

Writing with the Body

Physical Learning: The Psychomotor Domain

Transcription

Spell all Year 1, 2 & and **some** of 3 list reliably.

With support places the apostrophe accurately in words with regular possessive plurals [girls']

Uses the first letter 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.

Handwriting

Usually the diagonal and horizontal strokes that are needed to join letters

Writes with developing organisation, neatness and speed, **often** joining with accuracy.

Composition

Occasionally plans writing by discussing similar published work, **sometimes** showing understanding and **occasionally** applying its structure, vocabulary and grammar to their own compositions.

With support, discusses and records own ideas on simple proforma and in note form.

When encouraged, composes and rehearses sentences orally.

With support proofreads for spelling and punctuation errors, finding the majority.

With support reads their writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear, including attempting voices.

Vocabulary, Grammar & Punctuation

Forms a **number** of words with common prefixes, making **infrequent** mistakes [super-, anti-, auto-]

Write speech punctuated with **occasionally accurate** inverted commas.

Transcription

Spell all Year 1, 2 & and **most** of 3 list reliably.

Often places the possessive apostrophe accurately in words with regular possessive plurals [girls']

Can often uses the first 2 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.

Handwriting

Usually the diagonal and horizontal strokes that are needed to join letters

Write with increasing organisation, neatness and speed, **mainly** joining with accuracy.

Composition

Plans writing by discussing similar published work, showing understanding and applying its structure, vocabulary and grammar to their own compositions.

Discusses and records own ideas on simple proforma and in note form.

Composes and rehearses sentences orally

Proofreads for spelling and punctuation errors, finding the majority.

Reads their writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear, including attempting voices.

Vocabulary, Grammar & Punctuation

Forms a **number** of words with common prefixes, making **infrequent** mistakes [super-, anti-, auto-]

Writes speech punctuated with usually accurate inverted commas.

Transcription

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

Places the possessive apostrophe **accurately** in words with regular plurals [girls']

Consistently uses the first 2 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.

Handwriting

Consistently uses the diagonal and horizontal strokes that are needed to join letters

Writes with increasing organisation, neatness and speed, **mainly** joining with accuracy.

Composition

Plans writing by discussing similar published work, showing understanding and applying its structure, vocabulary and grammar to their own compositions.

Discusses and records own ideas on simple proforma and in note form.

Composes and rehearses sentences orally

Proofreads for spelling and punctuation errors, finding the majority.

Reads their writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear, including attempting voices.

Vocabulary, Grammar & Punctuation

Form words with common prefixes [super-, anti-, auto-]

Writes speech punctuated with consistently accurate inverted commas.

Writing with the Mind

Mental Learning: The Cognitive Domain

Transcription

Uses further prefixes and suffixes **taught thus far** and understand how to add them

Knows and spells further homophones **taught thus far**.

Knows and spell words that are often misspelt **taught thus far**.

Handwriting

Increasingly understands which letters, when adjacent to one another, are best left unjoined

Composition

Is developing a vocabulary by understanding the spelling and meaning of new words*

Occasionally shows they understand how to express time, place and cause using conjunctions, adverbs or prepositions and **sometimes** applies this in own writing.

With support, explores the idea of grouping related material by paragraphing with **limited** success.

With support explores headings and sub-headings to organise content with **limited** accuracy.

In narratives, **is beginning** to develop settings, characters and plot from simple planning.

Vocabulary, Grammar and Punctuation

Knows and applies 'a' and 'an' **often** correctly depending on the following word [an ant, a lizard].

Occasionally understands and groups word families based on common words

Knows and applies a **limited** range of conjunctions (because, so, yet, or when, if, although)

Occasionally uses the present perfect form of verbs in contrast with the past accurately.

Occasionally chooses nouns and pronouns for clarity and cohesion and to avoid repetition.

Occasionally uses fronted adverbials as a way to vary sentence types and **occasionally** punctuates these with commas.

Transcription

Uses further prefixes and suffixes **taught thus far** and understand how to add them

Knows and spells further homophones **taught thus far**.

Knows and spell words that are often misspelt **taught thus far**.

Handwriting

Mostly understands which letters, when adjacent to one another, are best left unjoined

Composition

Is building a growing vocabulary by understanding the spelling and meaning of new words*

Often understands how to express time, place and cause using conjunctions, adverbs or prepositions and **increasingly** applies this in own writing.

Explores the idea of grouping related material by paragraphing with **limited** success.

Explores headings and sub-headings to organise content with **limited** accuracy.

In narratives, **increasingly** develops settings, characters and plot from simple planning.

Vocabulary, Grammar and Punctuation

Knows and applies 'a' and 'an' **mostly** correctly depending on the following word [an ant, a lizard].

Frequently understands and groups word families based on common words

Knows and applies a **progressing** range of conjunctions (because, so, yet, or when, if, although)

Often uses the present perfect form of verbs in contrast with the past accurately.

Frequently chooses nouns and pronouns for clarity and cohesion and to avoid repetition.

Often uses fronted adverbials as a way to vary sentence types and **frequently** punctuates these with commas.

Transcription

Uses further prefixes and suffixes and understand how to add them

Knows and spells further homophones

Knows and spells words that are often misspelt.

Handwriting

Understands which letters, when adjacent to one another, are best left unjoined

Composition

Is building a growing vocabulary by understanding the spelling and meaning of new words*

Understands how to express time, place and cause using conjunctions, adverbs or prepositions and applies this in own writing.

Explores the idea of grouping related material by paragraphing with some success.

Explores headings and sub-headings to organise content with some accuracy.

In narratives, develops settings, characters and plot from simple planning.

Vocabulary, Grammar and Punctuation

Knows and applies 'a' and 'an' correctly depending on the following word [an ant, a lizard]

Understand and group word families based on common words

Knows and applies a **wider** range of conjunctions (because, so, yet, or when, if, although)

Using the present perfect form of verbs in contrast with the past with regular reliability.

Choosing nouns and pronouns for clarity and cohesion and to avoid repetition.

Usually uses fronted adverbials as a way to vary sentence types and punctuates these with commas most of the time.

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 curious about new vocabulary and concepts and **occasionally** asks questions*

Handwriting

Shows **developing** resilience and persistence in improving handwriting.

Takes occasional pride in their presentation.

Composition

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

Honestly assesses the effectiveness of their own writing, **sometimes** with humility and resilience.

Sensitively assess their peers writing, giving specific praise and **occasionally** suggesting a useful improvement.

With support, tries to give characters a simple moral or spiritual dimension.

With support begins to make occasional value judgements about published texts, showing approval and disapproval of style and content in very simple terms.

With support writes with **developing** respect about sacred, divine or religious matters, particularly if it is their own belief or faith.

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

With support writes rhymed and unrhymed poetry about their own and others' experiences.

Occasionally attempts to move the reader (to laughter, sadness, fear, disgust excitement etc.)

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

Occasionally considers themselves to creative writer sometimes taking pleasure in writing.

Transcription

Strives to master and remember new elements in writing.

Is proud of their achievements in spelling and transcription.

Is curious about new vocabulary and concepts and **often** asks questions*

Handwriting

Shows **increasing** resilience and persistence in improving handwriting.

Takes growing pride in their presentation.

Composition

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

Honestly assesses the effectiveness of their own writing, **mostly** with humility and resilience.

Sensitively assess their peers writing, giving specific praise and **often** suggesting a useful improvement.

Is **beginning** to give characters a simple moral or spiritual dimension.

Begins to make occasional value judgements about published texts, showing approval and disapproval of style and content in very simple terms.

Writes with **growing** respect about sacred, or religious matters, particularly if it's their own beliefs.

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

Writes rhymed and unrhymed poetry about their own and others' experiences.

Often attempts to move the reader (to laughter, sadness, fear, disgust excitement etc.)

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

Increasingly considers themselves as creative writer.

Transcription

Strives to master and remember new elements in writing.

Is proud of their achievements in spelling and transcription.

Is curious about new vocabulary and concepts and asks questions*

Handwriting

Shows resilience and persistence in improving handwriting.

Takes pride in their presentation.

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 writing, with humility and resilience.

Sensitively assess their peers writing, giving specific praise and suggesting an improvement.

Gives characters a simple moral or spiritual dimension.

Begins to make value judgements about published texts, showing approval and disapproval of style and content in very simple terms.

Writes respectfully about sacred, divine or religious matters, particularly if it is their own belief or faith.

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

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

Attempts to move the reader a limited range of emotions (happiness, fear, anger, sadness, etc.)

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

Increasingly considers themselves as creative writer and takes pleasure and comfort in writing.

Year 3 Grammar, Punctuation and Spelling

Word	<p>Formation of nouns using a range of prefixes [for example <i>super-</i>, <i>anti-</i>, <i>auto-</i>]</p> <p>Use of the forms <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or a vowel [for example, <i>a rock</i>, <i>an open box</i>]</p> <p>Word families based on common words, showing how words are related in form and meaning [for example, <i>solve</i>, <i>solution</i>, <i>solver</i>, <i>dissolve</i>, <i>insoluble</i>]</p>			
Spelling List	<p>accident(ally) actual(ly) believe bicycle breath breathe build complete consider continue disappear Describe early earth</p>	<p>eight eighth enough exercise experience experiment extreme favourite fruit group heard heart height history</p>	<p>increase interest imagine important learn material minute natural occasion(ally) often ordinary perhaps potatoes</p>	<p>probably promise purpose quarter recent reign regular remember surprise straight therefore weight Woman women</p>
Spelling Rules	<p>Prefixes: dis- mis- in- re- sub- tele- super- auto -</p> <p>-ly added to consonant [actual(ly)]</p> <p>Plus 4 exceptions:</p> <ul style="list-style-type: none"> • If the root word ends in -y with a consonant letter before it, the y is changed to i, but only if the root word has more than one syllable. • (2) If the root word ends with -le, the -le is changed to -ly. • If the root word ends with -ic, -ally is added rather than just -ly, except in the word <i>publicly</i>. • The words <i>truly</i>, <i>duly</i>, <i>wholly</i>. <p>-sion (e.g. tension) / -ous (atrocious)</p> <p>The /^h/ sound spelled ou (e.g. rough)</p> <p>/eɪ/ sound spelt 'ei' (vein), 'eigh' (eight), 'aigh' (straight) or 'ey' (they)</p> <p>ch saying /k/ (choir) and /ʃ/ (chef)</p> <p>que says /k/ (cheque) and gue says /g/ (league)</p> <p>reads words as groups of syllables syll/a/ble/s</p>			
Sentence	<p>Expressing time, place and cause using conjunctions [for example, <i>when</i>, <i>before</i>, <i>after</i>, <i>while</i>, <i>so</i>, <i>because</i>], adverbs [for example, <i>then</i>, <i>next</i>, <i>soon</i>, <i>therefore</i>], or prepositions [for example, <i>before</i>, <i>after</i>, <i>during</i>, <i>because of</i>]</p>			
Text	<p>Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation</p> <p>Use of the present perfect form of verbs instead of the simple past [for example, <i>He has gone out to play</i> contrasted with <i>He went out to play</i>]</p>			
Punctuation	<p>Introduction to inverted commas to punctuate direct speech</p> <p>Using the possessive apostrophe for singular nouns [e.g. Batman's shame.]</p> <p>Using commas after fronted adverbials e.g. For example, like the example in this sentence.</p>			
Vocabulary for Children to explore and understand	<p>preposition, conjunction word family, prefix</p> <p>clause, subordinate clause direct speech</p> <p>consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')</p>			