

At the start of a unit tell the children what the final outcome will be , what the purpose is and who the audience is.

<u>Domains of knowledge</u>	<u>Key concepts</u>
Narrative	Punctuation
Description	Grammar
Poetry	Spelling
Recount	Language techniques
Non-chronological Report	Structure and layout
Persuasive	Writing stages and sequencing
Letter	Spoken language
Biography	
Explanation	
Instruction	
Argument	

End points

Research

Teacher exemplification framework expectations

The Centre for Literacy in Primary Education (CLPE), United Kingdom Literacy Association (UKLA), English Media Association for the Teaching of English (NATE), have created writing scales. These tools are not designed as summative assessment tools, but are designed to support and develop teacher subject knowledge.

By the end of Reception, most children should be an early writer

Early writers are gaining confidence in using writing conventionally for a range of personal purposes (e.g. messages, notices, role-play). They can draw on their experiences of seeing language written down (e.g. in shared writing or as part of role-play) and demonstrate more understanding of the alphabetic nature of the English writing system.

Children at this stage are willing to have a go at writing independently, using a few early strategies for spelling (e.g. use of initial letters, some known words, using letter strings as 'place holders'), so that writing can be read back more consistently. Children at this stage have a developing awareness of the fact that print carries meaning and make efforts to write with purpose e.g. in writing as part of role-play.

They are able to speak in simple and compound sentences, ready for transcription. As their confidence increases, they are able to write more than one sentence and begin to join sentences with simple joining words such as 'and' and 'but'. They may use their oral language structures in their writing and so need support in developing appropriate written structures.

Ideas for writing at this stage may be simple, based on direct experience or inspired by reading.

At the beginning of this stage, children may write strings of legible letters of a more consistent size, including those in their name, and start to show a greater awareness of how writing works.

As grapheme-phoneme correspondences develop, children start to represent known sounds, particularly at the beginning and end of words, and may start to write familiar words such as their name and other words of personal importance.

Children at this stage may still mix upper and lower case, reverse letters and may not yet have developed an awareness of spacing between words. They begin to experiment with simple punctuation.

Older children at this stage may still be at the phonetic stage of spelling where words are written as they sound. At the later stages, they may write sentences that no longer require mediation, with spaces between words and using simple punctuation. However, they continue to need support with writing across the curriculum. And their writing may lack detail and description to draw the reader in and help them to make meaning.

Their handwriting is becoming increasingly legible at this stage and they may be exploring the use of simple punctuation.

By the end of Year 1, most children should be a developing writer:

Developing writers can write simple sentences without the need for mediation, as they are able to represent sounds phonetically and know an increasing number of words that are exceptions to phonic rules.

They are increasingly confident, writing independently within a familiar range of genres (e.g. letters, lists, brief narratives), but still need support with extending and developing writing. Children at this stage are able to rehearse their ideas orally prior to writing, expanding on ideas and adding detail and description.

They draw on models from reading in structuring and developing their own texts. They are aware of the need to add description to their writing, using simple adjectives to expand noun phrases. They use an increasing range of common conjunctions, such as and, but, so and because to develop, link or expand ideas.

These children may show awareness of alternative representations for phonemes, although these may not always be accurately represented in spelling. They develop strategies for spelling (e.g. known words, phonetically based invented spellings), that enable texts to be read by others.

They are aware of the need for spaces between words and use simple punctuation such as capital letters and full stops and commas in lists.

Their handwriting becomes of a consistent size and letters are generally formed correctly.

They can read back their own texts consistently, checking for sense and meaning and are able to edit with support where necessary.

Older writers at this stage write confidently in familiar genres (e.g. simple narratives) and try out different forms of writing, drawing on experience of the models available across other genres.

They mainly use language and sentence structures that are close to speech and still need support with the writing demands of the curriculum.

They display a greater awareness of the visual structures and patterns of words to move towards greater accuracy in spelling. Spellings of familiar words are generally correct and attempts at unfamiliar spellings reveal a widening range of strategies.

They use sentence punctuation more consistently, including full stops and capital letters and may use question marks, exclamation marks and commas in lists. They may also experiment with speech punctuation.

Handwriting is usually consistent and legible and they may be experimenting with joined handwriting.

By the end of Year 2, most children will be a moderately fluent writer:

Moderately fluent writers are writing more confidently and developing ideas at greater length in a few familiar forms. They have a growing ability to structure these texts and are willing to experiment with a wider range of writing. Children at this stage continue to rehearse and refine ideas prior to writing, through talk, drama and role-play, to ensure an authentic voice and appropriate language structures.

They show a greater awareness of the reader by adjusting and developing language and content to suit the purpose and audience of the writing and help the reader to visualise. This may include the use of expanded noun phrases and precise vocabulary for effect or to add description. They are able to shape writing in familiar genres confidently, drawing on their experience of reading. They demonstrate control over the conventions of writing and can develop and shape a variety of text types across narrative, non-fiction and poetry. They create developed pieces of writing, shaped and supported by planning structures such as notes, story maps, storyboards, concept maps etc. They will have an understanding of the different forms and layouts needed for different types of writing.

They begin to write more extensively. They explore and experiment with a wider range of sentence structures, thinking carefully about how to extend and join parts of their texts using appropriate adverbs and connectives.

Tenses are consistent and a wider range of punctuation is used appropriately, such as exclamation marks and question marks to support meaning. In addition children use inverted commas to demarcate direct speech.

They read back their writing and, with support, revise their own texts to link and develop ideas coherently.

Children's spelling is becoming much more accurate, with a wider range of exception words correctly spelt. They also have an awareness of a greater range of grapheme phoneme correspondences, of words that contain these and of the basic rules for their use, which may be based on analogy. Advanced words may still be spelt phonetically. They draw on a wider range of strategies in spelling (e.g. common letter strings, awareness of visual patterns, as well as phonetically based spellings). Older writers at this stage are increasingly willing to take risks with both composition and transcription. They may find it difficult to sustain initial efforts over longer pieces of writing and may not be able to develop writing over a piece, losing momentum or cohesion towards the middle or not being able to draw writing to a satisfying conclusion.

By the end of Year 3, most children will be fluent writers:

Fluent writers are capable writers, who are growing in independence and using writing for a wider range of purposes – expressive, informational and imaginative.

Inspired by a range of reading, children at this stage begin to plan for an audience and are beginning to consider the appropriateness of language and style and to shape their language with a considered reader or audience in mind.

Children at this stage often choose to write over longer periods. They can write more extensively and their writing is appropriate to the purpose and audience. They write about their experiences and interests and begin to think about their audience and adapt their tone accordingly.

Their narratives have clear structures, include a clear beginning, middle and end and involve more elaborate descriptions and details, often through the use of adverbial clauses.

In non-fiction writing, they show how meaning can be enhanced through details, explanations, and examples.

They have embedded skills and write automatically, no longer struggling with the physical process of writing and are able to develop a far greater stamina for writing.

They begin to organise writing into sections for clarity. Their writing shows increasing attention to the visual patterns in spelling, which is generally accurate, with plausible attempts at unknown or increasingly difficult words. Common errors may include misspelling of homophones and inaccuracies in using apostrophes for contractions.

Children work confidently with response and editing partners to show how their writing could be improved for the reader and for sense, through spelling and punctuation as well as word choice.

They use a greater range of punctuation: building on knowledge established in earlier stages, they now use commas to demarcate clauses, are increasing in confidence in their use of speech-related punctuation and are punctuating texts for meaning more consistently.

By the end of Year 4, most children will be experienced writers:

Experienced writers are confident students who enjoy writing in different genres, and are developing personal voices. Their writing may show marked influences of texts that have been read. As students' writing becomes more confident and complex, they begin to set an appropriate mood and tone for their pieces. Sentence length and structure are varied for effect and transitional phrases are used appropriately and successfully to ensure fluency.

Students' writing at this stage is securely organised within paragraphs, which are connected coherently with a varying choice of vocabulary and structures suitable to the purpose, audience and genre.

Students at this stage use standard forms more consistently. They use written language in more deliberate ways to make meanings more explicit. They still need support in sustaining long pieces of writing or expressing complex meanings.

They draw on a range of effective strategies for spelling, using a wider range of rules and patterns. They know and apply more infrequent representations of common sounds such as /g/ in league, /k/ in antique and include the correct use of more complex prefixes and suffixes such as variation of /-tion/.

They use a wider range of punctuation consistently and devices such as ellipsis to create a specific effect on the reader.

When re-reading, responding and editing their writing, students provide examples, add reasons, and delete for clarification. Their editing is more advanced, and they find most of their own grammar, spelling, capitalisation, and punctuation errors.

They have developed their own legible style of handwriting.

By the end of Year 5, most children will be an independent writer:

Independent writers are self-motivated, can write at length and are beginning to use writing to refine their own ideas. They are developing their own style and range as writers, but may still need support with the structuring of more complex narrative and non-narrative forms.

In understanding the purpose and audience of their writing, they can select the appropriate form and style. Students at this stage have a wide experience of writing across a range of genres and can write at length; shaping and developing writing across a wide range of genres, without first needing explicit teaching of genre features.

Having a broad range of experience across different types of writing, they now choose and use language and features that are most appropriate and effective for the purpose and audience of their writing.

They are able to follow the process of drafting, redrafting and publishing, enhancing writing to meet the needs of the reader, as they edit and respond to their own writing.

They use a range of techniques to enhance reader response such as varied sentence structures, précising longer passages to enhance readability, using dialogue to shape characters and advance action and using a range of adverbials to improve cohesion.

They use more sophisticated punctuation such as semi-colons, colons and hyphens, commas and brackets for parenthesis to improve readability or for effect.

They have sufficient experience from reading and extensive exploration of a range of texts across genres to form an understanding and appreciation of how language functions and how best to use this to inform their choices when writing.

Students show an ability to discriminate between formal and informal voice, and choose the appropriate voice to suit the purpose and audience.

They use standard spelling consistently including the use of silent letters and draw on effective self-help strategies when challenged by unknown words.

They are increasingly able to use punctuation, including paragraphing effectively, to organise texts.

They are likely to reflect on their writing and revise texts for the reader, choosing language for effect or to clarify meanings.

By the end of Year 6, most children should be mature and independent writers:

Mature, independent writers are highly competent and developed writers, who have a recognisable voice and use writing as a tool for thinking. They make conscious decisions about appropriate forms and styles of writing, drawing on a wide experience of reading. They may show marked preferences for writing in particular genres.

Students at this stage can communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. There is a skilfully controlled overall structure, with paragraphs and grammatical features used to support coherence and cohesion. Paragraphs are fluently linked to ensure flow. They use Standard English consistently and appropriately and have a secure control of complex grammatical structures.

They are able to craft texts with the reader in mind and reflect critically on their own writing. They are able to manipulate and control their writing to achieve intent as a writer for effect on the reader. They have an ambitious vocabulary, which is used convincingly for purpose and effect. An assured use of sentence structures relates to purpose and audience and supports coherence and cohesion to achieve particular effects is evident in their writing.

Students exhibit control of voice to affect presentation of information in their writing.

They achieve accuracy in spelling and a full range of punctuation for clarity or emphasis. They have legible, consistent handwriting that can be maintained across contexts and when writing at speed.