



# Writing Stage 1



**Write a range of fiction and non-fiction**  
**For statements to be completely embedded they should be demonstrated in a range of contexts and subject areas if applicable.**  
**There is an expectation that Standard English will be used consistently.**

	Working Towards Expected	Working at Expected	Working at Greater Depth
	Text Structure & Composition	Text Structure & Composition	Text Structure & Composition
Planning	Think of own sentence and attempt to write it	Writing shows consideration has been given (through verbal planning) to what is being written	Through the sequencing of key ideas and use of key words in their writing, there is evidence of planning
Audience and Purpose			Write with increasing confidence, within a familiar range of genres, for a range of audiences and purposes (e.g. letters, lists, simple narratives, poems and recounts)
Genre specific Features		Use the simple features of the text type being studied	Use specific features for the text type being studied
Narrative & non-narrative	Write discrete simple sentences about distinct parts of a story	Write sentences that are sequenced to form a short narrative (fictional)	Write simple, coherent narratives about personal experiences and those of others (real or fictional)
	Write a list or a simple sentence about real life topics	Write sentences that are sequenced to form a short text (real)	Write about real events recording these simply and clearly
Organisation & Paragraphing	Convey meaning within a sentence	Convey meaning through a series of simple sentences	Convey meaning through a series of sentences
			Begin to use headings, subheadings and numbered points to organise ideas.
Detail to engage / to enhance meaning (word classes, language & formality)	With support, begin to use appropriate nouns	Begin to use appropriate nouns	Choose and use appropriate nouns
	With support, begin to use appropriate adjectives	Begin to use appropriate adjectives	Use simple adjectives E.g. colours and size
			Begin to create noun phrases
	With support, begin to use appropriate verbs	Begin to use appropriate verbs	Consider the choice of simple verbs E.g. walk, ran Select the appropriate verb for the activity being described
	With support, use time adverbials	Use time adverbials	Use some adverbial phrases selected appropriately (e.g. Later that day,)
	With support, use given subject specific vocabulary	Use given subject specific vocabulary	Use subject specific vocabulary

Dependence

Independence



Early Writer

Developing Writer

		Grammar, Sentence Structure & Punctuation		Grammar, Sentence Structure & Punctuation		Grammar, Sentence Structure & Punctuation
Verb tenses		Use tenses correctly with support		Use simple past present, future tense mostly correctly		Use present and past tense (simple and progressive) mostly correctly and consistently
Punctuation		Show an awareness of capital letters and full stops		Demarcate some sentences with capital letters and full stops		Demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required
				Begin to use a question mark at the end of questions		
				Begin to use an exclamation mark when required		
Sentences		Write simple sentences with support		Write simple sentences		Begin to use complex sentences
				Join simple sentences using 'and'.		Use co-ordination (e.g. or / and / but) to join clauses
						Use some subordination (e.g. when / if / that / because) to join clauses
				Begin to use a range of different sentence forms: statement, question and command.		Use different sentence forms: statement, question and command.
		Spelling		Spelling		Spelling
Spelling		Segment spoken words into phonemes and represent these by graphemes, making phonically-plausible attempts at spelling some		Segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others		Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others
		Begin to spell some common exception words		Spell some common exception words*		Spell many common exception words*
				Add suffixes (-s, -es, -ing, -ed, -er, -est) to spell most words correctly in their writing		Add suffixes to spell many words correctly in their writing
		Editing & Revising		Editing & Revising		Editing & Revising
Purple Pen	Editing	When guided, understand whether a sentence makes sense		Read work to an adult to check for meaning		Read work aloud to check for sense and meaning
		Begin to check sentence demarcation, with support		Begin to proof read to check and correct punctuation and sentence demarcation with support		Begin to proof read to check and correct grammar, punctuation and spelling
	Revising					Re-read and edit in order to improve the quality of the piece e.g. word choice
		Handwriting		Handwriting		Handwriting
Handwriting		Form lower case letters correctly including ascenders and descenders.		Form lower-case letters in the correct direction, starting and finishing in the right place		Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
		Distinction between upper and lower case is made		Form capital letters correctly.		
		Form the digits 0 – 9 correctly.				
				Form lower-case letters of the correct size relative to one another in some of their writing		
		Show an awareness of the need for spacing.		Use spacing between words.		