

English Progression Map: Transcription

Spelling (Transcription) We expect the children at Pimperne Primary to have automaticity in these skills in order to progress to the next phase.

EYFS	KS1		LKS2		UKS2	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Spell words by identifying sounds in them and representing the sounds with a letter or letters;	<p>Spell:</p> <ul style="list-style-type: none">words containing each of the 40+ phonemes already taughtcommon exception wordsthe days of the weekname the letters of the alphabet:naming the letters of the alphabet in orderusing letter names to distinguish between alternative spellings of the same sound. <p>Add prefixes and suffixes:</p> <ul style="list-style-type: none">using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbsusing 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] <p>Apply simple spelling rules and guidance, as listed in English appendix 1</p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p>	<p>Spell by:</p> <ul style="list-style-type: none">segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.learning new ways of spelling phonemes for which 1 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. <p>Add suffixes to spell longer words including –ment, –ness, –ful, –less, –ly.</p> <p>Apply spelling rules and guidance, as listed in English appendix 1.</p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far</p>	<p>Use further prefixes and suffixes and understand how to add them (including in Y4: Investigate ways in which nouns and adjectives can be made into verbs by the use of suffixes and understand how diminutives are formed) - see English appendix 1.</p> <p>Spell further homophones</p> <p>Spell words that are often misspelt - see English appendix 1.</p> <p>Place the possessive apostrophe accurately in words with regular plurals [for example, girls’, boys’] and in words with irregular plurals [for example, children’s]</p> <p>Use the first 2 or 3 letters of a word to check its spelling in a dictionary.</p> <p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p>	<p>Use further prefixes and suffixes and understand the guidance for adding them.</p> <p>Spell some words with ‘silent’ letters [for example, knight, psalm, solemn]</p> <p>continue to distinguish between homophones and other words which are often confused.</p> <p>Identify root words, derivations and spelling patterns as a support for spelling.</p> <p>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.</p> <p>Use dictionaries to check the spelling and meaning of words.</p> <p>Use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary.</p> <p>Use a thesaurus.</p> <p>Develop self-checking and proof-reading strategies.</p> <p>Y6 – Be secure with all spelling rules previously taught.</p>		



English Progression Map: Transcription

Handwriting Progression (We expect the children at Pimperne Primary to have automaticity in these skills in order to progress to the next phase).

	EYFS	KS1		LKS2		UKS2	
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Develop their motor skills so that they can use a range of tools competently, safely and confidently (PD)</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient (PD)</p> <p>Write recognisable letters, most of which are correctly formed; (LIT)</p> <p>Know how to write the taught letters (LIT)</p>	<p>Sit correctly at a table.</p> <p>Hold pencil correctly and comfortably.</p> <p>Begin to form lower-case letters in the correct direction, starting and finishing in the right place.</p> <p>Form capital letters</p> <p>Form digits 0-9</p> <p>Produce recognisable letters and words to convey meaning.</p>	<p>Form lower-case letters of the correct size relative to one another.</p> <p>Start using some diagonal and smile strokes needed to join letters (as per rising stars rocket phonics program) and understand which letters, when adjacent to one another are best left un-joined (e.g., x)</p> <p>Write capital letters and digits of the correct size, orientation and relationships to one another and to lower-case letters.</p> <p>Use spacing between words that reflects the size of the letters.</p>	<p>Use the diagonal and smile strokes needed to join letters (as per Rising Stars Rocket Phonics program) and understand which letters, when adjacent to one another are best left un-joined (e.g., x)</p> <p>Increase the legibility, consistency and quality of their handwriting.</p>	<p>Use a joined style throughout their independent writing.</p> <p>Write with consistency in size and proportion of letters.</p>	<p>Write fluently using a joined style as appropriate for independent writing.</p> <p>Choose which shape of a letter to use when given choices and deciding whether or not to join specific letters.</p>	<p>Write, using a joined style, with increasing speed.</p> <p>Choose the writing implement that is best suited to the task.</p>

English Progression Map: Transcription

Letter-formation scripts

In Reception, children should be taught the print formation of lower-case and capital letters, with clear start and finish points. The following letter formation scripts can be used to support the correct modelling to children.

Lower-case letters

s

I go up and over the hill from right to left. I curl around like a snake (which sits on a writing line).

p

I start in the middle and go straight down through the writing line. Then I go straight back up to form a half bridge, which curves round to form a bowl (and sits on the writing line).

a

I go up and over the hill from right to left and curl around. I straighten up to catch the hook, then go straight down, and flick.

n

I start in the middle and go straight down to the line. Then I go straight back up to form a full bridge, then flick.

t

I start at the top and go straight down to the bottom line and flick. I take my pencil off. I cross the stick from left to right (just above the half-way point).

m

I start in the middle and go straight down to the line. Then I go back up to form a full bridge, then another bridge, then flick.

i

I start in the middle, go straight down to the line and flick. Then I take my pencil off and put a little dot above the stick.

d

I go up and over the hill from right to left, and curl around. I straighten up to catch the hook, then keep going straight up (to just below the top writing line) to make a tall letter. Then I go straight back down (to the bottom writing line) and flick.

u

I start in the middle and go straight down then curl to form a bowl sitting on the writing line. I go back up to half-height, then straight back down to the writing line and flick.

r

I start in the middle and go straight down to the line. I go back up to form a half bridge.

h

I start at the top and go straight down to the bottom line. I go back up (to half-height) to form a full bridge, then flick.

b

I start at the top and go straight down to the bottom line. I go back up (to half-height) to form half a bridge then curve to meet the bottom of the stick.

x

I form a diagonal line similar to the first line of the /v/. I take my pencil off and start on the bottom writing line to form a diagonal up to half-height which crosses the first line.

y

I go straight down and curl to form a bowl sitting on the writing line. I go back up to half-height, then straight back down through the writing line. Then I curl to make a tail below the writing line from right to left.

z

I start in the middle and form a short straight line across from left to right. Then I form a diagonal line back down to the line. Then, I form another short straight line across from left to right (which is along the bottom writing line).

q

I go up and over the hill from right to left, and curl around. I straighten up to catch the hook, then go straight down through the writing line. I kick back at the bottom with a short diagonal tail.

g

I go up and over the hill from right to left, and curl around. I straighten up to catch the hook, then go straight down through the writing line. I curl to make a tail below the writing line (from right to left).

f

Starting tall, I go up and over the hill from right to left, then I go straight down through the writing line. I curl to make a tail below the writing line from right to left (like the /g/). I take my pencil off and draw a short straight line across.

o

I go up and over the hill from right to left, then curl right around to form a circle (which sits on the writing line).

l

I start at the top and go straight down to the bottom writing line, and flick.

c

I start in the middle and go up and over the hill from right to left, and curl around (to sit on the line).

j

I go straight down through the writing line. Then I curl to make a tail below the writing line from right to left (like the /g/ and /f/). Then I take my pencil off and put a little dot above the stick.

k

I start at the top and go straight down to the bottom line. I go back up (to half-height) to form half a bridge then turn it into a bow shape, like this.

v

I start in the middle and form a single zigzag which sits on the writing line.

e

I set off from left to right then sweep round, over the hill from right to left and curl around (to sit on the writing line).

w

I start in the middle and form a double zigzag which sits on the writing line.

English Progression Map: Transcription

Capital letters

All capital letters are tall and sit on the writing line.

S

I go up and over the hill from right to left. I curl around like a snake (which sits on a writing line).

D

I start at the top and go straight down to the writing line. I lift my pencil off, start at the top and form a curve down to the writing line.

R

I start at the top and go straight down to the bottom line. I lift my pencil off, go back to the top and form a small loop back to the middle of the line. Then I draw a diagonal line to the writing line.

V

I start at the top and form a single zigzag which sits on the writing line.

A

I start at the top and draw a diagonal line down to the left. I lift my pencil off, go back to the top and draw a diagonal line down to the right. Then I lift my pencil off and draw a straight line from left to right.

G

I go up and over the hill from right to left, then curl right around (to sit on the writing line). I bend around and go a little way up, then finish off with a short straight line across from left to right.

H

I start at the top and go straight down to the bottom line. I lift my pencil off, leave a gap and start again at the top to go straight down to the bottom line. Then I lift my pencil off and form a line across the middle from left to right.

W

I start at the top and form a double zigzag which sits on the writing line.

T

I start at the top and draw a straight line from left to right. I find the middle of the line and draw a line straight down (to the writing line).

O

I go up and over the hill from right to left, then curl right around to form a circle (which sits on the writing line).

B

I start at the top and go straight down to the bottom line. I lift my pencil off, start back at the top and form a loop to the mid-point and a loop to the bottom.

X

I form a diagonal line similar to the first line of the /v/. I take my pencil off and start on the bottom writing line to form a diagonal up to the top which crosses the first line.

I

I start at the top and draw a short straight line from left to right. I take my pencil off, find the middle of the line, and draw a straight line down. I take my pencil off and draw a straight line from left to right.

C

I start at the top and go up and over the hill from right to left, and curl around (to sit on the line).

F

I start at the top and go straight down to the writing line. Then I lift my pencil off and go across at the top in a straight line from left to right, and again in the middle with a shorter straight line from left to right.

Y

I start at the top and form a diagonal down to the mid-point. I take my pencil off, leave a space and form another diagonal down from the top to the mid-point. Then I go straight down from the mid-point to the bottom writing line.

P

I start at the top and go straight down to the writing line. I lift my pencil off and start back at the top to form a loop from left to right which curls under and stops at the mid-point.

K

I start at the top and go straight down to the bottom line. I lift my pen off, find the middle of the line and go out and up in a diagonal line. Then I lift my pencil off, go back to the middle and go out and down in a diagonal line.

L

I start at the top and go straight down to the writing line, then go across in a straight line from left to right.

Z

I start at the top and form a short straight line across from left to right. Then I form a diagonal line back down to the line. Then, I form another short straight line across from left to right (which is along the bottom writing line).

N

I start at the top and go straight down to the writing line. I lift my pencil off and draw a diagonal line down from left to right. I keep my pencil on the page and draw a line straight up to the top.

E

I start at the top and go straight down to the writing line, then go across from left to right in a straight line. Then I lift my pencil off and go across at the top in a straight line from left to right, and again in the middle with a shorter straight line from left to right.

J

I start at the top and draw a line from left to right. I take my pencil off, find the middle of the line, then go straight down and curl around from right to left to form a tail that sits on the writing line.

Q

I go up and over the hill from right to left, then curl right around to form a circle (which sits on the writing line). Then I lift my pen off and form a short straight diagonal line through the bottom right of the circle.

M

I start at the top and go straight down to the writing line. I lift my pencil off, go back to the top and draw a zigzag down to the line and back up, then I draw a straight line down (back to the writing line).

U

I start at the top and go straight down then curl to form a bowl sitting on the writing line.

English Progression Map: Transcription

Year 2 +

Handwriting

Good handwriting is an essential skill in the quest to spell and write fluently, confidently and competently. A joined handwriting style links kinaesthetic muscle memory with the relationship between the sounds of speech and the letter shapes, letter groupings and whole written words. The ability to write neatly can raise self-esteem and provides a motivating factor in the production of written work.






Rocket Phonics cursive handwriting is an all-joined style with two main joins – a diagonal line which starts with the pencil point on the writing line, and a smile join. Demonstrate the two main joins by drawing two separate squares sitting on a writing line. In one square, draw a straight line from the bottom left corner to the top right corner to form the diagonal line join. In the other square, draw a curved line from the top left corner to the top right corner to form the smile join.

The joins are very important for spacing letters evenly and children need to understand that there must be a clear join between all the letter shapes.

Pencil grip and posture

Teach the traditional tripod pencil grip. You can make this skill child-friendly by saying, "Put your froggy legs [thumb and forefinger] on the bottom of the painted part of the pencil [not on the cone-shaped end part] with the pencil across the frog's back [back of the hand], then put the log under the frog" [middle finger supporting the pencil to complete the tripod grip].





Cursive letter-formation scripts



















-  Start on the line, diagonal join to half height, hook over, back and round
-  Start on the line, diagonal join to half height, hook over, back and round, catch the hook, straight down, flick
-  Start on the line, diagonal join to half height, hook over, back and round, catch the hook, straight up, straight down, flick
-  Start on the line, diagonal join to half height, hook over, back and curl around like a snake, flick
-  Start on the line, diagonal join to half height, hook over, back and round, catch the hook, straight down through the line, loop around

Teach children to think carefully about which part of each letter is the letter shape and which part is the join. At the start of each handwriting focus lesson, children practise forming lower case letters as discrete shapes, starting with the pencil point on the writing line to form the diagonal lead-in stroke. The letters are grouped into handwriting families with similar formations. A lead-in stroke at the beginning of every word in lower case is particularly dyslexia friendly. This style is not taught by writing any long letter strings of the same shape letter.

Children are taught to think carefully about the letters they write and the join each letter needs in whole words. This engagement with the mechanics of the writing style, instead of just mindlessly copying strings of letter shapes and words, results in children proceeding rapidly to joining any words they wish to write independently. Some children may be able to convert to this style almost immediately. The diagonal line join softens as the writer becomes increasingly fluent.

Emphasise the need for good sitting posture. The writing hand should rest lightly on the paper below the words being written so that the words are not obscured. The paper may be tilted slightly to increase comfort and the child's non-writing hand used to keep the paper secure.

-  Start on the line, diagonal join to half height, hook over, back and round, catch the hook, smile join
-  Start on the line, diagonal join to half height, hook over, back and round, catch the hook, straight down through the line, sharp diagonal back up to stop at the writing line, diagonal join to half height, down to form the bowl for the u, down and flick
-  Start on the line, diagonal join to half height, straighten up then hook over, back and straight down through the line, loop around ready to join the next letter
-  Start on the line, diagonal join to half height, straight up, straight down, flick

-  Start on the line, diagonal join to half height, straight up, straight down, flick, then cross the t from left to right above the join
-  Start on the line, diagonal join to half height, straight up, straight down, up to form a full bridge, flick
-  Start on the line, diagonal join to half height, straight up, straight down, up to form a half bridge and curve to complete the b, flick
-  Start on the line, diagonal join to half height, straight up, straight down, up to form a bow shape, flick
-  Start on the line, diagonal join to half height, down, back up to form a half bridge, smile join
-  Start on the line, diagonal join to half height, down, back up to form a full bridge, flick
-  Start on the line, diagonal join to half height, down, back up to form a full bridge, then another full bridge, flick
-  Start on the line, diagonal join to half height, straight down through the line, back up to complete the curve of the p, flick
-  Start on the line, diagonal join to half height, straight down to the line, flick, then dot the i
-  Start on the line, diagonal join to half height, straight down through the line, loop around ready to join the next letter, then dot the j
-  Start on the line, diagonal join to half height, down to form the bowl for the u, down and flick
-  Start on the line, diagonal join to half height, down to form the bowl, straight down through the line, loop around to join the next letter
-  Start on the line, diagonal join to half height, down diagonally to form a single zigzag, smile join
-  Start on the line, diagonal join to half height, down diagonally to form a double zigzag, smile join
-  Start on the line, diagonal join to half height, down diagonally to form the first line of x, pencil point off and start back down on the writing line to form another diagonal line up to half height for the second line of x, smile join
-  Start on the line, diagonal join to half height, straight across from left to right, diagonal back down to the line, form a curved line across from left to right with a flick (which provides flair)
-  Start on the line and the diagonal line sweeps around to form the e
-  Start on the line, diagonal join to half height, down, back up to form a half bridge, smile join to the line which sweeps around to form the e

With the letter e, the diagonal join has to sweep around to form the e (egg) and the smile join has to dip down to form the e (are).

When a letter that ends with a smile join (o, r, v, w, x) is followed by a letter in the c group (c, a, d, s, g, o, q) a hook over is added to the smile join to reach the correct starting point of the next letter (oak, rag, van, want, exam).

Capital letters are the same style whether writing in print or joined handwriting. When writing capitals letters, always start in the air. With joined handwriting, start a sentence with a capital letter at the beginning of the first word, then leave a small gap before starting the next letter of the word on the line.

It is recommended that all teachers and supporting adults who write on boards and mark work should use the school's handwriting style consistently. If the children are writing in print, the adults write in print. If the children are at the stage of writing in joined writing, the adults should write in the school's joined handwriting.