Level 2i   After 3 Years at School: Working towards Level 2

Teacher speak progressions		Kid speak progressions

- use planning strategies to organise ideas for writing (e.g., by using lists and mind maps that distinguish main ideas from details) and to generate language for writing;
- create content, mostly relevant, that conveys several experiences, items of information, and/ or ideas relating to the topic or task and that sometimes includes details and/or comment;
	Deep Features & National Standards	**Ideas: (deeper feature) I can:**
		• plan before I write using strategies such as:
		  - use lists and mind maps to separate main ideas from details.
		  - gather words to use in my writing
		• create ideas that link with the topic and each other and include:
		  - several experiences, information
		  - ideas relating to the topic or task
		  - details and /or comment

- using a basic text structure to organise their text effectively for its purpose (e.g., a story with a beginning, a middle, and an end);		**Structure and Language: (deeper feature) I can:** • organise the way I structure my writing so it fits the type of writing I am doing (e.g., a story with a beginning, a middle, and an end). • show that different texts have different features
		Organisation: (deeper feature) I can: • sequence my ideas clearly

- using increasingly specific words and phrases (e.g., adjectives and more precise nouns and verbs) that are appropriate to the content of the text;
- using simple written language features (such as alliteration) and visual language features (such as labelled diagrams) to support meaning
		Vocabulary: (deeper feature) I can:
		• use carefully selected words and phrases for the topic of the writing
		  - adjectives - noun - verbs
		• use language features such as
		  - alliteration, similes, onomatopoeia
		  - visual language features (such as labelled diagrams) to support my ideas

- using both simple and compound sentences that vary in their beginnings and lengths (and in the simple conjunctions used) and that are usually grammatically correct; - attempting to write complex sentences; - constructing sentences in which the tenses are mostly consistent	**Surface Features**	**Sentence Structure: (surface feature) I can:** • use simple and compound sentences • vary my sentence beginnings and lengths • attempt to write some complex sentences • make sentences that have correct tenses

- using their visual memory to spell personal vocabulary and high-frequency words (e.g., many words from essential lists 1–4 and some from list 5 and list 6[1]);encoding (spelling) unfamiliar words by:
- using their knowledge of phoneme–grapheme relationships, along with their developing awareness of spelling conventions, to select correct spelling patterns for sounds in words (e.g., spelling the k sound correctly in both catch and kitchen.
- applying their growing knowledge of useful spelling rules (e.g., the rules relating to adding simple plural suffixes such as those in baby/bab**ies** and half/hal**ves**) and their growing knowledge of morphology (e.g., adding a d to hear to make heard)
- applying their expanding knowledge of graphemes (e.g., of graphemes such as or, awe, oar, and oor, which record similar sounds) to write words correctly;
		Spelling: (surface feature) I can:
		• use my memory to spell personal words and high frequency words (words from essential lists 1-4 and some from lists 5 and 6)
		• use resources around the classroom such as junior dictionaries or word lists
		• Spell unknown words by using my knowledge of:
		  - sound and letter connections (line, stretch, write)
		  - spelling patterns (eg: spelling the k sound correctly in both catch and kitchen
		• use my knowledge of spelling rules (e.g., the rules relating to adding simple plural suffixes such as those in baby/bab**ies** and half/hal**ves**
		• use letter sounds (e.g., adding a d to hear = heard)
		• use my knowledge of letter combination sounds correctly when I write (e.g., of graphemes such as or, awe, oar, and oor, which record similar sounds)

- using capital letters, full stops, question marks, and exclamation marks correctly. - writing all upper-case and lower-case letters correctly, legibly, and fluently;		**Punctuation: (surface feature) I can:** • use the following correctly: - capital letters - fullstops - question marks - exclamation marks • write all upper-case and lower-case letters correctly and easily so they can be easily read

- revise and edit their writing for sense and impact and give their peers feedback on their writing;
- proofread their writing to check the spelling, grammar, and punctuation, drawing on their own developing knowledge about words and sentence construction and using classroom resources such as junior dictionaries;
- publish, where appropriate, in a variety of media, depending on their purpose and audience
		Writing Processes: I can:
		• revise and edit my writing to check it makes sense and impacts on the reader.
		• give others feedback on their writing
		• check my writing for
		  - spelling – grammar - punctuation
		  - by using my own knowledge about words and sentence-making
		• publish my work in a variety of ways depending on purpose and audience