



Cam Hopton C of E Primary School Writing Coverage

Lower Key Stage 2



	<i>Year 3</i>	<i>Year 4</i>
<i>Handwriting</i>	I can join my writing in the way I have been taught, using ascenders and descenders and remembering letters which are best unjoined. I can form my joined writing so that my slope is even and the spacing between words and lines makes it clear and readable.	I can join my writing in the way I have been taught, using ascenders and descenders and remembering letters which are best unjoined. I can form my joined writing so that the slope is even and the spacing between words and lines makes it clear and readable.
<i>Composition</i>	I can look at a good example of writing and say what makes it work and then use those features to help me write a similar text. I can work with a writing buddy to plan my writing and jot down ideas to help me remember what I want to include. I can say every sentence aloud before I write it, adding interesting words and using different types of sentences I have been taught. I can plan and organise my writing to make themed chunks or paragraphs. I can plan and write a story with a vivid setting, convincing characters and a plot that makes sense. I can plan and write a non-fiction text that is organised using features to help me understand. I can work with a writing buddy to assess my writing against our success criteria and make changes and improvements that have been suggested. I can work with a writing buddy to improve my grammar and vocabulary and to use pronouns to avoid repetition while making my meaning clear. I can proofread my own or my writing buddy's work for spelling and punctuation errors and make the necessary changes before my teacher sees my work. I can read my writing aloud to a group or to the whole class, holding their attention and making my meaning clear.	I can look at good examples of writing, identify the features that make them work and then use those features to support me to write a similar text. I can work with a writing buddy to plan my writing and jot down ideas to help me remember what I want to include. I can say each sentence aloud before I write it, adding interesting words and using all the different sentence types I have been taught. I can plan and organise my writing to produce themed paragraphs. I can plan and write a story with a vivid setting, convincing characters and a plot that makes sense. I can plan and write a non-fiction text that is organised using features to help the reader understand. I can work with a writing buddy to assess the effectiveness of my writing against our success criteria and make changes and improvements that have been suggested. I can work with a writing buddy to improve grammar and vocabulary and to use pronouns to avoid repetition while making my meaning clear. I can proofread my own or my writing buddy's work for spelling and punctuation errors and make the necessary changes before my teacher sees my work. I can read my writing aloud to a group or to the whole class, holding their attention and making my meaning clear.
<i>Transcription</i>	I can spell words that sound like each other but have different meanings and I rarely get them muddled. I can spell tricky words I have been taught from our list of 100 and usually get them right. I can use an apostrophe to show possession in plural words, including less common plurals like children that do not end with a letter s, and I know when an apostrophe is not required. I can spell words which have had prefixes I have been taught added to them. I can spell words which have had suffixes I have been taught added to them. I can check the spelling of a word in a dictionary, using the first two or three letters. I can write a sentence as my teacher dictates it, using correct spelling and punctuation.	I can spell pairs of homophones and I rarely get them muddled. I can spell tricky words from our list of 100 and usually get them right. I can use an apostrophe to show possession in plural words, including irregular plurals (e.g. children, people, cattle) that do not end with a letter s and I know when an apostrophe is not required. I can spell words which have had prefixes I have been taught added to them. I can spell words which have had suffixes I have been taught added to them. I can check the spelling of a word in a dictionary, using the first two or three (or more) letters. I can write a sentence as my teacher dictates it, using correct spelling and punctuation.
<i>VgP</i>	I can form new nouns using prefixes I have been taught. I can identify and use words that belong together as a family and use them in my writing to make my meaning clear and exact. I can decide when to use a pronoun instead of a noun to avoid repetition while keeping my meaning clear. I can use the conjunctions I have been taught to combine more than one idea in a sentence and my sentences are structured differently by using different conjunctions. I can use conjunctions, adverbs and prepositions to tell my reader when and why things happened. I can use two sorts of past tense in my writing: the -ed type and the type that uses has or have (e.g. I walked, I have walked). I can decide whether to use a or an in front of a noun. I can punctuate direct speech correctly and I rarely make a mistake.	I can form new nouns using prefixes I have been taught. I can identify and use words that belong together as a family based on a common root word and use them in my writing to make my meaning clear and exact. I can decide when to use a pronoun instead of a noun in my writing to avoid repetition while keeping my meaning clear. I can use the conjunctions I have been taught to combine more than one idea in a sentence and my sentences are structured differently by using different conjunctions. I can use conjunctions, adverbs, including fronted adverbials, and prepositions to tell my reader when and why things happened. I can choose which form of the past tense to use to help my reader understand the order of events in my writing. I can decide whether to use a or an in front of a noun. I can punctuate direct speech correctly, using commas after fronted adverbials and I rarely make a mistake.