Level 3

|  |  |  |  |
| --- | --- | --- | --- |
| **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 |
| **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) |

Level 4 Student Literacy Progressions

|  |  |  |  |
| --- | --- | --- | --- |
| **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) |
| **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 |
| **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). |