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| WRITING PROGRESSIONS<br>LEVEL 1P | |
|---|---|
| I am learning to/how to …. | **Evidence of progress** |
| talk about my ideas | Term 1 |
| write more than one idea related to the topic | Term 2 |
| use a simple plan for my writing | Term 1 2017 |
| add some details to my writing | Term 1 |
| sequence my ideas | Term 1 2017 |
| write and use a range of simple words | Term 1 2017 |
| choose words to make my writing more interesting | 20/05/16 |
| read as I write to make sure my writing makes sense | |
| write compound sentences | Term 3 2017 |
| consistently use capital letters and full stops correctly | 23/05/16 |
| spell some high frequency words correctly | Term 1 |
| use spelling patterns | Term 3 2017 |
| choose which spelling aide to use | Term 1 2017 |

| WRITING PROGRESSIONS<br>LEVEL 1A | |
|---|---|
| I am learning to/how to …. | **Evidence of progress** |
| write for someone else to read | Term 1 2017 |
| write more than one idea with details related to the topic | |
| use a simple plan for my writing | Term 1 2017 |
| add relevant details in my story | |
| sequence and group similar ideas and details | |
| use a range of simple words and some topic words | |
| choose describing words to give my writing more meaning | |
| read as I write and edit my work to make sure what I write makes sense | |
| use punctuation other than full stops and capital letters | |

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| WRITING PROGRESSIONS<br>LEVEL 2P | Evidence of progress |
|---|---|
| I am learning to/how to …. | |
| use graphic organisers to record my ideas | |
| use a hook to make my reader interested | |
| use strategies to add detail to my writing | |
| plan a clear introduction | |
| plan a simple conclusion | |
| use time connectives to give a clear sequence of events appropriate to my purpose | |
| sequence events in time order | |
| use some parts of speech to add interest and detail | |
| use a language feature to suit the purpose of my writing | |
| use interesting words to start my sentences | |
| join ideas using conjunctions | |
| construct compound sentences | |
| consistently use punctuation correctly | |
| spell high frequency and some personal words correctly | |
| use different spelling patterns and strategies to increase my word knowledge | |
| choose which spelling aide to use | |

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| WRITING PROGRESSIONS<br>LEVEL 2A | |
|---|---|
| I am learning to/how to …. | **Evidence of progress** |
| write many relevant ideas and elaborate using supporting detail | |
| choose which spelling aide to use | |
| write using the appropriate language patterns for the text type | |
| group my ideas into paragraphs | |
| use a range of parts of speech to add interest and detail | |
| use some language features to suit the purpose of my writing | |
| use a variety of sentence types | |
| consistently use advanced punctuation | |
| spell high frequency and most personal words correctly | |
| use different spelling patterns and strategies to increase my word knowledge | |

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| WRITING PROGRESSIONS<br>LEVEL 3P | |
|---|---|
| I am learning to/how to …. | **Evidence of progress** |
| distinguish between relevant and irrelevant ideas for my purpose | |
| distinguish between relevant and irrelevant ideas for my audience | |
| plan using the structural features of the text type | |
| use the appropriate language patterns for the text type in order to provide a clear sequence of events appropriate to my purpose | |
| group my ideas within paragraphs | |
| choose and use a range of figurative language/language features to enhance my writing | |
| experiment with some new words to suit the writing purpose | |
| use a thesaurus to make precise and interesting language choices | |
| revise my writing for clarity and impact in response to teacher feedback with more independence | |
| identify the parts in my writing that need clarity and more description in response to feedback I have been given | |
| use short sentences to create more excitement in a piece of writing | |
| use compound and more complex sentences to add greater detail to my writing | |
| understand how using a variety of sentences can make my work more interesting to the reader | |
| edit my work independently to identify errors and get my work ready for publishing | |
| edit and revise my writing for clarity and impact in response to feedback | |
| use punctuation correctly | |
| spell high frequency and some difficult words correctly | |
| use different spelling patterns and strategies to increase my word knowledge | |

| | |
|---|---|
| choose which spelling aide to use | |

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| WRITING PROGRESSIONS<br>LEVEL 3A | |
|---|---|
| I am learning to/how to …. | **Evidence of progress** |
| decide which relevant ideas to include to support my purpose | |
| decide which relevant ideas to include for my audience | |
| check my writing to see that I have linked the introduction, and the body of my writing, in my conclusion so my purpose is clear | |
| include a personal comment about the experience in my conclusion | |
| deliberately choose words to create an effect on the audience eg to make them smile, to think deeper, to question... | |
| frequently use new words to suit the writing purpose | |
| use a thesaurus to make precise and interesting language choices | |
| edit and revise my writing for clarity and impact in response to feedback and self-reviewing and assessing | |
| use a wide range of advanced punctuation correctly | |
| spell most high frequency and some difficult words correctly | |
| use advanced spelling patterns and strategies to increase my word knowledge | |
| choose which spelling aide to use | |

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| WRITING PROGRESSIONS<br>LEVEL 4P | |
|---|---|
| I am learning to/how to …. | **Evidence of progress** |
| deliberately choose which ideas and/or details to use to build a theme through my writing | |
| use the genre's structural features | |
| use the appropriate language patterns for the text type in order to provide a clear sequence of events appropriate to my purpose | |
| link my conclusion back to the introduction so it matches the purpose for writing | |
| use transition sentences to link my paragraphs | |
| I am learning to experiment with using phrases to add more detail | |
| I am learning to extend my use of vocabulary in a range of writing | |
| choose combinations of sentences to have an effect on my reader | |
| edit my work using specific punctuation features correctly to improve meaning | |
| use different spelling patterns and strategies to increase my word knowledge | |

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| WRITING PROGRESSIONS<br>LEVEL 4A | |
|---|---|
| I am learning to/how to …. | **Evidence of progress** |
| create and write about ideas beyond my personal experience | |
| deliberately select language patterns for the text type in order to provide a clear sequence of events appropriate to my purpose | |
| include a transformational comment | |
| control irregular sequences | |
| I am learning to make deliberate choices when choosing figurative language/language features to have an impact on the reader | |
| I am learning to confidently use phrases to make it more interesting for the reader | |
| I am learning to independently extend my use of vocabulary in a range of writing | |
| choose extreme combinations of sentences to have an effect on my reader | |
| edit my work using specific punctuation features correctly to improve meaning | |
| use advanced spelling patterns and strategies to increase my word knowledge | |