

## Writing with the Body

Physical Learning: The Psychomotor Domain

### Transcription

Infrequently adds –s or –es to pluralise nouns or as the third person singular in verbs.  
 Infrequently extends words using the prefix un–.  
 Infrequently writes words with –ing, –ed, –er and –est .

### Handwriting

Occasionally sits correctly at a table, holding a pencil comfortably and correctly.  
 Occasionally uses a comfortable, reliable tripod grip.  
 Sometimes forms lower-case letters in the correct direction, starting and finishing in the right place.  
 Sometimes forms capital letters that are larger than lower case letters.  
 Sometimes forms the digits 0-9 in the correct orientation, often with reversals.

### Composition

Verbalises writing ideas with support  
 Composes a sentence orally before writing with support.  
 Discusses own writing with teacher or peers with support.  
 Is developing the ability to read their writing aloud, not always clearly or audibly.

### Vocabulary, Grammar & Punctuation

Mostly separates words with clear spaces.

### Transcription

Occasionally adds –s or –es to pluralise nouns or as the third person singular in verbs.  
 Occasionally extends words using the prefix un–.  
 Extends words with –ing, –ed, –er and –est .

### Handwriting

Often sits correctly at a table, holding a pencil comfortably and correctly.  
 Is developing a comfortable, reliable tripod grip.  
 Mostly forms lower-case letters in the correct direction, starting and finishing in the right place.  
 Mostly forms capital letters that are larger than lower case letters.  
 Mainly forms the digits 0-9 in the correct orientation with some occasional reversals.

### Composition

Sometimes verbalises writing ideas.  
 Sometimes composes a sentence orally before writing.  
 Often discusses own writing with teacher or peers.  
 Is developing the ability to read their writing aloud, clearly enough to be heard.

### Vocabulary, Grammar & Punctuation

Mostly separates words with clear spaces.

### Transcription

Adds –s or –es to pluralise nouns or as the third person singular in verbs.  
 Extends words using the prefix un–.  
 Extends words with –ing, –ed, –er and –est .

### Handwriting

Sits correctly at a table, holding a pencil comfortably and correctly.  
 Has a comfortable, reliable tripod grip.  
 Forms lower-case letters in the correct direction, starting and finishing in the right place.  
 Forms capital letters that are larger than lower case letters.  
 Forms the digits 0-9 in the correct orientation.

### Composition

Confidently verbalises writing ideas.  
 Composes a sentence orally before writing.  
 Discusses own writing with teacher or peers.  
 Reads their writing aloud, clearly enough to be heard.

### Vocabulary, Grammar & Punctuation

Separates all words with clear spaces.

## Writing with the Mind

Mental Learning: The Cognitive Domain

### Transcription

Spells a **range** of regular words built from all taught Phase 2-5 GPCs.  
 Spells **many** Y1 Common Exception Words including days of the week.  
 Names **most** letters of the alphabet often using these to distinguish between alternate spellings.  
**Usually** writes simple dictated sentences using many of the Ph2-5 GPCs and Y1 common exception words.

### Handwriting

Understands **many** of which letters belong to which handwriting 'families'.  
 Knows the start and end point of most letters and understands 'ascender' and 'descender'.

### Composition

Sequences several sentences to form short narratives.  
 Composes a sentence mentally before attempting to write  
 Joins words and clauses using 'and'.  
 Re-reads own writing to check it makes sense.  
 Mostly punctuates sentences using a capital letter and a full stop.  
 Experiments with a question mark or exclamation mark **usually accurately**.  
 Uses capital letters for proper nouns including the personal pronoun 'I'.

### Vocabulary, Grammar and Punctuation

Understands the purpose of full stops and capital letters in sentence structure.

### Transcription

Spells a **range** of regular words built from all taught Phase 2-5 GPCs.  
 Spells **many** Y1 Common Exception Words including days of the week.  
 Names **most** letters of the alphabet often using these to distinguish between alternate spellings.  
**Usually** writes simple dictated sentences using many of the Ph2-5 GPCs and Y1 common exception words.

### Handwriting

Understands **many** of which letters belong to which handwriting 'families'.  
 Knows the start and end point of most letters and understands 'ascender' and 'descender'.

### Composition

Sequences several sentences to form short narratives.  
 Composes a sentence mentally before attempting to write  
 Joins words and clauses using 'and'.  
 Re-reads own writing to check it makes sense.  
 Mostly punctuates sentences using a capital letter and a full stop.  
 Experiments with a question mark or exclamation mark **usually accurately**.  
 Uses capital letters for proper nouns including the personal pronoun 'I'.

### Vocabulary, Grammar and Punctuation

Understands the purpose of full stops and capital letters in sentence structure.

### Transcription

Spells a wide range of regular words built from all Phase 2-5 GPCs.  
 Spells all Y1 Common Exception Words including days of the week.  
 Names the letters of the alphabet using these to distinguish between alternate spellings.  
 Writes simple dictated sentences using the Phase 2-5 GPCs and Y1 common exception words.

### Handwriting

Understands which letters belong to which handwriting 'families'.  
 Knows the start and end point of letters and understands 'ascender' and 'descender'.

### Composition

Sequences several sentences to form short narratives.  
 Composes a sentence mentally before attempting to write  
 Joins words and clauses using 'and'.  
 Re-reads own writing to check it makes sense.  
 Mostly punctuates sentences using a capital letter and a full stop.  
 Experiments with a question mark or exclamation mark **usually accurately**.  
 Uses capital letters for proper nouns including the personal pronoun 'I'.

### Vocabulary, Grammar and Punctuation

Understands the purpose of full stops and capital letters in sentence structure.

## Writing with the Spirit

Spiritual Learning: The Affective Domain

### Transcription

Strives to master and remember new elements in writing.  
 Is often proud of their achievements in phonics, spelling and transcription.

### Handwriting

Is developing resilience and persistence in improving handwriting.  
 Sometimes takes pride in their presentation.

### Composition

Writes about their experiences using simple emotions when prompted.

### Transcription

Strives to master and remember new elements in writing.  
 Is often proud of their achievements in phonics, spelling and transcription.

### Handwriting

Shows improving resilience and persistence in improving handwriting.  
 Often takes pride in their presentation.

### Composition

Writes about their memories and experiences sometimes using simple emotions.

### Transcription

Strives to master and remember new elements in writing.  
 Is proud of their achievements in phonics, spelling and transcription.

### Handwriting

Shows resilience and persistence in improving handwriting.  
 Takes pride in their presentation.

### Composition

Writes about themselves: their beliefs, memories and experiences using simple emotions.