

Writing with the Body

Physical Learning: The Psychomotor Domain

Transcription

Spells all Year 1-4 spelling list and many Y5 words reliably in tests and assessments.

Spell some words with 'silent' letters adding the letters in the correct place.

Begins to use the first three letters of a word to check spelling in a dictionary.

Begins to use a thesaurus to enlarge vocabulary when prompted with limited success.

Spells a range of further homophones.

Spells reliably a some words that are often misspelt.

Handwriting

Chooses the most suitable tool, including experimenting with pen when supported.

Begins to reduce mistakes and starts to makes some neat and well-presented corrections.

Composition

Begins to perform their own compositions with increasing confidence, occasionally using appropriate intonation, and volume, so that meaning is clear.

Begins to experiment with further organisational and presentational devices to structure text and to guide the reader [for example, a mixture of headings, bullet points, underlining]

Begins to proofread more consistently and at greater length, correcting spelling and punctuation errors

with occasionally accurate text-marking and generally neat correction, proposing changes which

occasionally improve, enhance and clarify.

Vocabulary, Grammar & Punctuation

Begins to use a colon to introduce a list.

Begins to punctuate bullet points, often inconsistently.

Transcription

Spells all Year 1-4 spelling list and most Y5 words reliably in tests and assessments.

Spell most appropriate words with 'silent' letters adding the letters in the correct place.

Increasingly uses the first three letters of a word to check spelling or meaning in a dictionary.

Begins to use a thesaurus to enlarge vocabulary when prompted with growing success.

Spells a range of further homophones.

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

Handwriting

Chooses the most suitable tool, including experimenting with pen with less support.

Makes fewer mistakes and more and more makes neat and well-presented corrections.

Composition

Perform their own compositions with increasing confidence, often using appropriate intonation, and volume, so that meaning is increasingly clear.

Experiments with further organisational and presentational devices to structure text and to guide the reader [for example, a mixture of headings, bullet points, underlining]

Proof-reads more consistently and at greater length, correcting spelling and punctuation errors with

increasingly accurate text-marking and generally neat correction, sometimes proposing changes which

often improve, enhance and clarify.

Vocabulary, Grammar & Punctuation

Experiments with using a colon to introduce a list, often reliably.

Experiments with punctuating bullet points, with growing consistency.

Writing with the Mind

Mental Learning: The Cognitive Domain

Transcription

Uses further prefixes and suffixes and begins to understand the guidance for adding them.

Continues to distinguish between some homophones and some other words, which are often confused.

Begins to use knowledge of morphology and etymology in spelling and has started to understand that

the spelling of some words needs to be learnt specifically.

Handwriting

Begins to choose and can occasionally discuss which shape of a letter to use when given choices and

deciding whether or not to join specific letters.

Composition

Begins to select more mature and specific grammar and vocabulary, beginning to understand how this can change and enhance meaning.

Occasionally describes settings and characters in detail using enhanced noun phrases

Occasionally and when prompted integrates dialogue to convey character and advance action

Occasionally, when prompted Identifies audience and purpose for writing selecting the appropriate form and model from successful, or classic established writing.

Tense is beginning to be consistent throughout a piece of writing, especially past tense.

Occasionally distinguishes between the language of speech and writing and sometimes chooses an

appropriate register.

Occasionally organises content using thematic paragraphs, especially if prompted.

Starts to demonstrate a growing vocabulary by beginning to understanding the spelling, etymology and

meaning of new words [see reading skills]

Begins to develop initial ideas, drawing occasionally on wider reading and own critiques.

Occasionally, with prompting experiments with the effects, tools and techniques of writers who they

have studied in writing narratives.

Vocabulary, Grammar and Punctuation

Occasionally recognises vocabulary and structures that are appropriate for formal speech and writing

sometimes using expanded noun phrases to convey complicated information concisely.

Begins to use modal verbs to indicate degrees of possibility, especially when prompted.

Begins to use relative clauses beginning with who, which, where, when, whose, that or with an implied

(i.e. omitted) relative pronoun.

Occasionally uses commas to clarify meaning or avoid ambiguity in writing, with varying success.

Transcription

Increasingly uses further prefixes and suffixes and begins to understand the guidance for adding them.

Continues to distinguish between some homophones and some other words, which are often confused.

Increasingly uses knowledge of morphology and etymology in spelling and has started to understand

that the spelling of some words needs to be learned specifically.

Handwriting

Increasingly chooses and can discuss which shape of a letter to use when given choices and deciding

whether or not to join specific letters.

Composition

Increasingly selects more mature and specific grammar and vocabulary, understanding more and more

how this can change and enhance meaning.

Increasingly describes settings and characters in detail using enhanced noun phrases

Increasingly integrates dialogue to convey character and advance action

Increasingly, identifies audience and purpose for writing selecting the appropriate form and model from

successful, or classic established writing.

Tense is increasingly to be consistent throughout a longer piece of writing, especially past tense.

Increasingly distinguishes between the language of speech and writing and sometimes chooses an

appropriate register.

Increasingly organises content using thematic paragraphs.

Increasingly demonstrates a growing vocabulary by showing some understanding of the spelling,

etymology and meaning of new words [see reading skills]

Is increasingly developing initial ideas, drawing occasionally on wider reading and own critiques.

Increasingly, experiments with the effects, tools and techniques of writers who they have studied in

writing narratives.

Vocabulary, Grammar and Punctuation

Increasingly recognises vocabulary and structures that are appropriate for formal speech and writing

sometimes using expanded noun phrases to convey complicated information concisely.

Increasingly uses modal verbs to indicate degrees of possibility.

Increasingly uses relative clauses beginning with who, which, where, when, whose, that or with an

implied (i.e. omitted) relative pronoun.

Increasingly uses commas to clarify meaning or avoid ambiguity in writing, with growing success.

Writing with the Spirit

Spiritual Learning: The Affective Domain

Transcription

Strives to master and remember new elements in writing, seeking greater sophistication.

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 and respects their own text when annotating.

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

Composition

Begins to write for a limited range of audiences and purposes showing a developing awareness of the target audience.

Assesses the effectiveness of their own writing with sensitivity, giving structured praise and suggesting relevant improvements.

Explores giving characters or plots a moral or spiritual dimension (reform, redemption, fall from grace)

Begins to make value judgements about published texts, showing approval and disapproval of style and

content.

Attempts to write respectfully about sensitive, sacred, divine or religious matters.

Writes narratives about personal experiences and those of others (real and fictional) including

experimenting with emotional and spiritual language.

With support begins to represent in narrative, moral dilemmas and ethical choice and consequence.

Writes rhymed and unrhymed poetry, including prayers, occasionally including their own experience,

subjective reactions and in a range of suitable forms.

When directed, attempts to construct plots and characters designed to move the reader to a range of

emotions beginning to develop this in structures which involve the reader emotionally (rags to riches,

happily ever after, a tragic accident).

Shows respect, ownership and pride 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, seeking greater sophistication.

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 and respects their own text when annotating.

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

Composition

Increasingly writes for a range of audiences and purposes showing an understanding of the target audience's age.

Assesses the effectiveness of their own and others' writing with sensitivity, giving structured praise and suggesting relevant improvements.

Increasingly gives characters or plots a moral or spiritual dimension (reform, redemption, fall from grace)

Often to makes value judgements about published texts applying some successful evaluations to

their own writing.

Writes with increasing respect and delicacy about sensitive, sacred, divine or religious matters.

Writes narratives about personal experiences and those of others (real and fictional) including

experimenting with emotional and spiritual language.

Experiments in narrative, exploring moral dilemmas and ethical choice and consequence.

Writes rhymed and unrhymed poetry, including prayers, often including their own experience and

subjective reactions and in a range of suitable forms.

Increasingly attempts to construct plots and characters designed to move the reader to a range of

emotions beginning to develop this in structures which involve the reader emotionally (rags to riches,

happily ever after, a tragic accident).

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

Considers themselves as a creative writer.

Transcription
Spells all Year 1-5 spelling list reliably in tests and assessments and mostly in independent writing.
Spells a range of words with 'silent' letters adding the letters in the correct place.
Use the first three letters of a word to check spelling, meaning or both of these in a dictionary
Begins to use a thesaurus to enlarge vocabulary.
Spells a range of further homophones
Spells reliably a wide range of words that are often misspelt
Handwriting
Write legibly, fluently and with increasing speed by:
Choosing the most suitable tool, including experimenting with pen
Reduces mistakes and makes neat and well-presented corrections.
Composition
Performs their own compositions with increasing confidence, using appropriate intonation, volume, and movement so that meaning is clear.
Uses further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
Proof-read for spelling and punctuation errors with increasingly accurate text-marking and generally neat correction, proposing changes which improve, enhance and clarify.
Vocabulary, Grammar & Punctuation
Using a colon to introduce a list.
Punctuating bullet points consistently.

Transcription
Use further prefixes and suffixes and understand the guidance for adding them
Continue to distinguish between homophones and other words which are often confused
Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically
Handwriting
Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
Composition
Selects appropriate grammar and vocabulary, beginning to understand how this can change and enhance meaning
Describes settings and characters in detail using enhanced noun phrases
Integrates dialogue to convey character and advance action
Identifies audience and purpose for writing selecting the appropriate form and model from successful, or classic established writing.
Tense is consistent throughout a piece of writing, especially past tense.
Distinguishes between language of speech and writing, choosing an appropriate register
Reliably organising content using thematic paragraphs.
Uses a growing vocabulary understanding the spelling, etymology and meaning of new words [see reading skills]
Develop initial ideas, drawing on wider reading and own critiques.
Experiments with the effects, tools and techniques of writers who they have studied in writing narratives, especially in character development, setting or plot development.
Vocabulary, Grammar and Punctuation
Recognising vocabulary and structures that are appropriate for formal speech and writing using expanded noun phrases to convey complicated information concisely.
Using modal verbs or adverbs to indicate degrees of possibility.
Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.
Using commas to clarify meaning or avoid ambiguity in writing.

Transcription
Strives to master and remember new elements in writing, seeking greater sophistication.
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 and respects their own text when annotating.
Handwriting shows an awareness of and respect for the reader/audience.
Composition
Writes for a growing range of audiences and purposes showing an established and respectful understanding of the target audience's age.
Honestly assesses the effectiveness of their own and other writing with sensitivity, giving structured praise and suggesting several relevant improvements.
Gives characters and plots a moral or spiritual dimension (reform, redemption, fall from grace)
Makes value judgements about published texts, showing approval and disapproval of style and content and applying the successful evaluations to own writing.
Writes respectfully about sacred, divine or religious matters.
Writes narratives about personal experiences and those of others (real and fictional) including emotional and spiritual language, showing empathy with the experiences and views of others.
Represents in narrative moral dilemmas and ethical choice and consequence.
Writes rhymed and unrhymed poetry, including prayers, about experience, subjective reactions and emotions including faith and belief in a range of suitable forms.
Constructs plots and characters designed to move the reader to a range of emotions beginning to develop this in structures which involve the reader emotionally (rags to riches, happily ever after, a tragic accident)
Shows respect, ownership and pride for their own English work and that of others.
Considers themselves a creative writer.

*see Wyche Reading Skills Progression

Notes and guidance (non-statutory)

As in earlier years, pupils should continue to be taught to understand and apply the concepts of word structure so that they can draw on their knowledge of morphology and etymology to spell correctly.

Statutory requirements
Handwriting and presentation Pupils should be taught to:

Notes and guidance (non-statutory)

Pupils should continue to practise handwriting and be encouraged to increase the speed of it, so that problems with forming letters do not get in the way of their writing down what they want to say. They should be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes or a final handwritten version. They should also be taught to use an unjoined style, for example, for labelling a diagram or data, writing an email address, or for algebra and capital letters, for example, for filling in a form.

	Statutory requirements	
Pupils should be taught to: plan their writing by: <ul style="list-style-type: none">		

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	Statutory requirements	

Notes and guidance (non-statutory)

Pupils should understand, through being shown, the skills and processes essential for writing: that is, thinking aloud to generate ideas, drafting, and re-reading to check that the meaning is clear.

	Statutory requirements	
Pupils should be taught to: develop their understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none">use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.		

Year 4 Grammar, Punctuation and Spelling

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