

Level 1i Writing Weekly Planning

Term __ Week __

Highlight as appropriate

Surface Features		
Spelling	Grammar	Punctuation
<ul style="list-style-type: none"> Attempt to identify some letter sounds, generally initial letter sounds. Approximate common spelling. 	<ul style="list-style-type: none"> Write simple sentences that make sense. 	<ul style="list-style-type: none"> Experiment with capital letters and full stops.

Transactional Deeper Features			
Audience/Purpose	Content/Ideas	Structure	Language
Impact <ul style="list-style-type: none"> Attempt to explain a phenomenon, occurrence, process, or opinion from a personal perspective. Gain some audience interest. 	Ideas <ul style="list-style-type: none"> Attempt to write simple ideas, reasons, or opinions as explanation or argument, generally from a personal perspective. 	Sentences <ul style="list-style-type: none"> Attempt simple sentences. 	Vocabulary <ul style="list-style-type: none"> Attempt to use some key topic-appropriate words. Use some high-frequency words appropriately.

Poetic Deeper Features			
Audience/Purpose	Content/Ideas	Structure	Language
Impact <ul style="list-style-type: none"> Gain some audience interest through recording personal experiences or observations of character. Voice <ul style="list-style-type: none"> Record simple, honestly expressed personal experiences or observations of character. 	Ideas <ul style="list-style-type: none"> Form ideas and attempt to express them. 	Sentences <ul style="list-style-type: none"> Attempt simple sentences. 	Vocabulary <ul style="list-style-type: none"> Attempt some key personal content words. Use some high-frequency words appropriately. Language Features <ul style="list-style-type: none"> (Character) May focus descriptions on physical qualities or behaviour ("Nana is bony.")

Group Names	Monday Text	Tuesday Text	Wednesday Text	Thursday Text	Friday Text	Child and Text Evaluation

Level 1ii Writing Weekly Planning

Term __ Week __

Highlight as appropriate

Surface Features		
Spelling	Grammar	Punctuation
<ul style="list-style-type: none"> Identify most initial letter sounds. Identify dominant sounds and records some accurately. Spells some high-frequency words correctly (Lists 1-2). 	<ul style="list-style-type: none"> Write sentences that make sense. 	<ul style="list-style-type: none"> With support, understand and use capital letters and full stops.

Transactional Deeper Features			
Audience/Purpose	Content/Ideas	Structure	Language
Impact <ul style="list-style-type: none"> Attempt to explain a personally meaningful phenomenon, occurrence, process, or opinion. Gain some audience interest. 	Ideas <ul style="list-style-type: none"> Form and express simple ideas, reasons, or opinions as explanation or argument, generally from a personal perspective. 	Sentences <ul style="list-style-type: none"> Use mainly simple and some compound sentences. 	Vocabulary <ul style="list-style-type: none"> Use some key topic-appropriate and high-frequency words.

Poetic Deeper Features			
Audience/Purpose	Content/Ideas	Structure	Language
Impact <ul style="list-style-type: none"> Begin to show awareness of audience interest. Voice <ul style="list-style-type: none"> Record personal experiences or observations of character, which may include a personal response. 	Ideas <ul style="list-style-type: none"> Form and express ideas. 	Sentences <ul style="list-style-type: none"> Use mainly simple sentences and some compound sentences. 	Vocabulary <ul style="list-style-type: none"> Use some personal content words and high-frequency words. Language Features <ul style="list-style-type: none"> (Character) May attempt to elaborate on physical or behavioural qualities and to appeal to the senses ("Nana is really skinny and bony. She smells funny.")

Group Names	Monday Text	Tuesday Text	Wednesday Text	Thursday Text	Friday Text	Child and Text Evaluation

Level 1iii Writing Weekly Planning

Term __ Week __

Highlight as appropriate

Surface Features		
Spelling	Grammar	Punctuation
<ul style="list-style-type: none"> Records dominant sounds in order. Begins to use some common spelling patterns. Spells most high-frequency words correctly (Lists 1-2). 	<ul style="list-style-type: none"> Writes simple sentences correctly. 	<ul style="list-style-type: none"> With support, understands and uses capital letters and full stops.

Transactional Deeper Features			
Audience/Purpose	Content/Ideas	Structure	Language
Impact <ul style="list-style-type: none"> With some clarity, explain a personally meaningful phenomenon, occurrence, or process/ conveys an opinion. Often attempt to write directly to an audience. 	Ideas <ul style="list-style-type: none"> Include mostly subjective ideas, data, reasons, or opinions. Support some ideas, data, and reasons, or opinions with simple detail or comments. 	Structure <ul style="list-style-type: none"> Begin with topic definition or description. Begin to sequence ideas, data, reasons, or opinions. Begin to use simple conjunctions to join ideas, data, reasons, or opinions (“and”, “but”). Sentences <ul style="list-style-type: none"> Use simple sentences with some variation in beginnings. May attempt compound and/ or complex sentences. 	Vocabulary <ul style="list-style-type: none"> Extend use of topic-appropriate and high-frequency words.

Poetic Deeper Features			
Audience/Purpose	Content/Ideas	Structure	Language
Impact <ul style="list-style-type: none"> Show awareness of audience interest. Record thoughts, feelings, and ideas with some clarity. Voice <ul style="list-style-type: none"> Record personal experiences or observations of character, showing sincerity of personal voice. 	Ideas <ul style="list-style-type: none"> Select personally meaningful thoughts, feelings, and ideas and begin to support with some detail. 	Structure <ul style="list-style-type: none"> Demonstrate some sense of sequence. Begin to use simple conjunctions to join thoughts, feelings, and ideas (“and”, “then”). Sentences <ul style="list-style-type: none"> Use simple sentences with some variation in beginnings. May attempt compound and complex sentences. 	Vocabulary <ul style="list-style-type: none"> Extend the use of key personal content words and high-frequency words. Begin to use varied and precise adjectives, verbs, and nouns. Language features <ul style="list-style-type: none"> Begin to use some features (similes, and onomatopoeia).

Group Names	Monday Text	Tuesday Text	Wednesday Text	Thursday Text	Friday Text	Child and Text Evaluation

Highlight as appropriate

Surface Features		
Spelling	Grammar	Punctuation
<ul style="list-style-type: none"> Show knowledge of consonant and vowel sounds, and blends. Show some knowledge of common spelling patterns and can transfer these between words. Spell most high-frequency words correctly (Lists 1-4) 	<ul style="list-style-type: none"> With support, correctly form sentences. With support, use consistent tense and pronouns. With support, use correct prepositions. Attempt at more complex sentences which may include errors. 	<ul style="list-style-type: none"> Use capital letters, full stops, commas, question marks with some consistency.

Transactional Deeper Features			
Audience/Purpose	Content/Ideas	Structure	Language
Impact <ul style="list-style-type: none"> With some clarity, explain a selected phenomenon, occurrence, or process/ conveys an opinion. Begin to show awareness of audience through content and language choices. Sometimes use analogy, similes, or metaphors to enhance writing. 	Ideas <ul style="list-style-type: none"> Include objective or subjective ideas, data, reasons, or opinions. Support some ideas, data, reasons, or opinion with detail, comments, or evidence, though the links may not always be obvious. 	Structure <ul style="list-style-type: none"> Begin to sequence with some confidence. (Explanation) Begin with a simple topic definition. Prioritise ideas, data, reasons or opinions, and end with a simple summary. Where appropriate, may use simple words expressing time (first, then, next). Where appropriate, may use simple words expressing cause and effect (if, then, because). 	Vocabulary <ul style="list-style-type: none"> Make increasing use of topic-related vocabulary, some of which may be technical. Language Features <ul style="list-style-type: none"> (Explanation) Begin to use some features of the language of explanation (verbs denoting a specific action, the simple present tense, the passive voice). Where appropriate, may use past or future tense. (Argument) Begin to use some features of the language of persuasive writing (modal verbs, emotive words, rhetorical questions, imperatives).

Poetic Deeper Features			
Audience/Purpose	Content/Ideas	Structure	Language
Impact <ul style="list-style-type: none"> Attempt to gain audience interest through a variety of means (humour, selected anecdotes, choice of language). Record thoughts, feelings, and ideas clearly. Show deliberate choice of appropriate language features to enhance writing. Voice <ul style="list-style-type: none"> Record personal experiences or observations of character with some sincerity. 	Ideas <ul style="list-style-type: none"> Select personally meaningful thoughts, feelings, and ideas. Begin to add detail and comment, showing some selectivity. 	Sentences <ul style="list-style-type: none"> Sequence most thoughts, feelings, and ideas logically, with some confidence. Uses mainly simple and compound sentences. Attempts complex sentences. Begin to vary beginnings and length. 	Vocabulary <ul style="list-style-type: none"> Use varied and precise adjectives, verbs, and nouns with some confidence. Language features <ul style="list-style-type: none"> Begin to use some features (similes, alliteration, onomatopoeia, to add interest). Attempt at direct speech.

Group Names	Monday Text	Tuesday Text	Wednesday Text	Thursday Text	Friday Text	Child and Text Evaluation

Highlight as appropriate

Surface Features		
<p>Spelling</p> <ul style="list-style-type: none"> • Demonstrate good understanding of all the basic sounds and patterns in written English. • Spells most high-frequency words correctly (Lists 1-6). 	<p>Grammar</p> <ul style="list-style-type: none"> • Use most grammatical conventions correctly (such as correctly formed sentence, consistent tense and pronouns, subject-verb agreement, correct use of prepositions). • Writing may include some errors. 	<p>Punctuation</p> <ul style="list-style-type: none"> • Punctuate with increasing independence (capital letters, full stops, question marks, speech marks, apostrophes).

Transactional Deeper Features			
<p>Audience/Purpose Impact</p> <ul style="list-style-type: none"> • With reasonable clarity and logic, explain a selected phenomenon, occurrence, or process/ conveys an opinion. • Show awareness of the audience through content and language choices. • Sometime use analogy, similes, or metaphors to enhance writing. 	<p>Content/Ideas Ideas</p> <ul style="list-style-type: none"> • Support explanation/ argument with a range of mostly objective ideas, data, reasons, or opinions. • Support ideas, data, reasons, or opinions with significant detail. 	<p>Structure</p> <ul style="list-style-type: none"> • With increasing confidence, logically sequence explanations or arguments. Begin to organise some ideas, data, and reasons into paragraphs. • (Explanation) Begin by defining or describing the topic. • Prioritise, group, and organise ideas, data, reasons, or opinions into how and/or why sections. • End with a summary statement. • For appropriate topics, link ideas, data, reasons, or opinions with simple words for time relationships ("first", "then", "next"). • For appropriate topics, link ideas, data, and reasons with simple words for cause and effect ("if", "then", "because"). • (Argument) Begin by taking a position, develop with evidence, and restate to conclude. • Use some causal conjunctions, e.g., "because", to link ideas. <p>Sentences</p> <ul style="list-style-type: none"> • Use a variety of structures, beginnings, and lengths. 	<p>Language Vocabulary</p> <ul style="list-style-type: none"> • Attempt to use precise, topic-related vocabulary (some of it technical) to make explanations or arguments more objective and informative. • Often include adjectives, adverbs, or synonyms to enhance detail. <p>Language Features</p> <ul style="list-style-type: none"> • Use some features with increasing confidence. • (Explanation) Consistently use specific verbs to denote actions, present tense, and (occasionally) the passive voice. • Note that past or future tenses may be appropriate, depending on the nature of the explanation. • (Argument) Consistently use modal verbs, emotive words, rhetorical questions, imperatives, pronouns to denote inclusion of the reader, and (occasionally) the passive voice.

Poetic Deeper Features			
<p>Audience/Purpose Impact</p> <ul style="list-style-type: none"> • Often gains audience interest through a variety of means (humour, anecdotes, or choice of language). • Record thoughts, feelings, and ideas clearly. Show deliberate choice of appropriate language features to enhance writing. <p>Voice</p> <ul style="list-style-type: none"> • Convey personal views, feelings, and responses sincerely and honestly. 	<p>Content/Ideas Ideas</p> <ul style="list-style-type: none"> • Develop personally meaningful thoughts, feelings, and ideas, adding detail and comment, showing some selectivity. 	<p>Structure</p> <ul style="list-style-type: none"> • Attempt to shape thoughts, feelings, and ideas for effect. • Begin to organise some thoughts, feelings, and ideas into paragraphs. <p>Sentences</p> <ul style="list-style-type: none"> • Use a variety of structures, beginnings, and lengths. 	<p>Language Vocabulary</p> <ul style="list-style-type: none"> • Use a range with increasing confidence (varied and precise adjectives, verbs, and nouns). <p>Language features</p> <ul style="list-style-type: none"> • If appropriate, use features to add interest and appeal (similes, metaphor, and personification). If appropriate, use direct speech.

Groups	Monday	Tuesday	Wednesday	Thursday	Friday	Evaluation

Highlight as appropriate

Surface Features		
<p>Spelling</p> <ul style="list-style-type: none"> • Demonstrate good understanding of all basic sounds and patterns in written English, with few errors. • Spell most high-frequency words correctly (Lists 1-7). 	<p>Grammar</p> <ul style="list-style-type: none"> • Use most grammatical conventions accurately (correctly formed sentences, consistence tense and pronouns, subject-verb agreement, correct use of prepositions). 	<p>Punctuation</p> <ul style="list-style-type: none"> • Use appropriate punctuation independently (brackets, dashes, colons, and ellipsis).

Transactional Deeper Features			
<p>Audience/Purpose</p> <p>Impact</p> <ul style="list-style-type: none"> • Maintain audience interest through a variety of means (humour, anecdotes, choice of language). • Record thoughts, feelings, and ideas clearly. • Show deliberate choice of appropriate language features to enhance writing. <p>Voice</p> <ul style="list-style-type: none"> • Convey thoughts, feelings, and ideas about and responses to experiences with some perception; sustains sincerity of voice in character portrayal. 	<p>Content/Ideas</p> <p>Ideas</p> <ul style="list-style-type: none"> • Support the explanations or arguments with a range of mostly objective ideas, data, and reasons. • Support the ideas, data, reasons, or opinions with precise and logical detail and/or comment. 	<p>Structure</p> <p>Structure</p> <ul style="list-style-type: none"> • With confidence, logically sequence explanations or arguments. • Organise ideas, data, and reasons, or opinions into paragraphs and usually makes logical links within (and sometimes between) paragraphs. • Achieve some sense of coherence. • (Explanation) Prioritise, group, and organise ideas, data, reasons, or opinions. • For appropriate topics, link ideas, data, reasons, or opinions clearly and logically, using a range of words for time relationships (“first”, “then”, “next”). • For appropriate topics, link ideas, data, and reasons clearly and logically, using a range of words for cause and effect (“then”, “consequently”, “the result is ...”). • (Argument) Organise and link ideas logically (position statement, evidence, position restated). • May use temporal conjunctions (“firstly”, “secondly”) to demonstrate logic. • Use varied connectives (“however”, “although”, “on the other hand”, “consequently”). <p>Sentences</p> <ul style="list-style-type: none"> • Use a variety of structures, beginnings, and lengths for effect. 	<p>Language</p> <p>Vocabulary</p> <ul style="list-style-type: none"> • (Explanation) Use precise and often technical vocabulary, closely aligned to the topic, to make explanations more objective and informative. • Might include sparing and effective use of adjectives and adverbs. • (Argument) Use persuasive vocabulary effectively. <p>Language Features</p> <ul style="list-style-type: none"> • (Explanation) Use a range of explanatory language features, often effectively. • Might include consistent use of verbs denoting specific actions, present tense, and passive voice. • Note that past or future tenses may be appropriate, depending on the nature of the explanation. • (Argument) Use a range of persuasive language features, often effectively. • Might include emotive words, rhetorical questions, imperatives, repetition, the passive voice, pronouns denoting inclusion, some data and researched evidence.

Poetic Deeper Features			
<p>Audience/Purpose</p> <p>Impact</p> <ul style="list-style-type: none"> • Maintain audience interest through a variety of means (humour, anecdotes, choice of language). • Record thoughts, feelings, and ideas clearly. • Show deliberate choice of appropriate language features to enhance writing. <p>Voice</p> <ul style="list-style-type: none"> • Convey thoughts, feelings, and ideas about and responses to experiences with some perception; sustains sincerity of voice in character portrayal. 	<p>Content/Ideas</p> <p>Ideas</p> <ul style="list-style-type: none"> • Select and explore significant ideas. • Focus clearly on developing main points or attributes and specific, interesting events or aspects of character. • Support main points and sequence of events with substantial illustrations, interpretive comments, evaluations, or observations. 	<p>Structure</p> <p>Sentences</p> <ul style="list-style-type: none"> • Confidently shape ideas for a particular effect or purpose. • Organise ideas into paragraphs; usually make logical links within and between paragraphs. • Achieve some sense of coherence. • Use a variety of structures, beginnings, and lengths for effect. 	<p>Language</p> <p>Vocabulary</p> <ul style="list-style-type: none"> • Confidently use a range of vocabulary to suit audience and purpose. <p>Language features</p> <ul style="list-style-type: none"> • Use features, if appropriate, to amplify content or to engage the audience. • If appropriate, use dialogue and stream of consciousness to enhance the writing.

Groups	Monday	Tuesday	Wednesday	Thursday	Friday	Evaluation