

**Literacy – Writing
across the curriculum
Foundation Phase**

		Reception	Year 1	Year 2
Elements	Aspects	Learners are able to:	Learners are able to:	Learners are able to:
Organising ideas and information	Meaning, purposes, readers	<ul style="list-style-type: none"> compose and dictate a sentence describing events, experiences and pictures to communicate meaning convey meaning through pictures and mark making recognise the alphabetic nature of writing and understand that written symbols have meaning copy and write letters, words and phrases use pictures and symbols to compose writing on-screen 	<ul style="list-style-type: none"> communicate purposefully in writing, e.g. <i>may be supported by a drawing</i> use pictures, symbols, letters in sequence and familiar words to communicate meaning talk about what they are going to write write words, phrases and simple sentences and read back own attempts select letters, words and pictures to compose writing on-screen 	<ul style="list-style-type: none"> write for different purposes write text which makes sense to another reader, which may include details and pictures use talk to plan writing re-read and improve their writing to ensure that it makes sense experiment with different formats and layouts on-screen, using the facility to move text and pictures around easily
	Structure and organisation	<ul style="list-style-type: none"> begin to sequence words, signs or symbols appropriately contribute to a form modelled by the teacher, e.g. <i>through shared writing</i> show understanding of different formats, e.g. <i>cards, lists, invitations</i> 	<ul style="list-style-type: none"> sequence content correctly, e.g. <i>instructions, recipes</i> follow a form modelled by the teacher understand different types of writing, e.g. <i>records of events, descriptions, narrative</i> 	<ul style="list-style-type: none"> follow a structure in their writing with support, e.g. <i>reports, lists</i> follow and build upon a form modelled by the teacher organise writing with a beginning, middle and end use different types of writing appropriate to purpose and reader
Writing accurately	Language		<ul style="list-style-type: none"> use specific words which relate to the topic of their writing 	<ul style="list-style-type: none"> understand and use language appropriate to writing use simple subject-related words appropriately
	Handwriting Grammar Punctuation Spelling	<ul style="list-style-type: none"> hold writing instruments appropriately write from left to right discriminate between letters distinguish between upper- and lower-case letters use correct initial consonant by beginning to apply phonic knowledge use familiar and high-frequency words in writing Welsh-medium statement: show awareness that some sounds change at the beginning of words, e.g. <i>y ci, y gath</i>. 	<ul style="list-style-type: none"> form upper- and lower-case letters that are usually clearly shaped and correctly orientated use capital letters and full stops with some degree of consistency begin to use connectives to expand a point spell some words conventionally, including consonant-vowel-consonant and common digraphs, e.g. <i>th, ck</i> use spelling strategies such as sound-symbol correspondence and segmenting spell high-frequency words correctly Welsh-medium statement: show awareness that some sounds change at the beginning of words, e.g. <i>y ferch</i>. 	<ul style="list-style-type: none"> form upper- and lower-case letters accurately and with consistent size use capital letters, full stops and question marks accurately, and sometimes use exclamation marks use connectives to write compound sentences use ordering words, e.g. <i>first, next, then, lastly</i> use standard forms of verbs, e.g. <i>see/saw, go/went</i>, and subject-verb agreement, e.g. <i>I was/we were</i> use spelling strategies such as segmenting, simple roots and suffixes, e.g. <i>ing, ed</i> spell high-frequency words correctly Welsh-medium statement: use some mutations, that have been practised orally, e.g. <i>fy mag, i dre</i> Welsh-medium statement: spell some words that use <i>ŷ/uí</i>, e.g. <i>tŷ, llun</i>, and diphthongs, e.g. <i>coed</i>.

Literacy – Writing across the curriculum Key Stage 2		Year 3	Year 4	Year 5	Year 6
Elements	Aspects	Learners are able to:	Learners are able to:	Learners are able to:	Learners are able to:
Organising ideas and information	Meaning, purposes, readers	<ul style="list-style-type: none"> write for different purposes and readers choosing words for variety and interest include relevant details, information or observations in their writing note down ideas to use in writing use on-screen functions, e.g. <i>font, colour, cut, paste, size</i>, to present their work in ways to interest the reader and enhance meaning review and improve sections of their work 	<ul style="list-style-type: none"> adapt what they write to the purpose and reader, choosing words appropriately, e.g. <i>descriptive, persuasive language</i> explain main idea(s) with supporting details, including observations and explanations where relevant gather ideas to plan writing explore and use appropriately the different forms of writing on-screen to interact with others, e.g. <i>websites, e-mails, blogs</i> improve writing, checking for clarity and organisation 	<ul style="list-style-type: none"> write with a clear purpose, showing consideration for the reader, e.g. <i>by choosing appropriate vocabulary and presentational devices</i> expand upon main idea(s) with supporting reasons, information and examples use techniques in planning writing, e.g. <i>mindmapping, sequencing, placemat activities</i> explore the layout of web pages to create material using available tools revise and improve writing, explaining why they have made changes 	<ul style="list-style-type: none"> adapt writing style to suit the reader and purpose, e.g. <i>formal style for unknown reader, simple style for younger readers</i> write a comprehensive account of a topic or theme use a range of strategies to plan writing, e.g. <i>notes, diagrams, flowcharts</i> explore different ways to present work and use them appropriately, e.g. <i>moving image, slides, voice over</i> reflect on, edit and redraft to improve their writing
	Structure and organisation	<ul style="list-style-type: none"> use a basic structure for writing write using an introduction to the topic and a conclusion present processes, event or reports in a clear sequence use visual information if relevant, e.g. <i>labelled diagrams</i> 	<ul style="list-style-type: none"> use specific structures in writing, e.g. <i>tables, questionnaires</i> write an introduction, develop a series of ideas and a conclusion organise writing into logical sequences or sections by beginning to use paragraphs use visual information, e.g. <i>illustrations, diagrams and graphs</i>, which are clear and relevant to the written text 	<ul style="list-style-type: none"> use features which show the structure of the writing, e.g. <i>sub-headings, captions</i> write an introduction that establishes context, a series of appropriately ordered points and a suitable conclusion use paragraphs, which have a main idea and related details use images, graphs and illustrations which are clear, relevant and appropriate 	<ul style="list-style-type: none"> adapt structures in writing for different contexts, e.g. <i>reporting an event, investigation or experiment</i> write an effective introduction that establishes context and purpose, a suitable balance between facts and viewpoints, a precise conclusion use paragraphs making links between them use features and layout which are constructed to present data and ideas clearly
Writing accurately	Language	<ul style="list-style-type: none"> use language appropriate to writing, including standard forms of English use vocabulary related to the topic or subject context 	<ul style="list-style-type: none"> use language appropriate to writing, including standard forms of English use subject-specific vocabulary independently 	<ul style="list-style-type: none"> use language appropriate to writing, including standard forms of English use appropriate vocabulary, including subject-specific words and phrases 	<ul style="list-style-type: none"> use language appropriate to writing, including standard forms of English use varied and appropriate vocabulary, including subject-specific words and phrases
	Grammar Punctuation Spelling Handwriting	<ul style="list-style-type: none"> start sentences in a variety of ways use adjectives and adverbs to expand simple sentences and phrases use connectives for causation and consequence, e.g. <i>because, after</i> use full stops, question marks, exclamation marks and commas for lists spell plural forms, e.g. <i>-s, -es, -ies</i> use past tense of verbs consistently, e.g. <i>consonant doubling before ed</i> use strategies including knowledge of word families, roots, morphology and graphic knowledge to spell words, e.g. <i>most common polysyllabic words</i> spell all high-frequency words correctly produce legible handwriting and present work appropriately joining letters in some words Welsh-medium statement: use the standard form of the verb as relevant to the context Welsh-medium statement: use the most common mutations usually correctly, e.g. <i>ar ben</i>. 	<ul style="list-style-type: none"> vary the order of words, phrases and clauses in sentences use adjectival and adverbial phrases to add interest and precision use connectives to show links within sentences use punctuation to demarcate sentences and begin to use speech marks, commas to mark clauses and phrases, and apostrophes for omission, e.g. <i>it's (it is)</i> use strategies including knowledge of word families, roots, morphology, derivations and graphic knowledge to spell words, e.g. <i>words with more complex patterns</i> produce handwriting which is clear and legible and may be cursive Welsh-medium statement: use the standard form of a variety of verbs, e.g. <i>present, past and negative forms</i> Welsh-medium statement: use the most common mutations correctly, e.g. <i>fy nghalon</i> Welsh-medium statement: spell an increasing number of plural forms correctly in context, e.g. <i>-iau, -u</i>. 	<ul style="list-style-type: none"> use different sentence structures, including complex sentences showing relationships of time, or cause, e.g. <i>before you start ... , if you do this then ...</i> use conditionals to show hypotheses or possibilities, e.g. <i>if, might, could</i> use the full range of punctuation to guide the reader in complex sentences, e.g. <i>commas, bullet points, speech marks and apostrophes for possession</i> use a variety of strategies to spell words with complex regular patterns, e.g. <i>exercise, competition</i> produce legible, cursive handwriting with increasing fluency Welsh-medium statement: use the standard forms of a variety of verbs, e.g. <i>present, past and negative forms</i> Welsh-medium statement: mutate correctly, especially after most prepositions and pronouns, e.g. <i>am funud, dy fam</i> Welsh-medium statement: spell an increasing number of plural forms, e.g. <i>-oedd, -od, -ydd</i>, and words with double consonants, e.g. <i>cynnwys</i>, correctly in context. 	<ul style="list-style-type: none"> use varied sentence structures for emphasis and effect use the full range of punctuation accurately to clarify meaning use strategies to spell correctly polysyllabic, complex and irregular words produce fluent and legible handwriting Welsh-medium statement: use the standard forms of a variety of verbs, e.g. <i>present, past and negative forms</i> Welsh-medium statement: mutate correctly after prepositions and pronouns, becoming aware that not every word follows the usual order, e.g. <i>y llinell</i> Welsh-medium statement: spell irregular plurals, e.g. <i>car – ceir, plentyn – plant</i>, and words with double consonants, e.g. <i>pennod</i>, correctly in context.

Literacy – Writing across the curriculum Key Stage 3		Year 7	Year 8	Year 9
Elements	Aspects	Learners are able to:	Learners are able to:	Learners are able to:
Organising ideas and information	Meaning, purposes, readers	<ul style="list-style-type: none"> write a comprehensive account of a topic presenting information, processes and ideas clearly and appropriately for the purpose explain ideas fully, showing implications and consequences plan writing making choices about the best ways to present content for effect, e.g. <i>building a case for something, selecting details that help the reader understand</i> use the tools and conventions of ICT to present information and data and to structure writing identify areas for improvement in their writing, edit and redraft 	<ul style="list-style-type: none"> adapt presentation of material according to intended meaning and effect, e.g. <i>choice of how much detail needed to be convincing</i> make connections and/or elaborate to ensure full coverage of topic in planning writing make choices about content, structure, language, presentation to suit the purpose choose the best ways to present writing using ICT in order to communicate clearly and effectively, e.g. <i>continuous prose for a detailed argument, hyperlinked pages for different information on a topic, moving graphics to show processes</i> use criteria to identify ways to improve and then redraft 	<ul style="list-style-type: none"> use summary, discussion of issues, detailed explanations as appropriate to purpose give due weight to evidence, sources, explanations and logic when covering a topic plan appropriately to develop writing for different purposes and audiences make imaginative choices about content and presentation of writing, using ICT with discrimination improve writing through independent review and redrafting
	Structure and organisation	<ul style="list-style-type: none"> adapt structures in writing for different contexts, e.g. <i>describe outcome, outline process or discuss an issue</i> select and organise ideas and information to give a clear and full account use paragraphs to organise longer pieces of writing into sections 	<ul style="list-style-type: none"> use whole-text structure to support and communicate meaning, e.g. <i>putting a summary at beginning or end, data in a report or appendix, use of contents page, chapters</i> select, analyse and present ideas and information convincingly or objectively organise longer pieces of writing making links within and between paragraphs 	<ul style="list-style-type: none"> choose and use whole-text structures to support meaning and communication for effect, e.g. <i>what are the best structures to successfully describe, explain, persuade?</i> select structures to organise writing using appropriate features effectively select, interpret and evaluate ideas and information convincingly or objectively use paragraphs and sections to give coherence to longer pieces of writing
Writing accurately	Language	<ul style="list-style-type: none"> use impersonal language to convey ideas and information, e.g. <i>the interest is calculated by ... , sharp scissors are necessary to ...</i> use varied and appropriate vocabulary accurately, including subject-specific words and phrases 	<ul style="list-style-type: none"> use the third person to convey ideas and information, e.g. <i>according to experts ... , sources reveal that ...</i> use technical terms, language and expression consistent with the subject content 	<ul style="list-style-type: none"> use language to convey objectivity and impartiality, e.g. <i>there are several different ways to look at this topic ...</i> use a wide range of technical terms, language and expression consistent with the subject content
	Grammar Punctuation Spelling Handwriting	<ul style="list-style-type: none"> use a wide range of sentence structures choosing connectives to make meaning clear use the full range of punctuation accurately to clarify meaning, e.g. <i>demarcating sentences (full stops) and clauses (commas), and using apostrophes correctly</i> use a variety of strategies and resources to spell familiar and unfamiliar vocabulary and subject-specific words correctly produce fluent and legible handwriting Welsh-medium statement: write sentences ensuring that the verb tense and person is usually correct in context Welsh-medium statement: use a range of mutations correctly (soft, nasal and aspirate mutations) in context. 	<ul style="list-style-type: none"> write with grammatical accuracy, varying the length and structure of sentences to make meaning clear use the full range of punctuation in order to clarify meaning, e.g. <i>semicolons, colons, quotation marks</i> use a variety of strategies and resources to spell familiar and unfamiliar vocabulary and subject-specific words correctly produce fluent and legible handwriting Welsh-medium statement: write grammatically accurate sentences ensuring that the verb tense and person is usually correct in context Welsh-medium statement: use a range of mutations correctly (soft, nasal and aspirate mutations) in context. 	<ul style="list-style-type: none"> write simple, compound and complex sentences with grammatical accuracy in their writing use the full range of punctuation in order to clarify meaning, e.g. <i>semicolons, colons and parentheses</i> use a variety of strategies and resources to spell familiar and unfamiliar vocabulary and subject-specific words correctly produce fluent and legible handwriting Welsh-medium statement: write grammatically accurate sentences ensuring that the verb tense and person is correct in context Welsh-medium statement: use a range of mutations correctly (soft, nasal and aspirate mutations) in context.

**Literacy – Writing
across the curriculum**
More able and talented

		Extension
Strands	Elements	Learners are able to do the following.
Organising ideas and information	Meaning, purposes, readers	Learners consolidate their skills and develop their effectiveness in expressing ideas, information and points of view. They construct explanations and discussions using graphics, visual display and other presentational devices relevant to the topic and appropriate to the reader. They show their awareness of different readers by selecting from their repertoire of styles and structures appropriately and adapting their use of vocabulary. They can write both extended pieces, which include detailed evidence and information, and shorter pieces which summarise concisely.
	Structure and organisation	They construct sentences which connect ideas together and show main and subsidiary points clearly. They use punctuation accurately to clarify meaning, and spell correctly technical terms and complex words, avoiding common mistakes. They present their work effectively, handwritten or on-screen, choosing form, images and graphics to enhance meaning.
Writing accurately	Language	
	Grammar Punctuation Spelling Handwriting	