Teacher speak progressions		Kid speak progressions
• convey simple ideas, responses, opinions, or questions;	**Deep Features & National Standards**	**Ideas: (deeper feature)** • I can write my idea, answer, opinion or a question
In their first year at school, students create texts in a range of contexts across the curriculum. The texts that students write largely by themselves usually meet specific instructional writing purposes. They write about their experiences and ideas as well as writing to record information on different topics. • understanding simple text types (e.g., personal recounts and simple descriptions) and using them to meet their writing purpose;		**Structure and Language: (deeper feature)** • I can write a personal recount about something I have done • I can write a simple description • I can write about topics I like

They draw on knowledge and skills that include
-using vocabulary drawn from their oral language or encountered in in their reading and other classroom activities
		Vocabulary: (deeper feature)
		• I can use interesting words from
		  o my own experiences - stories I have read - classroom activities
		• I can remember and write:
		  o personal words like names of people in my family
		• I can use words around the room and picture dictionaries

composing simple sentences and composing some compound sentences using conjunctions such as and or but;		**Sentence Structure: (surface feature)** • I can write simple sentences • I can write one or more compound sentences joined by 'and' or 'but'

• using their developing phonemic awareness to aurally segment words into syllables (e.g., win-dow, ham-bur-ger) and one-syllable words into individual phonemes (e.g., b/a/n/d; sh/i/p);
 	
• using their developing visual memory to accurately write some key personal words and some high-frequency words;
 	
• encoding (spelling) unfamiliar words by using their developing knowledge of phoneme–grapheme relationships, which enables them to:
– recognise and write most sounds of English in at least one appropriate way (e.g., s, t, ch, ow, k, f, oy)
– recognise that there can be different ways of representing the same sound (e.g., phone/father; keep/cat)
-apply sound–letter relationships in order to write words they want to use (e.g., catapulla);
-encoding (spelling) unfamiliar words by using their developing knowledge of morphology to write word endings correctly (e.g., jump/jumped; boy/boys)
	Surface Features	**Spelling: (surface feature)**
		• I can chunk words using:
		  o syllables (eg: win-dow, ham-bur-ger)and
		  o letter sounds in one syllable words (eg: b/a/n/d; sh/i/p)
		• I use blends, word chunks and word endings to try to spell words I am not sure of
		• I can recognise and write most sounds in at least one way (eg: s,t, ch, k, f, oy)
		• I know that there are different ways of writing the same sound (eg: phone/father; keep/cat)
		• I can sound out new words I want to write using my sound-letter knowledge (eg: catapulla)
		• I can write word endings correctly (eg: jump/jumped, boy/boys)
		• I can ask others for help to spell words

-forming all upper-case and lower-case letters and numerals correctly; -using capital letters and full stops to begin and end sentences.		**Letter formation and Punctuation: (surface feature)** • I can write correctly: o all lowercase letters - all uppercase letters • I can use capital letters to begin sentences • I can use full stops to end sentences
After one year at school, students begin to use specific processes to create texts, and these processes may vary depending on the particular purpose for writing. The students are able to read and talk about their completed texts. -plan for writing, using talk, text, or drawing; -reread what they have written, as they write, to maintain meaning; -respond to feedback by making changes such as adding or deleting details or changing punctuation or spelling.		**Writing Processes:** • I can plan for writing using talk, words or pictures • I can reread my story as I write it to check that it makes sense • I can listen to feedback about my writing and: • add or take out bits - add or take out full stops or capital letters - change spelling