

Level 1iii After 2 Years at School

Teacher speak progressions		Kid speak progressions
<ul style="list-style-type: none"> - use simple planning strategies to organise their ideas and then apply their planning as they turn ideas into connected sentences - develop content that is related to the curriculum topic, with some (mostly relevant) detail 	Deep Features & National Standards	Ideas: (deeper feature) I can: <ul style="list-style-type: none"> • plan my ideas before I write • use my planning when I craft my writing • write ideas and use words that relate to my topic • add some detail in my ideas • write my ideas so they are interesting to read
using appropriate text structures for text types such as simple recounts, descriptions, and report		Structure and Language: (deeper feature) I can: <ul style="list-style-type: none"> • use the right text structure for a recount, description and report.
		Organisation: (deeper feature) I can: <ul style="list-style-type: none"> • write ideas in order
<ul style="list-style-type: none"> - attempting some variety and precision in the use of adjectives, nouns, and verbs - using their personal content vocabulary of written words as well as words and phrases that are part of their expanding oral vocabulary 		Vocabulary: (deeper feature) I can: <ul style="list-style-type: none"> • use adjectives, nouns and words correctly in my writing and in different ways. • use words and phrases I know in my writing • try to use new and interesting words
<ul style="list-style-type: none"> - composing mainly simple and compound sentences, with some variation in their beginnings - using simple conjunctions correctly, with subject–verb agreement and noun–pronoun agreement 	Surface Features	Sentence Structure: (surface feature) I can: <ul style="list-style-type: none"> • write simple and compound sentences • use different sentence beginnings • use joining words to join two simple sentences together eg: and, but, because.
<ul style="list-style-type: none"> - using their visual memory to spell personal vocabulary as well as high-frequency words, which could include most of the words in essential lists 1 and 2 as well as some of the high- frequency words in essential lists 3 and 4 - using their knowledge of diverse phoneme–grapheme relationships to write some of the sounds of English in different ways (for example, <i>photo, laugh, Friday</i>) - applying strategies such as sounding out words, making analogies to words that sound or look the same, and using known chunks and rimes - using their increasing knowledge of morphology to correctly spell word endings and other morphemes (for example, <i>greatest, florist</i>) - using their developing phonemic awareness to form new words aurally by changing or taking out some of the sounds in a word or by adding new sounds to words - encoding (spelling) unfamiliar words by: applying their knowledge of simple spelling rules (for example, using -es for plural nouns ending in s, such as <i>buses</i>) 		Spelling: (surface feature) I can: <ul style="list-style-type: none"> • remember and write most of the words in essential lists 1 & 2 and some words in essential lists 3 & 4. • spell unknown words by: <ul style="list-style-type: none"> - using my knowledge of sounds that sound the same but are written differently (eg: <i>photo, laugh, Friday</i>) • write unknown words by using my strategies of: <ul style="list-style-type: none"> - sounding out; line stretch write - making connections to words that look or sound the same - using chunks and rimes I know • use my (growing) knowledge of word-making to correctly spell word endings and other sound chunks (eg: <i>greatest, florist</i>) • take-out or swap sounds in words for other sounds to make new words. eg: <i>cap/cup</i> • know and use some of common spelling patterns and sounds e.g. at words, a_e like <i>mate rate</i>. • use my knowledge of spelling rules when I spell unknown words (eg: using -es for plural nouns ending in s, such as <i>buses</i>)
forming all lower-case and upper-case letters correctly with increasing speed and automaticity <ul style="list-style-type: none"> - using full stops, question marks, or exclamation marks to end sentences and using capital letters correctly to begin sentences (and for familiar proper nouns) 		Punctuation: (surface feature) I can: <ul style="list-style-type: none"> • write all lower-case and upper-case letters correctly with growing speed and ease. • I can use fullstops, question marks, and exclamation marks to end a sentence. • I can use capital letters correctly to begin sentences and for proper nouns
Proof read their text to check punctuation and spelling, (for example, by using their previous writing and other sources to find or verify correct spellings).revise their text (often in response to feedback) and edit it for clarity and accuracy of meaning		Writing Processes: I can: <ul style="list-style-type: none"> • I can check and change my writing for: <ul style="list-style-type: none"> - punctuation - spelling (I use some of my other writing to help me with checking words) • I can use feedback from others about my writing to check it: <ul style="list-style-type: none"> - says what I want it to and - makes sense.