Lenzie Meadow Primary School
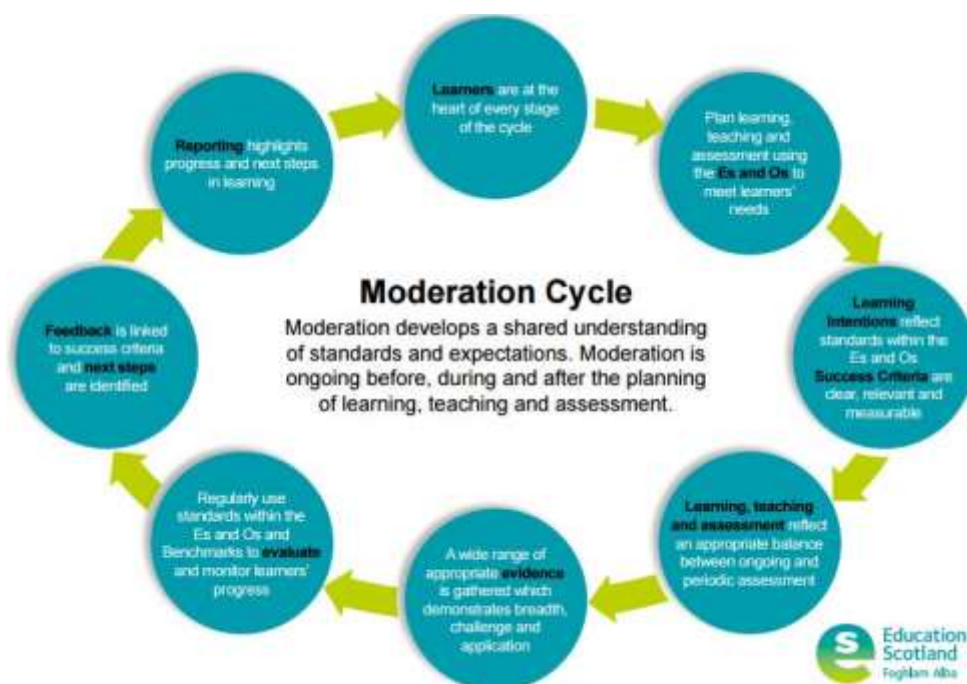
Literacy Policy November 2019
Rationale

Language and Literacy lie at the heart of Curriculum for Excellence and their importance is emphasised in many policies and curriculum documents which can be accessed on the Education Scotland Website (www.education.gov.scot).
These include:

- Literacy and English Principles and Practice
- Literacy across Learning Principles and Practice
- Experiences and Outcomes
- Benchmarks
- Building the Curriculum Documents
- East Dunbartonshire Council Literacy Strategy (Please ask at the school office if you wish to see a copy of this.)
- Moderation cycle – see diagram below

All areas of teaching and learning follow the moderation cycle below.

The Moderation Cycle is designed for use by practitioners to support their understanding of the moderation process and is also the process we follow for all teaching and learning in literacy.

Moderation Cycle
Moderation develops a shared understanding of standards and expectations. Moderation is ongoing before, during and after the planning of learning, teaching and assessment.

Effective Learning and Teaching Approaches
Literacy and English is organised under three main areas:

- Reading
- Writing
- Listening and Talking

Each area has a number of experiences and outcomes which teachers use to plan their learning.

Reading within Lenzie Meadow
Enjoyment and Choice
It is the responsibility of all staff to promote a culture of reading and allow for personal choice in a variety of ways. At Lenzie Meadow that looks like:
- Selecting quality texts to read and use
- Encouraging personal reading
- Sending home recommended reading lists for each stage
- Dedicating time daily to read aloud to children using Book Spine Books (see Appendix 1).
- Promotion of reading during national and international literature events such as; World Book Day, Scottish Book Week and Authors Live.
- Class libraries
- Library visits
- Reading challenges
- Participation in book clubs

Tools for Reading
Early Level (Primary 1)
The focus is on developing strong phonetic strategies to allow children to use their knowledge of sounds, letters and patterns to read words. Children also build their sight vocabulary and knowledge of punctuation to support their reading (see Appendix 2). In addition, children are encouraged to use a range of strategies including pictures and other context clues to aid their understanding of a text (see Appendix 9 for reading tools). Throughout the year, a selection of books for enjoyment will be sent home for children to share with their parents. Books appropriate to the child's reading level will be sent home weekly from term 2 when it has been deemed they are ready. Tricky word lists are sent home regularly for children to practise.

First Level (Primary 2 – Primary 3)
Children further develop early level skills by expanding their sight vocabulary, decoding words independently using a range of strategies and using pictures and other context clues to understand a text (see Appendix 2, for phonics progression and Appendix 9 for reading tools). Additionally, children will use their knowledge of punctuation and grammar to read with increasing expression. Children have frequent opportunities to read aloud, individually, in small groups and to the class and will also have books appropriate to their level sent home to read with parents.

First Level (Primary 4)
As children approach fluency in their reading, the focus moves towards developing their understanding of a variety of fiction and non-fiction texts. Books will continue to be sent home for reading practice and the four cooperative reading skills will be introduced. These are: clarifying, summarising, questioning and predicting. Children still have frequent opportunities to read aloud, work independently at word and sentence level as well as discuss and analyse a text as part of a novel study.

Second Level (Primary 5 – Primary 7)
Children use the skills developed at First Level to read with fluency, understanding and expression continuing to use context clues, punctuation, grammar and layout in order to understand unfamiliar texts. Cooperative reading skills are developed throughout this level so that they can use the strategies of skimming, scanning, clarifying, summarising and predicting to read with understanding across the curriculum.

Finding and Using Information
Early Level (Primary 1)
Children learn to distinguish between fiction and non-fiction texts and can use information in a text to learn new things.

First Level (Primary 2 – Primary 4)
Children learn about and use the features of non-fiction texts (content page, index, headings, subheadings and diagrams). Across the curriculum and within the Talk4Writing (T4W) approach, children make notes under given headings using the information they have located in

a text.
Second Level (Primary 5 – Primary 7)
Children can use reading skills to identify the purpose, main idea and key information from a range of sources. When researching across the curriculum, children independently make and organise notes using their own words. They then use these to create new texts across the curriculum.

Analysing, understanding and evaluating
Early Level (Primary 1)
Through weekly reading and T4W 'reading as a reader' approach, children are encouraged to engage with texts that are read to them by participating in discussions about characters, events and ideas, asking and answering questions about the text, predicting what will happen next, giving their opinion and relating the text to their own experience. Children are given opportunities to retell familiar stories in different ways as part of the imitation phase of T4W.
First Level (Primary 2 – Primary 4)
As part of weekly reading, T4W 'reading as a reader' approach, book studies and comprehension tasks, children further develop their understanding of texts by asking and answering a variety of literal, inferential and evaluative questions. Through exposure to a wider range of texts, children recognise the difference between fact and opinion and the writer's message. They can also talk about the writer's use of language, structure and/or setting during T4W 'reading as a writer' sessions.
Second Level (Primary 5 – Primary 7)
When reading increasingly complex texts during cooperative reading sessions, novel studies, independent comprehension tasks and T4W 'reading as a reader' approach, children build on their skills from First Level and should now be able to give evidence from the text to explain and justify their responses. Children can recognise tools which are used to influence a reader during T4W 'reading as a writer' sessions and novel studies. They can also identify reliable sources in the media and when researching across the curriculum.

Writing within Lenzie Meadow
Enjoyment and Choice
At Early Level, enjoyment and choice in writing is encouraged through a range of play, imaginative and real life contexts.
At First and Second Levels children are given the opportunity to create texts of their choosing during 'free writes', as part of homework and topic related research

Tools for Writing
Early Level (Primary 1)
Children use a pencil with increasing control to write from left to right, forming all letters correctly and leaving finger spaces between words. They can use a capital letter and full stop to write at least one sentence and attempt to spell familiar words correctly (see Appendix 3, for grammar progression). Children are introduced to the spelling of tricky words (see Appendix 7a).

First Level (Primary 2 – Primary 3)
When spelling, children are able to spell tricky words correctly (see Appendices 7a and 7b) use knowledge of phonics and spelling strategies to spell familiar and unfamiliar words. Spelling words are sent home weekly to be practised. Children build up a basic writing toolkit to help them independently punctuate, link and start sentences in a variety of ways (see Appendix 5 for breakdown of toolkits and Appendix 3 for grammar progression). Children check writing to ensure it makes sense. Their handwriting is clear and legible, developing the use of pre-cursive script in P3 (see Handwriting Policy, Appendix 5). Jolly grammar provides a structure and systematic in conjunction with the grammar planners.
First Level (Primary 4)
By the end of Primary 4 children should be able to spell the 1st 300 common words (see Appendices 6a, 6b and 6c). Children continue to use their phonetic knowledge, are taught patterns and rules, and can use vocabulary across the curriculum. Spelling words are sent home weekly to be practised. Dictionary skills are also developed to aid spelling. The basic

writing toolkit (Appendix 4) is extended alongside grammar skills (Appendix 3) and pupils are expected to use it in every piece of written work. Pupils will develop their handwriting into continuous cursive script (see Handwriting Policy, Appendix 5).

Second Level (Primary 5 – Primary 7)

When spelling, children continue to be taught spelling patterns, rules and strategies and can apply these in order to spell accurately. Spelling and vocabulary activities are sent home regularly. Their basic writing toolkit is extended to develop writing that is engaging and technically accurate (see Appendix 4 for toolkits and Appendix 3 for grammar progression). Children should be consistently using cursive script when writing (see Handwriting Policy Appendix 5).

Organising and Using Information

Early Level (Primary 1)

Through play children can tell stories to convey ideas, messages and information. Children can orally explain their experiences and feelings using appropriate vocabulary. Children can retell familiar stories using 'story mapping' within T4W. Almost all may add written words or pictures to help aid this retelling.

First Level (Primary 2 – Primary 4)

To plan and organise ideas, children use a 'boxing up' format consistent with the T4W approach. Children's writing should include relevant information in a logical order. Through the use of model texts, 'story mapping', topic word banks and vocabulary building activities, such as word of the day, children build up a range of interesting and relevant vocabulary. This vocabulary is first developed orally and then in their written work.

Second Level (Primary 5 – Primary 7)

Building on skills developed in First Level, children now independently use the 'boxing up' format to create their own texts. Through the use of model texts, 'story mapping', curricular experiences and vocabulary building activities children are able to use increasingly sophisticated and technical vocabulary. In non-fiction writing children can acknowledge where their information came from.

Creating Texts

Early Level (Primary 1)

Through play and the T4W process children are able to invent their own stories and characters. They are also able to share feelings, experiences and information orally as well as in pictures, print or digital texts.

First Level (Primary 2 – Primary 4)

Children have the opportunity to create texts in a variety of genres. It is expected that children will 'hug' the model text closely at this stage. Children will develop toolkits for the following story features; settings, suspense, characterisation, dialogue, description and openings and endings. In non-fiction writing, children will build a bank of genre specific features. When recounting personal experiences they use appropriate vocabulary to describe events and their own thoughts and feelings.

Second Level (Primary 5 – Primary 7)

Children will continue to expand the skills gained at First Level in order to write with increasing independence. They will be moving further away from the model creating texts that are increasingly sophisticated both in technical accuracy and effectiveness.

Talking and Listening within Lenzie Meadow

Enjoyment and Choice

Across the school, children are exposed to a variety of spoken texts for enjoyment or to find information, these can include stories, songs, rhymes, audio books, news broadcasts and internet sources such as videos and radio shows. In addition, they can explain why they prefer certain texts.

Tools for Listening and Talking

Early Level (Primary 1)

When talking and listening with others during play, children develop Good Listening Tools (see

Appendix 8). These are the ability to take turns, use appropriate verbal and non verbal techniques such as vocabulary, eye-contact, expression and body language. They are encouraged to use these skills across the curriculum.

First Level (Primary 2 – Primary 4)
Building on the Good Listening Tools, children can share ideas with their peers as well as listen to others, asking questions and responding in a respectful manner.

Second Level (Primary 5 – Primary7)
As the pupils mature, within their discussions they will contribute a number of relevant ideas, information and opinions. Their questioning will help support and develop their own and others' opinions and ideas. When giving oral presentations, children use verbal and non verbal techniques. As they progress through the school, they can begin to recognise and use techniques which engage or influence those who are listening.

Finding and Using Information
Early Level (Primary 1)
When listening to spoken texts, children respond appropriately showing an understanding of what they have heard and can identify new or interesting information.

First Level (Primary 2 – Primary 4)
Building on this they are then able to identify the purpose and main ideas of texts they have listened to. When watching and listening to texts, they are beginning to take simple notes under given headings, these may be one or two key words. These can then be used for different purposes across the curriculum, including creating new texts.

Second Level (Primary 5 – Primary 7)
As they develop their skills, children will be able to add explanations and supporting detail from the text to their responses. When taking notes, they can now add detail using their own words and headings and create texts for a variety of purposes.

Analysing, Understanding and Evaluating
Early Level (Primary 1)
Children show and support their understanding of a spoken text by asking and answering questions and talk about what might happen next.

First Level (Primary 2 – Primary 4)
Children are able to ask and answer literal, inferential and evaluative questions to show their understanding of a spoken text. They can recognise some differences between fact and opinion within a spoken text.

Second Level (Primary 4 – 7)
When listening to a spoken text, children show their understanding by asking and responding to a wider variety of questions justifying their answers. They can identify and explain the difference between fact and opinion with a suitable explanation.

Creating Texts
Early Level (Primary 1)
Across the curriculum, pupils communicate clearly and audibly. In different contexts, including imaginative play, children can talk clearly sharing stories, feelings, ideas, thoughts and experiences in a logical sequence and using new vocabulary as appropriate.

First Level (Primary 2 – Primary 4)
Children contribute to class and groups discussions across the curriculum, using appropriate vocabulary and sharing ideas in a logical order. They can also select and use resources such as objects and pictures to help them engage with others.

Second Level (Primary 5 – Primary 7)
Building on their skills from First Level, pupils can now plan and deliver a structured individual presentation using visual aids as appropriate. When talking and listening with others they can use suitable vocabulary for their purpose and audience.

Assessment
Ongoing assessment takes place on a day-to-day basis, or alternatively, at the end of blocks of learning. High quality or periodic assessments should allow the learner to draw on a broad

range of learning that has taken place over a period of time; not necessarily in recent weeks or months. High quality assessments should provide the learner with the opportunity to demonstrate breadth, challenge and application in new and unfamiliar situations.

Standardised Assessments: SNSA are designed to provide valuable diagnostic information on children's progress in aspects of Literacy at P1, P4 and P7.
SNSA is planned as part of normal teaching, learning and assessment.
<mark>SNSA should be administered based on how the diagnostic information will be used.</mark>

Assessment of reading at Lenzie Meadow
Alongside teacher judgement, the following forms of summative assessments provide valuable information to inform teaching and learning.
During the course of each year, children's reading levels will be assessed, when appropriate to the individual, using PM Benchmarking.
In October, children in P2,3,5,6 will be assessed using the New Group Reading Test.
As required by the Scottish Government, children in P1, P4 and P7 will be assessed using the Scottish National Standardised Assessments.

Assessment of Spelling
Alongside teacher judgement, the following forms of summative assessments provide valuable information to inform teaching and learning.
In Primaries 1-3, children will be assessed on Tricky Words from Jolly Phonics/Jolly Grammar (see Appendix 7).
In Primary 4, children's knowledge of the spelling of common words will be regularly assessed (see Appendix 6).
In Primaries 4 – 7, children's spelling levels will be assessed using the Single Word Spelling Test.
As required by the Scottish Government, children in P1, P4 and P7 will be assessed using the Scottish National Standardised Assessments.

Assessment of Writing at Lenzie Meadow
At the start of each writing unit, pupils will complete a 'cold piece' to demonstrate their current knowledge of the genre. This is marked using formative assessment, highlighting strengths in pink ('tickled pink') and areas for development in green ('green for growth') to allow pupils to understand their next steps. Targets for the unit are also set from this piece of writing. At the end of the writing unit, pupils will complete a 'hot piece' to demonstrate skills gained. This is marked using Lenzie Academy Cluster writing moderation grids, (Appendices 10) which are based on the Curriculum for Excellence Benchmarks.
In the early stages of Primary 1, the assessment would focus on the oral retelling of a story.

Assessment of listening and talking at Lenzie Meadow
Talking and Listening is continually assessed using teacher judgement and formative assessment methods such as peer feedback and self reflection.

Quality Assurance
Throughout each session teachers will meet with their line manager to discuss their class's progress. Using the data from their assessments, teachers will identify whether children are on track and will identify who requires support or challenge and what this support should look like. Every term each teacher will experience a peer or visit from another member of staff and children will be invited to have a learning conversation with a membership of the Senior Leadership Team.

Support for Learning
All learners should have access to a Literacy curriculum which is balanced and provides appropriate pace and challenge linked to their own ability. Therefore literacy groups may be fluid within any one class. This should also enable learners to progress at the highest level. Provision for learners with additional support needs is the responsibility of the class teacher in

collaboration with the Support for Learning Co-ordinators.

Partnerships
Partnership with professionals from outwith the school, with parents and others in the community enhances the quality of the learning experiences through the shared knowledge of the school's aims and strategies for learning.
In this school we involve, inform and communicate with other adults through
• Disseminating information about literacy, for example, the school website, regular newsletters, the termly newspaper, curriculum updates, the Standards and Quality Report, open evenings and open days, concerts and special assemblies
• Encouraging comments and feedback from parents about the work of the school
• Providing information as to curricular developments to parents.
• Encouraging parents and other members of the community to come into school to share their talents and expertise and experiences.

Further information on Talk4Writing can be found at:
For an overview of the approach: https://www.talk4writing.co.uk/about/
For explanations of technical terms : https://www.talk4writing.co.uk/resources/

For further information on PM Benchmarking please see:
Nelson Primary Video: PM Benchmarking Reading Assessment Resource:
https://www.youtube.com/watch?v=FcG3I3bW2cQ

Literacy Policy will be reviewed annually.

Appendix list

1. Reading Spine Book List
2. Jolly Phonics progression
3. Grammar Planners E3- S3
4. Basic Writing Toolkits
5. Handwriting Policy
6. Fry Sight Words - First 300
7. Tricky Word List P1-3
8. Talking and Listening Skills
9. Reading Toolkits
10. Writing Criteria Assessments

Appendix 1 – Reading Spine Books

Primary 1		Primary 2	
Goodnight Moon	**Margaret Wise Brown**	Peace at Last!	**Jill Murphy**
Owl Babies	**Martin Waddell**	Can't you sleep little Bear?	**Martin Waddell and Barbara Firth**
The Gruffalo	**Julia Donaldson and Axel Scheffler**	Where the Wild things are	**Maurice Sendak**
Handa's Surprise	**Eileen Browne**	The Elephant and the Bad Baby	**Elfrida Vipont and Raymond Briggs**
Mr Grumpy's Outing	**John Burningham**	Avocado Baby	**John Burningham**
Rosie's Walk	**Pat Hutchins**	The Tiger who came to tea	**Judith Kerr**
Six Dinner Sid	**Inga Moore**	Lost and Found	**Oliver Jeffers**
Mrs Armitage	**Quentin Blake**	Knuffle Bunny	**Mo Williems**
Whatever Next	**Jill Murphy**	Beegu	**Alexis Deacon**
On the Way Home	**Jill Murphy**	Dogger	**Shirley Hughes**
Farmer Duck	**Martin Waddell & Helen Oxenbury**	Cops and Robbers	**Janet and Allan Ahlberg**
Shhhhh!	**Sally Grindley and Peter Utton**	Elmer	**David McKee**

Primary 3		Primary 4	
Traction Man is here	**Mini Grey**	The Queen's Nose	**Dick King-Smith**
Meerkat Mail	**Emily Gravett**	Ice Palace	**Robert Swindells**
Amazing Grace	**Mary Hoffman and Caroline Binch**	101 Dalmatians	**Dodie Smith**
Pumpkin Soup	**Helen Cooper**	The Legend of Podkin One Ear	**Kieran Larwood**
Who's Afraid of the Big Bad Book	**Lauren Child**	The Tale of Desperaux	**Kate DiCamillo**
Dr Xargle's book of Earthlets	**Jeanne Willis and Tony Ross**	Beaver Towers	**Nigel Hinton**
Not now Bernard	**David McKee**		
Tuesday	**David Weisner**		
The Flower	**John Light**		
Gorilla	**Anthony Browne**		
Emily Brown and the Thing	**Cressida Cowell**		
Frog and Toad Together	**Arnold Lobel**		
The Giraffe the Pelly and Me	**Roald Dahl**		
Fantastic Mr Fox	**Roald Dahl**		
The Hodgeheg	**Dick King-Smith**		
Flat Stanley	**Jeff Brown**		
Willa and old Miss Annie	**Berlie Doherty**		

Appendix 1 – Reading Spine Books

Primary 5		Primary 6	
Journey to the River Sea	**Eva Ibbotson**	Artemis Fowl	**Eoin Colfer**
The Turbulent Term of Tyke Tyler	**Gene Kemp**	Floodland	**Margart Sedgwick**
Dead Man's Cove	**Lauren St.John**	Hatchet	**Gary Paulsen**
Kindlekrax	**Philip Ridley**	Room 13	**Robert Swindells**
Six Hawk	**Gill Lewis**	The Battle of Beetles: Beetle Boy	**M.G.Leonard**
The Miraculous Journey of Edward Tulane	**Kate DiCamillo**	There's a boy in the girls bathroom	**Louis Sachar**

Primary 7	
Cogheart	**Peter Bunzl**
The Girl of Ink and Stars	**Kiran Millwood Hargrave**
Mortal Engines	**Philip Reeve**
Letters from the Lighthouse	**Emma Carroll**
Wolf Hollow	**Lauren Wolk**
Phoenix	**S.F.Said**
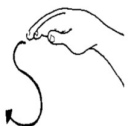
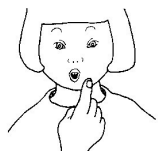**s**   Weave hand in an s shape, like a snake, and say *sssss*.

a   Wiggle fingers above elbow as if ants crawling on you, saying *a, a, a*.
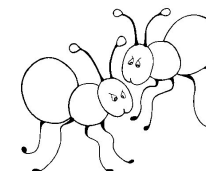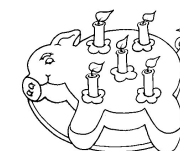
t   Turn head from side to side as if watching tennis and say *t, t, t, t*.
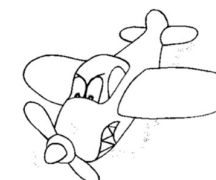
i   Pretend to be a mouse by wriggling fingers at end of noise and squeak *i, i, i, i*.

p   Pretend to puff out candles and say *p, p, p*.

n   Hold arms out at side, as if a plane, and say *nnnnnnnnnn*.!

c k Raise hands and snap fingers as if playing castanets and say *ck, ck, ck*.

e Pretend to tap an egg on the side of a pan and crack it into the pan, saying *eh, eh, eh*.
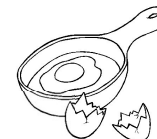
h Hold hand in front of mouth panting *h, h, h* as if you are out of breath.

r Pretend to be a puppy holding a rag, shaking head from side to side and say *rrrrrrrrrrr*.

m Rub tummy as if seeing tasty food and say *mmmmmm*.
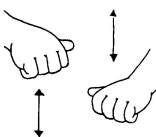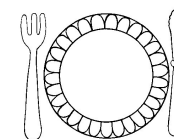
d Beat hands up and down as if playing a drum and say *d, d, d, d*.

g   Spiral hand down, as if water going down the drain, and say *g, g, g*.

o   Pretend to turn light switch on and off and say *o, o, o, o*.
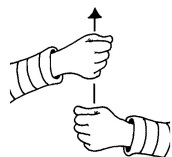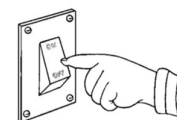
u   Pretend to be putting up an umbrella and say *u, u, u, u*.

l   Pretend to lick a lollipop and say *l, l, l, l*.
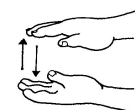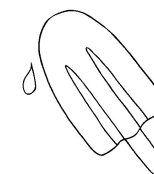
f   Let hands gently come together as if toy fish deflating, and say *fffff*.
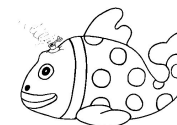
b   Pretend to hit a ball with a bat and say *b, b, b, b*.

ai   Cup hand over ear and say *ai, ai, ai*.

j   Pretend to wobble on a plate and say *j, j, j*.

oa   Bring hand over mouth as if something terrible has happened and say *oh!*
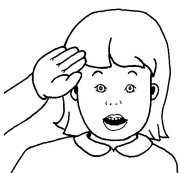
ie   Stand to attention and salute, saying *ie, ie*.

ee   Put hands on head as if ears on a donkey.

Move them up as you say the *ee* in *eeyore, eeyore*.
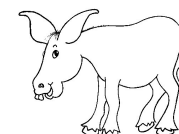
or   Put hands on head as if ears on a donkey.

Move them up down as you say the *or* in *eeyore, eeyore*.!

z   Put arms out at sides and pretend to be a bee, saying zzzzzzzzzz.
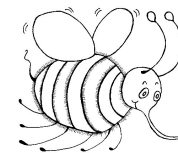
w   Blow on to open hand, as if you are the wind, and say *wh, wh, wh*.

ng   Imagine you are a weightlifter and pretend to lift a heavy weight above your head saying *ng*...
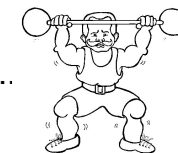
v   Pretend to be holding the steering wheel of a van and say vvvvvvvv.
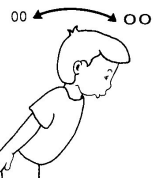
oo OO   Move head back and forth as if it is the cuckoo in a cuckoo clock,

saying u oo, u oo (short and long oo).

y — Pretend to be eating a yoghurt and say *y, y, y*.

x — Pretend to take an x-ray with an x-ray camera, saying *ks, ks, ks*.
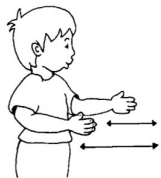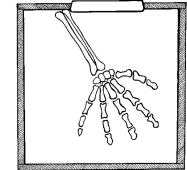
ch — Move arms at sides as if you are a train, saying *ch, ch, ch*.
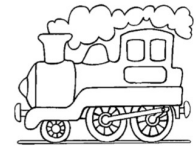
sh — Place index finger over lips and say *sh sh sh*.

th — Pretend to be naughty clowns and stick out tongue a little for *th*,

th — and further for th (this and th umb).

qu   Make a duck´s beak with your hands and say *qu, qu, qu*.
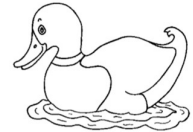
ou   Pretend your finger is a needle and prick thumb saying *ou, ou, ou*.
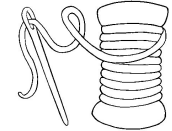
oi   Cup hands around mouth and shout to another boat saying *oi!, ship ahoy!*
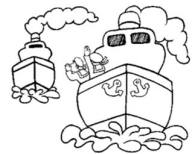
ue   Point to people around you and say *you, you, you*.
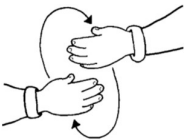
er   Roll hands over each other like a mixer and say *erererer*.
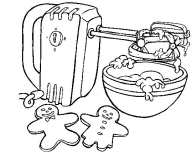
ar   Open mouth wide and say *ah*, as if at the doctors (UK English).
!

Appendix 2 – Jolly Phonics Sounds Progression

s	a	t	i	p	
n	ck	e	h	r	
m	d	g	o	u	
l	f	b	ai	j	
oa	ie	ee	or	z	w
ng	v	oo	**oo**	y	x
ch	sh	th	**th**	qu	ou
oi	ue	er	ar		

E.3

Experience & Outcomes	Sentence Construction	Word Structure / Language	Punctuation
As I play and learn, I enjoy exploring interesting materials for writing and different ways of recording my experiences and feelings, ideas and information. **LIT 0-21b** Within real and imaginary situations, I share experiences and feelings, ideas and information in a way that communicates my message. **LIT 0-26a**	**Introduce:** **Simple sentences** **Simple Connectives:** *and* *or* *because* *but* **Say a sentence, write and read it back to check it makes sense.** **Compound sentences using connectives (coordinating conjunctions)** *and* *but* *because* **Openers** *First, Next, Then, Finally, After that, Once upon a time*	**Introduce:** **Pronouns** *I You* *He She* *It We* *You They* **Determiners** *the a* *my your* *an this* *that his* *her their* *some all* **Simple adjectives** e.g. *old, little, big, small, quiet*	**Introduce:** Finger spaces Full stops Capital letters - names - personal pronoun I - start of sentence

F.1

Experience & Outcomes	Sentence Construction	Word Structure/Language	Punctuation

I can write independently, use appropriate punctuation and order and link my sentences in a way that makes sense.
LIT 1-22a
	Consolidate E.1 list
	
	Introduce:
	Types of sentences:
	- Statements
	- Questions
	- Exclamations
	
	Simple Connectives:
	so so that then that who
	until while when where
	
	Also as openers:
	While…
	When…
	Where…
	
	Simple sentences
	e.g. *I went to the park.*
	        The castle is haunted.
	
	Embellished simple sentences using adjectives
	e.g.
	The giant had an enormous beard.
	Red squirrels enjoy eating delicious nuts.
		Consolidate E.1 list
		
		Introduce:
		Prepositions:
		inside, outside, towards, across, under
		
		Determiners:
		the a my your an this that his her their some all lots of many more those these
		
		Adjectives to describe
		e.g. *The **old** house…*
		        *The **huge** elephant…*
		
		Precise, clear language to give information
		e.g.
		First, switch on the red button.
		Next, wait for the green light to flash...
			Consolidate P1 list
			
			Reinforce
			• Full stops
			• Capital Letters

	Compound sentences using connectives (coordinating conjunctions) and/or/ but/so *e.g. The children played on the swings and slid down the slide. Spiders can be small or they can be large. Charlie hid but Sally found him. It was raining so they put on their coats.*	*Regular plural noun suffixes –s or –es (e.g. dog, dogs; wish, wishes) Suffixes that can be added to verbs (e.g. helping, helped, helper)*	

F.2

Experience & Outcomes	Sentence Construction	Word Structure/Language	Punctuation
I can write independently, use appropriate punctuation and order and link my sentences in a way that makes sense. **LIT 1-22a**	**Consolidate F.1 list** **Introduce:** **Types of sentences:** - Statements - Questions - Exclamations - Commands **-'ly' starters** e.g. *Usually, Slowly, Finally, Luckily, Eventually, Carefully, Fortunately,…* **Vary openers to sentences** **Embellished simple sentences using:** **adjectives** e.g. *The boys peeped inside the dark cave.* **adverbs** e.g**.** *Tom ran quickly down the hill.* **Secure use of compound sentences (Coordination) using connectives:** *and/ or / but / so* **(coordinating conjunctions)**	**Consolidate F.1 list** **Introduce:** **Prepositions:** *behind above along before between after* **Proper Nouns** – refers to a particular person or thing *e.g. Monday, Jessica, October, Scotland* **Alliteration** e.g. *wicked witch/ slimy slugs* **Similes using…like…** e.g. *… like sizzling sausages* *…hot like a fire* **Two adjectives to describe the noun** e.g. *The scary, old woman…* *Squirrels have long, bushy tails.* **Adverbs for description** e.g. *Snow fell gently and covered the cottage in the wood.*	**Consolidate F.1 list** **Introduce:** **Demarcate sentences:** Capital letters Full stops Question marks Exclamation marks **Commas** to separate items in a list **Comma** after –ly opener e.g. *Fortunately,….Slowly,….* **Speech bubbles /speech marks for direct speech** *Apostrophes to mark contracted forms in spelling* e.g. *don't, can't*

| | **Complex sentences: Use of 'who' (relative clause)**
 e.g.
 *Once upon a time there was a little old woman **who** lived in a forest.*
 *There are many children **who** like to eat ice cream.*

 Complex sentences (Subordination) using: Drop in a relative clause:
 who/which
 e.g.
 The Vikings, **who** came from Scandinavia, invaded Scotland.
 The Fire of London, **which** started in Pudding Lane, spread quickly.

 Additional subordinating conjunctions:
 what/while/when/where/ because/ then/so that/ if/to/until
 e.g.
 ***While** the animals were munching breakfast, two visitors arrived*
 *During the Autumn, **when** the weather is cold, the leaves fall off the trees.*

 Use long and short sentences:
 Long sentences to add description or information. Use short sentences for emphasis. | **Adverbs for information**
 e.g**.**
 Lift the pot carefully onto the tray.
 The river quickly flooded the town.

 Generalisers for information,
 e.g. *Most dogs….*
   Some cats….

 How the **prefix** un– changes the meaning of **verbs** and **adjectives** *(negation, e.g. unkind, or undoing, e.g. untie the boat)*

 Formation of **nouns** using **suffixes** such as –ness, –er

 Formation of **adjectives** using **suffixes** such as –ful, –less

 Use of the **suffixes** –er and –est to form comparisons of **adjectives** and **adverbs**

 Tense; past, present, future | *Apostrophes to mark singular possession*
 e.g.
 the cat's name |

	Expanded noun phrases e.g. *lots of people, plenty of food* **List of 3 for description** e.g. *He wore old shoes, a dark cloak and a red hat.* *African elephants have long trunks, curly tusks and large ears.* **Repetition for description** e.g. *a lean cat, a mean cat* *a green dragon, a fiery dragon* **'Run' - Repetition for rhythm** e.g. *He walked and he walked and he walked.*		

F.3

Experience & Outcomes	Sentence Construction	Word / Language	Punctuation
I can write independently, use appropriate punctuation and order and link my sentences in a way that makes sense. **LIT 1-22a**	**Consolidate F.2 list** **Introduce:** **Vary long and short sentences:** **Long sentences** to add description or information. **Short sentences** for emphasis and making key points e.g. *Sam was really unhappy.* *Visit the farm now.* **Embellished simple sentences:** **Adverb starters to add detail** e.g. *Carefully, she crawled along the floor of the cave….* *Amazingly, small insects can….* **Adverbial phrases** used as a 'where', 'when' or 'how' starter **(fronted adverbials)** e.g. ***A few days ago,*** *we discovered a hidden box.* ***At the back of the eye,*** *is the retina.* ***In a strange way,*** *he looked at me.* ***Prepositional phrases to place the action:*** *on the mat; behind the tree, in the air*	**Consolidate F.2 list** **Introduce:** **Prepositions** *Next to by the side of* *In front of throughout* *during because of* *through* **Powerful verbs** e.g. *stare, tremble, slither* **Boastful Language** e.g. *magnificent, unbelievable, exciting!* **More specific/technical vocabulary to add detail** e.g. *A few dragons of this variety can breathe on any creature and turn it to stone immediately.* *Drops of rain pounded on the corrugated, tin roof.* ***Nouns formed from* prefixes** e.g. *auto… super…anti…*	**Consolidate F.2 list** **Introduce:** **Colon** before a list e.g. *What you need:* **Ellipses** to keep the reader hanging on **Secure use of inverted commas for direct speech** Use of commas after **fronted adverbials** (e.g. *Later that day, I heard the bad news.*)

Compound sentences (Coordination) using connectives, causal connectives:
and/ or / but / so / for /nor / yet
(coordinating conjunctions)

Develop complex sentences (Subordination) with range of subordinating conjunctions
(See Connectives and Sentence Signposts doc.)
-'ing' clauses as starters
e.g.
Sighing, the boy finished his homework.
Grunting, the pig lay down to sleep.

<u>**Figures of Speech:**</u>
Consolidate Similes
Introduce Metaphor
Onomatopoeia

Drop in a relative clause using:
who/which/whose/that
e.g.
*The boy, **whose** name is George, thinks he is very brave.*
*The Clifton Suspension bridge, **which** was finished in 1864, is a popular tourist attraction.*
Sentence of 3 for description e.g.
The cottage was almost invisible, hiding under a thick layer of snow and glistening in the sunlight.
*   Rainbow dragons are covered with*

Word Families based on common words
e.g.
teacher –teach,
beauty – beautiful

Use of determiners a or an according to whether next word begins with a vowel
e.g.
a rock, an open box

Comparative and **superlative** adjectives
e.g. *small…smaller…smallest*
good…better…best

Conditionals - *could, should, would*

many different coloured scales, have enormous, red eyes and swim on the surface of the water.
Show not tell *– describing a feeling/emotion without using the word.*

Pattern of 3 for persuasion
e.g.
Visit, Swim, Enjoy!

Topic sentences to introduce non-fiction paragraphs
e.g.
Dragons are found across the world.

Dialogue –powerful speech verb
e.g.
"Hello," she whispered.

1ˢᵗ or 3ʳᵈ Person *– formal and impersonal writing.*
Using rhetorical questions *– eg who had turned out the light?*

S.1

Experience & Outcomes	Sentence Construction	Word Structure/ Language	Punctuation
In both short and extended texts, I can use appropriate punctuation, vary my sentence structures and divide my work into paragraphs in a way that makes sense to my reader. **LIT 2-22a** I consider the impact that layout and presentation will have and can combine lettering, graphics and other features to engage my reader. **LIT 2-24a** I am learning to use language and style in a way which engages and/or influences my reader. **ENG 2-27a**	**Consolidate F.3 list** <u>**Introduce:**</u> **Standard English for verb inflections instead of local spoken forms** **Long and short sentences:** **Long sentences** to enhance description or information **Short sentences** to move events on quickly e.g. *It was midnight.* *It's great fun.* **Start with a simile** e.g. *As curved as a ball, the moon shone brightly in the night sky.* *Like a wailing cat, the ambulance screamed down the road.* **Secure use of simple / embellished simple sentences** **Secure use of compound sentences (Coordination)** using coordinating conjunction *and / or / but / so / for / nor / yet (coordinating conjunctions)*	**Consolidate F.3 list** <u>**Introduce:**</u> **Prepositions** *at underneath since towards beneath beyond* **The grammatical difference between plural** and **possessive** –s Standard English forms for **verb inflections** instead of local spoken forms (e.g. *we were instead of we was, or I did instead of I done*)	**Consolidate F.3 list** <u>**Introduce:**</u> **Commas** to mark clauses and to mark off fronted adverbials **Full punctuation for direct speech:** Each new speaker on a new line Comma between direct speech and reporting clause e.g. *"It's late," gasped Cinderella!* **Apostrophes** to mark singular and **plural possession** (e.g. *the girl's name, the boys' boots)* as opposed to s to mark a plural

-'ed' clauses as starters e.g.
Frightened, Tom ran straight home to avoid being caught.
Exhausted, the Roman soldier collapsed at his post.

Expanded -'ing' clauses as starters e.g.
Grinning menacingly, he slipped the treasure into his rucksack.
Hopping speedily towards the pool, the frog dived underneath the leaves.

Sentence of 3 for action e.g.
Sam rushed down the road, jumped on the bus and sank into his seat.
The Romans enjoyed food, loved marching but hated the weather.

Repetition to persuade e.g.
Find us to find the fun

Dialogue - verb + adverb - *"Hello," she whispered, shyly.*

*Appropriate choice of **pronoun** or **noun** within a **sentence** to avoid ambiguity and repetition*

S.2

Experiences & Outcomes	Sentence Construction	Word Structure / Language	Punctuation
In both short and extended texts, I can use appropriate punctuation, vary my sentence structures and divide my work into paragraphs in a way that makes sense to my reader. **LIT 2-22a** I consider the impact that layout and presentation will have and can combine lettering, graphics and other features to engage my reader. **LIT 2-24a** I am learning to use language and style in a way which engages and/or influences my reader. **ENG 2-27a**	**Consolidate S.1 list** **Introduce:** **Relative clauses beginning with** *who, which, that, where, when, whose* or an omitted relative pronoun. **Secure use of simple / embellished simple sentences** **Secure use of compound sentences** **Develop complex sentences:** **(Subordination)** **Main and subordinate clauses** with full range of conjunctions: **(See Connectives and Sentence Signposts doc.)** **Expanded –ed clauses as starters** e.g. *Encouraged by the bright weather, Jane set out for a long walk.* *Terrified by the dragon, George fell to his knees.* **Elaboration of starters using adverbial phrases** e.g. *Beyond the dark gloom of the cave, Zach saw*	**Consolidate S.1 list** **Introduce:** **Personification** **Empty words** e.g. *someone, somewhere was out to get him* Developed use of **technical language** Converting **nouns** or **adjectives** into **verbs** using **suffixes** (e.g. *–ate; –ise; –ify*) **Verb prefixes** (e.g. *dis–, de–, mis–, over– and re–*)	**Consolidate S.1 list** **Introduce:** **Rhetorical question** **Dashes** **Brackets/dashes/commas for parenthesis** **Colons** **Use of commas to clarify meaning or avoid ambiguity**

	the wizard move. *Throughout the night, the wind howled like an injured creature.* **Drop in –'ed' and–'ing' clauses** e.g. *Poor Tim, exhausted by so much effort, ran home.* *The lesser known Bristol dragon, recognised by purple spots, is rarely seen.* *Jane, laughing at the teacher, fell off her chair.* *The tornedo, sweeping across the city, destroyed the houses.* **Sentence reshaping techniques** e.g. lengthening or shortening sentence for meaning and /or effect **Moving sentence chunks (how, when, where) around for different effects** e.g. *The siren echoed loudly ....through the lonely streets ....at midnight* **Use of rhetorical questions** **Stage directions in speech** (speech + verb + action) e.g. *"Stop!" he shouted, picking up the stick and running after the thief.* **Indicating degrees of possibility using modal verbs (*e.g. might, should, will, must) or adverbs (perhaps, surely)**		

S3

Experiences & Outcomes	Sentence Construction	Word Structure / Language	Punctuation
	Consolidate S2 list	**Consolidate S2 list**	**Consolidate Year 5 list**
In both short and extended texts, I can use appropriate punctuation, vary my sentence structures and divide my work into paragraphs in a way that makes sense to my reader. **LIT 2-22a** I consider the impact that layout and presentation will have and can combine lettering, graphics and other features to engage my reader. **LIT 2-24a** I am learning to use language and style in a way which engages and/or influences my reader. **ENG 2-27a**	**Sentence Structure:** **Secure use of simple / embellished simple sentences** **Secure use of compound sentences** • **connectives** **Secure use of complex sentences: (Subordination)** **Main, subordinate and relative clauses** with full range of conjunctions: **(See Connectives and Sentence Signposts doc.)** **Active and passive verbs to create effect** e.g. **Active:** *Tom accidently dropped the glass.* **Passive**: *The glass was accidently dropped by Tom.* **Developed use of rhetorical questions for persuasion** Expanded **noun phrases** to convey	Build in literary feature to create effects e.g. alliteration, onomatopoeia, similes, metaphors The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. *said versus reported, alleged, or claimed in formal speech or writing*)	**Use a wider variety of punctuation** Use of the semi-colon, colon and dash to indicate a stronger subdivision of a **sentence** than a comma How hyphens can be used to avoid ambiguity (e.g. *man eating shark versus man-eating shark, or recover versus re-cover*)

	complicated information concisely (e.g. *the boy that jumped over the fence is over there, or the fact that it was raining meant the end of sports day*) The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. *He's your friend, isn't he?*, or the use of the **subjunctive** in some very formal writing and speech)		

Appendix 4 - Basic Writing Toolkits

Primary 1

- Finger spaces
- Capital letters
- Full Stops
- Writing on the line
- Using sounds to blend words
- One Connectives
- One Adjective

Primary 2

- Use capital letters
- Use full stops
- Use one connective.
- One opener
- Use finger spaces
- Write on the line
- Sound out my words
- Use a word bank or my dictionary
- Check my writing makes sense.

Primary 3

- Capital Letters
- Full stops
- Finger spaces
- Openers (Then, Next, After that etc)
- Connectives (and, then, but, so)
- Use sounds and tricky words to help me spell.
- Check my writing makes sense.

Primary 4

- Punctuation
- Legible joined handwriting
- Different sentence openers
- Interesting vocabulary
- Common words spelt accurately
- Use connectives (and, so, but, because etc)

- Logical order – Beginning, Middle, End
- Read over and check it makes sense.

Primary 5

- Capital letters to begin sentences and for proper nouns
- ?, ! or . to end a sentence
- Paragraphs to separate ideas
- A variety of openers e.g. time, connectives, adverbials or prepositions
- Adjectives and adverbs to add detail
- Create compound sentences using connective other than and, but or because
- Common words spelled accurately using a dictionary if needed.

Primary 6

- A variety of openers
- Wide range of connectives/conjunctions, e.g. finally, because of this, while it can be said...
- Punctuation – "" : ; ? . , ! ? .... capital letters
- Effective vocabulary, e.g. adjectives, adverbs, figures of speech
- Varied sentence lengths, e.g. She gasped. The old witch-like woman emerged from behind the creaky door.
- Use spelling rules and strategies.
- Paragraphs, think about the 3 Ts; Time, Topic, Talk.

Primary 7

- Use appropriate punctuation e.g . , ? ! " " ...
- Organise your writing into paragraphs for Time, Talk and Topic.
- Use a range of sentence types and structures e.g short and long, openings.
- Select just the right word for what you want to say.
- Use spelling rules and strategies.
- Read it aloud and see if it sounds good.

Appendix 5

Lenzie Meadow Primary School

Handwriting Policy

As recommended by the British Dyslexia Association, we use a continuous cursive style of writing from Primary 3 onwards. It's most important feature is that each letter is formed without taking the pencil off the paper. Consequently, each word is formed in one, flowing movement.

The key advantages to this system are:

- By making each letter one movement, children's hands develop a 'physical memory' of it, making it easier to produce the correct shape.
- Because letters and words flow from left to right, children are less likely to reverse letter which are typically difficult (like b/d or p/q)
- There is a clearer distinction between capital letters and lower case
- The continuous flow of writing ultimately improves speed and spelling.

(British Dyslexia Association, https://www.bdadyslexia.org.uk/parent/getting-help-for-your-child/help-with-handwriting, accessed 30th May 2019)

In order for handwriting to be effective it must be modelled. Teachers must demonstrate formation and joins regularly with children copying and repeating. During all written tasks teachers and support staff should be observing pupils and correcting letter formation as required .

 Teachers and Support Staff should also model the cursive style when writing both in class, on displays and in feedback in jotters.

Progression of Skills in Lenzie Meadow

Primaries 1 and 2
In order to start learning the joins, children need to be forming individual letters correctly, ensuring that they begin and end in the correct place. In Primary 1 and 2, Children will use develop basic letter formation in conjunction with Jolly Phonics and Jolly Grammar.

Primary 3
Cursive Handwriting style is taught from Primary 3. All lower case letters should be joined to create flow. By the end of Primary 3, pupils will have been taught to form all joins using continuous cursive script.

Primary 4
Pupils will continue to develop their continuous cursive script in Primary 4. All joins are revised and pupils and are encouraged to use continuous cursive handwriting in all of their writing.

Primary 5

At the start of Primary 5, pupils will revise all the joins learned previously. Pupils in Primary 5 will then build up speed and fluency within their handwriting. This will be developed through short burst of regular practice of at least 15mins twice a week, using a variety of poetry. Pupils are expected to use continuous cursive script in all of their writing.

Primaries 6 and 7

Primaries 6 and 7 will begin the year with two weeks of intensive handwriting practice of at least half an hour per day. In these years, pupils will be expected to use continuous cursive script in all written work. At the start of every piece of work in a lined jotter, one line of modelled handwriting will be completed to set the expectations of presentation.
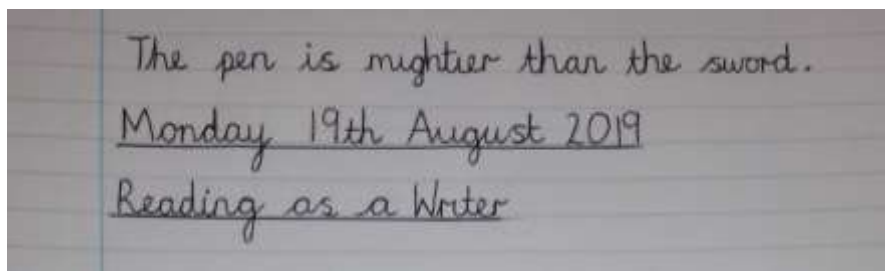
By Primaries 6 and 7, our aim is for children to naturally use continuous cursive script, as the example below, in all of their written work.
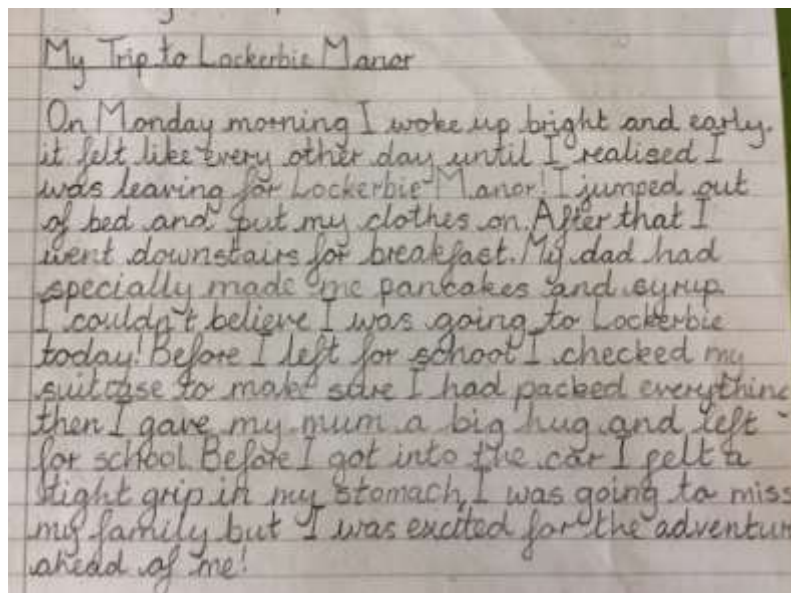
Jotters

Primaries 1 and 2 will use handwriting jotters with 4 lines to ensure correct size and formation.

Primaries 3, 4 and 5 will have a dedicated handwriting jotter with 4 lines which are smaller than those of Primaries 1 and 2.

Primaries 6 and 7 will have no specific handwriting jotter. It is expected they will write the modelled handwriting in the jotter they will be using for the activity they are completing.

Fry Sight Words
First 100 Words (#1-100)

the of	or	will	number
and a	one	up	no
to	had by	other	way
in	words	about out	could
is	but not	many then	people
you	what all	them	my
that	were we	these so	than
it	when	some her	first
he	your can	would	water
was	said	make	been
for	there	like him	called
on	use an	into	who oil
are as	each	time has	sit
with his	which	look two	now
they	she do	more	find
I	how	write go	long
at be	their	see	down
this	if		day
have			did get
from			come
			made
			may
			part

Fry Sight Words
Second 100 Words (#101-200)

over new	say	set	try
sound	great	put	kind
take only	where help	end	hand
little	through much	does	picture
work	before line	another well	again
know	right too	large	change
place	means old	must big	off
years	any	even such	play
live me	same tell	because turn	spell air
back give	boy	here	away
most very	follow came	why ask	animal
after	want	went men	house
things	show also	read	point
our just	around form	need land	page
name good	three small	different	letter
sentence man		home us	mother
think		move	answer
			found
			study
			still
			learn
			should
			America
			world

Fry Sight Words
Third 100 Words (#201-300)

high	saw left	important until	miss idea
every	don't few	children	enough eat
near add	while	side feet	face
food	along might	car	watch far
between own	close	mile	Indian real
below	something	night walk	almost let
country	seem next	white sea	above girl
plant last	hard	began	sometimes
school	open	grow took	mountains
father	example	river four	cut
keep tree	begin life	carry	young talk
never	always	state once	soon list
start city	those both	book hear	song
earth eyes	paper	stop	being leave
light	together got	without	family it's
thought head	group	second late	
under story	often run		

Appendix 7a Tricky Word Spelling P1 + P2

Tricky Word Spelling

1. I	13. you	25. one
2. the	14. your	26. by
3. he	15. come	27. only
4. she	16. some	28. old
5. me	17. said	29. like
6. we	18. here	30. have
7. be	19. there	31. live
8. was	20. they	32. give
9. to	21. go	33. little
10. do	22. no	34. down
11. are	23. so	35. what
12. all	24. my	36. when

37. why	49. saw	61. once
38. where	50. put	62. upon
39. who	51. could	63. always
40. which	52. should	64. also
41. any	53. would	65. of
42. many	54. right	66. eight
43. more	55. two	67. love
44. before	56. four	68. cover
45. other	57. goes	69. after
46. were	58. does	70. every
47. because	59. made	71. mother
48. want	60. their	72. father

Appendix 7b Tricky Word Spelling P3

Tricky Word Spelling P3

1. mother	13. January	25. half
2. father	14. February	26. quarter
3. sister	15. March	27. eleven
4. brother	16. April	28. twelve
5. grandma	17. May	29. thirteen
6. grandpa	18. June	30. fourteen
7. aunt	19. July	31. fifteen
8. uncle	20. August	32. sixteen
9. nephew	21. September	33. seventeen
10. niece	22. October	34. eighteen
11. cousin	23. November	35. nineteen
12. friend	24. December	36. twenty

37. thirty	49. centimetre	61. child
38. forty	50. metre	62. children
39. fifty	51. gram	63. woman
40. sixty	52. kilogram	64. women
41. seventy	53. millilitre	65. mouse
42. eighty	54. litre	66. mice
43. ninety	55. weight	67. library
44. hundred	56. volume	68. computer
45. thousand	57. minute	69. English
46. million	58. second	70. language
47. zero	59. fraction	71. continent
48. equals	60. estimate	72. world

Talking and Listening Tools
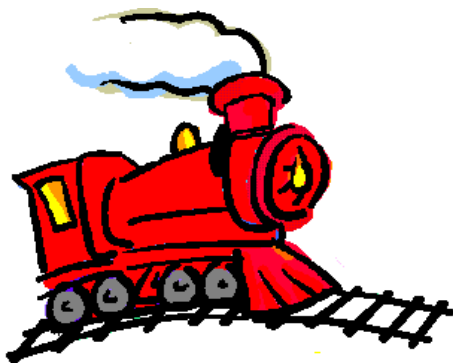
All join in.

Think then talk.

Look and listen.

Respect everyone's ideas.

Talk clearly and quietly.

Keep on track.

Wait your turn.
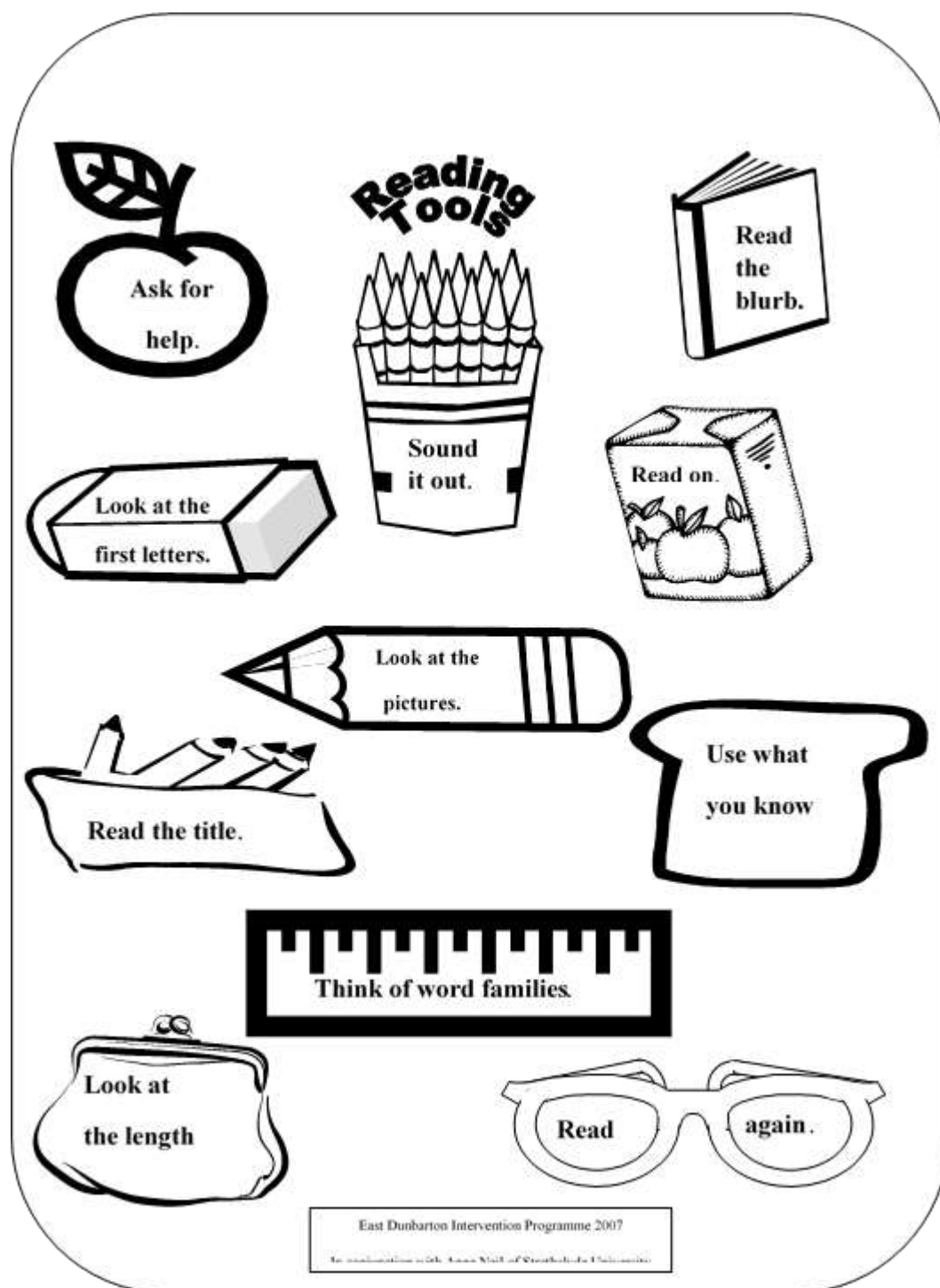
Appendix 9 Reading Tools

Reading Tools

Ask for help.

Sound it out.

Read the blurb.

Look at the first letters.

Read on.

Look at the pictures.

Read the title.

Use what you know

Think of word families.

Look at the length

Read again.

Early Level.

- Teacher's discretion should be used to determine if the piece of writing achieves Early Level E.1/E.2/E.3 overall
- Not all criteria will be applicable for all genres, please use your discretion.

TOOLS FOR WRITING – Core Criteria		
LIT 0-21a: I explore sounds, letters and words, discovering how they work together, and I can use what I learn to help me as I read or write. **LIT 0-21b**: As I play and learn, I enjoy exploring interesting materials for writing and different ways of recording my experiences and feelings, ideas and information.		
E.1	I can recognise mark-making materials.		• Creates texts selecting subject, purpose, format
	I can use and enjoy mark-making materials.		
	I can show some control in mark-making.		•Writes for enjoyment, exploring patterns and sounds, in a range of play, imaginative and real contexts.
	I can attempt to mark-make independently.		
	I can write the initial letter of my first name.		
	I know that print has meaning.		
E.2	I can use a pencil and hold it effectively.		• Shares feelings, experiences, information, messages or ideas in pictures, print or digital texts.
	I know that English is read from left to right and top to bottom.		
	I can write my own name but often with wrong letter formation or mixed lower/upper case.		• Forms most lowercase letters legibly.
	I can attempt simple forms of writing (lists, stories, labels, etc).		
	I can imitate adult's writing.		•Uses a pencil with increasing control and confidence.
	I am beginning to show detail in my drawing to communicate my message.		
	I can attempt to "write" things, including my name, using random letters.		• Knows the sounds of lowercase and some uppercase letters.
	I can ascribe meaning to own mark making ("read" what has been "written").		
	I can write single letters or groups of letters which represent meaning.		
	I can differentiate between different letters/numbers/symbols (e.g. punctuation).		• Leaves a space between words when writing.
	I can copy over/under a model.		
E.3	I can show some control over size, shape and orientation in writing.		• Writes words from left to right.
	I can produce a range of recognisable letters (more than in my name).		
	I can form most letters correctly.		• Makes an attempt to spell familiar words correctly.
	I can begin to make phonic attempts at words.		
	I can write simple regular words.		
	I can begin to spell some tricky words with visual prompts.		• makes an attempt to use a capital letter and a full stop correctly in at least one sentence.
	I can write my own first name with a capital letter at the start.		
	I can write from left to right.		
	I can share my writing with others.		•Writes to convey ideas, messages and information in different ways in play, imaginative and real contexts.
	I can show detail in my drawing.		
	I can write at least one sentence with a capital letter and a full stop.		
	I can leave a finger space between words.		
	I can use a connective to join two sentences.		• Writes to reflect own experiences and feelings using appropriate vocabulary to convey meaning.
	I can use an adjective in my writing.		
	I can write for a specific purpose (e.g. instructions, letter, poster, directions, diagram, story).		• Invents own stories and characters to share with others in play, imaginative and real contexts.

First Level – 1.1

Appendix 10b First 1.1 Level Writing Criteria

- Teacher's discretion should be used to determine if the piece of writing achieves First Level 1.1 overall.
- Not all criteria will be applicable for all genres, please use your discretion.

Core Criteria	Outcome code	Achieved	Benchmarks
1. I can use simple words and phrases to communicate meaning (majority of work can be read/decoded by an adult without assistance from the child) providing **one** simple statement.	**LIT 1-22a** **LIT 1-26a**		Checks writing to ensure that it makes sense Includes relevant information in written texts.
2. I can use simple phonetic strategies to make a recognisable attempt at spelling known words (most decodable without child's help) and most CVC words should be accurate.	**LIT 1-21a**		Spells most commonly used words correctly. Spells most vocabulary used across the curriculum correctly. Uses knowledge of phonics and spelling strategies when spelling familiar and unfamiliar words.
3. I can write meaning in a series of simple sentences showing an awareness of how full stops are used. (Minimum of one sentence correct which must include a verb and a subject).	**LIT 1-22a**		Writes independently, punctuating most sentences accurately, for example, using a capital letter, full stop, question mark or exclamation mark.
4. I can use a simple dictionary or wordbank to help spell tricky or unfamiliar words.	**LIT 1-21a**		Uses knowledge of the alphabet to locate words in a dictionary or other reference source to help spell tricky or unfamiliar words.
5. I can use at least one appropriate opener.	**LIT 1-26a**		Starts sentences in a variety of ways to engage the reader.
6 I can use appropriate vocabulary (should be coherent and mainly sensible).	**LIT 1-26a**		Uses relevant and/or interesting vocabulary as appropriate for the context.
7. I can use **any** connective (may only ever be 'and') to join two simple sentences.	**LIT 1-22a**		Links sentences using common conjunctions, for example, and, because, but or so.
8. I can write at least 3 simple relevant statements of at least 3 words.	**LIT 1-22a** **LIT 1-23a**		Organises writing in a logical order and as appropriate to audience.
9. I can plan and organise ideas for my writing and use them to create new texts.	**LIT 1-25a** **LIT 1-26a**		Plans and organises ideas and information using an appropriate format. Makes notes to help plan writing and uses them to create new texts.

First Level – 1.1

Personal/Imaginative

Personal Account/Report/Letter	Outcome code	Achieved	Benchmarks
I can convey a simple personal response to a given subject or circumstance including at least 2 details.	ENG 1-30a		When writing to describe and share experiences: Writes about personal experiences in a logical order, using appropriate vocabulary to describe feelings, thoughts and events.

Imaginative	Outcome code	Achieved	Benchmarks
I can include at least 3 details which forms a short narrative sequence.	LIT 1-26a		When writing imaginatively and creatively: • Creates own texts, for example, stories, poems and plays with recognisable features of genre. • Creates texts with evidence of structure. Creates interesting characters through their feelings and actions and physical description.

Imaginative/Personal Poem	Outcome code	Achieved	Benchmarks
I can write at least 3 details in a sequence to give a sense of what the poem is about.	ENG 1-31a		When writing imaginatively and creatively: • Creates own texts, for example, stories, poems and plays with recognisable features of genre. • Creates texts with evidence of structure. Creates interesting characters through their feelings and actions and physical description.
I can include at least 3 descriptive words or phrases.	LIT 1-26a		

Writer's Craft	Outcome code	Achieved	Benchmarks
I can continue the story giving at least 3 more relevant details.	LIT 1-26a		When writing imaginatively and creatively: • Creates own texts, for example, stories, poems and plays with recognisable features of genre. • Creates texts with evidence of structure. Creates interesting characters through their feelings and actions and physical description.

Functional

Functional: Instructions/Directions	Outcome code	Achieved	Benchmarks
I can describe at least 3 steps in a process.	**LIT 1-26a**		When writing to convey information, describe events or processes, share opinions or persuade readers in different ways: • Selects, organises and conveys information in different ways. • Uses vocabulary and language for specific purposes. Shares own viewpoint and makes one or two attempts to persuade the reader as appropriate to the purpose.

Functional: Newspaper Article	Outcome code	Achieved	Benchmarks
I can include 3 or more details to tell a news story.	**LIT 1-26a**		When writing to convey information, describe events or processes, share opinions or persuade readers in different ways: • Selects, organises and conveys information in different ways. • Uses vocabulary and language for specific purposes. Shares own viewpoint and makes one or two attempts to persuade the reader as appropriate to the purpose.
I can attempt to create a title for my news report.	**LIT 1-26a**		

Functional: Letter Writing	Outcome code	Achieved	Benchmarks
I can start a letter with 'Dear' and end with 'from'.	**LIT 1-26a**		When writing to convey information, describe events or processes, share opinions or persuade readers in different ways: • Selects, organises and conveys information in different ways. • Uses vocabulary and language for specific purposes. Shares own viewpoint and makes one or two attempts to persuade the reader as appropriate to the purpose.
I can include 2 items which are relevant to the letter.	**LIT 1-26a**		

First Level – 1.2

Appendix 10c First 1.2 Level Writing Criteria

- Teacher's discretion should be used to determine if the piece of writing achieves First Level 1.2 overall
- Not all criteria will be applicable for all genres.

Core Criteria	Outcome code	Achieved	Benchmarks
1 I can use simple words and phrases to communicate meaning (majority of work can be read/decoded by an adult without assistance from the child) providing three or more simple statements.	LIT 1-26a		Checks writing to ensure it makes sense. Includes relevant information in written texts.
2 I can use my knowledge of phonics to spell my common words and make a good attempt at spelling unknown words.	LIT 1-21a		Spells most commonly used words correctly. Spells most vocabulary used across the curriculum correctly. Uses knowledge of phonics and spelling strategies when spelling familiar and unfamiliar words.
3 I can use a simple dictionary or wordbank to help spell tricky or unfamiliar words.	LIT 1-21a		Uses knowledge of the alphabet to locate words in a dictionary or other reference source to help spell tricky or unfamiliar words.
4 I can usually use basic sentence punctuation including full stops followed by capital letters **with a minimum of two correct sentences** (pupils may be experimenting with other punctuation although use may not be accurate e.g. question marks, exclamation marks and commas).	LIT 1-22a		Writes independently, punctuating most sentences accurately, for example, using a capital letter, full stop, question mark or exclamation mark.
5 I can use 2 or more different sentence openings (e.g. Then, After that, Next).	ENG 1-31a		Starts sentences in a variety of ways to engage the reader.
6 I can use appropriate vocabulary (including adjectives, nouns and verbs).	LIT 1-22a LIT 1-26a		Uses relevant and/or interesting vocabulary as appropriate for the context.
7 I can use connectives other than 'and' to join 2 or more simple statements (e.g. but, because, so).	LIT 1-22a		Links sentences using common conjunctions, for example, and, because, but or so.
8 I can show some control over word order, producing logical statements.	LIT 1-21a		Organises writing in a logical order and as appropriate to audience.
9. I can plan and organise ideas for my writing and use them to create new texts.	**LIT 1-25a LIT 1-26a**		Plans and organises ideas and information using an appropriate format. Makes notes to help plan writing and uses them to create new texts.

First Level – 1.2

Imaginative/Personal

Personal Account/Report/Letter	Outcome code	Achieved	Benchmarks
I can convey a simple personal response to a given subject or circumstance including at least 3 details.	ENG 1-30a		When writing to describe and share experiences: Writes about personal experiences in a logical order, using appropriate vocabulary to describe feelings, thoughts and events.

Imaginative	Outcome code	Achieved	Benchmarks
I can include at least 4 details which forms a short narrative sequence, with supporting detail.	ENG 1-31a		When writing imaginatively and creatively: • Creates own texts, for example, stories, poems and plays with recognisable features of genre. • Creates texts with evidence of structure. Creates interesting characters through their feelings and actions and physical description.

Imaginative/Personal Poem	Outcome code	Achieved	Benchmarks
I can choose appropriate language in an attempt to communicate the main idea or sentiment.	ENG 1-31a		When writing imaginatively and creatively: • Creates own texts, for example, stories, poems and plays with recognisable features of genre. • Creates texts with evidence of structure. Creates interesting characters through their feelings and actions and physical description.
I can include at least 4 descriptive words or phrases.	LIT 1-26a		

Writer's Craft	Outcome code	Achieved	Benchmarks
I can continue the story giving at least 4 more relevant details including a continuation of characters and events of the original story.	LIT 1-26a		When writing imaginatively and creatively: • Creates own texts, for example, stories, poems and plays with recognisable features of genre. • Creates texts with evidence of structure. Creates interesting characters through their feelings and actions and physical description.

First Level – 1.2

Functional

Functional: Instructions/Directions	Outcome code	Achieved	Benchmarks
I can include at least 4 relevant steps in a process, and order them correctly.	**LIT 1-26a**		When writing to convey information, describe events or processes, share opinions or persuade readers in different ways: • Selects, organises and conveys information in different ways. • Uses vocabulary and language for specific purposes. Shares own viewpoint and makes one or two attempts to persuade the reader as appropriate to the purpose.

Functional: Newspaper Article	Outcome code	Achieved	Benchmarks
I can include more than 4 relevant points and give an appropriate title.	**LIT 1-26a**		When writing to convey information, describe events or processes, share opinions or persuade readers in different ways: • Selects, organises and conveys information in different ways. • Uses vocabulary and language for specific purposes. Shares own viewpoint and makes one or two attempts to persuade the reader as appropriate to the purpose.

Functional: Letter Writing	Outcome code	Achieved	Benchmarks
I can begin to use an appropriate letter layout including an address, Dear, and suitable rounding off (e.g. Yours sincerely, Yours faithfully etc).	**LIT 1-26a**		When writing to convey information, describe events or processes, share opinions or persuade readers in different ways: • Selects, organises and conveys information in different ways. • Uses vocabulary and language for specific purposes. Shares own viewpoint and makes one or two attempts to persuade the reader as appropriate to the purpose.
I can convey the purpose of the letter.	**LIT 1-26a**		

First Level – 1.3

Appendix 10e First 1.3 Level Writing Criteria

- Teacher's discretion should be used to determine if the piece of writing achieves First Level overall
- Not all criteria will be applicable for all genres, please use your discretion.

Core Criteria	Outcome code	Achieved	Benchmarks
1. I can communicate feelings, ideas and meaning confidently in a series of sentences (may not be accurate but sequence mainly 'flows').	LIT 1-26a		Checks writing to ensure it makes sense. Includes relevant information in written texts.
2. I can produce a basic sentence using punctuation including commas, question marks, full stops followed by capital letters **with a minimum of three correct sentences** (pupils may be experimenting with other punctuation although use may not be accurate e.g. exclamation marks).	LIT 1-21a		Writes independently, punctuating most sentences accurately, for example, using a capital letter, full stop, question mark or exclamation mark.
3. I can accurately spell most common words from my spelling list/High Frequency word list and use plausible strategies to attempt to spell unknown words. e.g. phonics, wordbank, dictionary.	LIT 1-22a		Spells most commonly used words correctly. Spells most vocabulary used across the curriculum correctly. Uses knowledge of phonics and spelling strategies when spelling familiar and unfamiliar words. Uses knowledge of the alphabet to locate words in a dictionary or other reference source to help spell tricky or unfamiliar words.
4. I can vary sentence openings to interest the reader (uses a number of ways for opening sentences	LIT 1-26a		Starts sentences in a variety of ways to engage the reader.
5. I can attempt to make writing lively and interesting by using adjectives and descriptive phrases.	LIT 1-26a		Uses relevant and/or interesting vocabulary as appropriate for the context.
6. I can use different connectives to link 3 or more sentences (e.g. and, also, but, because, besides).	LIT 1-22a		Links sentences using common conjunctions, for example, and, because, but or so.
7. I can link ideas and events in a clear and logical sequence, using strategies to create 'flow' (e.g. last time, also, after, then, soon, at last, and another thing).	LIT 1-26a		Organises writing in a logical order and as appropriate to audience.
8. I can plan and organise ideas for my writing and use them to create new texts.	LIT 1-25a		Plans and organises ideas and information using an appropriate format. Makes notes to help plan writing and uses them to create new texts.
9. I can produce a piece of writing that structured (beginning, middle, end) and makes sense,	LIT 1-26a		Organises writing in a logical order and as appropriate to audience.

First Level – 1.3

Imaginative/Personal

Personal Account/Report/Letter	Outcome code	Achieved	Benchmarks
I can describe a context/circumstance and give a simple personal response or thought, including at least 4 details.	**ENG 1-30a**		When writing to describe and share experiences: Writes about personal experiences in a logical order, using appropriate vocabulary to describe feelings, thoughts and events.
I can share my opinion, using appropriate vocabulary and language to persuade the reader.	**LIT 1-28a/ LIT 1-29a**		

Imaginative	Outcome code	Achieved	Benchmarks
I can include at least 5 details (including who and what) to make the main sequence of the story clear. My story is structured and makes sense.	**LIT 1-26a**		When writing imaginatively and creatively: • Creates own texts, for example, stories, poems and plays with recognisable features of genre. • Creates texts with evidence of structure. Creates interesting characters through their feelings and actions and physical description.

Imaginative/Personal Poem	Outcome code	Achieved	Benchmarks
I can choose appropriate language in an attempt to communicate the main idea or sentiment.	**LIT 1-26a**		When writing imaginatively and creatively: • Creates own texts, for example, stories, poems and plays with recognisable features of genre. • Creates texts with evidence of structure. Creates interesting characters through their feelings and actions and physical description.
I can include at least 5 descriptive words or phrases.	**LIT 1-26a**		

Writer's Craft	Outcome code	Achieved	Benchmarks
I can continue the story giving at least 5 more relevant details including a continuation of characters and events of the original story.	**LIT 1-26a ENG 1-31a**		When writing imaginatively and creatively: • Creates own texts, for example, stories, poems and plays with recognisable features of genre. • Creates texts with evidence of structure. Creates interesting characters through their feelings and actions

			and physical description.

Functional

Functional: Instructions/Directions	Outcome code	Achieved	Benchmarks
I can include 5 or more steps in a process, using appropriate language to order logically.	**LIT 1-26a**		When writing to convey information, describe events or processes, share opinions or persuade readers in different ways: • Selects, organises and conveys information in different ways. • Uses vocabulary and language for specific purposes. Shares own viewpoint and makes one or two attempts to persuade the reader as appropriate to the purpose.

Functional: Newspaper Article	Outcome code	Achieved	Benchmarks
I can include 5 or more details in sequence and give sufficient information to make the main points clear.	**LIT 1-26a**		When writing to convey information, describe events or processes, share opinions or persuade readers in different ways: • Selects, organises and conveys information in different ways. • Uses vocabulary and language for specific purposes. Shares own viewpoint and makes one or two attempts to persuade the reader as appropriate to the purpose.

Functional: Letter Writing	Outcome code	Achieved	Benchmarks
I can use an appropriate letter layout including address, Dear and signed off appropriately (e.g. Yours sincerely, Yours faithfully etc).	**LIT 1-26a**		When writing to convey information, describe events or processes, share opinions or persuade readers in different ways: • Selects, organises and conveys information in different ways. • Uses vocabulary and language for specific purposes. Shares own viewpoint and makes one or two attempts to persuade the reader as appropriate to the purpose.
I can convey the purpose of the letter and am beginning to include some supporting detail.	**LIT 1-26a**		

Second Level – 2.1

Appendix 10f Second 2.1 Level Writing Criteria

- Teacher's discretion should be used to determine if the piece of writing achieves 2.1 overall
- Not all criteria will be applicable for all genres, please use your discretion.

Core Criteria	Outcome code	Achieved	Benchmarks (75% of **a benchmark** should be achieved at the end of Second Level)
1. I can develop and extend ideas logically in sequenced sentences (may still be brief or not very detailed), by selecting relevant information.	LIT 2-26a		Organises information in a logical way Selects relevant ideas and information.
2. On the whole I can use sentence punctuation accurately: **full stops, question marks** and **exclamation marks** (Pupils **may** be experimenting with other punctuation, although use may not be accurate).	LIT 2-22a		Uses a range of punctuation, for example, capital letters, full stops, commas, inverted commas (speech marks), exclamation marks, question marks and/or apostrophes. Punctuation is mainly accurate.
3. I can spell most common words accurately appropriate to my stage and use phonetically plausible strategies to spell, or attempt to spell, unknown words, including. Wordbank or dictionary.	LIT 2-21a		Applies knowledge of spelling patterns, rules and strategies to spell most words correctly.
4. I can consistently vary sentence openings to interest the reader (must be more than simple pronouns) on at least 3 occasions.	ENG 2-27a		Uses sentences of different lengths and types and varies sentence openings.
5. I can use interesting and varied word choice with a minimum of 3 examples including adjectives and descriptive phrases for detail and emphasis to suit purpose and audience.	ENG 2-27a		Attempts to engage and/or influence the reader through vocabulary and/or use of language as appropriate to genre. Uses appropriate vocabulary, including subject-specific vocabulary, to suit purpose and audience.
6. I can extend sentences using a wider range of connectives in at least 3 sentences to create flow, e.g. when, until, while, also, before, soon, then, lastly as well as.	ENG 2-27a		Links sentences using a range of conjunctions.
7. I can attempt to make writing lively and interesting as appropriate to the genre by attempting to vary sentence length, layout, fonts, graphics and by using headings, bullet points and captions where appropriate.	ENG 2-31a		Uses sentences of different lengths and types and varies sentence openings. Makes appropriate choices about layout and presentation, including in digital texts, to engage the reader, for example, headings, bullet points, fonts, graphics and/or captions.
8. I can usually use correct grammatical structures in sentences (nouns and verbs generally agree).	LIT 2-26a		Writes most sentences in a grammatically accurate way. Reviews and corrects writing to ensure it makes sense, is technically accurate and meets its purpose.
9. I can produce work which is organised, imaginative and clear, including beginning to attempt paragraphs (e.g. beginning middle, end; letter structure; dialogue structure).	LIT 2-22a		Uses paragraphs to separate thoughts and ideas.

Second Level – 2.1

PERSONAL WRITING

Personal Account/Report/Letter	Outcome code	Achieved	Benchmarks
I can establish a context/set of circumstances/setting and describe some related personal feelings.	LIT 1-28a ENG 2-30a		When writing to describe and share experiences: • Describes personal experiences, making context and events clear. • Describes thoughts and feelings about the experience Attempts to engage and/or influence the reader through vocabulary and use of language.

IMAGINATIVE WRITING

Imaginative	Outcome code	Achieved	Benchmarks
I can provide suitable information about a character or setting to fit the genre.	ENG 2-31a		When writing imaginatively and creatively: • Applies a few features of the chosen genre. • Creates interesting characters through, for example, their feelings and actions, physical description and/or dialogue. • Creates a setting/context with some descriptive detail. • Attempts to use figurative language (imagery) to engage the reader, for example, simile, metaphor, alliteration and onomatopoeia. • Creates plots with clear structures, for example, suitable opening, turning point, climax and/or satisfactory ending.
I can write a story with an opening, middle and a simple conclusion.	LIT 2-26a		
Writer's Craft	**Outcome code**	**Achieved**	
I can consistently continue the characters, setting and events of the original story.	ENG 2-29a		
Imaginative/Personal Poem	**Outcome code**	**Achieved**	
I can use language which clearly communicates the main idea or sentiment of the poem and has at least 3 descriptive supporting ideas.	ENG 2-27a		
I have included one attempt to distinguish the poem from prose (e.g. choice and grouping of words, expressions, imagery, layout).	LIT 2-26a		
I am beginning to structure my poem (e.g. adjusting line length, by organising into sections).	ENG 2-31a		

Second Level – 2.1

FUNCTIONAL WRITING

Functional: Instructions	Outcome code	Achieved	Benchmarks
I can use language to successfully describe a number of linked actions in a process.	LIT 2-28a		When writing to convey information, describe events, explain processes or combine ideas in different ways:
I can write a set of instructions where all steps in the process are relevant, logically organised, and important details are not left out or repeated.	LIT 2-26a		• Uses appropriate style and format to convey information applying key features of the chosen genre.

Functional: Newspaper Article	Outcome code	Achieved	
I can adopt a style which includes at least one feature of a newspaper article as well as a headline.	LIT 2-26a		• Includes relevant ideas, knowledge and information.
I can include information in the article which is generally relevant and arranged in a logical order.	LIT 2-28a		• Organises and presents information in a logical way.
I can use given notes to write a report.	LIT 2-25a		• Uses tone and vocabulary appropriate to purpose.

Functional: Letter Writing	Outcome code	Achieved	
I can use conventional forms to open and close the letter.	LIT 2-26a		Uses notes and/or other sources to develop thinking and create new texts.
I can use language which conveys some details of a request, invitation, incident or point of view.	LIT 2-26a		Acknowledges sources making clear where the information came from.
I can attempt to use a style which takes some account of the identity of the intended reader.	LIT 2-26a		

Functional: Report	Outcome code	Achieved	
I can mark at least one section appropriately to separate ideas/events including a title or heading.	LIT 2-28a		
I can use a style which for some part suits the chosen subject (scientific, historical etc).	LIT 2-28a		
I can include a simple introduction and 'rounding off' or closing statement.	LIT 2-26a		
I can use given notes to write a report.	LIT 2-25a		

Functional: Discursive	Outcome code	Achieved	Benchmarks
I can include an introduction and 'rounding off' or closing statement.	LIT 2-28a		When writing to persuade, evaluate, explore issues or express an opinion:
I can use a style which is beginning to take account of the need to convince the intended reader of the writer's view.	LIT 2-29a		• Presents relevant ideas and information, including supporting detail, to convey view point. • Organise ideas in a logical way. • Includes an introduction that makes the topic clear and a conclusion that rounds off the writing.
I can use given notes to write a report.	LIT 2-25a		• Attempts to use language to influence or persuade the reader, for example, word choice, punctuation, repetition, rhetorical questions and/or emotive language. Uses notes and/or other sources to develop thinking and create new texts. Acknowledges sources making clear where the information came from.

Second Level – 2.2

Appendix 10g Second 2.2 Level Writing Criteria

- Teacher's discretion should be used to determine if the piece of writing achieves 2.2 overall
- Not all criteria will be applicable for all genres, please use your discretion.

Core Criteria	Outcome code	Achieved	Benchmarks (75% of **a benchmark** should be achieved at the end of Second Level)
1. I can develop and extend ideas logically in sequenced sentences with some supporting detail (may still be brief or not very detailed), by selecting relevant information.	LIT 2-26a		Organises information in a logical way. Selects relevant ideas and information.
2. On the whole I can use sentence punctuation accurately: **full stops, question marks** and **exclamation marks** (Pupils **may** be experimenting with speech marks and/or commas and may be experimenting with other punctuation, although use may not be accurate).	LIT 2-22a		Uses a range of punctuation, for example, capital letters, full stops, commas, inverted commas (speech marks), exclamation marks, question marks and/or apostrophes. Punctuation is mainly accurate.
3. I can spell most common words accurately appropriate to my stage and use phonetically plausible strategies to spell, or attempt to spell, unknown words, including a wordbank or dictionary.	LIT 2-21a		Applies knowledge of spelling patterns, rules and strategies to spell most words correctly.
4. I am beginning to attempt a range of openers (e.g. words ending in 'ing', 'ed', 'ly'). For example, "Thoughtfully, I watched the stars).	ENG 2-27a		Uses sentences of different lengths and types and varies sentence openings.
5. I can use interesting and varied word choice with a minimum of 4 examples to suit purpose and audience.	ENG 2-27a		Attempts to engage and/or influence the reader through vocabulary and/or use of language as appropriate to genre.
6. I can develop use of adjectives and descriptive phrases for detail and emphasis (where appropriate attempting to use a simile, metaphor and/or alliteration).	ENG 2-27a		Uses appropriate vocabulary, including subject-specific vocabulary, to suit purpose and audience.
7. I can extend sentences using a wider range of connectives to create flow (e.g. until, while also, before, as well, although, lastly, before, soon and besides) in at least 4 sentences.	ENG 2-27a		Links sentences using a range of conjunctions.
8. I can make writing lively and interesting as appropriate to the genre by attempting to vary sentence length, layout, fonts, graphics and by using headings, bullet points and captions where appropriate.	ENG 2-31a		Uses sentences of different lengths and types and varies sentence openings. Makes appropriate choices about layout and presentation, including in digital texts, to engage the reader, for example, headings, bullet points, fonts, graphics and/or captions.
9. I can use correct grammatical structures in sentences (nouns and verbs generally agree).	LIT 1-26a		Writes most sentences in a grammatically accurate way. Reviews and corrects writing to ensure it makes sense, is technically accurate and meets its purpose.
10. I can attempt to use at least 3 paragraphs.	LIT 2-22a		Uses paragraphs to separate thoughts and ideas.

Second Level – 2.2

PERSONAL WRITING

Personal Account/Report/Letter	Outcome code	Achieved	Benchmarks
I can establish a context/set of circumstances/setting and describe some related personal feelings or thoughts with sufficient detail	LIT 1-28a ENG 2-30a		When writing to describe and share experiences: • Describes personal experiences, making context and events clear. • Describes thoughts and feelings about the experience Attempts to engage and/or influence the reader through vocabulary and use of language.

IMAGINATIVE WRITING

Imaginative	Outcome code	Achieved	Benchmarks
I can provide suitable detailed information about a character or setting to fit the genre through description and/or dialogue.	ENG 2-31a		When writing imaginatively and creatively: • Applies a few features of the chosen genre. • Creates interesting characters through, for example, their feelings and actions, physical description and/or dialogue. • Creates a setting/context with some descriptive detail. • Attempts to use figurative language (imagery) to engage the reader, for example, simile, metaphor, alliteration and onomatopoeia. • Creates plots with clear structures, for example, suitable opening, turning point, climax and/or satisfactory ending.
I can write a story that has a detailed opening, middle and appropriate conclusion.	LIT 2-26a		
Writer's Craft	**Outcome code**	**Achieved**	
I can consistently continue the characters, setting and events of the original story with sufficient supporting detail.	ENG 2-31a		
Imaginative/Personal Poem	**Outcome code**	**Achieved**	
I can use language which clearly communicates the main idea or sentiment of the poem and has sufficient descriptive supporting ideas.	ENG 2-27a		
I have included at least 2 attempts to distinguish the poem from prose (e.g. choice and grouping of words, expressions, imagery, layout, rhythm).	LIT 2-26a		
I can write a poem with some shape and structure (e.g. Line length).	ENG 2-31a		

FUNCTIONAL WRITING

Functional: Instructions	Outcome code	Achieved	Benchmarks
I can attempt to use language to describe a group of linked actions in a process.	LIT 2-28a		When writing to convey information, describe events, explain processes or combine ideas in different ways:
I can write a set of instructions where all steps in the process are relevant and logically organised overall using bullet points/numbers/openers.	LIT 2-26a		• Uses appropriate style and format to convey information applying key features of the chosen genre.
Functional: Newspaper Article	**Outcome code**	**Achieved**	• Includes relevant ideas, knowledge and information.
I can use a style which of the most part suits the news topic including an appropriate headline.	LIT 2-26a		• Organises and presents information in a logical way.
I can include information which enables the reader to establish where and when the events took place.	LIT 2-28a		• Uses tone and vocabulary appropriate to purpose.
I am beginning to use my notes to write a report.	LIT 2-25a		Uses notes and/or other sources to develop thinking and create new texts.
Functional: Letter Writing	**Outcome code**	**Achieved**	Acknowledges sources making clear where the information came from.
I can use conventional forms to open and close the letter.	LIT 2-26a		
I can use language which conveys details of a request, invitation, incident or point of view.	LIT 2-26a		
I can use a style which takes some account of the identity of the intended reader.	LIT 2-26a		
Functional: Report	**Outcome code**	**Achieved**	
I can mark most sections appropriately to separate ideas/events including a title and/or heading.	LIT 2-28a		
I can use a style which for the most part suits the chosen subject (scientific, historical etc).	LIT 2-28a		
I can include a suitable introduction and 'rounding off' or closing statement.	LIT 2-26a		
I am beginning to use my notes to write a report.	LIT 2-25a		
I can acknowledge my sources.	LIT 2-25a		

Functional: Discursive	Outcome code	Achieved	Benchmarks
I can include an introduction and 'rounding off' or closing statement with some detail.	LIT 2-28a		When writing to persuade, evaluate, explore issues or express an opinion:
			• Presents relevant ideas and information, including supporting detail, to convey view point.
			• Organise ideas in a logical way.
I can use a style which takes account of the need to convince the intended reader of the writer's view.	LIT 2-29a		• Includes an introduction that makes the topic clear and a conclusion that rounds off the writing.
			• Attempts to use language to influence or persuade the reader, for example, word choice, punctuation, repetition, rhetorical questions and/or emotive language.
I am beginning to use my notes to write a report.	LIT 2-25a		
			Uses notes and/or other sources to develop thinking and create new texts.
I can acknowledge my sources.	LIT 2-25a		Acknowledges sources making clear where the information came from.

Second Level – 2.3

Appendix 10g Second 2.3 Level Writing Criteria

> • Teacher's discretion should be used to determine if the piece of writing achieves Second Level overall (75% of a benchmark should be achieved)
>
> • Not all criteria will be applicable for all genres, please use your discretion.

Core Criteria	Outcome code	Achieved	Benchmarks (75% of **a benchmark** should be achieved at the end of Second Level)
1. I can sensibly link and relate events and use a tense consistently (including past, present and future) by selecting relevant information.	LIT 2-28a LIT 2-25a		Organises information in a logical way. Selects relevant ideas and information.
2. On the whole I can use sentence punctuation accurately: **full stops, question marks, exclamation marks, commas, speech marks, apostrophes** (Pupils **may** be experimenting with other punctuation, although use may not be accurate).	LIT 2-22a		Uses a range of punctuation, for example, capital letters, full stops, commas, inverted commas (speech marks), exclamation marks, question marks and/or apostrophes. Punctuation is mainly accurate.
3. I can spell most common words accurately appropriate to my stage and use phonetically plausible strategies to spell, or attempt to spell, an extended range of unknown words, including using a dictionary, wordbank or digital technology.	LIT 2-21a		Applies knowledge of spelling patterns, rules and strategies to spell most words correctly.
5. I can attempt to use a variety of openers including 1 or 2 more interesting examples (e.g. words ending in **ing**, **ed**, **ly and connectives as openers**. For example, 'Smiling, she embraced me'. 'Amazed, I shrieked in delight'. 'With ridiculous expression on his face, he..').	ENG 2-27a		Uses sentences of different lengths and types and varies sentence openings.
6. I can use interesting and varied word choice with a minimum of 5 examples to suit purpose and audience.	ENG 2-27a		Attempts to engage and/or influence the reader through vocabulary and/or use of language as appropriate to genre. Uses appropriate vocabulary, including subject-specific vocabulary, to suit purpose and audience.
7. I can use adjectives and/or adverbs for detail and emphasis (consciously selects the adjective/adverb for purpose, rather than using a familiar one e.g. 'the big Billy Goat Gruff').	ENG 2-27a		
8. I can use a variety of connectives including 1 or 2 more sophisticated examples (e.g. although however, nevertheless, since, in order to, whilst, lastly, as well as, then) to create flow.	ENG 2-27a		Links sentences using a range of conjunctions.
9. I can write in a lively and coherent way with some confidence and with varying sentence length, layout, fonts, graphics and by using headings, bullet points and captions where appropriate.	ENG 2-31a		Uses sentences of different lengths and types and varies sentence openings. Makes appropriate choices about layout and presentation, including in digital texts, to engage the reader, for example, headings, bullet points, fonts, graphics and/or captions.
9. I can use correct grammatical structures in sentences (nouns and verbs generally agree).	LIT 2-26a		Writes most sentences in a grammatically accurate way. Reviews and corrects writing to ensure it makes sense, is technically accurate and meets its purpose.
10. I can use paragraphs appropriately.	LIT 2-22a		Uses paragraphs to separate thoughts and ideas.

Second Level – 2.3

IMAGINATIVE WRITING

Imaginative	Outcome code	Achieved	Benchmarks
I can convey an appropriate setting/scene through description.	ENG 2-31a		When writing imaginatively and creatively:
I can convey characters through description and/or dialogue.	ENG 2-31a		• Applies a few features of the chosen genre.
I can write a story that has an overall shape and coherence and is finished with a suitable and interesting/effective conclusion.	ENG 2-31a		• Creates interesting characters through, for example, their feelings and actions, physical description and/or dialogue.
Writer's Craft	**Outcome code**	**Achieved**	• Creates a setting/context with some descriptive detail.
I can continue the characters, setting and events of the original story.	ENG 2-31a		• Attempts to use figurative language (imagery) to engage the reader, for example, simile, metaphor, alliteration and onomatopoeia.
I can use language which reflects the style and tone of the author.	ENG 2-31a		• Creates plots with clear structures, for example, suitable opening, turning point, climax and/or satisfactory ending.
Imaginative/Personal Poem	**Outcome code**	**Achieved**	
I can clearly communicate the main idea or sentiment of the poem and include appropriate supporting descriptive detail.	ENG 2-27a		
I can show some awareness of poetry techniques as a means of communicating ideas (e.g. Choice and grouping of words, expression and imagery).	LIT 2-26a		
I can structure my poem appropriately (e.g. adjusting line length, by organising into sections).	ENG 2-31a		