Level 3

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| **Ideas:** I can:* understand the purpose for writing
* write content relevant to the task
* identify writing processes that are appropriate for that purpose
* support my ideas with detail
 | **Structure and Language:** I can:* use personal voice to add effect
* use language that is suitable to the topic, audience and purpose.
* use a text structure that is appropriate to the purpose e.g., an orientation, a problem, a climax, and a satisfying resolution (for a narrative)
 | **Organisation:**I can:* organise related ideas into paragraphs
* use linking words and phrases to link some of my paragraphs
 | **Vocabulary:**I can:* use a range of written features to engage the audience; e.g. metaphors, similes, onomatopoeia
* use visual language features to engage the audience; visual diagrams such as headings, charts or maps
* communicate precise meaning related to the topic
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| **Sentence Structure:** I can:* use simple and compound sentences with a variety of

beginnings / lengths / structures * use some complex sentences to create pace, flow and interest
* make sure that most of my writing is grammatically correct eg. tense, subject-verb agreement, consistent use of pronouns, correct use of prepositions.
* use a variety of words to link events; later, following, after that
 | **Spelling:**I can:* write all the basic sound and spelling patterns using knowledge of;
	+ phoneme–grapheme relationships
	+ reliable spelling rules and conventions
	+ meanings and spellings of morphemes
	+ word derivations
 | **Punctuation:**I can:* Use basic punctuation that is mostly correct;
	+ use capital letters, full stops and commas,
	+ use question marks and exclamation marks,
	+ use apostrophes,
	+ use speech marks
* attempt more difficult punctuation; e.g. apostrophes for possession, commas for clauses, or semicolons)
 | **Writing Processes:** I can:* plan my writing using a variety of methods depending on purpose; flow charts, graphic organisers
* independently revise and rework my writing by: inserting and adding detail, crossing out unnecessary parts, using a dictionary/thesaurus,
* give and respond to feedback
* proofread to check for spelling, grammar and punctuation.
* can present work in a wide range of appropriate forms (digital and visual media)
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Level 4 Student Literacy Progressions

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| **Ideas:** I can:* select and explore significant ideas, developing main points with specific detail
* select an appropriate text type for purpose and audience
* understand the purposes for writing and how to achieve those purposes
* confidently shape my ideas for effect
* create content that is concise and relevant to the curriculum task
* support my ideas with precise detail
* uses ‘show not tell’ when appropriate
 | **Structure and Language:** I can:* deliberately choose a clear, controlled and logical text structure to suit the audience and purpose
* show creativity and innovation when creating texts for my audience
 | **Vocabulary:**I can:* maintain audience interest through content, humour and language choices
* use language that is suitable to the topic and purpose, and discuss these choices with others
* deliberately use written and visual language features when appropriate to enhance my writing; e.g similes, metaphors, personification, hyperbole, rhetorical question and diagrams
* use a range of precise vocabulary to communicate meaning
 | **Writing Processes:** I can:* plan effectively, where appropriate, using a variety of strategies to find such as: mind mapping, information literacy
* revise and rework my writing independently by:
	+ inserting and adding detail,
	+ crossing out unnecessary parts and
	+ making sure my writing meets the purpose and engages the audience
	+ check the grammar, spelling and punctuation
* actively seek to feedback from a number and variety of sources
* action feedback in relation to my writing
* give specific feedback to others about their writing
* write with increasing speed and endurance
* independently develop writing over a series of days
* make informed choices about how to present work (digital and visual media)
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| **Organisation:** I can:* write in structured, well developed paragraphs that flow well from one to the next within the text
* use linking words and phrases to link paragraphs for effect
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| **Sentence Structure:** I can:* use a variety of sentence structures, beginnings and lengths to give effect
* use complex sentences that are grammatically correct
 | **Spelling:**I can:* write all basic sound and spelling patterns and use spelling rules to write unknown words
* spell words correctly by drawing on knowledge of how words work
* spell essential word lists 1-7 and the commonly misspelled words list
 | **Punctuation:** I can:* use all basic punctuation independently
* attempt more complex punctuation (eg semicolons, colons, parentheses).
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