

Writing with the Body

Physical Learning: The Psychomotor Domain

Transcription

Spells **many** Year 1-6 spelling words reliably in tests and assessments and mostly in independent writing.

Spells reliably a range of words with ‘silent’ letters adding the letters in the correct place.

Begins to use the first 4 letters of a word to check spelling or meaning of words in a dictionary

Begins to use a thesaurus to enlarge vocabulary checking the meaning of synonyms in a dictionary and selecting appropriate words.

Spells a range of further homophones.

Spells reliably a range of words that are often misspelt.

Handwriting

Is beginning to write legibly, fluently and with speed, mainly in pen, often making appropriate choices, with some mistakes, which are occasionally corrected neatly and discreetly.

Composition

With encouragement, will perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

Begins to take detailed notes sometimes independently, drawing more and more on wider reading and specific research from at least two sources.

Can occasionally précis longer passages not always keeping sense and flow.

Proof-reads for spelling and punctuation errors with some accuracy and reliability, using text-marking and neat correction to ensure improvement, enhancement and clarity, with some impact.

Vocabulary, Grammar & Punctuation

Occasionally places hyphens at the correct point in groups of related words to avoid ambiguity.

Occasionally places brackets, dashes or commas accurately and effectively to indicate parenthesis

Occasionally places appropriately sized and located semi-colons, colons or dashes to mark boundaries between independent clauses regularly usually when directed or modelled.

Transcription

Spells **most** Year 1-6 spelling words reliably in tests and assessments and mostly in independent writing.

Spells reliably a wide range of words with ‘silent’ letters adding the letters in the correct place.

Increasingly uses the first 4 letters of a word to check spelling or meaning of words in a dictionary

Increasingly uses a thesaurus to enlarge vocabulary checking the meaning of synonyms in a dictionary and selecting appropriate words.

Spells a range of further homophones.

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

Handwriting

Writes legibly, fluently and with speed, mainly in pen, increasingly making appropriate choices, with decreasing mistakes, which are corrected neatly and discreetly.

Composition

Will increasingly perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear, attempting accents and atmosphere.

Takes increasingly detailed notes more and more independently, developing structured over time, drawing more and more on wider reading and specific research from two or more sources.

Increasingly précisés longer passages usually keeping sense and flow.

Proof-reads for spelling and punctuation errors with increasing accuracy and reliability, using text-marking and neat correction to ensure improvement, enhancement and clarity, with varying impact.

Vocabulary, Grammar & Punctuation

Increasingly places hyphens at the correct point in groups of related words to avoid ambiguity [the jazzy blues-player / the jazzy-blues player]

Increasingly places brackets, dashes or commas accurately and effectively to indicate parenthesis

Increasingly places appropriately sized and located semi-colons, colons or dashes to mark boundaries between independent clauses.

Transcription

Spells **all** Year 1-6 spelling list reliably in tests and assessments and mostly in independent writing.

Spell reliably a range of words with ‘silent’ letters adding the letters in the correct place.

Uses the first 4 letters of a word to check spelling and meaning of words in a dictionary

Uses a thesaurus to enlarge vocabulary checking the meaning of synonyms in a dictionary and selecting appropriate words.

Spells a range of further homophones.

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

Handwriting

Writes legibly, fluently and with speed, mainly in pen, but making appropriate choices, with few mistakes corrected neatly and discreetly.

Composition

Voluntarily and confidently performs their own compositions, using appropriate intonation, volume, and movement so that meaning is clear, using accents and creating atmosphere.

Takes detailed notes and develops initial ideas in a structured way and over time, drawing on wider reading and specific research from two or more sources.

Can précis longer passages still keeping sense and flow.

Reliably proof-reads for spelling and punctuation errors with accurate text-marking and neat correction ensuring improvement, enhancement and clarity, missing very little.

Vocabulary, Grammar & Punctuation

Places hyphens at the correct point in groups of related words to avoid ambiguity [the jazzy blues-player / the jazzy-blues player]

Places brackets, dashes *and* commas accurately and effectively to indicate parenthesis

Places appropriately sized and located semi-colons, colons or dashes to mark boundaries between independent clauses regularly and reliably.

Writing with the Mind

Mental Learning: The Cognitive Domain

Transcription

Uses **many** primary NC prefixes and suffixes and understands the guidance for adding them.

Continues to distinguish between homophones and other words often confused.

Occasionally uses knowledge of morphology and etymology in spelling and understands that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1

Handwriting

Often chooses which shape of a letter to use, deciding whether to join specific letters.

Composition

Sometimes organises content using thematic paragraphs with a range of appropriate structures.

Sometimes uses a varied vocabulary, understanding the spelling, etymology and meaning of new words.

Sometimes applies the effects, tools and techniques of writers who they have studied in writing narratives, especially in character development, setting or plot development.

Sometimes uses a **growing** range of devices to build cohesion within and across paragraphs

Sometimes selects appropriate grammar and vocabulary, to change and enhance meaning.

Sometimes describes settings, characters and atmosphere using expanded noun phrases.

Sometimes identifies audience and purpose for writing **occasionally** selecting the appropriate form and model from ambitious successful or established classic writing with cultural significance.

Past tense is consistent throughout a piece of writing; other tenses have growing consistency.

Sometimes distinguishes between the language of speech and writing, choosing the appropriate register.

Vocabulary, Grammar and Punctuation

Sometimes knows and applies vocabulary and structures appropriate for formal speech.

Sometimes uses passive verbs to affect the presentation of information in sentence.

Sometimes understands the purpose, limits and usage of: hyphen, colon, semi-colon, and dash.

Transcription

Uses **most** primary NC prefixes and suffixes and understands the guidance for adding them.

Continues to distinguish between homophones and other words often confused.

Uses knowledge of morphology and etymology in spelling and understands that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1

Handwriting

Usually chooses which shape of a letter to use, deciding whether to join specific letters.

Composition

Increasingly organises content using thematic paragraphs with a range of appropriate structures.

Increasingly uses a strong, varied vocabulary understanding the spelling, etymology & meaning of words.

Increasingly applies the effects, tools and techniques of writers who they have studied in writing narratives, especially in character development, setting or plot development.

Uses a **growing** range of devices to build cohesion within and across paragraphs

Increasingly selects appropriate grammar and vocabulary, to change and enhance meaning.

Increasingly describes settings, characters and atmosphere using expanded noun phrases.

Identifies audience and purpose for writing **usually** selecting the appropriate form and model from ambitious successful or established classic writing with cultural significance.

Tense is increasingly consistent throughout a piece of writing, with evidence of beginning to sustain writing in a range of tenses.

Increasingly but not always distinguishing between the language of speech and writing and choosing the appropriate register, sometimes including the subjunctive.

Vocabulary, Grammar and Punctuation

Increasingly knows and applies vocab and structures of formal speech often including the subjunctive.

Increasingly uses passive verbs to affect the presentation of information in a sentence sometimes using the perfect form of verbs to mark relationships of time and cause.

Increasingly understands the purpose, limits and usage of hyphen colon, semi-colon, and dash.

Transcription

Uses **all** primary NC prefixes and suffixes and understands the guidance for adding them.

Continues to distinguish between homophones and other words often confused.

Uses knowledge of morphology and etymology in spelling and understands that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1

Handwriting

Choosing which shape of a letter to use when given choices and deciding whether to join specific letters.

Composition

Reliably organises content using thematic paragraphs with a varied range of appropriate structures.

Uses and understands a strong and varied vocabulary by understanding the spelling, etymology and meaning of new words.

Consciously and deliberately applies the effects, tools and techniques of studied writers, in narratives, especially character development, setting, building atmosphere or plot development.

Uses a wide range of devices to build cohesion within and across paragraphs

Selects appropriate grammar and vocabulary, to change and enhance meaning.

Describes settings, characters and atmosphere in detail using expanded noun phrases.

Identifies audience and purpose for writing selecting the appropriate form and model from ambitious successful or established classic writing with cultural significance.

Tense is consistent throughout a piece of writing, with evidence of writing in a range of tenses.

Distinguishing between the language of speech and writing and choosing the appropriate register including the subjunctive.

Vocabulary, Grammar and Punctuation

Knows and apply vocabulary and structures that are appropriate for formal speech incl. the subjunctive

Uses passive verbs to affect the presentation of information in a sentence using the perfect form of verbs to mark relationships of time and cause.

Understands the purpose, limits and usage of hyphen colon, semi-colon, and dash.

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 excited and curious about new vocabulary and concepts and asks questions about meaning /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 range of audiences showing understanding of the target audience’s age.

Assesses the effectiveness of their own and writing giving praise and constructive feedback.

Sometimes represents in narrative, moral dilemmas and ethical choice and consequence, using appropriate language, occasionally giving characters a moral dimension.

Writes narratives about personal experiences with growing emotional depth and insight, showing empathy with the experiences and views of others.

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

Begins to use a range of structures to influence the reader, which expect a response considering beginning, middle end, crisis, resolution and how they may involve the reader emotionally.

Begins to write emotive non-fiction with a message or ethical cause using persuasive language.

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

Transcription

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

Is proud of their achievements in spelling, and transcription.

Is excited and 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 widening and more varied range of audiences and purposes showing an respectful understanding of the target audience’s age, interests and sensitivities.

Assesses the effectiveness of their own and others’ writing with sensitivity, giving structured praise and constructive feedback.

Increasingly represents in narrative moral dilemmas and ethical choice and consequence, more and more using subtle and ambitious language, giving characters a growing spiritual dimension.

Writes narratives about personal experiences and those of others (real and fictional) increasingly using emotional and language, showing empathy with the views of others.

Writes a growing range of rhymed and unrhymed poetry, including prayers, more and more expressing emotions including faith and belief in a range of suitable forms.

Uses a growing range of structures to influence the reader which expect a response increasingly considering the beginning, middle end, crisis and resolution and how they may involve the reader emotionally (rags to riches, happily ever after, a tragic accident)

Writes increasingly emotively with a message or ethical cause using persuasive language.

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

Transcription

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

Is proud of their achievements in spelling, and transcription.

Is excited and 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 wide and varied range of audiences and purposes showing an established and respectful understanding of the target audience’s age, interests and sensitivities.

Honestly assesses the effectiveness of their own and others’ writing with sensitivity, giving relevant, balanced, structured praise and constructed feedback.

Increasingly represents in narrative moral dilemmas and ethical choice and consequence more and more using subtle and ambitious language, giving characters a spiritual dimension.

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.

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

Vocabulary, Grammar and Punctuation

Uses a range of structures to influence the reader which expect an opening response considering the beginning, middle end, crisis and resolution and how they may involve the reader emotionally (rags to riches, happily ever after, a tragic accident)

Writes emotive and morally grounded non-fiction with a message or ethical cause using balanced and reasonable emotive persuasive language.

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

Considers themselves to be an author with something worthwhile to say.

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			

	<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>Fronted adverbials [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 pronoun or noun within and across sentences to aid cohesion and avoid repetition</p>
Punctuation	<p>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>]</p> <p>Apostrophes to mark plural possession [for example, <i>the girl's name, the girls' names</i>]</p> <p>Use of commas after fronted adverbials</p>
Vocabulary for Children to explore and understand	<p>determiner</p> <p>pronoun,</p> <p>possessive pronoun</p> <p>adverbial</p>