaining the correct tense.</p> <p>To make simple additions, revisions and corrections to their own writing by evaluating with the teacher and other pupils.</p>	<p>To begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction).</p> <p>To make deliberate ambitious word choices to add detail.</p> <p>To begin to create settings, characters and plot in narratives.</p> <p>To use adverbs and/or prepositions within compound sentences.</p> <p>To use conjunctions to express time, place and cause.</p> <p>To proof read and eliminate simple errors in spelling, punctuation and grammar as an embedded part of the writing process.</p> <p>To make additions, revisions and corrections to their</p>	<p>narratives to engage the reader and to add atmosphere.</p> <p>To use nouns and pronouns appropriately to create cohesion.</p> <p>To read aloud their own writing using appropriate intonation and to control the tone and volume so that the meaning is clear.</p> <p>To proofread consistently and amend their own and others writing, correcting errors in grammar, punctuation and spelling and adding nouns/ pronouns for cohesion.</p> <p>To edit and make changes to whole paragraphs by making precise vocabulary choices.</p>	<p>and accurate writing from different narrative and non-fiction genres with appropriate structure, organisation and layout devices for a range of audiences and purposes.</p> <p>To describe settings, characters and atmosphere with carefully- chosen vocabulary to enhance mood, clarify meaning and create pace.</p> <p>To use dialogue to convey character and advance the action.</p> <p>To perform their own compositions confidently using appropriate intonation, volume and movement so that meaning is clear.</p> <p>To proofread work to précis longer passages by</p>	<p>and writing and to choose the appropriate level of formality.</p> <p>To select vocabulary and grammatical structures that reflect what the writing requires.</p> <p>To habitually proofread and correct errors in relation to spelling, grammar and punctuation.</p> <p>To recognise how words are related by meaning as synonyms and antonyms and to use this knowledge to make improvements to their writing.</p> <p>To propose changes to vocabulary, grammar, punctuation and structure to enhance effects and clarify meaning.</p>
--	---	--	--	---	--

			own writing by evaluating independently and/or with the teacher and other pupils.		removing unnecessary repetition or irrelevant details. To edit and consider the effectiveness of their own writing with particular focus on the organisation of sentences for greater impact or to clarify meaning.	
--	--	--	---	--	--	--

Composition: Vocabulary

EYFS (Nursery and Reception)	Y1	Y2	Y3	Y4	Y5	Y6
<p>Some story language from shared stories is used.</p> <p>When prompted can use adjectives for description.</p>	<p>Story language from shared stories is used.</p> <p>Use of some adjectives to modify nouns.</p>	<p>Use of some technical words in non-fiction text types.</p> <p>Use of simple/comparative adjectives and well-chosen verbs in narratives.</p> <p>Expanded noun phrases for description and specification.</p> <p>Writing uses both description and dialogue for characters and description of setting to engage the reader.</p> <p>Some use of adverbs.</p>	<p>Use of specific nouns (e.g. terrier instead of dog).</p> <p>Adverbs are used carefully to detail actions.</p> <p>Action verbs provide interest (e.g. cackled instead of laughed).</p> <p>Use of phrases and words that take time to describe characters and events without moving on abruptly.</p> <p>Some evidence of words chosen to introduce opinion or add clarity.</p> <p>Technical or scientific vocabulary is controlled and expanded in nonfiction texts.</p>	<p>Confident use of adjectives and adverbs and an attempt to think of different ones to use in different situations.</p> <p>Use of fronted adverbials for effect.</p> <p>Words are chosen carefully to describe events, characters and feelings.</p> <p>Powerful verbs add impact.</p> <p>Word use is lively and imaginative, intended to amuse, entertain or inform.</p>	<p>Adverbs and modal verbs are used to indicate degrees of possibility.</p> <p>Evidence of the use of stylistic devices such as similes, metaphors and personification to create effects.</p> <p>Precise detail adds interest and engages the reader.</p> <p>Adverbs and adverbials are used to make links within paragraphs.</p> <p>Some expanded noun phrases may be used to add well thought out detail to writing.</p> <p>Some awareness of formality is evident.</p>	<p>Use of synonyms and antonyms.</p> <p>Expanded noun phrases add well thought-out detail to writing.</p> <p>Vocabulary is chosen to match the audience and purpose of the writing and to ensure the correct degree of formality.</p> <p>Both adjectives and adverbs provide detailed description and information.</p> <p>Figurative language is evident.</p>