

Writing – Lower Key Stage Two Progressive statements

Year Group Year 3	Spelling	Handwriting	Composition	Sentence	Word	Punctuation	Terminology
	<p>I can use further prefixes and suffixes and understand how to add them.</p> <p>I can spell further homophones.</p> <p>I can spell words that are often misspelt.</p> <p>I can use the first two letters of a word to check its spelling in a dictionary.</p> <p>I can write from memory a simple sentence, dictated by the teacher, that include words and punctuation taught so far.</p>	<p>I am starting to use some of the diagonal and horizontal strokes that are needed to join letters.</p>	<p>I can plan my writing by discussing pieces of writing similar to that which I am planning to write in order to understand and learn from its structure and vocabulary.</p> <p>I can discuss and record my ideas in a format provided by the teacher.</p> <p>I can rehearse sentences orally using a varied and rich vocabulary.</p> <p>I can create settings and characters in narrative writing.</p> <p>I can use simple organisational devices [for example, headings and sub-headings] in non-narrative material.</p> <p>I can edit my writing by assessing the effectiveness of my own and others' writing.</p> <p>I can proof-read for spelling and punctuation errors.</p> <p>I can read my own writing aloud with expression to a group or the whole class.</p>	<p>I can express time, place and cause using conjunctions [for example, <i>when, before, after, while, so, because</i>], adverbs [for example, <i>then, next, soon, therefore</i>], or prepositions [for example, <i>before, after, during, in, because of</i>]</p> <p>I can use 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>	<p>I can form nouns using a range of prefixes [for example <i>super-</i>, <i>anti-</i>, <i>auto-</i>]</p> <p><i>I can use a or an</i> according to whether the next word begins with a consonant or a vowel [for example, <i>a rock, an open box</i>]</p> <p>I can create word families based on common words, showing how words are related in form and meaning [for example, <i>solve, solution, solver, dissolve, insoluble</i>]</p>	<p>I can use and punctuate direct speech.</p>	<p>I can understand and use the terminology:</p> <p>preposition, conjunction word family prefix clause subordinate clause direct speech consonant consonant letter vowel vowel letter inverted commas (or 'speech marks')</p>

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Year 4	<p>I can use further prefixes and suffixes and understand how to add them.</p> <p>I can spell further homophones.</p> <p>I can spell words that are often misspelt.</p> <p>I can use the first two or more letters of a word to check its spelling in a dictionary.</p> <p>I can place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</p> <p>I can write from memory several simple sentences, dictated by the teacher, that include words and</p>	<p>I can confidently 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.</p> <p>I can write with increasing legibility, consistency and quality [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</p>	<p>I can independently plan my writing by discussing writing similar to that which I am planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>I can discuss and record my ideas in my own way.</p> <p>I can rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p> <p>I can create a range of different settings, characters and plots in narrative writing.</p> <p>I can use simple organisational devices [for example, introductions, headings, sub-headings, bullet points and captions] in non-narrative material.</p> <p>I can edit my writing by assessing the effectiveness of my own and others' writing and suggesting improvements.</p> <p>I can proof-read for spelling, punctuation and grammatical errors.</p> <p>I can read my own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>	<p>I can create 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>I can use fronted adverbials [for example, <i>Later that day, I heard the bad news.</i>]</p> <p>I can choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</p>	<p>I can explain the difference between plural and possessive –s</p> <p>I can use 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>]</p>	<p>I can use 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>I can use apostrophes to mark plural possession [for example, <i>the girl's name, the girls' names</i>]</p> <p>I can use commas after fronted adverbials.</p>	<p>I can understand and use the terminology:</p> <p>determiner pronoun possessive pronoun adverbial</p>

	punctuation taught so far		I can use paragraphs to organise ideas around a theme I can make the appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.				
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