

## Writing with the Body

Physical Learning: The Psychomotor Domain

### Transcription

Spells **all** Year 1, 2, 3 & some Y4 taught thus far list accurately.

Begins to move from using the first 2, to using the first 3 letters of a word to check its spelling in a dictionary.

Write simple sentences, dictated by the teacher, that include words and punctuation taught so far.

Spells a range of further homophones taught thus far.

Spells reliably a wide range of words that are often misspelt taught thus far.

### Handwriting

Begins to increase the legibility, consistency and quality of their handwriting, ensuring that the down strokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch

### Composition

Begins to plans writing by discussing similar published work in terms of genre and text type, planning for and applying some of its main features some of the time [structure, vocabulary or grammar].

Begins to discuss and record creative ideas in note form, sometimes referring to notes when writing, often with a proforma.

Begins to compose and rehearse longer and more complex sentences orally.

### Vocabulary, Grammar & Punctuation

Sometimes places possessive apostrophe **accurately** in words with irregular plurals [children's]

**Occasionally** punctuates fronted adverbials with commas when shown.

### Transcription

Spells **all** Year 1, 2, 3 & most of Year 4 list reliably.

Increasingly uses the first 3 letters of a word to check its spelling and in a dictionary.

Write simple sentences, dictated by the teacher, that include words and punctuation taught so far.

Spells a range of further homophones taught thus far.

Spells reliably a wide range of words that are often misspelt taught thus far.

### Handwriting

Increases the legibility, consistency and quality of their handwriting, ensuring that the down strokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.

### Composition

Plans writing by discussing similar published work in terms of genre and text type, planning for and applying its main features [structure, vocabulary and grammar].

Discusses and records creative ideas at greater length, making notes on plot, setting, character etc. with or without proforma.

Composing and rehearsing sentences orally (including dialogue).

### Vocabulary, Grammar & Punctuation

Places the possessive apostrophe **accurately** in words with regular and irregular plurals [girls'/children's]

**Consistently** punctuates fronted adverbials with commas.

### Transcription

Spells **all** Year 1, 2, 3 & 4 list reliably.

Consistently and independently uses the first 3 letters of a word to check its spelling and in a dictionary.

Write simple sentences, dictated by the teacher, that include words and punctuation taught so far.

Spells a range of further homophones.

Spells reliably a wide range of words that are often misspelt.

### Handwriting

Handwriting is legible and consistent: the down strokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.

### Composition

Plans writing often discussing similar published work in terms of genre and text type, planning for and often applying its main features [structure, vocabulary and grammar].

Discusses and records creative ideas making notes on plot, setting, character etc. with or without proforma.

Composes and rehearsing sentences orally (sometimes including dialogue).

### Vocabulary, Grammar & Punctuation

Places the possessive apostrophe **accurately** in words with regular and irregular plurals [girls'/children's].

Frequently punctuates fronted adverbials with commas.

## Writing with the Mind

Mental Learning: The Cognitive Domain

### Transcription

Uses **many** thus far taught prefixes and suffixes and understands how to add them.

### Handwriting

Begins to understand the need for neat and presentable handwriting and the importance of presentation for a purpose.

### Composition

Begins to organise content using thematic paragraphs.

Starts to explore their growing vocabulary by understanding the spelling, etymology and meaning of new words in a limited way. [see reading skills]

### Vocabulary, Grammar and Punctuation

Begins to show understanding of the difference between the plural and possessive 's'.

Begins to select some Standard English forms for verb inflections instead of local spoken forms [we was / we were]

Begins to expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases. Begins to select appropriate pronouns or nouns within and across sentences often aiding cohesion and avoiding repetition.

Often uses inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"

### Transcription

Use **further** prefixes and suffixes taught thus far and understands how to add them.

### Handwriting

Increasingly understands the need for neat and presentable handwriting and the importance of presentation for a purpose.

### Composition

Frequently organises content using thematic paragraphs.

Builds a growing vocabulary increasingly understanding spelling, etymology and meaning in some new words [see reading skills]

### Vocabulary, Grammar and Punctuation

Understands and can explain the difference between plural and possessive 's'.

Can explain and sometimes selects some Standard English forms for verb inflections instead of local spoken forms [we was / we were]

Expands noun phrases by the frequent addition of modifying adjectives, nouns and preposition phrases, with increasing accuracy and effect.

Selects appropriate pronouns or nouns within and across sentences increasingly aiding cohesion and mostly avoiding repetition.

Increasingly uses inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"

### Transcription

Use **further** prefixes and suffixes taught thus far and understands how to add them.

### Handwriting

Understands the need for neat and presentable handwriting and the importance of presentation for a purpose.

### Composition

Organises content using thematic paragraphs.

Builds a growing vocabulary by understanding spelling, etymology and meaning in new words [see reading skills]

### Vocabulary, Grammar and Punctuation

Understands and can explain the difference between plural and possessive 's' including all exceptions [it's / James' / Cass's]

Can explain and select Standard English forms for verb inflections instead of local spoken forms [we was / we were]

Expands noun phrases by the addition of modifying adjectives, nouns and preposition phrases.

Selects appropriate pronouns or nouns within and across sentences aiding cohesion and repetition.

Uses inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"

## Writing with the Spirit

Spiritual Learning: The Affective Domain

### Transcription

Strives to master and remember new elements in writing.

Is proud of their achievements in spelling and transcription.

Is increasingly curious about new vocabulary and concepts and asks questions about meaning and origin\*

### Handwriting

Shows resilience and persistence in improving handwriting.

Takes pride in their presentation.

Handwriting shows an awareness of and respect for the reader/audience.

### Composition

Begins to write for a growing range of audiences and purposes starting to show in limited terms an understanding of the target audience.

Occasionally assesses the effectiveness of their own and other writing when encouraged giving specific praise and suggesting relevant improvements.

Begins to give at least one character a moral or spiritual journey (reform, redemption, fall from grace)

Occasionally writes respectfully about sacred, divine or religious matters

With support writes narratives about personal experiences and those of others (real and fictional) including emotional and sometimes spiritual language.

Begins to dramatise moral and ethical choices and consequences.

With support begins to write rhymed and unrhymed poetry about experience, subjective reactions and emotions, including faith and belief in a limited range of forms.

Begins to attempt to move the reader to a range of more complex emotions (laughter, sadness, fear, pity, disgust, excitement etc.)

Shows respect for their own English work and that of others.

Considers themselves as a creative writer.

### Transcription

Strives to master and remember new elements in writing.

Is proud of their achievements in spelling and transcription.

Is increasingly curious about new vocabulary and concepts and asks questions about meaning and origin\*

### Handwriting

Shows resilience and persistence in improving handwriting.

Takes pride in their presentation.

Handwriting shows an awareness of and respect for the reader/audience.

### Composition

Increasingly writes for a growing range of audiences and purposes showing in limited terms an understanding of the target audience.

Often assesses the effectiveness of their own and other writing with sensitivity, giving specific praise and suggesting relevant improvements.

Often gives at least one character a moral or spiritual journey (reform, redemption, fall from grace)

Usually writes respectfully about sacred, divine or religious matters

Often writes narratives about personal experiences and those of others (real and fictional) including emotional and sometimes spiritual language.

Increasingly dramatises moral and ethical choices and consequence.

Increasingly writes rhymed and unrhymed poetry about experience, subjective reactions and emotions including faith and belief in a limited range of forms.

Attempts to move the reader to a range of emotions (laughter, horror, pity, disgust, excitement etc.)

Increasingly shows respect for their own English work and that of others.

Considers themselves as a creative writer.

### Transcription

Strives to master and remember new elements in writing.

Is proud of their achievements in spelling and transcription.

Is increasingly curious about new vocabulary and concepts and asks questions about meaning and origin\*

### Handwriting

Shows resilience and persistence in improving handwriting.

Takes pride in their presentation.

Handwriting shows an awareness of and respect for the reader/audience.

### Composition

Writes for a growing range of audiences and purposes showing in limited terms an understanding of the target audience.

Honestly assesses the effectiveness of their own and other writing with sensitivity, giving specific praise and suggesting relevant improvements.

Gives at least one character a moral or spiritual journey (reform, redemption, fall from grace)

Writes respectfully about sacred, divine or religious matters

Writes narratives about personal experiences and those of others (real and fictional) including emotional and sometimes spiritual language.

Dramatises moral and ethical choices and consequence.

Writes rhymed and unrhymed poetry about experience, subjective reactions and emotions including faith and belief in a limited range of forms.

Attempts to move the reader to a range of emotions (laughter, horror, pity, disgust, excitement etc.)

Shows respect for their own English work and that of others.

Considers themselves as a creative writer.

# Year 4 Grammar, Punctuation and Spelling

Word	<p>The grammatical difference between <b>plural</b> and <b>possessive</b> –s</p> <p>Standard English forms for <b>verb inflections</b> instead of local spoken forms [for example, <i>we were</i> instead of <i>we was</i>, or <i>I did</i> instead of <i>I done</i>]</p>			
Spelling List	<p>although answer appear arrive busy business bicycle <i>Caught</i> calendar centre century certain circle</p>	<p>decide different difficult imagine important famous February forward(s) grammar guide guard island</p>	<p>knowledge length library medicine mention <i>naughty</i> notice opposite particular peculiar popular position</p>	<p>possess(ion) possible pressure question recent sentence separate Special straight strange strength suppose though thought through various</p>
Spelling Rules	<p>Prefixes: in becomes: il-, im-, ir-, words beginning inter-, anti-</p> <p>Suffixes: –ous, -ation,</p> <p>Endings which sound like /ʃən/, spelt –tion, –sion, –ssion, –cian</p> <p>Possessive apostrophe with plural words: girls', boys'</p> <p>Words with the /s/ sound spelt sc [science, scene]</p>			
Sentence	<p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher</i> expanded to: <i>the strict maths teacher with curly hair</i>)</p> <p><b>Fronted adverbials</b> [for example, <i>Later that day, I heard the bad news.</i>]</p>			
Text	<p>Use of paragraphs to organise ideas around a theme</p> <p>Appropriate choice of <b>pronoun</b> or <b>noun</b> within and across <b>sentences</b> to aid cohesion and avoid repetition</p>			
Punctuation	<p>Use of inverted commas and other <b>punctuation</b> to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, "Sit down!"</i>]</p> <p><b>Apostrophes</b> to mark <b>plural</b> possession [for example, <i>the girl's name, the girls' names</i>]</p> <p>Use of commas after <b>fronted adverbials</b></p>			

Vocabulary for Children  
to explore and  
understand

determiner  
pronoun,  
possessive pronoun  
adverbial