

Savile Town I & N School- Writing: Transcription Progression Map



| Nursery | Reception | Year 1 | Year 2 |
|---|---|---|---|
| <p><u>Spelling 40-60+</u> *To continue a rhyming string. *To hear and say the initial sound in words. *To segment the sounds in simple words and blend them together. *To link sounds to letters, naming and sounding the letters of the alphabet.</p> <p><u>Handwriting 40-60+</u> *To give meaning to marks they make as they draw, write and paint. *To use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. * To show a preference for a dominant hand. *To begin to use anticlockwise movement and retrace vertical lines. *To begin to form recognisable letters. *To use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed.</p> | <p><u>ELG- Spelling</u> *To use their phonic knowledge to write words in ways which match their spoken sounds.</p> <p><u>ELG- Handwriting</u> *To show good control and co-ordination in large and small movements. *To move confidently in a range of ways, safely negotiating space. To handle equipment and tools effectively, including pencils for writing. *To write simple sentences which can be read by themselves and others.</p> | <p><u>Spelling</u> *I can identify known phonemes in unfamiliar words. *I can use syllables to divide words when spelling. *I use what I know about alternative phonemes to narrow down possibilities for accurate spelling. *I can use the spelling rule for adding 's' or 'es' for verbs in the 3rd person singular. *I can name all the letters of the alphabet in order. *I can use letter names to show alternative spellings of the same phoneme.</p> <p><u>Handwriting</u> *I can sit correctly at a table, holding a pencil comfortable and correctly. *I can form lower case letters in the correct direction, starting and finishing in the right place. *I can form capital letters and digits 0-9.</p> | <p><u>Spelling</u> *I can segment spoken words into phonemes and record these as graphemes. *I can spell words with alternative spellings, including a few common homophones. *I can spell longer words using suffixes such as 'ment' 'ness' 'ful' 'less' 'ly'. *I can use my knowledge of alternative phonemes to narrow down possibilities for accurate spelling. *I can identify phonemes in unfamiliar words and use syllables to divide words.</p> <p><u>Handwriting</u> *I can form lower case letters of the correct size relative to one another. *I can begin to use some of the diagonal and horizontal strokes needed to join letters. *I show that I know which letters are best left unjoined. *I use capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. *I use spacing between words that reflects the size of the letters.</p> |

Savile Town I & N School- Writing: Transcription Progression Map

