

Holy Family Catholic Primary School

Writing INTENT – Lower Key Stage 2

	Year 3	Year 4
Skills – transcription (spelling and handwriting)	<p>SPELLING</p> <ul style="list-style-type: none"> • Spell further homophones e.g. pair/pear/pare, loose/lose, wait/weight, rain/reign, are/our, brake/break. • Spell some of the words that are often misspelt (3/4 word list in English Appendix 1) • Place the possessive apostrophe accurately in words with regular plurals: e.g. girls', boys' and in words with irregular plurals: e.g. children's • Use further prefixes and understand how to add them (English Appendix 1) e.g. disappoint, misbehave, incorrect, refresh, subheading, anticlockwise, intercity. • Use further suffixes and understand how to add them (English Appendix 1), understanding when to double the final consonant in the root word e.g. hoping, hopping • Use the first two or three letters of a word to check its spelling in a dictionary <p>HANDWRITING</p> <ul style="list-style-type: none"> • Consistently use the diagonal and horizontal strokes that are needed to correctly form and join most letters in accordance with the school's agreed style • Legibility and quality of their handwriting is such that it can be read, is usually consistent and beginning to be pleasing in appearance. 	<p>SPELLING</p> <ul style="list-style-type: none"> • Spell further homophones e.g. whose/who's, peace/piece, whether/weather, • Spell most of the words that are often misspelt (3/4 word list in English Appendix 1) • Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals, spotting and correcting errors in own and others' writing. • Use further prefixes and understand how to add them (English Appendix 1), explain the meaning of most prefixes: e.g. mis-, sub-, il-, im-, ir-, re-, sub-. • Use further suffixes and understand how to add them (English Appendix 1) understanding when to double the final consonant in the root word and consistently spotting this in their own work. • Use the first two or three letters of a word to check its spelling in a dictionary with pace to ensure the efficient checking of their own writing <p>HANDWRITING</p> <ul style="list-style-type: none"> • Consistently use the diagonal and horizontal strokes that are needed to form and join most letters in accordance with the school's agreed style, but some consistency in decisions to join letters or leave letters unjoined for pace. • Legibility, consistency and quality of their handwriting is such that writing can almost always be read; joined handwriting is the norm, written at a pace that usually keeps up with what pupils want to say
composition (articulating ideas and structuring)	<p>VOCABULARY</p> <ul style="list-style-type: none"> • Form nouns using prefixes: use a range of prefixes to generate new nouns, (super-, anti-) and use them appropriately in their independent writing. 	<p>VOCABULARY</p> <ul style="list-style-type: none"> • Form nouns using prefixes (super-, anti-), using them appropriately in their independent writing and explaining their meaning.

them in speech and writing)

- Word families based on common words (solve, solution, dissolve, insoluble), recognising related words from the same word family and usually deduces the meaning of related words correctly

GRAMMAR

Develop their understanding of the concepts set out in English Appendix 2 by:

- choosing nouns or pronouns to create cohesion, avoid repetition and achieve clarity, applying the new learning in some independent writing
- extending the range of sentences with more than one clause using the conjunctions taught so far and applying the new learning across a range of independent writing
- using conjunctions, adverbs and prepositions to express time and cause applying the new learning across a range of independent writing
- using the present perfect form of verbs in contrast to the past tense and applying this across a range of independent writing

PUNCTUATION

- Understands when to use the correct form of 'a' or 'an'
- Inverted commas consistently used to punctuate direct speech

COMPOSITION

Plan their writing by:

- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary, and
- grammar; naming key organisational features and language structures
- discussing and recording ideas organising them later into a given 'boxing up' frame or story mountain.

Draft and write by:

- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary incorporating

- Word families based on common words (solve, solution, dissolve, insoluble), grouping words into families according to form and meaning. They can spot the common root words grouped by form.

GRAMMAR

Develop their understanding of the concepts set out in English Appendix 2 by:

- choosing nouns or pronouns to create cohesion, avoid repetition and achieve clarity, applying the new learning in a wide range of writing
- use a wide range of subordination conjunctions at the beginning and within sentences to add relevant detail to complex sentences
- using a wide range of conjunctions, adverbs verbs (ing/ed) and prepositions to express time and cause applying the new learning across a range of independent writing to achieve better cohesion
- consistently using the present perfect form of verbs in contrast to the past tense within their own writing and can explain the reasons behind this choice.

PUNCTUATION

- Consistently accurate in the use the correct form of 'a' or 'an'
- Use of inverted commas and other punctuation to indicate direct speech; apostrophes to mark plural possession; use of commas after fronted adverbials

COMPOSITION

Plan their writing by:

- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar; discussing why organisational features and language structures may have been used.
- discussing and recording ideas using notes organised into a 'boxing up' frame or story mountain

Draft and write by:

- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and incorporating variation in sentence structure including simple, compound and complex structures.

	<p>newly acquired vocabulary and using recently learned sentence types.</p> <ul style="list-style-type: none"> organising paragraphs around a theme, organising their material into logical chunks and write a coherent series of linked sentences for each in narratives, creating an appropriate setting, two or three distinguishable characters and a coherent plot, drawing on but adapting elements of the modelled story. in non-narrative material, using simple organisational devices to organise their material into logical chunks and write an appropriate main and subheading for each 	<ul style="list-style-type: none"> organising paragraphs around a theme within their planning and demarcating paragraphs on the page when drafted. in narratives, creating an appropriate setting, two or three distinguishable characters and a coherent plot with detailed descriptions helping the reader visualise the story. in non-narrative material, cluster related information logically writing an engaging main heading for the text and relevant subheadings for each paragraph
<p>Plan, revise and evaluate</p>	<p>Evaluate and edit by:</p> <ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing and suggesting improvements, identifying aspects linked to success criteria and recent teaching for improvement proposing some changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences Proof-read for spelling and punctuation errors sections of their work addressing errors in the most recently taught punctuation items, spelling patterns and all KSI HFW <p>Read their writing aloud with expression, loudly and clearly enough to be heard and understood by all</p>	<p>Evaluate and edit by:</p> <ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency throughout the piece of writing, including the accurate use of pronouns and a range of sentence start to ensure cohesion. Proof-read for spelling and punctuation errors sections of their work addressing errors in the most recently taught punctuation items, spelling patterns and most 3/4 key spellings <p>Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p>
<p>Engagement</p>	<p>Children have opportunities to engage in their writing daily through their class based texts. Teachers provide opportunities for children to engage with writing within the wider curriculum e.g. writing World War II poetry, writing letters to the Woodland Trust. Links between Art and writing provide children with meaningful opportunities to display high quality writing with high quality art work. Teachers provide opportunities for children to write for real and meaningful purposes throughout the school year.</p>	