**Key Stage 2 Writing, assessment strands**

**Year 3 and 4**

**Transcription**

I can:

Use prefixes and suffixes and understand how to add them.

Spell homophones.

Spell words that are often misspelt.

Place the possessive apostrophe accurately in words with regular plurals (eg. Girls’ boys’) and in words with irregular plurals (eg. Children’s)

Use the first two or three letters of a word to check its spelling in a dictionary.

Write from memory simple sentences dictated by the teacher, that include words and punctuation taught so far.

**Handwriting**

Use the diagonal and horizontal strokes that are needed to join letters and understand which letters when adjacent to one another are best left unjoined.

Increase the legibility, consistency and quality of my handwriting (eg. By ensuring that the downstrokes of letters are parallel and equidistant and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch).

**Composition**

Plan my own writing by discussing writing similar to that which I am planning to write. This helps me to understand and learn from its structure, vocabulary and grammar.

Plan my writing, discussing and recording ideas.

Draft and write by composing and rehearsing sentences orally (including dialogue) progressively building a varied and rich vocabulary and an increasing range of sentence structures.

Draft and write by organising paragraphs around a theme.

Draft and write narratives creating settings, characters and plot.

Draft and write non-narrative material, using simple organisational devices (eg. Headings and subheadings).

Proof -read for spelling and punctuation errors.

Read aloud my own writing to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

**Vocabulary, Grammar and Punctuation**

Extend a range of sentences with more than one clause by using a wide range of conjunctions, including when, if, because and although.

Present the perfect form of verbs in contrast to the past tense.

Choose nouns or pronouns appropriately for clarity and cohesion and avoid repetition.

Use conjunctions, adverbs and prepositions to express time and cause.

Use fronted adverbials.

Learn selected grammar for years 3 and 4.

Indicate grammatical and other features by using commas after fronted adverbials.

Indicate possession using the possessive apostrophe with plural nouns.

Indicate grammatical features.

Punctuate direct speech.

Use and understand selected grammatical terminology accurately and appropriately when discussing my writing and reading.

**Year 5 and 6**

**Transcription**

I can:

Use prefixes and suffixes and understand the guidance for adding them.

Spell some words with ‘silent’ letters (eg knight, psalm, solemn).

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.

Use dictionaries to check the spelling and meaning of words.

Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.

Use a thesaurus.

**Handwriting**

Write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.

Write legibly, fluently and with increasing speed by choosing the writing implement that is best suited for a task.

**Composition**

Plan my writing by identifying the audience for and purpose of the writing. I can select the appropriate form and use other similar writing as models for my own.

Plan my writing by noting and developing initial ideas, drawing on reading and research where necessary.

Plan my own writing by using narratives, considering how authors have developed characters and settings in what I have read, listened to or seen performed.

Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.

Draft and write in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.

Draft and write by precising longer passages.

Draft and write using organisational and presentational devices to structure text and to guide the reader (eg. Headings, bullet points, underlining).

Evaluate and edit by assessing the effectiveness of my own and others’ writing.

Evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing.

Proof-read for spelling and punctuation errors.

Perform my own compositions using appropriate intonation, volume and movement so that meaning is clear.

**Vocabulary, Grammar and Punctuation**

Develop my understanding by recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.

Develop my understanding by using passive verbs to affect the presentation of information in a sentence.

Develop my understanding by using the perfect form of verbs to mark relationships of time and cause.

Develop my understanding by using expanded noun phrases to convey complicated information concisely.

Develop my understanding by using modal verbs or adverbs to indicate degrees of possibility.

Develop my understanding by using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun.

Develop my understanding by learning selected grammars for years 5 and 6.

Indicate grammatical and other features by using commas to clarify meaning or avoid ambiguity in writing.

Indicate grammatical and other features by using hyphens to avoid ambiguity.

Indicate grammatical and other features by using brackets, dashes or commas to indicate parenthesis.

Indicate grammatical and other features by using semi colons, colons or dashes to mark boundaries between independent clauses.

Indicate grammatical and other features by using a colon to introduce a list.

Indicate grammatical and other features by punctuating bullet points consistently.

Use and understand grammatical terminology accurately and appropriately when discussing my writing and reading.