

Literacy – Writing for information Foundation Phase		Reception	Year 1	Year 2
Elements	Aspects	Children are able to:	Children are able to:	Children are able to:
Organising ideas and information	Meaning <ul style="list-style-type: none"> • purpose • audience • ideas and information • use of detail 	<ul style="list-style-type: none"> • compose and dictate a sentence to describe events, experiences and pictures to communicate meaning • convey meaning through pictures and mark making • recognise the alphabetic nature of writing and understand that written symbols and sounds have meaning • copy and write letters, words and phrases 	<ul style="list-style-type: none"> • communicate with a purpose, e.g. <i>to tell a story, remember things</i>, which may be supported by a drawing • write some words and phrases and read back own attempts • use pictures, symbols, letters in sequence and familiar words to communicate meaning • write phrases and simple sentences 	<ul style="list-style-type: none"> • write for different purposes choosing words for variety and interest • write text which makes sense to another reader, which may include details and pictures • re-read and improve their writing to ensure that it makes sense
	Form Text types <ul style="list-style-type: none"> • required features • beginning • sequence • connecting words • visual features 	<ul style="list-style-type: none"> • begin to sequence words, signs or symbols appropriately • contribute to a form modelled by the teacher, e.g. <i>through shared writing</i> • show an understanding of the functions of writing, e.g. <i>making cards, lists, etc.</i> 	<ul style="list-style-type: none"> • sequence content correctly, e.g. <i>instructions, recipes</i> • follow a form modelled by the teacher • understand different types of writing, e.g. <i>records of events, descriptions, stories</i> 	<ul style="list-style-type: none"> • follow a structure in their writing with support, e.g. <i>reports, lists</i> • follow and build upon a form modelled by the teacher • include an introductory statement, some information or description, and a simple concluding statement • organise and present writing in different ways and forms and of increasing length
	ICT	<ul style="list-style-type: none"> • use pictures and symbols to compose writing on-screen 	<ul style="list-style-type: none"> • select letters, words and pictures to compose writing on-screen 	<ul style="list-style-type: none"> • experiment with different formats and layouts on-screen, using the facility to move text and pictures around easily
Writing accurately	Language		<ul style="list-style-type: none"> • begin to distinguish writing from speech • use specific words which relate to the topic of their writing 	<ul style="list-style-type: none"> • show some understanding of the differences between spoken and written language by using language appropriate to writing • use simple subject-related words appropriately
	Presentation Handwriting Grammar Punctuation Spelling	<ul style="list-style-type: none"> • hold writing instruments appropriately • write from left to right • discriminate between letters • distinguish between upper- and lower-case letters • use correct initial consonant by beginning to apply phonic knowledge • use familiar and high-frequency words in writing. 	<ul style="list-style-type: none"> • form letters that are usually clearly shaped and correctly orientated • use capital letters and full stops with some degree of consistency • begin to use connectives to expand a point • spell some words conventionally including consonant-vowel-consonant and common digraphs, e.g. <i>th, ck</i> • use spelling strategies such as sound-symbol correspondence and segmenting • spell high-frequency words correctly. 	<ul style="list-style-type: none"> • form upper- and lower-case letters accurately and with consistent size • use capital letters, full stops and question marks accurately and sometimes use exclamation marks • use connectives to write compound sentences • use ordering words, e.g. <i>first, next, then, lastly</i> • use standard forms of verbs, e.g. <i>see/saw, go/went</i>, and subject-verb agreement, e.g. <i>I was/we were</i> • use spelling strategies such as segmenting, simple roots and suffixes, e.g. <i>ing, ed</i> • spell high-frequency words correctly.

Literacy – Writing for information Key Stage 2		Year 3	Year 4	Year 5	Year 6
Elements	Aspects	Learners are able to:	Learners are able to:	Learners are able to:	Learners are able to:
Organising ideas and information	Meaning <ul style="list-style-type: none"> purpose audience ideas and information use of detail 	<ul style="list-style-type: none"> adapt what they write to the purpose and reader, choosing words appropriately include relevant details, information or observations in their writing note down ideas to use in writing begin to improve sections of their work independently 	<ul style="list-style-type: none"> write with a clear purpose, showing consideration for the reader, e.g. by choosing appropriate vocabulary and presentational features explain main idea(s) with supporting details, including observations and explanations where relevant plan writing to organise the content re-read writing to check for clarity and organisation 	<ul style="list-style-type: none"> shape writing to show a clear purpose expand upon main idea(s) with supporting reasons, information and examples plan writing, selecting a suitable structure, e.g. explanation or report revise and improve writing, discussing why they have made changes 	<ul style="list-style-type: none"> adapt writing style to suit the audience and purpose, e.g. formal style for unknown reader, simple style for younger readers explain ideas fully, showing implications and consequences plan writing to shape it for effect, e.g. leading up to a conclusion edit, reflect and improve their writing independently
	Form Text types <ul style="list-style-type: none"> reports recount persuasion discussion instructions explanation 	<ul style="list-style-type: none"> use the main features of specific forms appropriately* write an introduction, develop a series of ideas and a conclusion present processes in a clear sequence use visual information if relevant, e.g. diagrams, illustrations connected to the written information 	<ul style="list-style-type: none"> use the main features of specific forms, e.g. headings, diagrams* use appropriate organisational features, such as an introduction and conclusion organise writing into logical sequences or sections by beginning to use paragraphs use visual information, e.g. illustrations, diagrams and graphs, which are clear and relevant to the written text 	<ul style="list-style-type: none"> use the features of specific forms appropriately which are clear and relevant, e.g. sub-headings, captions* write an introduction that establishes context, a series of appropriately ordered points and a suitable conclusion use paragraphs, which have a main idea and related details, to organise the writing use images, graphs and illustrations which are clear, relevant and appropriate to the text type 	<ul style="list-style-type: none"> adapt the features of a form appropriately for different contexts, e.g. letters written for different purposes* use features of the chosen form, e.g. an effective introduction that establishes context and purpose, a suitable balance between facts and viewpoints, a precise conclusion use paragraphs or sections to structure meaning and effect use features and layout which are clearly constructed to enhance presentation of data and ideas
	ICT	<ul style="list-style-type: none"> use on-screen functions, e.g. font, colour, cut, paste, size, to present their work in ways to interest the reader and enhance meaning 	<ul style="list-style-type: none"> explore and use appropriately the different forms of writing on-screen, e.g. web pages, e-mails, blogs, social networking, adapting what they write to the different formats and styles 	<ul style="list-style-type: none"> write material appropriately for web pages, taking account of the format, lengths of paragraphs, use of pictures, links to other pages 	<ul style="list-style-type: none"> use language appropriate to writing, including standard English where relevant use a varied and appropriate vocabulary, including subject-specific words and phrases
Writing accurately	Language	<ul style="list-style-type: none"> use language appropriate to writing, beginning to include standard English where relevant use vocabulary related to the topic or subject context 	<ul style="list-style-type: none"> use language appropriate to writing, including standard English where relevant use subject-specific vocabulary independently 	<ul style="list-style-type: none"> use language appropriate to writing, including standard English where relevant use a varied and appropriate vocabulary, including subject-specific words and phrases 	<ul style="list-style-type: none"> use language appropriate to writing, including standard English where relevant use a varied and appropriate vocabulary, including subject-specific words and phrases
	Grammar Punctuation Spelling Handwriting Presentation	<ul style="list-style-type: none"> start sentences in a variety of ways use adjectives and adverbs to expand simple sentences and phrases use connectives for causation and consequence, e.g. because, after use full stops, question marks, exclamation marks and commas for lists spell plural forms, e.g. s, es, ies, and use past tense of verbs consistently, e.g. consonant doubling before ed spell most common polysyllabic words correctly** produce legible handwriting and present work appropriately spell all high-frequency words correctly. 	<ul style="list-style-type: none"> use different sentence structures, varying word, phrase and clause order use adjectival and adverbial phrases to add interest and precision use connectives to show links within sentences use punctuation to demarcate sentences and begin to use speech marks and commas to mark clauses and phrases use strategies to spell words with more complex patterns** produce handwriting which is clear and legible and may be cursive. 	<ul style="list-style-type: none"> use different sentence structures, including complex sentences, e.g. subordination – before you start, at the same time, before it finishes use conditionals, e.g. if, might, could, to show hypotheses or possibilities use the full range of punctuation to guide the reader in complex sentences including commas, bullet points and also speech marks and apostrophes for possession use a variety of strategies to spell words with complex regular patterns, e.g. exercise, competition produce fluent and legible handwriting. 	<ul style="list-style-type: none"> use varied sentence structures and sequences of clauses use a range of punctuation accurately to clarify meaning, including apostrophes for omission use knowledge of word families, roots, morphology, derivations and spelling patterns use strategies to spell correctly polysyllabic, complex and irregular words, e.g. definite, separate, beautiful, friendly produce fluent and legible handwriting.

* Unit 5 of *Guidance on the teaching of writing skills* (Welsh Assembly Government, 2010)

** Unit 8 of *Guidance on the teaching of writing skills* (Welsh Assembly Government, 2010)

Literacy – Writing for information Key Stage 3		Year 7	Year 8	Year 9
Elements	Aspects	Learners are able to:	Learners are able to:	Learners are able to:
Organising ideas and information	Meaning <ul style="list-style-type: none"> • purpose • audience 	<ul style="list-style-type: none"> • present information, processes and ideas clearly and appropriately for the purpose, e.g. <i>using a formal style</i> • identify relevant information and summarise to help the reader • use a range of strategies to plan writing, e.g. <i>notes, diagrams, flowcharts</i> • identify areas for improvement in their writing and then redraft 	<ul style="list-style-type: none"> • adapt presentation of material according to intended meaning and effect, e.g. <i>choice of how much detail needed to be convincing</i> • make connections and/or elaboration to ensure full coverage of topic • make choices about content and structure • discuss own and others' writing, identify ways to improve and then redraft 	<ul style="list-style-type: none"> • use summary, discussion of issues, detailed explanations as appropriate to purpose • give due weight to evidence, sources, explanations and logic when covering a topic • plan appropriately to develop writing for different purposes and audiences • improve writing through independent review and redrafting
	Form Text types <ul style="list-style-type: none"> • reports • recount • persuasion • discussions • instructions • explanation 	<ul style="list-style-type: none"> • use structure and layout appropriate to different types of writing, e.g. <i>describing a process, explaining evidence, reporting results</i> • select and organise ideas and information to give a clear account appropriate to the form chosen* • organise paragraphs or sections to structure longer pieces of writing for meaning and effect 	<ul style="list-style-type: none"> • use structure, layout and other features of a selected form to guide the reader, e.g. <i>newspaper report or leaflet</i> • select, analyse and present ideas and information convincingly or objectively, depending on the form chosen* • structure longer pieces of writing into paragraphs and sections and apply this across all forms 	<ul style="list-style-type: none"> • structure and organise writing, in a range of forms, using appropriate features effectively • select, interpret and evaluate ideas and information convincingly or objectively, depending on the form chosen* • consistently structure longer pieces of writing into paragraphs and sections
	ICT	<ul style="list-style-type: none"> • use ICT to present data and to structure writing, using signposts, e.g. <i>font size, colour, arrows, boxes</i> 	<ul style="list-style-type: none"> • consider the best ways to present different types of writing, e.g. <i>continuous text for a close argument, hyperlinked pages for different information on a topic, moving graphics to show processes</i>, in order to communicate clearly and effectively 	<ul style="list-style-type: none"> • make imaginative choices about content and presentation of writing, using ICT with discrimination
Writing accurately	Language	<ul style="list-style-type: none"> • use varied and appropriate vocabulary, including subject-specific words and phrases 	<ul style="list-style-type: none"> • use technical terms, language and expression consistent with the subject content 	<ul style="list-style-type: none"> • use technical terms, language and expression consistent with the subject and content
	Grammar Punctuation Spelling Handwriting Presentation	<ul style="list-style-type: none"> • use a wide range of sentence structures, and sequences of clauses, choosing relevant connectives to make meaning clear • use a wide range of punctuation accurately to clarify meaning, e.g. <i>demarcating sentences and clauses and using apostrophes correctly</i> • use a variety of strategies to spell familiar and unfamiliar vocabulary and subject-specific words correctly** • sustain the legibility of their handwriting.** 	<ul style="list-style-type: none"> • write with grammatical accuracy, e.g. <i>consistency of tenses, conditionals (would, might) for hypotheses</i> • vary the length and structure of sentences to make meaning clear • use the full range of punctuation in order to clarify meaning including semicolons, colons and quotation marks • use a variety of strategies to spell familiar and unfamiliar vocabulary and subject-specific words correctly** • sustain the legibility of their handwriting.** 	<ul style="list-style-type: none"> • write complex sentences with grammatical accuracy • use the full range of punctuation in order to clarify meaning, including semicolons, colons and parentheses • use a variety of strategies to spell familiar and unfamiliar vocabulary and subject-specific words correctly** • sustain the legibility of their handwriting.**

* Unit 5 of *Guidance on the teaching of writing skills* (Welsh Assembly Government, 2010)

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