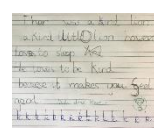
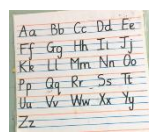


The Writing Curriculum at Hindhayes

Writing - Transcription



Hooked on Thinking

Working With and For Local Families

Recent research shows us that: Bold Beginnings 2017 : Strong phonics teaching was the main vehicle for developing children's spelling and handwriting (transcriptional skills). The vast majority of the schools visited used a scheme throughout the school, including to teach letter formation in Reception. Write, from dictation, simple English words made up of the GPCs they had learned. Write correctly a few of the common exception words that had been learned for reading. Write simple sentences from dictation

EEF Improving Literacy at Key Stage 1: Promote fluent written transcription skills by encouraging extensive and effective practice and explicitly teaching spelling.

Developing transcription at Hindhayes - Transcription skills at Hindhayes are closely linked to the Sounds-Write programme used to deliver high quality daily phonics. A key part of this programme is the use of dictation at least twice a week. Dictation sentences are carefully planned to ensure that the children can apply taught GPC's and to also include the practice of the spelling of common exception words. Teachers triangulate what has been taught in Sounds-Write lessons with what formative assessment shows and the units of work for English (both reading and writing) that they are planning. This ensures that opportunities for applying spelling skills in either phonetically regular or common exception words are practised.



Pupils should be taught to:	Development of skills	Foundation Stage	Year 1	Year 2	Year 3
Spell:					Pupils should be taught to:
Words containing each of the 40+ phonemes already taught (Y1)	Writers at Hindhayes will: Sounds-Write provides a systematic and rigorous approach to the teaching of spelling. Children are asked to write in every lesson words which contain the phonemes they have been taught to far so that expectations of written work is in line with phonic knowledge. Staff plan from a specific set of words to ensure this tight match. Children work at word and sentence level to develop spelling skills. Teachers ensure that children apply known spellings to writing tasks in all written activities including topic work.				use the first two or three letters of a word to check its spelling in a dictionary
Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly (Y2)					
Learn to spell more words with contracted forms (Y2)	Learn the possessive apostrophe (singular) (Y2)	Writers in the Foundation Stage and year 1 will: be exposed to contracted forms and the possessive apostrophe through individual and guided reading and through the use of shared Talk 4 Writing model texts in preparation for using them in their writing in year 2 or earlier in some cases.	Writers in Year 2 will: be exposed to and learn texts that use possessive apostrophes and contracted forms through Talk4Writing and guided reading activities. The children will be asked to write using the structure of the learnt text and include these grammatical features. This will then be extended to other types of text.	place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]	
Distinguish between homophones and near homophones (Y2)	Writers in the Foundation Stage will: come across homophones as a part of Sounds-Write teaching e.g fur, fir and see, sea and will be a part of discussions about these.	Writers in Year 1 will: come across homophones as a part of Sounds-Write teaching e.g bare, bear, hare, hair, which, witch and will be a part of discussions about these.	Writers in Year 2 will: continue to explore meanings of words as they come across them in Sounds-Write and also be explicitly taught the differences between homophones such as there, they're and their.		
Common exception words	Writers in the Foundation Stage will: be introduced to common exception words such as I, to, are, the early on in the Foundation Stage. These words are used as part of reading and dictation activities as well as part of the sentence or caption level work in teacher led group activities.	Writers in Year 1 and 2 will: continue to build their knowledge of common exception words through their inclusion in Sounds-Write, Reading, Guided Reading and shared reading/writing activities. These words are sent home for parents to see and are highlighted to the children during reading and dictation activities. Teachers may also practice common exception words as a part of handwriting. Teachers may give children			
The days of the week	Writers in the Foundation Stage will: be introduced to days of the week through the daily routines, discussions about the date and singing songs that include the names of days of the week. They will look more closely at days in stories such as The Very Hungry Caterpillar or Jaspers Beanstalk and will link this to the passing of time in maths.	Writers in Year 1 will: be taught how to spell days of the week through Sounds-Write dictation sentence opportunities and through links made with the Mathematics curriculum. Children will see the date displayed in full in the classroom.	Writers in Year 2 will: continue to have opportunities to accurately spell the days of the week in Sounds-Write dictation tasks or as a part of the Talk4Writing sequence. Children will continue to make links to the Mathematics curriculum. Children will continue to see the date displayed in full in the classroom.		
Name the letters of the alphabet:					
naming the letters of the alphabet in order	Writers in the Foundation Stage will: sing the alphabet song and begin to refer to letter by name as soon as the phonics programme introduces two letters making one sound.	Writers in Year 1 and 2 will: refer to letters by name for talking about spellings where more than one spelling choice is available and as part of spelling activities. Children will learn to recite the alphabet in order to support dictionary and other alphabetical order work.			
Using letter names to distinguish between alternative spellings of the same sound (Y1)	Writers in the Foundation Stage will: begin to refer to letters by name as soon as the Sounds-Write programme introduces two letters one sound.	Writers in Year 1 will: refer to letters by name for talking about spellings where more than one spelling choice is available.	Writers in Year 2 will: Always use letter names unless we are 'saying the sounds, reading the word' in Sounds Write activities. As the phonics programme progresses children will be introduced to a full range of spelling choices related to the phonemes they can hear including homophones such as see/sea, hear/here, their/there/they're.	spell further homophones	
Learn 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. (Y2)				
Add prefixes and suffixes:				
<p>Using the prefix un-</p> <p>Using the spelling rule for adding – s or – es as the plural marker for nouns and the third person singular marker for verbs (Y1)</p> <p>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) (Y1)</p> <p>Add suffixes to spell longer words, including –ment, -ness, -ful, -less, -ly (Y2)</p>	<p>Writers in the Foundation Stage will: access word and sentence level material that contain taught GPC's. This will include some suffixes as they appear in the spelling lists for Sounds-Write units and in the polysyllabic word list.</p>	<p>Writers in Year 1 will: access reading, word level and dictation material that contain taught GPC's. Children also work on endings s, es, ing, ed, est, er and est as well as the prefix un through English lessons as the children begin to develop further word and grammatical knowledge. Children work with plurals, superlatives, verbs and past and present tense. Much of this is modelled through shared reading and writing and "reading as a writer". Guided reading activities that support this learning are planned into high quality provision. Teachers may also plan words with prefixes and suffixes into handwriting practice.</p>	<p>Writers in Year 2 will: revise the learning in year one and through the use of similar strategies related to the teaching of guided reading and Talk4Writing they will learn about suffixes needed to spell longer words and will begin to apply these in their writing. The teaching of genres relying on adverbs encourages the use of the '-ly' suffix and looking at opposites in their text encourages the use of '-less' and '-ful'.</p>	<p>use further prefixes and suffixes and understand how to add them (English Appendix 1)</p>
Apply simple spelling rules and guidance	<p>Writers in the Foundation Stage will: begin to apply simple spelling guidance. This includes two letters making one sound such as 'll', 'ff', 'zz', 'ss' not being used at the beginning of words 'ay' being used at the end of a word and not 'ai'.</p>	<p>Writers in Year 1 will: begin to apply simple spelling guidance. This includes not choosing a double letter spelling such as dd, ll, ff at the beginning of the word. Looking for patterns within word that rhyme as a clue to the spelling eg, rain, train, cake, bake, make. Starting to use simple nemonics when ready for the spelling of common words such as because and could, would, should.</p>	<p>Writers in Year 2: Will look at simple spelling guidance such as learning mnemonics for words such as could, would, should and because. Children will apply spelling rules such as never using 'j' or 'v' at the end of a word through their Sounds Write activities and during their English lessons. Spelling rules are also displayed around the classroom and support is also provided through help cards.</p>	<p>spell words that are often misspelt (English Appendix 1)</p>
Write from memory simple sentences dictated by the teachers that include words using GPC's and common exception words taught so far.	<p>Writers in the Foundation Stage will: access simple dictation tasks at least twice a week. In the beginning this is taken at a slow pace and heavily modelled to ensure that children are taught the necessary skills.</p>	<p>Writers in Year 1 will: continue to access dictation as a part of their Sounds-Write lessons through the week. As the children build their competency, the teacher steps back from modelling and children work more independently with support for those children who still need it. Dictation sentences are planned to closely link to the GPC's children have been taught and often revise GPC's covered in a previous unit and common exception words.</p>	<p>Writers in Year 2: As the children move through year two, dictation is still a part of the children's Sounds – Write lessons. Dictation may take the form of two linked sentences. Children are expected to work without modelling from the teacher. Dictation sentences include taught GPC's and common exception words.</p>	<p>write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p>

