

Writing ~ Learning Continuum – Key Stage Two

	Year 3	Year 4
TRANSCRIPTION (SPELLING AND HANDWRITING)	<p>SPELLING Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> Write from memory, simple dictated sentences which include familiar GPCs, common exception words and punctuation. Use knowledge of morphology to spell some words with prefixes e.g. dis- mis-, in-, super-, anti-. Spell some words with the suffixes: -ation, -ly, -sure, -tion, -sion and -ssion. Write words spelt ei, eigh or ey e.g. vein, weight, obey. Spell a range of common homophones from the YR 3-4 spelling appendix e.g. berry, bury; break, brake; here, hear; Embed use of apostrophe for contractions and for singular nouns. Introduce plural possession e.g. boys' coats. Spell some words from the YR 3-4 statutory word list. <p>HANDWRITING</p> <ul style="list-style-type: none"> Writing is legible. Letters are gaining in consistency of size and formation. Capital letters are the correct size relative to lower case. Writing is usually spaced sufficiently so that ascenders and descenders do not meet. Appropriate letters are joined, according to the school's handwriting approach. 	<p>SPELLING</p> <ul style="list-style-type: none"> Sufficient evidence shows the ability to... Write from memory, simple dictated sentences which include familiar GPCs, common exception words and punctuation. Use knowledge of morphology to spell words with prefixes e.g. in-, il-, im-, re-, sub-, inter-, auto-. Add suffixes which begin with a vowel e.g. forget, forgetting. Add suffixes -sion, -ous, -cian and -ly e.g. completely, basically. Write words spelt ch e.g. scheme, chemist, chef. Spell most homophones in the YR 3-4 spelling appendix e.g. accept, except; scene, seen. Use apostrophes to mark singular and plural possession e.g. the girl's name; the girls' names; include irregular plurals e.g. children's bags. Spell the majority of words from the YR 3-4 word list. <p>HANDWRITING</p> <ul style="list-style-type: none"> Writing is legible. All letters and digits are consistently formed and of the correct size, orientation and relationship to one another. Writing is spaced sufficiently so that ascenders and descenders do not meet. Appropriate letters are joined consistently.
COMPOSITION	<p>STRUCTURE AND PURPOSE Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> Compose and rehearse sentences orally. Talk about initial ideas in order to plan and draft before writing. Write to suit purpose, and show some features of the genre being taught. Create chronological narratives; write in sequence. Write simple beginning, middle, ending. With scaffold, organise sections broadly, within a theme. Use headings and subheadings to aid presentation. Describe characters, settings and /or plot in a simple way, with some interesting details. Evaluate own and others' writing, with direction; reread and check own writing; make changes. <p>VOCABULARY, GRAMMAR AND PUNCTUATION Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> Write a range of sentence types which are usually grammatically accurate e.g. commands, questions and statements. Express time, place and cause using conjunctions e.g. when, before, after, while, so, because. Use coordinating and simple subordinating conjunctions to join clauses. Identify and use a range of prepositions. Demarcate sentences with increasing security, including capital letters, full stops, question marks and exclamation marks; commas to separate items in lists. Identify direct speech. Begin to use inverted commas for direct speech. Consolidate knowledge of word classes: noun, adjective, verb, adverb. Use 'a' or 'an' according to whether the next word begins with a consonant or vowel. Usually use the past or present tense appropriately. Sometimes use the present perfect e.g. He has gone out to play. 	<p>STRUCTURE AND PURPOSE Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> Discuss and develop initial ideas in order to plan and draft before writing. Write to suit purpose and with a growing awareness of audience, using some appropriate features. Organise writing into sections or paragraphs, including fiction and non-fiction. Appropriately use a range of presentational devices, including use of title and subheadings. Use dialogue, although balance between dialogue and narrative may be uneven. Describe characters, settings and plot, with some interesting details. Evaluate own and others' writing; proof read, edit and revise. <p>VOCABULARY, GRAMMAR AND PUNCTUATION Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> Write a range of sentence types which are grammatically accurate e.g. commands, questions and statements. Experiment with sentences with more than one clause. Use a variety of connectives to join words and sentences e.g. or, but, if, because, when, although. Use time connectives. Vary sentence openers, changing the pronoun e.g. He / Jim, or with a fronted adverbial e.g. Later that day, he... Use expanded noun phrases and adverbial phrases to expand sentences. Use sentence demarcation with accuracy, including capital letters, full stops, question marks and exclamation marks; commas to separate items in lists, and for fronted adverbials. Use inverted commas accurately for direct speech. Identify the correct determiner e.g. a, an, these, those. Usually use the past or present tense, and 1st / 3rd person, consistently.

Websites, Apps and Resources



Fine motor support
OT input
Sloped writing boards
Adapted writing tools
Clicker 7



Forest School

Sensory mark-making
List writing
large scale mark making