**In the First Year of School**

|  |  |
| --- | --- |
| **Literacy Learning Progressions** | **Kid speak progressions** |
| At ﬁrst, there is a high level of scaffolding as teachers help students to:  • hold an idea in their head long enough to write it down; | **Ideas: (deeper feature)**   * I can come up with my own idea * I can remember what I want to write |
| Students in the ﬁrst year of school are becoming increasingly aware of the purposes for their writing, and they *use a range of text forms*. | **Structure and Language: (deeper feature)**   * I am beginning to write in different ways for different people and reasons (eg: letter, narrative) |
| Students learn to:  • experiment with capturing words from their oral vocabulary; | **Vocabulary: (deeper feature)**   * I can use words from my oral language in my writing |
| They can *express their ideas in increasingly interesting ways* as they *gain control over using more complex language structures*, including  *varied ways of beginning sentences*. | **Sentence Structure: (surface feature)**   * I can use different ways to start my sentences eg I am, Here is, We are going |
| • say, hear, and record the predominant sounds in the words they  want to write;  *Gradually, the support alters as teachers help students to build and strengthen their processing systems and to create longer, more complex texts.*  • hear and say the initial and ﬁnal sounds and some dominant  medial sounds in the words they want to write;  • recognise and identify common sounds in different words;  • use their developing visual memory to consistently encode  (spell) some known words correctly;  • make close attempts to encode words by using their  developing knowledge of phoneme–grapheme relationships,  which enables them to:  – understand that words are made up of sounds and that  sounds are written with letters  – write all consonant sounds, and represent some vowel  sounds, in at least one way  – attempt to record the sounds within words in sequence;  • make close attempts to encode words by noticing visual  similarities to known words; | **Spelling: (surface feature)**   * I can say, hear and write most first and last sounds in words * I can say, hear and write some middle sounds in words * I know that some sounds are in lots of words (eg: letter sounds or chunks) * I can have a go at spelling words don’t know using my sound knowledge. This shows I :   + understand that words are made up of sounds and that sounds are written using letters   + can write all consonant sounds and some vowel sounds   + try to write the sounds I hear in words in the order I hear them   + use what I know about sound chunks and word patterns to write words I don’t know (eg: -at words) |
| • write from left to right and leave spaces between words;  • form letters accurately  • attempt to use capital letters and full stops as they develop  their understanding of sentences; | **Letter formation and Punctuation: (surface feature)**   * I can write from left to right * I can leave spaces in between words when I write * I can write letters the right way * I can write some upper case, lower case and numbers correctly * I try to use capital letters and full stops in my writing |
| • reread what they write as they are writing and read (or retell)  their writing to themselves and others. | **Writing Processes:**   * I can read my story out loud  or to someone else as I write to check that it makes sense * I can use alphabet and blend cards to help me check my writing |

**After 1 year**

|  |  |
| --- | --- |
| **Literacy Learning Progressions** | **Kid speak progressions** |
| • convey simple ideas, responses, opinions, or questions; | **Ideas: (deeper feature)**   * I can write my idea, answer, opinion or a question |
| In their ﬁrst year at school, students create texts in a range of contexts across the curriculum.  The texts that students write largely by themselves usually meet speciﬁc instructional writing purposes. They write about their experiences and ideas as well as writing to record information on  different topics.  • understanding simple text types (e.g., personal recounts and simple descriptions) and using them to meet their writing purpose; | **Structure and Language: (deeper feature)**   * I can write a personal recount about something I have done * I can write a simple description * I can write about topics I like |
| They draw on knowledge and skills that include:  • using vocabulary drawn from their own oral language or encountered in their reading or other classroom activities;  • using classroom resources such as wal lcharts and picture dictionaries; | **Vocabulary: (deeper feature)**   * I can use interesting words from   + my own experiences   + stories I have read   + classroom activities * I can remember and write:   + personal words like names of people in my family * I can use words around the room and picture dictionaries |
| • composing simple sentences and composing some compound sentences using conjunctions such as and or but; | **Sentence Structure: (surface feature)**   * I can write simple sentences * I can write one or more compound sentences joined by ‘and‘ or ‘but’ |
| • using their developing phonemic awareness to aurally segment words into syllables (e.g., win-dow, ham-bur-ger) and one-syllable words into individual phonemes (e.g., b/a/n/d; sh/i/p);  • using their developing visual memory to accurately write some key personal words and some high-frequency words;  • encoding (spelling) unfamiliar words by using their developing knowledge of phoneme–grapheme relationships, which enables them to:  – recognise and write most sounds of English in at least one appropriate way (e.g., s, t, ch, ow, k, f, oy)  – recognise that there can be different ways of representing the same sound (e.g., phone/father; keep/cat)  – apply sound–letter relationships in order to write words they want to use (e.g., catapulla);  • encoding (spelling) unfamiliar words by using their developing knowledge of morphology to write word endings correctly (e.g., jump/jumped; boy/boys); | **Spelling: (surface feature)**   * I can chunk words using:   + syllables (eg: win-dow, ham-bur-ger)and   + letter sounds in one syllable words (eg: b/a/n/d; sh/i/p) * I use blends, word chunks and word endings to try to spell words I am not sure of * I can recognise and write most sounds in at least one way (eg: s,t, ch, k, f, oy) * I know that there are different ways of writing the same sound (eg: phone/father; keep/cat) * I can sound out new words I want to write using my sound-letter knowledge (eg: catapulla) * I can write word endings correctly (eg: jump/jumped, boy/boys) * I can ask others for help to spell words |
| • forming all upper-case and lower-case letters and numerals correctly;  • using capital letters and full stops to begin and end sentences. | **Letter formation and Punctuation: (surface feature)**   * I can write correctly:   + all lowercase letters   + all uppercase letters * I can use capital letters to begin sentences * I can use full stops to end sentences |
| **After one year at school, students begin to use speciﬁc processes to create texts, and these processes may vary depending on the particular purpose for writing. The students are able to read and talk about their completed texts.**  • plan for writing, using talk, text, or drawing;  • reread what they have written, as they write, to maintain meaning;  • respond to feedback by making changes such as adding or deleting details or changing punctuation or spelling. | **Writing Processes:**   * I can plan for writing using talk, words or pictures * I can reread my story as I write it to check that it makes sense * I can listen to feedback about my writing and:   + add or take out bits   + add or take out full stops or capital letters   + change spelling |

**Level 1iii** **After 2 Years**

|  |  |
| --- | --- |
| **Literacy Learning Progressions** | **Kid speak progressions** |
| use simple planning strategies to organise their ideas and then apply their planning as they turn ideas into connected sentences  develop content that is related to the curriculum topic, with some (mostly relevant) detail | **Ideas: (deeper feature)**  **I can:**   * plan my ideas before I write * use my planning when I craft my writing * write ideas and use words that relate to my topic * add some detail in my ideas * write my ideas so they are interesting to read |
| using appropriate text structures for text types such as simple recounts, descriptions, and reports | **Structure and Language: (deeper feature)**  **I can:**   * use the right text structure for a recount, description and report. |
|  | **Organisation: (deeper feature)**  **I can:**   * show simple sequencing |
| attempting some variety and precision in the use of adjectives, nouns, and verbs  using their personal content vocabulary of written words as well as words and phrases that are part of their expanding oral vocabulary | **Vocabulary: (deeper feature)**  **I can:**   * use adjectives, nouns and words correctly in my writing and in different ways. * use words and phrases I know in my writing * explore new and interesting words |
| composing mainly simple and compound sentences, with some variation in their beginnings  using simple conjunctions correctly, with subject–verb agreement and noun–pronoun agreement | **Sentence Structure: (surface feature)**  **I can:**   * write simple and compound sentences * change the way I begin sentences * use joining words to join two simple sentences together eg: and, but, because. |
| using their visual memory to spell personal vocabulary as well as high-frequency words, which could include most of the words in essential lists 1 and 2 as well as some of the high- frequency words in essential lists 3 and 4  using their knowledge of diverse phoneme–grapheme relationships to write some of the sounds of English in different ways (for example,***ph****oto, lau****gh****,* ***F****riday*)  applying strategies such as sounding out words, making analogies to words that sound or look the same, and using known chunks and rimes  using their increasing knowledge of morphology to correctly spell word endings and other morphemes (for example, *great****est****, flor****ist***)  using their developing phonemic awareness to form new words aurally by changing or taking out some of the sounds in a word or by adding new sounds to words  encoding (spelling) unfamiliar words by:  applying their knowledge of simple spelling rules (for example, using -es for plural nouns ending in s, such as *bus****es***) | **Spelling: (surface feature)**  **I can:**   * remember and write most of the words in essential lists 1 & 2 as well as some of the words in essential lists 3 & 4. * spell unknown words by:              - Using my knowledge of sounds that sound the same but are                written differently (eg: **ph**oto, lau**gh**, **f**riday)   * write unknown words by using my strategies of:              - sounding out            - making connections to words that look or sound the same             - using chunks and rimes I know   * use my (growing) knowledge of word-making to correctly spell word endings and other sound chunks (eg: great**est**, flor**ist**) * take-out or swap sounds in words for other sounds to make new words. eg: cap/cup * know and use some of common spelling patterns and sounds e.g.at words, a\_e like mate rate. * use my knowledge of spelling rules when I spell unknown words (eg: using -es for plural nouns ending in s, such as buses) |
| forming all lower-case and upper-case letters correctly with increasing speed and automaticity  using full stops, question marks, or exclamation marks to end sentences and using  capital letters correctly to begin sentences (and for familiar proper nouns). | **Punctuation: (surface feature)**  **I can:**   * write all lower-case and upper-case letters correctly with growing speed and ease. * I can use fullstops, question marks, and exclamation marks to end a sentence. * I can use capital letters correctly to begin sentences and for proper nouns |
| proofread their text to check punctuation and spelling, (for example, by using their previous writing and other sources to find or verify correct spellings).  revise their text (often in response to feedback) and edit it for clarity and accuracy of meaning | **Writing Processes:**  **I can:**   * I can check and change my writing for:              - punctuation             - spelling ( I can use some of my other writing to help me    with checking words)   * I can use feedback from others about my writing to check it:              - says what I want it to and             - makes sense. |

**Level 2** **End of Year 3**

After three years at school, students will create texts in order to meet the writing demands of *the New Zealand Curriculum* as they **work towards** level 2. Students will use their writing to think about, record, and communicate experiences, ideas, and information to meet specific learning purposes across the curriculum.

|  |  |
| --- | --- |
| **Literacy Learning Progressions** | **Kid speak progressions** |
| use planning strategies to organise ideas for writing (e.g., by using lists and mind maps that distinguish main ideas from details) and to generate language for writing;  create content, mostly relevant, that conveys several experiences, items of information, and/ or ideas relating to the topic or task and that sometimes includes details and/or comment; | **Ideas: (deeper feature)**  I can:   * plan before I write using strategies such as:  - lists and mind maps to separate main ideas from details.              - gather words to use in my writing   * create ideas that link with the topic and each other and include:              - several experiences             - items of information             - ideas relating to the topic or task             - details and /or comment |
| using a basic text structure to organise their text effectively for its purpose (e.g., a story with a beginning, a middle, and an end); | **Structure and Language: (deeper feature)**  I can:   * organise the way I structure my writing so it fits the type of writing I am doing (e.g., a story with a beginning, a middle, and an end). * show that different texts have different features |
|  | **Organisation: (deeper feature)**  I can:   * sequence my ideas clearly |
| using increasingly specific words and phrases (e.g., adjectives and more precise nouns and verbs) that are appropriate to the content of the text;  using simple written language features (such as alliteration) and visual language features (such as labelled diagrams) to support meaning; | **Vocabulary: (deeper feature)**  I can:   * use carefully selected words and phrases for the topic of the writing              - adjectives             - nouns             - verbs   * use language features such as - alliteration - visual language features (such as labelled diagrams)    to support my ideas |
| using both simple and compound sentences that vary in their beginnings and lengths (and in the simple conjunctions used) and that are usually grammatically correct;  attempting to write complex sentences;  constructing sentences in which the tenses are mostly consistent; | **Sentence Structure: (surface feature)**  I can:   * use simple and compound sentences * vary my sentence beginnings and lengths * attempt to write some complex sentences * make sentences that have correct tenses |
| using their visual memory to spell personal vocabulary and high-frequency words (e.g., many words from essential lists 1–4 and some from list 5 and list 6[1](http://www.literacyprogressions.tki.org.nz/The-Structure-of-the-Progressions/After-three-years-at-school?q=node/5#1));  encoding (spelling) unfamiliar words by:  using their knowledge of phoneme–grapheme relationships, along with their developing awareness of spelling conventions, to select correct spelling patterns for sounds in words (e.g., spelling the k sound correctly in both catch and kitchen)  applying their growing knowledge of useful spelling rules (e.g., the rules relating to adding simple plural suffixes such as those in baby/bab**ies**and half/hal**ves**) and their growing knowledge of morphology (e.g., adding a *d* to *hear* to make *heard*)  applying their expanding knowledge of graphemes (e.g., of graphemes such as *or, awe, oar,* and *oor*, which record similar sounds) to write words correctly; | **Spelling: (surface feature)**  I can:   * use my memory to spell personal words and high frequency words (words from essential lises 1-4 and some from lists 5 and 6) * use resources around the classroom such as junior dictionaries or word lists * Spell unknown words by using my knowledge of:              -  sound and letter connections   * - spelling patterns (eg: spelling the k sound correctly in both catch and kitchen * use my knowledge of: - spelling rules (e.g., the rules relating to adding simple plural suffixes such as those in baby/bab**ies** and half/hal**ves** - letter sounds  (e.g., adding a *d* to *hear* to make *heard*) * use my knowledge of letter combination sounds correctly when I write  (e.g., of graphemes such as *or, awe, oar,* and *oor*, which record similar sounds) |
| using capital letters, full stops, question marks, and exclamation marks correctly.    writing all upper-case and lower-case letters correctly, legibly, and fluently; | **Punctuation: (surface feature)**  I can:   * use the following correctly: - capital letters - fullstops - question marks - exclamation marks * write all upper-case and lower-case letters correctly and easily so they can be easily read |
| revise and edit their writing for sense and impact and give their peers feedback on their writing;  proofread their writing to check the spelling, grammar, and punctuation, drawing on their own developing knowledge about words and sentence construction and using classroom resources such as junior dictionaries;  publish, where appropriate, in a variety of media, depending on their purpose and audience | **Writing Processes:**  I can:   * revise and edit my writing to check it makes sense and impacts on the reader. * give others feedback on their writing * check my writing for              - spelling             - grammar             - punctuation               by using my own knowledge about words and               sentence-making   * publish my work in a variety of ways depending on purpose and audience |

**Level 2** **End of Year 4**

By the end of year 4, students will create texts in order to **meet the writing demands** of the New Zealand Curriculum at level 2. Students will use their writing to think about, record, and communicate experiences, ideas, and information to meet specific learning purposes across the curriculum.

|  |  |
| --- | --- |
| **Literacy Learning Progressions** | **Kid speak progressions** |
| When students at this level create texts, they:  create content that is mostly relevant to the curriculum task, covers a range of ideas, experiences, or items of information, and often includes detail and/or comment that supports the main points;  using vocabulary (in particular, nouns, verbs, adjectives, and adverbs) that clearly conveys ideas, experiences, or information; | **Ideas: (deeper feature)**  I can:   * choose ideas that will interest the reader * write using a range of ideas, experiences or items of information * support some of my ideas with detail * use my own words and phrases to share my thoughts and feelings (personal voice) |
| using language and a simple text structure that are appropriate for the purpose, e.g., an orientation, sequenced events described in the past tense, and linking words to show sequence (for a recount); | **Structure and Language: (deeper feature)**  I can:   * use simple text structure which is appropriate to my purpose               e.g  - describe, recount, narrate   * explore different text types (e.g explanation) * show that different text types have different features * choose appropriate adjective, verbs, nouns and adverbs. |
| using language and a simple text structure that are appropriate for the purpose, e.g., an orientation, sequenced events described in the past tense, and linking words to show sequence (for a recount); | **Organisation: (deeper feature)**  I can:   * sequence my ideas logically in a range of text types * group similar ideas into paragraphs * use words to show order; first, then, next |
| using written language features (such as similes and onomatopoeia) and visual language features (such as illustrations and diagrams) to support meaning;  expanding their writing vocabulary by using strategies such as:  – applying their knowledge of the meaning of most common preﬁ xes (e.g., un-, sub-, pre-, non-) and most common sufﬁ xes (e.g., -ful, -ly, -tion, -able/-ible, and -ment) | **Vocabulary: (deeper feature)**  I can:   * add interest to my writing by using written and visual language features (eg simile, metaphor, illustrations and diagrams). * use topic related vocabulary * expand my vocabulary using common prefixes  (e.g., un-, sub-, pre-, non-) and suffixes  (e.g., -ful, -ly, -tion, -able/-ible, and -ment) |
| using mainly simple and compound sentences, along with some complex sentences, that vary in their beginnings, structures, and lengths and are mostly correct grammatically; correctly using subject–verb agreement, tense agreement, and pronouns and prepositions; | **Sentence Structure: (surface feature)**  I can:   * write simple and compound sentences (by using conjunctions) * use some conjunctions correctly eg: FANBOYS (for, and, nor, but, or, yet, so) * use some complex sentences * vary my sentence beginning, structures and length * structure my writing so it is grammatically correct (with help) eg. tense, subject-verb agreement, consistent use of pronouns, correct use of prepositions. |
| encoding (spelling) by:  – using their knowledge of diverse phoneme–grapheme relationships (e.g., ship, chef, ocean, station, special), of the meaning and spelling of morphemes (e.g., root words and afﬁ xes), and of common, reliable spelling rules and conventions  – using their visual memory to help them spell personal vocabulary and high-frequency words correctly (the high-frequency words include most words from essential lists 1–4 and many from essential lists 5–7); | **Spelling: (surface feature)**  I can:   * write consonant, blends and vowel sounds. * use my phoneme-grapheme knowledge (e.g ship, chef, ocean, station,  special) * use spelling patterns to help me * spell words correctly (Essential lists 1-4 and many from essential lists 5-7)) * use reference sources with support to check meanings and find new words |
| using capital letters, full stops, question marks, and exclamation marks correctly and using speech marks, commas for lists, and apostrophes for contractions correctly most of the time. | **Punctuation: (surface feature)**  I can:  Use the following correctly:   * use capital letters * use full stops * use question marks * use exclamation marks   I can use these correctly most of the time:   * speech marks * commas for lists and apostrophes for contractions. |
| select and use tools (e.g., graphic organisers) and strategies (e.g., using headings) to plan and organise ideas and information to meet their purposes for writing;  – using reference sources (e.g., dictionaries and thesauruses) to check the meanings of words and to ﬁnd new words;  revise and edit their writing for clarity, impact, and ﬁtness for purpose, often in response to feedback;  reread their writing at various stages to check for meaning and ﬁtness for purpose;  proofread for accuracy of spelling, grammar, and punctuation;  make choices, when appropriate, for publishing in a variety of media, including digital and visual media. | **Writing Processes:**  I can:   * plan my writing using a variety of ways e.g. brainstorming,  story mapping (thinking maps) * revise and rework my writing for clarity, impact and purpose * proofread for spelling, grammar and punctuation. * check my writing by: inserting and adding detail, crossing out unnecessary parts, using a dictionary/thesaurus and making sure it makes sense. * give and respond to feedback * present my work in a range of appropriate forms (digital and visual media) |

**Level 3 End of Year 6**

The text and task demands of the curriculum are similar for students in year 5 and year 6.

End of Year 5 (Working towards Level 3)

By the end of year 5, students will create texts in order to meet the writing demands of the New Zealand Curriculum as they **work towards level 3**. Students will use their writing to think about, record, and communicate experiences, ideas, and information to meet specific learning purposes across the curriculum.

End of Year 6 (Mastery of Level 3)

The difference in the standard for year 6 is the students’ increased accuracy and fluency in writing a variety of texts across the curriculum, their level of control and independence in selecting writing processes and strategies, and the range of texts they write. In particular, by the end of year 6, students will be required to write more complex texts than students in year 5 and to be more effective in selecting different strategies for different writing purposes.

|  |  |
| --- | --- |
| **Literacy Learning Progressions** | **Kid speak progressions** |
| understand their purposes for writing and identify writing processes that are appropriate for those purposes;  generate content that is usually relevant to the task, supporting or elaborating their main ideas with detail that has been selected with some care; | **Ideas: (deeper feature)**  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 |
| using an overall text structure that is appropriate for their purpose, e.g., an orientation, a problem, a climax, and a satisfying resolution (for a narrative) and an introduction, a series of main points, and a logical conclusion (for a report); | **Structure and Language: (deeper feature)**  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) |
| organising related ideas into paragraphs (e.g., paragraphs comprising a topic sentence with supporting detail) and beginning to use cohesive devices to link paragraphs; | **Organisation: (deeper feature)**  I can:   * organise related ideas into paragraphs * use linking words and phrases to link some of my paragraphs |
| using written language features (such as emotive vocabulary) and visual language features (such as headings, charts, or maps) to extend or clarify meaning and to engage their audience;  selecting vocabulary that is appropriate to the topic, register, and purpose (e.g., academic and subject-specific vocabulary appropriate for specific learning areas or precise and descriptive words to create a mental image); | **Vocabulary: (deeper feature)**  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 |
| using simple and compound sentences that are correct grammatically and have a variety of structures, beginnings, and lengths and using some complex sentences that are mostly correct grammatically; | **Sentence Structure: (surface feature)**  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 |
| using their knowledge of how words work (e.g., knowledge of diverse phoneme–grapheme relationships, of common, reliable spelling rules and conventions, and of the meanings and spellings of morphemes), along with their knowledge of word derivations, to fluently and correctly encode most unfamiliar words, including words of many syllables;  correctly spelling all high-frequency words[1](http://www.literacyprogressions.tki.org.nz/The-Structure-of-the-Progressions/By-the-end-of-year-6#1) used in their writing; | **Spelling: (surface feature)**  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 |
| using basic punctuation that is mostly correct (e.g., when punctuating dialogue);  attempting some complex punctuation (e.g., using apostrophes for possession, commas for clauses, or semicolons). | **Punctuation: (surface feature)**  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) |
| use a variety of planning activities, such as constructing flow charts, for those writing tasks that need to be planned;  independently revise and edit their writing to clarify its meaning and add impact, often in response to feedback;  proofread to check the spelling, grammar, and punctuation, using appropriate computer- based or print tools. | **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 End of Year 8**

The text and task demands of the curriculum are similar for students in year 7 and year 8.

End of Year 7 (working towards Level 4)

By the end of year 7, students will create texts in order to meet the writing demands of *The New Zealand Curriculum* as they **work towards** level 4. Students will use their writing to think about, record, and communicate experiences, ideas, and information to meet specific learning purposes across the curriculum.

End of Year 8 (mastery of Level 4)

The difference in the standard for year 8 is the students’ increased accuracy and fluency in writing a variety of texts across the curriculum, their level of control and independence in selecting writing processes and strategies, and the range of texts they write. In particular, by the end of year 8, students need to be confidently and deliberately choosing the most appropriate processes and strategies for writing in different learning areas.

|  |  |
| --- | --- |
| **Literacy Learning Progressions** | **Kid speak progressions** |
| understand their purposes for writing and how to achieve those purposes (e.g., by using different ways to examine and present their own thinking and knowledge);  create content that is concise and relevant to the curriculum task, often including carefully selected detail and/or comment that supports or elaborates on the main points; | **Ideas: (deeper feature)**  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 |
| deliberately choosing a clear and logical text structure to suit their purpose and audience, sometimes innovating in order to achieve this; | **Structure and Language: (deeper feature)**  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 |
| organising their writing into paragraphs in which the ideas are clearly related and linking these paragraphs; | **Organisation: (deeper feature)**  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 |
| using language that is appropriate to the topic, audience, and purpose (e.g., expressive, academic, or subject-speciﬁ c vocabulary) and discussing these language choices using appropriate terms, such as register and tone;  deliberately using written language features (e.g., rhetorical questions and metaphors) and visual language features to engage the audience and/or convey meaning; | **Vocabulary: (deeper feature)**  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 |
| using a variety of sentence structures, beginnings, and lengths for effect;  using complex sentences that are grammatically correct; | **Sentence Structure: (surface feature)**  I can:   * use a variety of sentence structures, beginnings and lengths to give effect * use complex sentences that are grammatically correct |
| ﬂuently and correctly encoding most unfamiliar words (including words of many syllables) by drawing on their knowledge of how words work (e.g., in terms of diverse phoneme–grapheme relationships, common and reliable spelling rules and conventions, and the meanings and spellings of morphemes) and their knowledge of word derivations; | **Spelling: (surface feature)**  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 |
| using basic punctuation correctly and attempting some complex punctuation (e.g., using semicolons, colons, and parentheses). | **Punctuation: (surface feature)**  I can:   * use all basic punctuation independently * attempt more complex punctuation (eg semicolons, colons, parentheses). |
| plan effectively, where appropriate, by using strategies such as mind mapping or skills such as information-literacy skills to ﬁnd and record the information they need for their writing;  craft and recraft text by revising and editing, checking that the text meets its purpose and is likely to engage the intended audience, and proofreading the text to check the grammar, spelling, and punctuation;  actively seek and respond to feedback on their writing. | **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) |