

## Building Transcription Skills

### Recent to inform practice:

**The Research Review Series: English 2022 states:** Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing them down). Pupils need sufficient capacity in their working memory to plan, compose and review effectively. This requires transcription skills to be secure. As a result, fluent transcription skills should be a critical focus for the early years and key stage 1. By the beginning of Year 1, 'not all pupils will have the spelling and handwriting skills they need to write down everything that they can compose out loud'. The national curriculum suggests using dictated sentences in Year 1 to apply and practise spelling.

The **Department for Education's non-statutory curriculum guidance for the early years, 'Development matters'**, suggests that teachers of Reception-age children should dictate sentences for children to write that contain only the taught letter-to-sound correspondences. Similarly, the Year 1 national curriculum programme of study requires pupils to write down dictated sentences using 'the GPCs and common exception words taught so far'. (NC, 2014)

**The EEF 2021 KS1** states: Transcription refers to the physical processes of handwriting or typing, and spelling. • Children must develop fluency in these skills to the point that they have become automated. If children have to concentrate to ensure their transcription is accurate, they will be less able to think about the content of their writing. • A large amount of purposeful practice, supported by effective feedback, is required to develop fluency. Moreover, the **EEF 2021 KS2** overview states: Consider the types of spelling error pupils are making to identify appropriate strategies for improving pupils' spelling. Explicitly teach spellings and provide pupils with extensive opportunities to practice them. Pupils should also practise sentence combining and other sentence construction techniques.

### How this impacts our practice:

Children in EYFS, Year 1 & Year 2 have daily phonics, where they learn phoneme-grapheme correspondence, common exception words and spelling rules through the Twinkl Synthetic Phonics Programme. This is timetabled 9-9:30am daily, so children can join sessions with a 'stage not age' approach to provide equity for children who may need to develop early reading and transcription skills. Within phonics, children have a daily dictation sentence to use and apply phonics/common exception words taught. Weekly spellings are sent home linked to phonics taught.

In Key Stage 2, we follow the Twinkl Spelling Scheme- this follows the National Curriculum Spelling Appendix A. They are taught spellings three times per week. The first lesson introduces the spelling pattern and dictionary/thesaurus work to develop vocabulary and understanding. The second lesson encourages children to take responsibility for how they will learn their spelling- by choosing a method taught and applying it to their own learning – encouraging metacognition.

The third lesson is a spelling dictation, where children will apply the new spelling pattern, practise transcription skills and common exception word spelling.

Common exception words: In Key Stage 2 we have split the words up into half termly word lists to make it more manageable to learn- this reduces cognitive load. We have created Common Exception word teaching resources to ensure the 'diet' of teaching is consistent for the children. Each day children will read their focus words for the half term. They will then focus on one or two words during a week and learn to spell these words each day- using a range of strategies to support all learning, which include: word pyramids, scrabble letters, drawing around the words, mnemonics, saying the words in a funny way, sounding it out. The rationale is that over the half term, children will learn the assigned words and these will be part of the weekly spellings sent home. Weekly spellings are sent home linked to weekly spelling focus/common exception words.

### Cultural Capital

Phonics is timetabled 9-9:30am daily and we have a stage not age approach to provide equity for children who may need support with early transcription skills, as well as early reading skills. Additional daily phonics intervention is timetabled 1:20-1:45 where an assigned LSA delivers a phase- this is a stage not age approach. We also provide spelling intervention sessions for children who may need it through a weekly SPAG session or during another allotted time throughout the week.

### How do we assess?

We have weekly spelling tests linked to phonics or spelling rules. Common exception words are tested half termly based on words taught – Key Stage 2. In EYFS and KS1 these are integrated into the phonics scheme.

Wri ting	<b>EYFS</b>	<b>Key Stage 1</b>		<b>Key Stage 2</b>			
	<b>Three and Four-Year-</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>

	<b>Olds Reception Early Learning Goals</b>						
Phonics and Spelling Rules	<p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.</p> <p>Spell words by identifying the sounds and then writing the sound with the letter/s.</p> <p>Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop.</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 recognise words with adjacent consonants.</p> <p>To accurately spell most words containing the 40+ previously taught phonemes and GPCs.</p> <p>To spell some words in a phonically plausible way, even if sometimes incorrect.</p> <p>To apply Y1 spelling rules and guidance*, which includes:</p> <ul style="list-style-type: none"> <li>the sounds /f/, /l/, /s/, /z/ and /k/ spelt 'ff', 'll', 'ss', 'zz' and</li> </ul>	<p>To segment spoken words into phonemes and to represent these with graphemes, spelling many of these words 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 to learn some words with each spelling, including some common homophones (e.g. bare/bear, blue/blew, night/knight).</p> <p>To apply further Y2 spelling rules and guidance*, which includes:</p> <ul style="list-style-type: none"> <li>the /dʒ/ sound spelt as 'ge' and 'dge' (e.g. fudge, huge) or spelt as 'g' or 'j' elsewhere in words (e.g. magic, adjust);</li> <li>the /n/ sound spelt 'kn' and 'gn' (e.g. knock, gnaw);</li> </ul>	<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 recognise words with adjacent consonants.</p> <p>To accurately spell most words containing the 40+ previously taught phonemes and GPCs.</p> <p>To spell some words in a phonically plausible way, even if sometimes incorrect.</p>	<p>To segment spoken words into phonemes and to represent these with graphemes, spelling many of these words 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 to learn some words with each spelling, including some common homophones (e.g. bare/bear, blue/blew, night/knight).</p> <p>To apply further Y2 spelling rules and guidance*, which includes:</p> <ul style="list-style-type: none"> <li>the /dʒ/ sound spelt as 'ge' and 'dge' (e.g. fudge, huge) or spelt as 'g' or 'j' elsewhere in words (e.g. magic,</li> </ul>	<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 recognise words with adjacent consonants.</p> <p>To accurately spell most words containing the 40+ previously taught phonemes and GPCs.</p> <p>To spell some words in a phonically plausible way, even if sometimes incorrect.</p> <p>To apply Y1 spelling rules and guidance*, which includes:</p> <ul style="list-style-type: none"> <li>the sounds /f/, /l/,</li> </ul>	<p>To segment spoken words into phonemes and to represent these with graphemes, spelling many of these words 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 to learn some words with each spelling, including some common homophones (e.g. bare/bear, blue/blew, night/knight).</p> <p>To apply further Y2 spelling rules and guidance*, which includes:</p> <ul style="list-style-type: none"> <li>the /dʒ/ sound spelt as 'ge' and 'dge' (e.g. fudge, huge) or spelt as 'g' or 'j' elsewhere</li> </ul>

				<p>To apply Y1 spelling rules and guidance*, which includes:</p> <ul style="list-style-type: none"> <li>the sounds /f/, /l/, /s/, /z/ and /k/ spelt 'ff', 'll', 'ss', 'zz' and</li> </ul>	<p>adjust);</p> <ul style="list-style-type: none"> <li>the /n/ sound spelt 'kn' and 'gn' (e.g. knock, gnaw);</li> </ul>	<p>/s/, /z/ and /k/ spelt 'ff', 'll', 'ss', 'zz' and</p>	<p>in words (e.g. magic, adjust);</p> <ul style="list-style-type: none"> <li>the /n/ sound spelt 'kn' and 'gn' (e.g. knock, gnaw);</li> </ul>
<b>Common exception words</b>	<b>To write some irregular common words.</b>	<p>To spell all Y1 common exception words correctly.*</p> <p>To spell days of the week correctly.</p>	<p>To spell most Y1 and Y2 common exception words correctly.</p>	<p>To spell many of the Y3 and Y4 statutory spelling words correctly.</p>	<p>To spell all of the Y3 and Y4 statutory spelling words correctly.</p>	<p>To spell many of the Y5 and Y6 statutory spelling words correctly.</p>	<p>To spell all of the Y5 and Y6 statutory spelling words correctly.</p>
<b>Prefixes and Suffixes</b>		<p>using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs</p> <ul style="list-style-type: none"> <li>using the prefix un-</li> <li>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]</li> </ul>	<p>add suffixes to spell longer words, including -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, bicycle, reapply, defuse).</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/-ing) to</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, impossible, irrelevant, substandard, superhero, autograph, antisocial, intercity, exchange, nonsense).</p> <p>To form nouns with the suffix -ation (e.g. information, adoration, sensation, preparation, admiration).</p> <p>To spell words with the suffix -</p>	<p>To convert nouns or adjectives into verbs using the suffix -ate (e.g. activate, motivate, communicate).</p> <p>To convert nouns or adjectives into verbs using the suffix -ise (e.g. criticise, advertise, capitalise).</p> <p>To convert nouns or adjectives into verbs using the suffix -ify (e.g. signify, falsify, glorify).</p> <p>To convert nouns or adjectives into verbs using the suffix -en (e.g. blacken, brighten, flatten).</p>	<p>To use their knowledge of adjectives ending in -ant to spell nouns ending in -ance/-ancy (e.g. observant, observance, expectant, hesitancy, tolerant, tolerance, substance).</p> <p>To use their knowledge of adjectives ending in -ent to spell nouns ending in -ence/-ency (e.g. innocent, innocence, decent, decency, frequent,</p>

				<p>words with more than one syllable (unstressed last syllable, e.g. limiting offering).</p> <p>To spell words with added suffixes beginning with a vowel (-er/-ed/-en/-ing) to words with more than one syllable (stressed last syllable, e.g. forgotten beginning).</p>	<p>ous with no change to root words, no definitive root word, words ending in 'y', 'our' or 'e' and the exceptions to the rule (e.g. joyous, fabulous, mysterious, rigorous, famous, advantageous).</p>		<p>frequency, confident, confidence, obedient, obedience, independent).</p> <p>To spell words by adding suffixes beginning with vowel letters to words ending in -fer (e.g. referring, referred, referral, preferring, preferred, transferring, transferred, reference, referee, preference, transference).</p>
<b>Further spelling conventions</b>		<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 to represent those phonemes.</p>	<p>To spell more words with contracted forms, e.g. can't, didn't, hasn't, couldn't, it's, I'll.</p> <p>To learn the possessive singular apostrophe (e.g. the girl's book).</p> <p>To 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>To segment spoken words into phonemes and to then represent all of the phonemes using</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', babies', children's, men's, mice's).</p> <p>To use their 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, advice/advise).</p> <p>To spell words that contain hyphens (e.g. co-ordinate, re-enter, co-operate, co-own).</p> <p>To use a knowledge</p>

			<p>graphemes in the right order for both for single-syllable and multi-syllabic words.</p> <p>To self-correct misspellings of words that pupils have been taught to spell (this may require support to recognise misspellings).</p>				
--	--	--	---	--	--	--	--