Haughton School Writing Transcription Progression



I can spell everyday contractions.

I can spell some words conventionally and my writing shows evidence of phonic strategies to spell unknown words.

I can write the correct letter in response to hearing each sound of the alphabet

I can use letter names to distinguish between alternative spellings of the same sound.

I can write the correct letter for most of the letters of the alphabet onse to hearing sound or a single letter sign

I can use a wider of vocabulary. spelling simple words phonetically plausibly. (WriteI can spell some words containing each of the 40+ phonemes already taught. (Write-PK4)

I can spell simple common exception words. (Write-PK4) I can spell the days of the week.

can name the letters of the alphabet in order





I can identify or write these 10+ graphemes on hearing corresponding phonemes. (Write-PK2)

I can form correctly most of the 10+ lowercase letters in Standard 2 of English language comprehension and

I can use my phonological knowledge to write simple regular words and can make plausible attempts at longer or more complex words



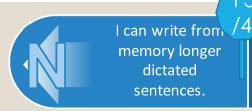
can draw lines or shapes on a small or a large scale (e.g. on paper or in the air or sand).

I show awareness of the sequence of letters, symbols and words.

I demonstrate awareness of words by noting the initial letter sound.

I can produce emergent writing that communicates meaning but vowels may be omitted (e.g. dg for dog, ct for

cat).





I can spell many common exception words (Write-PK6)

I can segment spoken words into phonemes and representing these by graphemes, spelling many correctly (Writeepk6ging/ knowledge of simple word roots, suffixes and inflectional endings in spelling

I can segment spoken words into phonemes and represent these by raphemes, belling some correctly I can spell some

words. (Write-PK5)

I can spell more words with contracted forms.

I can distinguish between homophones and nearhomophones.

I can add suffixes to spell longer words.

I can compose a short common exception sentence and communicate it orally, or my preferred method of communication to convey meaning with

support from the teacher

I can know new ways of spelling phonemes for which one or more spellings are already known.

I can segment words into phonemes and representing these by graphemes, spelling

I can write from memory simple sentences dictated by the teacher that include words taught so far.

I can apply simple spelling rules and guidelines.

I can use the spelling rule for adding -s or es as the plural marker for nouns and

the third person

I can use the prefix un- with some support.

I can use -ing, -ed, -er and -est where no change is needed in the spelling of root words.





D)

I can continue to distinguish between homophones and other words, which are often confused.

I can use knowledge of morphology and etymology in spelling and understand that the spelling of some words

needs to be learnt

I can use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary. I can use further prefixes and suffixes and understand the guidelines for adding I can spell some words with 'silent' letters.

can use further prefixes and suffixes and understand the guidelines for adding them

I can use dictionaries to check the spelling and meaning of words. I can use a thesaurus.

I can spell words that are often misspelt.

I am aware that some words have silent' letters.



I can use further prefixes and suffixes and understand how I can spell further homophones.

I can use the first two or three letters of a word to check its spelling in a dictionary. My spelling of high frequency and common polysyllabic words is usually accurate.