

SERVICES FOR SCHOOLS

Key Stage 3 Diagnostic Tool

Writing

Overview

In this document

- This assessment and curriculum resource has been designed to support diagnostic assessment in writing so that gaps in learning can be effectively identified. **It is not a best fit model.**
- If a pupil is considered to be below age-related expectations (ARE) in any given area, this should help to diagnose areas for teaching, supporting teachers to understand how the curriculum develops.
- It is based on the principle that secondary schools should maintain the Year 6 standard across subjects in Year 7. Progression is in the ability to maintain this standard across subjects in a new context. KS2 National exemplification can be used to support moderation of Year 7 standard.

This resource should be used to:

- support teachers in identifying what pupils can and cannot do at any given moment in time;
- enable teachers to personalise learning effectively within the context of an age-related curriculum;
- identify the domain areas where individual pupils/classes/cohorts need more support or have particular strengths so that planning can be adapted to meet pupils' needs.

Points to consider when using this resource

- This document is a resource for teachers and **should not be shared with pupils**
- This document is **not designed to apply a best-fit number system**
- Knowledge of primary assessment and pedagogy is needed
- It should be printed as an A3 document to make it possible to read content

- **National Curriculum statement**
- **HIAS additional statement**
- **Exemplification of statement**

The Importance of Changing Contexts

It is important to note that contexts for writing can change significantly across key stages. When pupils are writing independently in KS2, they are still able to use resources to support them and to seek help from peers; writing is a slower and more reflective process than the exam response in KS4. **KS3 needs to bridge this gap gradually** and this should be reflected in assessment practices. If Year 7 pupils are expected to write at the standard they were writing in Year 6, but in a KS4 style context, they are likely to fall short.

KS2: teacher assessment of a portfolio of work

- Pupils inspired to write through wider curriculum stimulus
- Writing a slower, staged process
- Writing independent at point of application, but collaboration throughout process develops ideas and build skills

KS3:

Developing a writers' toolkit

Developing personal style

Becoming increasingly fluent

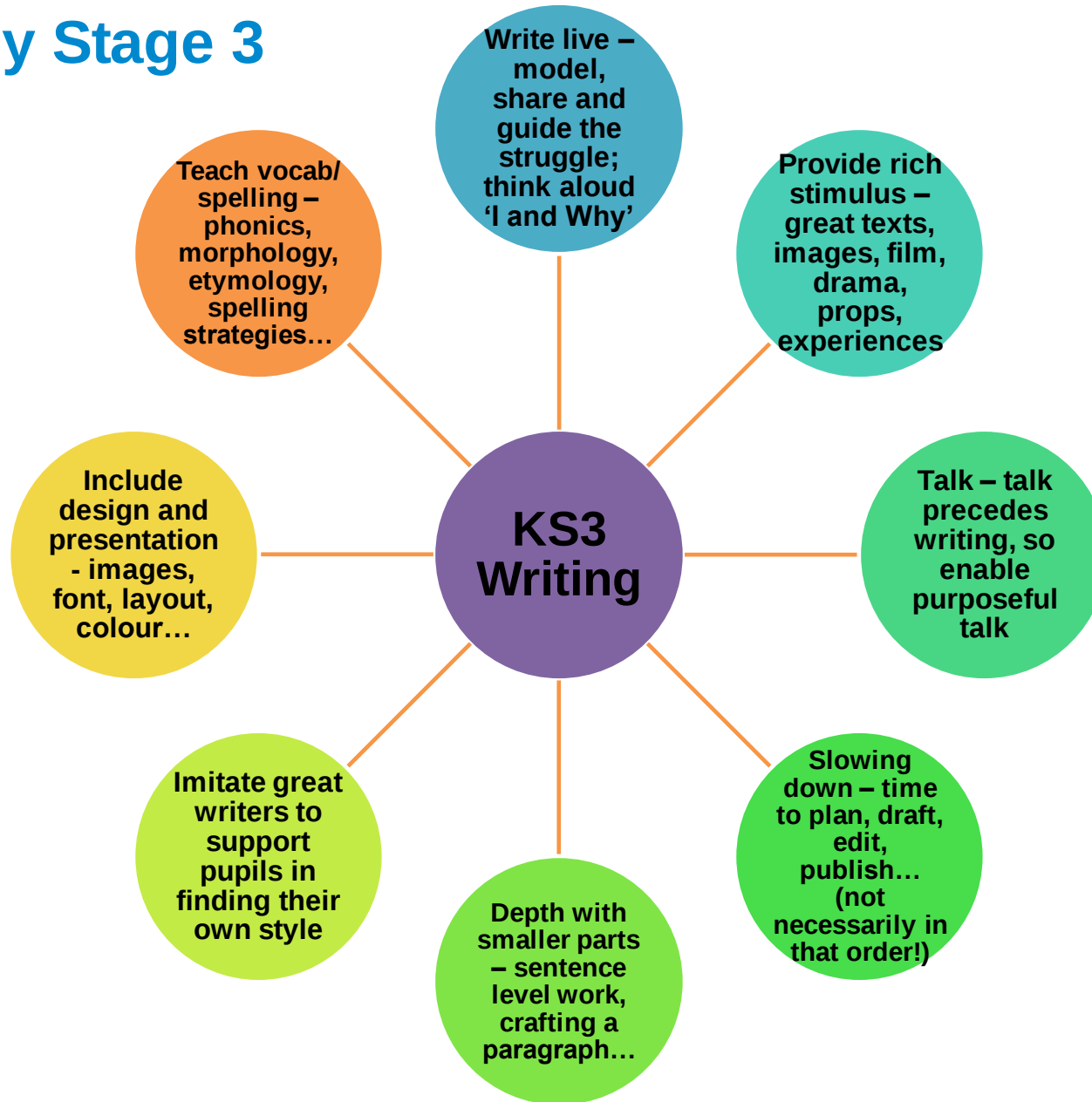
KS4: 100% exam

Make something out of nothing and quickly!

Quickly need to:

- establish what is needed for success
- Plan
- Write and make effective choices as I go
- Write accurately

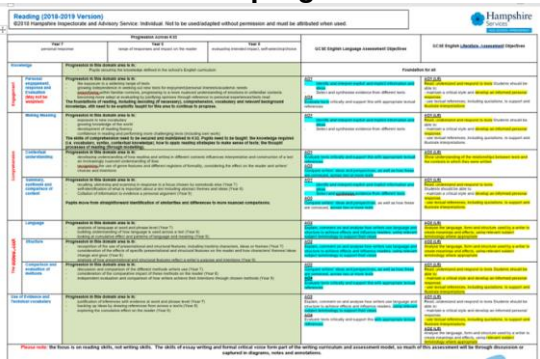
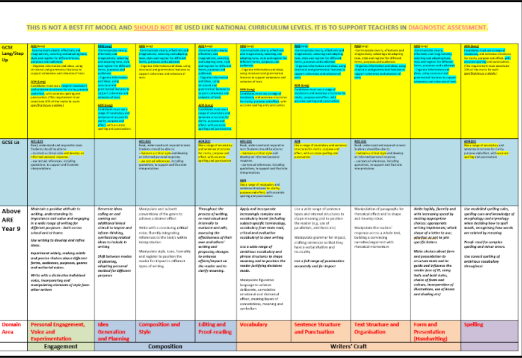
Writing at Key Stage 3



Key Stage 3 Curriculum and Assessment



Part of a Key Stage 3 Package

Document	Purpose
KS3 domain level progression 	Provides a summary of KS3 progression in each of the domain areas and how these link to GCSE AOs Supports big picture understanding of the model of KS3 age-related expectations. Should be used to support understanding of how curriculum may be designed to support progression.
KS3 diagnostic tool 	Shows KS3 ARE (age-related expectations) for Years 7,8 and 9 by domain area. Supports teachers in unpicking where pupils are in key skills, enabling teachers to track back if working below age-related expectations in some/all areas. Informs planning and curriculum design. Primary exemplification materials support exemplification of standards below KS3 ARE. National exemplification for Year 2 and Year 6 can be found at: https://www.gov.uk/government/publications/2018-teacher-assessment-exemplification-ks2-english-writing https://www.gov.uk/government/publications/2018-teacher-assessment-exemplification-ks1-english-writing Hampshire exemplification of the other primary year groups can be accessed by Moodle+ subscribing schools: https://english.hias.hants.gov.uk/course/index.php?categoryid=293

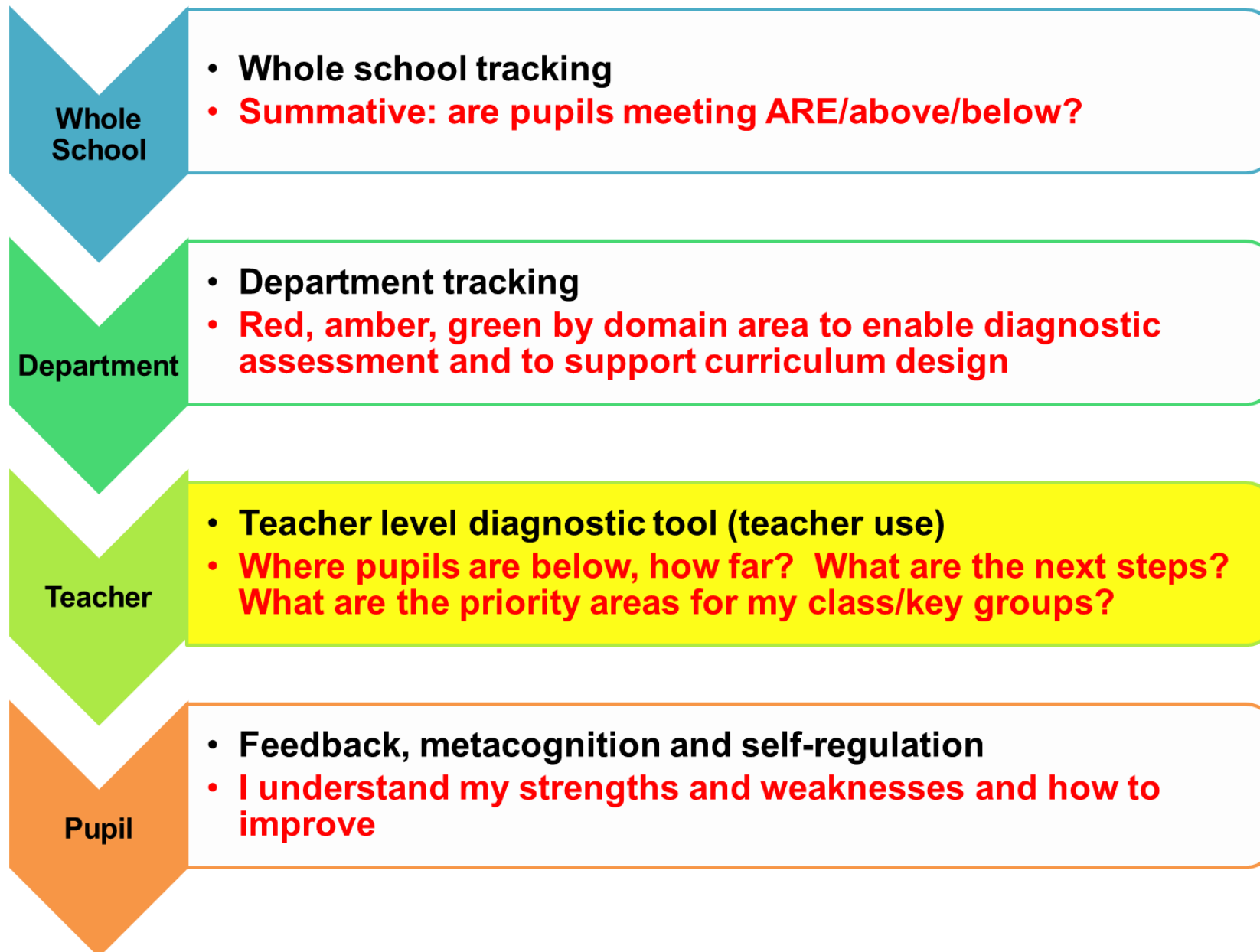
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The strategies for teaching detailed in this document **also provide useful guidance for supporting learning of all pupils.**

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Use age-related standards to inform more **context specific knowledge**.

***Ray Bradbury texts freely available online!**



GCSE Lang/Step Up	AO5(Lang) -Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences - Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts AO6 (Lang) Candidates must use a <u>range of vocabulary and sentence structures</u> for clarity, purpose and effect, with accurate spelling and punctuation. (This requirement must constitute 20% of the marks for each specification as a whole.)	AO5(Lang) -Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences - Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts AO6 (Lang) Candidates must use a <u>range of vocabulary and sentence structures</u> for clarity, purpose and effect, with accurate spelling and punctuation.	AO5(Lang) -Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences - Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts	AO5(Lang) -Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences - Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts AO6 (Lang) Candidates must use a <u>range of vocabulary and sentence structures</u> for clarity, purpose and effect, with accurate spelling and punctuation.	AO5(Lang) -Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences - Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts AO6 (Lang) Candidates must use a <u>range of vocabulary and sentence structures</u> for clarity, purpose and effect, with accurate spelling and punctuation.	AO5(Lang) -Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences - Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts	AO5(Lang) -Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences - Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts	AO6 (Lang) Candidates must use a <u>range of vocabulary and sentence structures</u> for clarity, purpose and effect, with accurate spelling and punctuation. (This requirement must constitute 20% of the marks for each specification as a whole.)	
GCSE Lit	AO1 (Lit) Read, understand and respond to texts Students should be able to: - maintain a critical style and <u>develop an informed personal response.</u> - use textual references, including quotations, to support and illustrate interpretations		AO1 (Lit) Read, understand and respond to texts Students should be able to: - maintain a critical style and develop an informed personal response. - <u>use textual references,</u> including quotations, to support and illustrate interpretations	AO4 (Lit) <u>Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation</u>	AO1 (Lit) Read, understand and respond to texts Students should be able to: - maintain a critical style and develop an informed personal response. - use textual references, including quotations, to support and illustrate interpretations AO4(Lit) <u>Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation</u>	AO1 (Lit) Read, understand and respond to texts Students should be able to: - maintain a critical style and develop an informed personal response. - use textual references, including quotations, to support and illustrate interpretations		AO4 (Lit) <u>Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation</u>	
Next Stage	<i>Maintain a positive attitude to writing, understanding its importance and value and engaging in a wide range of writing for different purposes - both across school and at home.</i> <i>Use writing to develop and refine ideas.</i> <i>Experiment widely, making subtle and precise choices about different forms, audiences, purposes, genres and authorial voices.</i> <i>Write with a distinctive individual voice, incorporating and manipulating elements of style from other writers</i>	<i>Generate ideas calling on and seeking out additional linked stimuli to inspire and inform thinking, synthesising related ideas to include in writing</i> <i>Shift between modes of planning, adapting personal method for different purposes</i>	Manipulate and subvert conventions of the genre to achieve a desired effect Write with a convincing critical voice, fluently integrating references to the text/s within interpretation Manipulate style, tone, formality and register to position the reader for impact in different types of writing.	<i>Throughout the process of writing, re-read aloud and internally to evaluate and edit, assessing the effectiveness of their own and others’ writing and proposing changes to enhance effects/impact on the reader and to clarify meaning.</i>	<i>Apply and incorporate increasingly complex new vocabulary learnt (including subject-specific terminology, vocabulary from texts read, critical and evaluative vocabulary) to own writing</i> <i>Use a wide range of ambitious vocabulary and phrase structures to shape meaning and to position the reader justifying decisions made.</i> Manipulate figurative language to achieve deliberate, cumulative emotional and rhetorical effect, creating layers of connotations, meaning and symbolism	Use a wide range of sentence types and internal structures to shape meaning and to position the reader (e.g. use of parallelism, antithesis etc) Manipulate grammar for impact, crafting sentences so that they have a verbal rhythm and musicality. <i>Use a full range of punctuation accurately and for impact</i>	Manipulation of paragraphs for rhetorical effect and to shape and develop ideas Manipulate the readers’ response across a whole text, building a convincing narrative/argument with rhetorical momentum	<i>Write legibly, fluently and with increasing speed by making appropriate choices: appropriate writing implements; which shape of a letter to use; whether or not to join specific letters</i> <i>Make choices about form and presentation to structure texts and to guide and influence the reader (use of IT, using italic and bold styles, choice of fonts and colours, incorporation of illustrations, use of boxes and shading etc)</i>	<i>Use modelled spelling rules, spelling cues and knowledge of morphology and etymology when deciding how to spell words, recognising how words are related by meaning</i> <i>Proof- read for complex spelling and minor errors.</i> <i>Use correct spelling of ambitious vocabulary throughout</i>
Domain Area	Personal Engagement, Voice and Experimentation	Idea Generation and Planning	Composition and Style	Editing and Proof-reading	Vocabulary	Sentence Structure and Punctuation	Text Structure and Organisation	Form and Presentation (Handwriting)	Spelling
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Above ARE Year 9	<i>Maintain a positive attitude to writing, understanding its importance and value and engaging in a wide range of writing for different purposes - both across school and at home</i> <i>Use writing to develop and refine ideas</i> <i>Experiment with and make deliberate choices about different forms, audiences, purposes, genres and authorial voices</i> Imitate and incorporate a range of styles from other writers moving closer to a distinctive individual voice <i>Participate in discussions about their own and others' writing, building on their own and others' ideas and challenging views courteously</i>	Generate ideas calling on and seeking out additional linked stimuli to inspire and inform thinking, synthesising related ideas to include in writing Shift between modes of planning, adapting personal method for different purposes	Craft writing for purpose, audience, form and viewpoint, experimenting with conventions of the genre to influence the reader. Write in a formal and impersonal critical style, fluently embedding references to the text/s Manage shifts in different kinds of style, tone, formality and register within a text for deliberate effect for different audiences and different types of writing.	<i>Throughout the process of writing, re-read aloud and internally to evaluate and edit, assessing the effectiveness of their own and others' writing and proposing changes to enhance effects/impact on the reader and to clarify meaning.</i>	Apply and incorporate increasingly complex new vocabulary learnt (including subject-specific terminology, vocabulary from texts read, critical and evaluative vocabulary) to own writing Use a wide range of ambitious vocabulary and phrase structures to shape meaning and to position the reader, justifying decisions made. Craft figurative language to achieve deliberate, cumulative effect, creating layers of connotations, meaning and symbolism	Craft grammar for rhetorical effect Experiment with positioning a wide range of clause and phrase structures to achieve deliberate effect, justifying decisions made. Use a full range of punctuation accurately and for impact	Craft paragraphs for rhetorical effect (e.g. long sentences to build an argument or idea/outrage and momentum within a paragraph contrasted with single sentence paragraphs for impact etc.) Guide the readers' thoughts/ emotional response across a whole text through effectively chosen cohesive devices, i.e. create a plausible plot that entertain/surprises/ challenges the reader ; develop a convincing, cohesive argument)	<i>Write legibly, fluently and with increasing speed by making appropriate choices: appropriate writing implements; which shape of a letter to use; whether or not to join specific letters</i> <i>Make choices about form and presentation to structure texts and to guide and influence the reader (use of IT, using italic and bold styles, choice of fonts and colours, incorporation of illustrations, use of boxes and shading etc)</i>	<i>Use modelled spelling rules, spelling cues and knowledge of morphology and etymology when deciding how to spell words, recognising how words are related by meaning</i> Proof-read for small number of remaining errors to a high level of accuracy, using most useful resources Use correct spelling throughout including ambitious, uncommon and technical vocabulary.
ARE Year 9	<i>Maintain a positive attitude to writing, understanding its importance and value and engaging in a wide range of writing for different purposes - both across school and at home</i> <i>Use writing to develop and refine ideas</i> <i>Experiment with and make deliberate choices about different forms, audiences, purposes, genres and authorial voices</i> Imitate and combine a range of different elements (e.g. vocabulary, sentence structure, figurative techniques, text structure etc.) to write a piece in the style of another writer <i>Participate in discussions about their own and others' writing, building on their own and others' ideas and challenging views courteously</i>	Generate ideas calling on stimuli, including knowledge of texts and experiences of the world, to inspire and inform thinking, synthesising related ideas to include in writing Adapt planning, focusing on the purpose of writing, and choosing the most effective method	Craft writing for purpose, audience, form, genre and viewpoint, independently choosing features to influence the reader. Write in an analytical style, integrating references to the text/s into explanation and response Manage shifts in different kinds of style, tone, formality and register within a text for deliberate effect for different audiences and different types of writing.	<i>Throughout the process of writing, re-read aloud and internally to evaluate and edit, assessing the effectiveness of their own and others' writing and proposing changes to enhance effects/impact on the reader and to clarify meaning.</i>	Apply and incorporate increasingly complex new vocabulary learnt (including subject-specific terminology, vocabulary from texts read, critical and evaluative vocabulary) to own writing Experiment with a wide range of vocabulary and phrase structures to achieve deliberate, cumulative effect, justifying decisions made. Craft figurative language, creating layers of connotations and meaning	Make appropriate choices from known grammatical structures (including passive/active voice, the subjunctive form, use of modality, different tenses) understanding how such choices change and enhance meaning Experiment with positioning a wide range of clause and phrase structures to achieve deliberate effect, justifying decisions made. Use a full range of punctuation accurately and for impact	Use a wide range of devices for cohesion within paragraphs to guide and influence the reader (e.g. conjunctions, adverbials, pronoun control, connective chains, semantic field, noun choices) Sustain a plot or argument across a whole text using cohesive devices, i.e. create a convincing plot for a story experimenting with structures for effect, set out a clear line of argument across a text	<i>Write legibly, fluently and with increasing speed by making appropriate choices: appropriate writing implements; which shape of a letter to use; whether or not to join specific letters</i> <i>Make choices about form and presentation to structure texts and to guide and influence the reader (use of IT, using italic and bold styles, choice of fonts and colours, incorporation of illustrations, use of boxes and shading etc)</i>	<i>Use modelled spelling rules, spelling cues and knowledge of morphology and etymology when deciding how to spell words, recognising how words are related by meaning</i> Identify and correct most spelling errors, choosing appropriate support Use correct spelling throughout, including complex or irregular words
Domain Area	Personal Engagement, Voice and Experimentation	Idea Generation and Planning	Composition and Style	Editing and Proof-reading	Vocabulary	Sentence Structure and Punctuation	Text Structure and Organisation	Form and Presentation (Handwriting)	Spelling
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ARE Year 8	Maintain a positive attitude to writing, understanding its importance and value and engaging in a wide range of writing for different purposes - both across school and at home Use writing to develop and refine ideas Experiment with and make deliberate choices about different forms, audiences, purposes, genres and authorial voices Imitate distinctive elements of a characters voice/ writer's style in their own writing Participate in discussions about their own and others' writing, building on their own and others' ideas and challenging views courteously	Generate ideas, selecting from a range of stimuli to inspire and inform thinking, sifting out relevant ideas to include in writing Use a range of modelled planning approaches to plan writing, considering content, presentation and organisation	Craft writing, according to purpose, audience, form, genre and viewpoint, utilising appropriate features to influence the reader Include some analytical style for essay writing: using present tense, referring to the writer by their surname and quotations/referencing Manage shifts in levels of formality within a text (e.g. formal dialogue within more informal narrative) for different audiences and different types of writing.	Throughout the process of writing, re-read aloud and internally to evaluate and edit, assessing the effectiveness of their own and others' writing and proposing changes to enhance effects/impact on the reader and to clarify meaning.	Apply and incorporate increasingly complex new vocabulary learnt (including subject-specific terminology, vocabulary from texts read, critical and evaluative vocabulary) to own writing Experiment with a wide range of vocabulary to achieve deliberate, cumulative effect, justifying decisions made Make appropriate choices from known phrase structures (including prepositional phrases and noun/verb phrases) understanding how such choices can enhance meaning Use a range of figurative language for impact	Use known grammatical structures (e.g. passive/active voice, use of modality, different tenses) understanding how such choices change and enhance meaning Use a wide range of clause and phrase structures for impact, varying their position within a sentence Use a full range of punctuation accurately	Use a wide range of devices for cohesion within paragraphs to guide and influence the reader (e.g. conjunctions, adverbials, pronoun control, connective chains, semantic field, noun choices) Develop and connect appropriate information and ideas between paragraphs and across the whole text using cohesive devices, i.e. create an interesting plot for a story, structuring writing in different ways (flashback, a twist in a story, foreshadowing, interleaving multiple viewpoints); develop an argument that grows from one paragraph to the next.	Write legibly, fluently and with increasing speed by making appropriate choices: appropriate writing implements; which shape of a letter to use; whether or not to join specific letters Make choices about form and presentation to structure texts and to guide and influence the reader (use of IT, using italic and bold styles, choice of fonts and colours, incorporation of illustrations, use of boxes and shading etc)	Use modelled spelling rules, spelling cues and knowledge of morphology and etymology when deciding how to spell words, recognising how words are related by meaning Identify words that need to be checked, using dictionaries, thesauri, spelling apps and spellchecker to check the spelling and meaning Spell most words correctly, including complex vocabulary beyond KS2 Spelling Appendix
ARE Year 7	Engage in a wide range of writing for different purposes, developing their own particular preferences and style - both across school and at home Write for a range of real purposes and audiences as part of their work across the curriculum, using similar writing as models for their own. These purposes and audiences should underpin the decisions about the form the writing should take Participate in discussions about their own and others' writing, building on their own and others' ideas and challenging views courteously	Note and develop initial ideas that are appropriate for chosen audience/ purpose/form, drawing on reading and research where necessary	Adapt writing, according to purpose and audience, using appropriate features for the type of writing (e.g. integrate dialogue to convey character and advance the action/ describe settings, characters and atmosphere) Viewpoint established and mostly maintained including consistent and correct use of tense Select vocabulary and grammatical structures that reflect the style and level of formality required mostly correctly	Throughout the process of writing, re-read aloud and internally to evaluate and edit, assessing the effectiveness of their own and others' writing and proposing changes to enhance effects/impact on the reader and to clarify meaning.	Use vocabulary for effect Use adverbs, prepositional phrases and expanded noun phrases effectively for qualification and precision Use figurative language such as similes, alliteration, metaphors and personification in a range of writing	Select appropriate grammar, understanding how such choices can change and enhance meaning (incl. different tenses and mood such as perfect form and use of modality) Use a wide range of clause structures with correct subject/verb agreement (main clause, subordinate clause, relative clause), sometimes varying their position within the sentence Use passive and active voice Use punctuation accurately (including colons, semi-colons, and dashes to mark boundaries between independent clauses)	Use a wide range of devices to build cohesion within paragraphs (determiners, pronouns, conjunctions, adverbs, ellipsis of expected words) Link ideas across paragraphs using a wide range of cohesive devices e.g. repetition of a word or phrase, grammatical connections (tense choice/adverbials) and ellipsis	Write legibly, fluently and with increasing speed by choosing: appropriate writing implements; which shape of a letter to use; whether or not to join specific letters Use presentational devices to structure texts and to guide the reader e.g. headings, bullet points, underlining, columns, tables	Spell correctly most words from the year 5 / year 6 spelling list and use a dictionary to check the spelling of uncommon or more ambitious vocabulary Use modelled spelling rules, spelling cues and knowledge of morphology and etymology when deciding how to spell words, recognising how words are related by meaning Use a thesaurus Recognise how words are related by meaning as synonyms and antonyms Spell some words with 'silent' letters
Stage 5	Understand and articulate why they have certain preferences about writing, with reasons, e.g. 'I don't like writing stories with a boy as the main character because I find it difficult to write in that voice' Writing shows understanding of different characters' feelings, views and motivations, e.g. presents the same event through different narrative viewpoints Participate in discussions about their own and others' writing, building on their own and others' ideas and challenging views courteously	Note and develop initial ideas, drawing on reading and research where necessary Identify audience for, and purpose of, the writing Select the appropriate form and use other similar writing as models for their own	Purpose and form of writing are clear and consistently maintained Consistent and correct use of tense Choose the appropriate register for the audience and purpose (formal or informal)	Throughout the process of writing, re-read aloud and internally to evaluate and edit, assessing the effectiveness and accuracy of their own and others' writing and suggesting improvements	Choose vocabulary carefully, making choices to change/ adapt meanings Uses fronted prepositional phrases, modal verbs or adverbs for emphasis or to indicate degrees of possibility Use expanded noun phrases to convey complicated information concisely Use figurative language such as similes, alliteration, metaphors and personification	Usually select appropriate grammar, understanding how such choices can change and enhance meaning Use relative clauses beginning with who, which, where, when, whose, that Use a wider range of punctuation, including brackets, dashes or commas to indicate parenthesis, and colons to introduce a list	Produce effectively structured paragraphs, e.g. posing rhetorical questions which are answered in the main paragraph with main ideas elaborated by subsequent sentences Linking ideas across paragraphs using adverbials of time (later), place (nearby) number (secondly)	Write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters Use further organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining	Spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list Indicative content: further prefixes and suffixes and understand the guidance for adding them e.g. -dis-, 'de-', 'mis-', 'over-' and 're-'; spell some words with 'silent' letters; continue to distinguish between homophones and other words which are often confused
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Stage 4	Comment on specific personal preferences in writing, such as genre, form, purpose, e.g. <i>'I like to write blogs about music and new bands because...'</i> Writing is informed by other viewpoints, e.g. understanding of characters to show their feelings and point of view Participate in discussions, responding to suggestions about their own writing and offering ideas to others	Research and select relevant content, showing awareness of purpose and audience Discuss and identify elements of similar writing that they wish to use in their own, incorporating into planning	Writing is clear in purpose Use the present perfect form of verbs in contrast to the past sense. E.g. <i>I have been on holiday once this year/I went on holiday in August.</i>	Throughout the process of writing, re-read aloud and internally to evaluate and edit, assessing the effectiveness and accuracy of their own and others' writing and suggesting improvements	Description or detail in both narrative and non-narrative is expanded through an appropriate and precise range of vocabulary Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases, e.g. <i>'The strict maths teacher with curly hair...'</i> Use figurative language such as similes and alliteration, to build a picture in the reader's head	Compose and rehearse sentences orally (including dialogue) Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although (complex) Use fronted adverbials followed by a comma Use inverted commas and other punctuation within direct speech	Produce internally coherent paragraphs in logical sequence, e.g. using topic sentences with main ideas supported by subsequent sentences Openings and closings are clearly signalled and well developed	Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined Maintain fluency of writing and have sufficient stamina for typical written tasks Use presentational devices, e.g. headings and subheadings	Use further prefixes and suffixes and understand how to add them (English Appendix 1) Spell further homophones Spell words that are often misspelt (English Appendix 1) Explore and accurately use word families based on common words Use the first two or three letters of a word to check its spelling in a dictionary Indicative content: explore and accurately use word families based on common words, showing how words are related in form and meaning e.g. solve, solution, solver, dissolve, insoluble; plural nouns of words ending in 'o'. Place the possessive apostrophe accurately in words with regular plurals e.g. boys', girls' and in words with irregular plurals e.g. children's
Stage 3	Comment on general preferences in writing with reasons, e.g. <i>'I like writing poems because...'</i> Writing is informed by fictional or real-world contexts, e.g. <i>'I am going to write a letter to...because...'</i> Participate in discussions, responding to suggestions about their own writing	Selection of relevant content shows an awareness of purpose and an emerging awareness of their audience Plan their writing by discussing writing similar to that which they are planning to write When planning, discuss and record ideas	Purpose is generally clear, with occasional slips in style/ form/ content Use irregular, simple, past-tense verbs e.g. <i>awake/awoke</i>	Throughout the process of writing, re-read aloud and internally, making additions, revision and corrections to their writing in discussion with someone else Proof-read to check for errors in spelling, grammar and punctuation	Vocabulary choices move from generic to specific e.g. from 'dog' to 'terrier' Use adverbs and prepositions to express time, place and cause	Compose and rehearse sentences orally (including dialogue) Use simple and compound sentences Use commas and inverted commas e.g. <i>commas in a list, inverted commas in direct speech</i>	Organise writing into paragraphs and write a coherent series of linked sentences for each Select nouns and pronouns to provide clarity for the reader Openings and closings usually signalled	Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined Increase the legibility, consistency and quality of their handwriting Use simple presentational devices, e.g. headings and subheadings	Use further prefixes and suffixes and understand how to add them (English Appendix 1) Spell further homophones and understand their meanings Explore and accurately use word families based on common words Use the first two or three letters of a word to check its spelling in a dictionary Indicative content: prefixes super, anti, auto; further homophones; word families linked by morphology Indicate possession by using the possessive apostrophe with plural nouns
Domain Area	Personal Engagement, Voice and Experimentation	Idea Generation and Planning	Composition and Style	Editing and Proof-reading	Vocabulary	Sentence Structure and Punctuation	Text Structure and Organisation	Form and Presentation (Handwriting)	Spelling
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Stage 2	Makes simple statements about their likes/dislikes in writing with reasons	Consider what they are going to write before beginning by planning or saying out loud what they are going to write about	Selection of relevant content shows an awareness of purpose and an emerging awareness of their audience	Throughout the process of writing, re-read aloud, making simple additions, revision and corrections to their writing in discussion with someone else	Use adventurous vocabulary appropriate to task	Consider what they are going to write before beginning by encapsulating what they want to say sentence by sentence	Appropriately sequences ideas	Write lower case letters, capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters	Spell by segmenting spoken words into phonemes and represent these by graphemes, spelling many correctly
	Writing is informed by what they know and have read		Use past and present tense generally consistently		Write expanded noun phrases to describe and specify	Use sentences with different forms and appropriate punctuation: statement, question, exclamation, command	Link related sentences through the use of pronouns and adverbials where appropriate	Use spacing between words that reflect the size of the letters	Spell by learning new ways of spelling phonemes for which one or more spellings are already known
	Discuss what they have written with the teacher/other pupils	When planning, write down ideas and/or key words, including new vocabulary		Proof-read to check for basic errors in spelling, capital letters and full-stops	Use –ly to turn adjectives into adverbs – slow/ slowly	Use coordinating conjunctions (or/and/but)	Use brief opening and ending	Use some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined	Indicative content: common homophones; suffixes ly, ful, less, ment, ness; common exception words
								Some basic presentation, e.g. line breaks, headings, numbers	Use apostrophes to mark where letters are missing
Stage 1	Make simple comments about preferences in writing	Say out loud what they are going to write about	Select basic ideas and content linked to the purpose of a task	Reread aloud what they have written to check it makes sense	Use simple word choice that helps to convey information and ideas, e.g. story or topic related vocabulary	Compose a sentence orally before writing it	Has an awareness that ideas and sentences can be organised into a sequence, e.g. to form short narratives	Begin to form lower-case letters in the correct direction, starting and finishing in the right place	Spell words containing each of the 40+ phonemes already taught
	Write about what they know	Use visual stimuli to generate ideas	Use simple word choice that helps to convey information and ideas, e.g. story or topic related vocabulary			Write a simple sentence with straight forward subject/ verb agreement	Begins to organise ideas/events using simple time related words, numbers, ordering of pictures/caption	Understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and practise these.	Name the letters of the alphabet in order
	Share what they have written with teacher/other pupils					Begin to punctuate sentences using a capital letter and a full stop		Spaces between words	Use letter names to distinguish between alternative spellings of the same sound
									Indicative content: spelling rules for adding s/es; prefixes and suffixes un, er, est; spell days of the week; ed for past tense; ing for present continuous
									Begin to spell words using contracted form
Domain Area	Personal Engagement, Voice and Experimentation	Idea Generation and Planning	Composition and Style	Editing and Proof-reading	Vocabulary	Sentence Structure and Punctuation	Text Structure and Organisation	Form and Presentation (Handwriting)	Spelling
	Engagement	Composition			Writers’ Craft				
GCSE AOS	Lang: AO5/6 Lit: AO1	Lang: AO5/6	Lang: AO5 Lit: AO1	Lang: AO5/6 Lit: AO4	Lang: AO5/6 Lit: AO1/4	Lang: AO5/6 Lit: AO4	Lang: AO5 Lit: AO1	Lang: AO5	Lang: AO6 Lit: AO4

HIAS English Team

The HIAS English team offer a wide range of high-quality services to support schools in improving outcomes for learners, including courses, bespoke consultancy and in-house training.

For further details referring to English, please contact either of the team leads:

Emma Tarrant : emma.tarrant@hants.gov.uk

Victoria Flynn: victoria.flynn@hants.gov.uk

For further details on the full range of services available please contact us using the following details:

Tel: 01962 874820 or email: hias.enquiries@hants.gov.uk

HTLC professional learning moodle

- Searchable course catalogue linked to the Learning Zone.
- Course updates.
- In-house training opportunities.
- Online calendar of events.
- Publications and online resources.
- Bespoke consultancy services.

Link: <https://hias-totara.mylearningapp.com/>



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