

Writing with the Body

Physical Learning: The Psychomotor Domain

Transcription

Occasionally segments spoken words into phonemes and represents these by graphemes, spelling **some** correctly.

Discriminates verbally and in writing between **some** homophones and near-homophones.

Writes from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation **taught so far**.

Handwriting

Forms **some** lower-case letters of the correct size relative to one another.

With support can use some diagonal and horizontal strokes to join letters and writes correctly sized capital letters and digits, in relation to each other and to lower-case letters.

Uses spacing between words that **occasionally** reflects the size of the letters.

Composition

With support writes down limited ideas and/or key words, including new vocabulary.

With support plans writing by saying out loud what they are going to write about.

With support re-reads their writing to check sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.

With support proofreads own writing to check for errors in spelling, grammar and punctuation and **occasionally** marks up their text in simple terms.

Reads aloud what they have written with appropriate intonation to make the meaning clear.

Vocabulary, Grammar & Punctuation

Forms question marks, exclamation marks, commas and full stops **mostly correctly**, so they are **generally** legible, of appropriate size and grounded on the line.

Transcription

Segments spoken words into phonemes represents these by graphemes, spelling **some** correctly.

Discriminates verbally and in writing between **many** homophones and near-homophones.

Writes from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation **taught so far**.

Handwriting

Forms **most** lower-case letters of the correct size relative to one another.

Is exploring using some diagonal and horizontal strokes to join letters and writes correctly sized capital letters and digits, in relation to each other and to lower-case letters.

Uses spacing between words that **mostly** reflects the size of the letters.

Composition

Occasionally writes down ideas and/or key words, including new vocabulary.

Often plans and verbally drafts writing by saying out loud what they are going to write about.

Occasionally re-reads their writing to check sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.

Increasingly proofreads own writing to check for errors in spelling, grammar and punctuation and **is exploring** marking up their text in simple terms.

Reads aloud what they have written.

Vocabulary, Grammar & Punctuation

Forms question marks, exclamation marks, commas and full stops **sometimes correctly**, so they are **often** legible, of appropriate size and **often** grounded on the line.

Transcription

Segments spoken words into phonemes then represents as graphemes, spelling **most** correctly.

Discriminates verbally and in writing a wide range of homophones and near-homophones.

Writes from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation **taught so far**.

Handwriting

Forms lower-case letters of the correct size relative to one another.

Starts using some diagonal and horizontal strokes to join letters and writes correctly sized capital letters and digits, in relation to each other and to lower-case letters.

Uses spacing between words that reflects the size of the letters.

Composition

Writes down ideas and/or key words, including new vocabulary.

Plans and verbally drafts writing by saying out loud what they are going to write about.

Re-reads their writing to check sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.

Proofreads own writing to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly) marking text in simple terms.

Reads aloud what they have written with appropriate intonation to make the meaning clear.

Vocabulary, Grammar & Punctuation

Correctly forms question marks, exclamation marks, commas and full stops so they are legible, of appropriate size and usually grounded on the line.

Writing with the Mind

Mental Learning: The Cognitive Domain

Transcription

Knows **a few** new ways of spelling phonemes for which 1 or more spellings are already known.

Knows **a limited range** of words with each spelling.

Knows how to spell **some** Y1 & 2 common exception words.

Knows how to spell **a few** words with contracted forms [can't, won't, mustn't etc.]

Is beginning to understand the possessive apostrophe (singular) [for example, the girl's book].

Understands addition of suffixes to spell longer words including –ment, –ness, –ful, –less, –ly **some of the time**.

Handwriting

Understands **some of** which letters, when adjacent to one another, are best left un-joined.

Composition

Writes about real events for at least one clear purpose and knows that purpose.

Sometimes considers what they are going to write before beginning.

With support encapsulates what they want to say, sentence by sentence.

With support makes simple additions, revisions and corrections to their own writing, evaluating their writing with the teacher.

With support marks texts in simple ways to show a basic editing process.

Vocabulary, Grammar and Punctuation

Is beginning to understand the use of full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the singular possessive.

Explores statement, question, exclamation, command sentences and their punctuation **with support**.

Occasionally and with support uses expanded noun phrases to describe and specify.

With support uses subordination and co-ordination when joining clauses in longer sentences.

Is beginning to use the present and past tense with growing accuracy including the progressive form.

Transcription

Knows **many** new ways of spelling phonemes for which 1 or more spellings are already known.

Knows **a growing range** of words with each spelling, including a few common homophones.

Knows how to spell **most** Y1 & 2 common exception words.

Knows how to spell **some** words with contracted forms [can't, won't, mustn't etc.]

Generally understands the possessive apostrophe (singular) [for example, the girl's book].

Understands addition of suffixes to spell longer words including –ment, –ness, –ful, –less, –ly **with reasonable accuracy, most of the time**.

Handwriting

Understands **most of** which letters, when adjacent to one another, are best left un-joined.

Composition

Writes about real events, writing for more than one purpose.

Generally considers what they are going to write before beginning.

Increasingly encapsulates what they want to say, sentence by sentence.

Increasingly makes simple additions, revisions and corrections to their own writing, evaluating their writing with the teacher.

Often marks texts in simple ways to show a basic editing process.

Vocabulary, Grammar and Punctuation

Mostly understands and applies the use of full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contractions and the singular possessive.

Writes and **usually** punctuates statement, question, exclamation, command sentences within own work.

Increasingly uses expanded noun phrases to describe and specify.

Increasingly uses subordination and co-ordination when joining values in longer sentences.

Uses the present and past tense including the progressive form **more often with fewer mistakes**.

Transcription

Knows **all** new ways of spelling phonemes for which 1 or more spellings are already known

Knows some words with each spelling, including a few common homophones.

Knows how to spell all Y1 & 2 common exception words.

Knows how to spell a range of words with contracted forms [can't, won't, mustn't etc.]

Understands the possessive apostrophe (singular) [for example, the girl's book].

Understands addition of suffixes to spell longer words including –ment, –ness, –ful, –less, –ly.

Handwriting

Understands which letters, when adjacent to one another, are best left un-joined.

Composition

Writes about real events writing for different purposes.

Consistently considers what they are going to write before beginning.

Encapsulating what they want to say, sentence by sentence.

Makes simple additions, revisions and corrections to their own writing evaluating their writing with the teacher and other pupils.

Mark text in simple ways to show a basic editing process.

Vocabulary, Grammar and Punctuation

Fully understands and applies full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive apostrophe (singular).

Writes and punctuates statement, question, exclamation, command sentences within own work.

Uses expanded noun phrases to describe and specify.

Uses and understands subordination and co-ordination when joining values in longer sentences.

Correctly uses the present and past tense including the progressive form.

Uses some limited features of standard English **reliably** and understands when this may be appropriate.

Writing with the Spirit

Spiritual Learning: The Affective Domain

Transcription

Strives to master and remember new elements in writing.

Is **occasionally proud** of their achievements in phonics, spelling and transcription.

Handwriting

Shows some resilience and persistence in improving handwriting with support

Occasionally takes pride in their presentation.

Composition

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

Writes rhymed and unrhymed poetry about their experiences in simple terms.

Is beginning to show respect for their own work in simple terms.

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

Writes rhymed and unrhymed poetry about experience, subjective reactions and emotions including faith and belief in simple terms.

Increasingly shows respect for their own work in simple terms.

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

Writes rhymed and unrhymed poetry about experience, subjective reactions and emotions including faith and belief in simple terms.

Increasingly shows respect for their own work in simple terms.

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

Writes rhymed and unrhymed poetry about experience, subjective reactions and emotions including faith and belief in simple terms.

Increasingly shows respect for their own work in simple terms.

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

Writes rhymed and unrhymed poetry about experience, subjective reactions and emotions including faith and belief in simple terms.

Attempts in very simple terms to move the reader (to laughter, sadness, etc.)

Shows respect for their own work in simple terms.

Is beginning to consider themselves a creative writer

