Level Emergent - Ii   In the first year of School

Teacher speak progressions		Kid speak progressions
		Emergent During first 6 months at school
At first, there is a high level of scaffolding as teachers help students to: • hold an idea in their head long enough to write it down;	**Deep Features**	• Draw a picture about my story • Tell my own story /ideas • I can remember what I want to write • Share my ideas • Make marks, lines and shapes as writing attempts
		Level Ii After 6 Months at School
Students in the first year of school are becoming increasingly aware of the purposes for their writing, and they *use a range of text forms*.		**Ideas: (deeper feature)** • I can come up with my own idea • I can remember what I want to write
Students learn to: • experiment with capturing words from their oral vocabulary;		**Structure and Language: (deeper feature)** • I am beginning to write in different ways for different people and reasons (eg: letter, narrative)
Students learn to: • experiment with capturing words from their oral vocabulary;		**Vocabulary: (deeper feature)** • I can use words from my oral language in my writing
They can *express their ideas in increasingly interesting ways* as they *gain control over using more complex language structures*, including *varied ways of beginning sentences*	**Surface Features**	**Sentence Structure: (surface feature)** • I can use different ways to start my sentences eg I am, Here is, We are going
• say, hear, and record the predominant sounds in the words they want to write; *Gradually, the support alters as teachers help students to build and strengthen their processing systems and to create longer, more complex texts.* • hear and say the initial and final sounds and some dominant medial sounds in the words they want to write; • recognise and identify common sounds in different words; • use their developing visual memory to consistently encode (spell) some known words correctly; • make close attempts to encode words by using their developing knowledge of phoneme–grapheme relationships, which enables them to: – understand that words are made up of sounds and that sounds are written with letters – write all consonant sounds, and represent some vowel sounds, in at least one way – attempt to record the sounds within words in sequence; • make close attempts to encode words by noticing visual similarities to known words;		**Spelling: (surface feature)** • I can say, hear and write most first and last sounds in words • I can say, hear and write some middle sounds in words • I know that some sounds are in lots of words (eg: letter sounds or chunks) • I can have a go at spelling words don't know using my sound knowledge. This shows I : • understand that words are made up of sounds and that sounds are written using letters • can write all consonant sounds and some vowel sounds • try to write the sounds I hear in words in the order I hear them • use what I know about sound chunks and word patterns to write words I don't know (eg: -at words)
-write from left to right and leave spaces between words; -form letters accurately -attempt to use capital letters and full stops as they develop their understanding of sentences;		**Letter formation and Punctuation: (surface feature)** • I can write from left to right • I can leave spaces in between words when I write • I can write letters the right way • I can write some upper case, lower case and numbers correctly I try to use capital letters and full stops in my writing
• reread what they write as they are writing and read (or retell) their writing to themselves and others.		**Writing Processes:** • I can read my story out loud or to someone else as I write to check that it makes sense • I can use alphabet and blend cards to help me check my writing