

## LITERACY WRITING TARGETS:

### WHAT YOUR CHILD IS EXPECTED TO ACHIEVE AT EACH LEVEL

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Your child’s writing shows certain characteristics at particular stages in its development. These are put into “Levels” and blocked on a scale from “W” (“working towards”) to “5A” and beyond, in the following order:

**W -> 1C -> 1B -> 1A -> 2C -> 2B -> 2A -> 3C -> 3B -> 3A -> 4C -> 4B -> 4A -> 5C -> 5B -> 5A**

For example, if your child’s work has been assessed at **3C**, their target is to produce work with characteristics of **3B**. So how can you help them progress to the next level, **3B**? Find the column labelled “**THE MAIN FEATURES OF LEVEL 3B:**” (the levels are in the same order as in the list above), and see what work at this level contains.

It may be that your child has elements of this level in their work already. This is normal, as there usually is overlap, but your child needs to **consistently** demonstrate **most or all** of these features throughout their writing to be on this level. Using the column of features for 3B, help them to write stories that contain these features. This will help them immeasurably when it comes to writing assessed work, as the practice they get at home will embed into their work at school, and so it then becomes natural.

#### Meaning of some of the vocabulary in this document that you might find useful

<b>Adjective</b>	a word that describes a noun eg the <b>green</b> door.
<b>Adverb</b>	a word that describes a verb eg the man spoke <b>quietly</b> .
<b>Character(s)</b>	the person or people in your story.
<b>Connenctives</b>	words that join two sentences to make a longer sentence eg “and”, “but”, “because”, “which”, “so” etc.
<b>CVC</b>	<b>C</b> onsonant <b>V</b> owel <b>C</b> onsonant - ie any 3 letter word with a vowel in the middle eg cat, bed, kid, fox, mud.
<b>Demarcated</b>	correctly punctuated eg a full stop at the end of a sentence.
<b>Digraph</b>	sounds that are made by writing two letters eg “oo” in “school”, “ph” in “phone”, “ff” in “coffee”.
<b>First person</b>	your point of view, so your writing would contain “I”, “me”, “myself”, “mine” etc.
<b>In-sentence punctuation</b>	eg including commas (,), semi-colons (;), colons (:), dashes (-) etc to make more complex sentences.
<b>Noun</b>	a person (eg woman), place (eg toilet) or thing (eg pencil).
<b>Paragraph</b>	a distinct section of a piece of writing (eg writing about something else) that begins on a new line.
<b>Phoneme</b>	the sound that a letter or letters make eg “m”, “p”, “ch”, “sh”, “th”, “ee”, “oo” etc.
<b>Phrase</b>	a small group of words eg “a small dog”.
<b>Proper nouns</b>	the <b>name</b> of a person (eg Chloe), place (eg Liverpool) or thing (eg Rover) - always begins with a capital letter.
<b>Root(s)</b>	word that others are made up from eg using “happy” as the root, we can make unhappy, happiness, happily etc.
<b>Second person</b>	another’s point of view, so your writing would contain “you”, “yours”, “your” etc.
<b>Subject/verb agreement</b>	eg “I was asleep” rather than “I were asleep” and “We were here” rather than “We was here”.
<b>Third person</b>	another’s point of view, so your writing would contain “he”, “she”, “it”, “they”, “theirs”, “his”, “hers” etc.
<b>Verb</b>	a “doing” or “action” word eg sat, ran, jumped, roared, thinking, playing, eats, kicks, leaves.
<b>Writing frame</b>	prompts pupils to organise and write ideas down. May have sub-headings eg “setting”, “characters”, “ending”.

## LITERACY WRITING TARGETS

### THE MAIN FEATURES OF LEVEL W:

#### *Purpose and organisation:*

- \* knows the difference between writing and drawing
- \* knows the purpose of writing and imitates adult writing
- \* attempts to mark-make independently
- \* attempts to write own first name
- \* uses some letters to represent words
- \* can create own story orally
- \* can re-tell a known story
- \* can tell a story from their own experience
- \* understands that spoken language can be written

#### *Grammar:*

- \* there is evidence of words divided by spaces
- \* writing is a mix of individual letters, strings and words

#### *Spelling and handwriting:*

- \* can write an occasional letter in response to a sound
- \* the first letter of a word is often accurately identified
- \* occasionally the last letter of a word is accurately identified
- \* writes simple short key words correctly
- \* begins to use phonic knowledge to help with spelling
- \* frequently mixes upper and lower case letters
- \* writes from left to right and top to bottom
- \* uses a range of writing materials
- \* holds pencils reasonably correctly
- \* letters are beginning to be formed correctly
- \* writing is beginning to be legible
- \* shows some control over size, shape and orientation in writing

### THE MAIN FEATURES OF LEVEL 1C:

#### *Purpose and organisation:*

- \* has some idea that writing should make sense
- \* begins to understand what is written always stay the same
- \* can make up stories using characters and one event with the support of pictures and props
- \* can retell a story, writing simply about the main event
- \* can produce ideas in written form using their personal experiences and experience of reading
- \* uses recognisable letters, simple words and phrases
- \* adds labels and captions to pictures and diagrams
- \* reads back own writing
- \* beginning to give the reader a good idea of what is written

#### *Grammar:*

- \* writing shows correct directionality
- \* begins to leave a space between words
- \* shows an awareness of capital letters and full stops
- \* begins to use full stops, but not necessarily accurately
- \* uses a capital letter for their own name
- \* is able to use word banks, charts, signs and sentence starters to help structure their writing
- \* shows some control over word order
- \* attempts familiar forms of writing eg lists, letters, recounts, stories, messages and instructions
- \* often uses repetitive phrases eg "I like..." and "Here is..."

#### *Spelling and handwriting:*

- \* can spell their first name correctly
- \* can spell simple words correctly eg and, the, am etc
- \* can write each letter in response to its sound
- \* knows and writes initial and final phonemes in CVC words
- \* identifies initial and dominant phonemes in words
- \* comfortable and effective pencil grip and writes with control
- \* uses the correct sequences of movements to form letters

## LITERACY WRITING TARGETS

### THE MAIN FEATURES OF LEVEL 1B:

#### Purpose and organisation:

- \* uses own experiences as a basis for their writing
- \* plans first and re-reads during and after to see it makes sense
- \* uses writing frames and organisational devices eg pictures, captions and arrows to help sequences their writing
- \* writes simple recounts and stories that can be re-read
- \* builds simple profiles of characters from stories read using single words, captions and sentences
- \* uses recognisable words and simple statements
- \* organises their work using lists, separate pages and charts
- \* uses familiar book conventions eg cover, author, title
- \* labels information appropriately
- \* can write simple questions

#### Grammar:

- \* knows a line of writing is not always the same as a sentence
- \* uses capital letters and full stops in simple sentences
- \* begins to use capital letters for “I” and names
- \* uses spaces between words consistently
- \* uses language and structures from their reading
- \* structures phrases correctly, ie consistent use of word order
- \* begins to join sentences, usually using “and” and “then”
- \* begins to use words appropriately for different text forms eg narrative and non-narrative (lists, letters, poems)

#### Spelling and handwriting:

- \* spells common irregular high frequency words correctly
- \* spells CVC words correctly
- \* uses initial adjacent consonants eg bl, cr, and initial digraphs eg ch, sh, th
- \* correctly spells a few key words consistently eg she and look
- \* applies phonological graphic knowledge and sight vocabulary to make a reasonable attempt at spelling words
- \* begins to recognise common spelling patterns eg er, ee, ll, ck
- \* letters usually shaped correctly and the right way around

### THE MAIN FEATURES OF LEVEL 1A:

#### Purpose and organisation:

- \* stories have a simple setting, one or more character and one or more event
- \* begins to add some detail to their writing eg when writing about significant events from a known story
- \* writes simple recounts linked to topics of interest and to their own experience
- \* begins to plan before writing using simple writing frames
- \* communicates meaning through simple words and phrases
- \* writes for different audiences and purposes
- \* uses appropriate organisational devices for purpose eg correct layout for lists, front cover, heading, captions
- \* begins to write own questions prior to reading information

#### Grammar:

- \* begins to use capital letters and full stops
- \* uses simple structures with some control over word and sentence order eg time order in instructions
- \* uses connectives such as “and” and “then”
- \* begins to use a wider range of vocabulary eg descriptive language

#### Spelling and handwriting:

- \* can spell common irregular words consistently
- \* can spell simple words with initial consonant clusters and initial digraphs eg drop, skip, slip, chop
- \* uses common final clusters eg lift, last, bath
- \* begins to use long vowel phonemes in their attempts at spelling eg oo, oa, ow, ea
- \* letters are usually clearly shaped, correctly orientated and of a consistent size

## LITERACY WRITING TARGETS

### THE MAIN FEATURES OF LEVEL 2C:

#### Purpose and organisation:

- \* writing carries more meaning than a simple statement
- \* there are characteristics of narrative and non-narrative form, but this is not always sustained
- \* can develop ideas but the sequence is not necessarily accurate
- \* the writing assumes the reader knows the context
- \* writing is often a list of a series of events
- \* it is more like spoken language than written language

#### Grammar:

- \* few capital letters and full stops used beyond the first ones
- \* few full stops are used
- \* a few sentences are divided by full stops and capital letters
- \* description is not always entirely clear
- \* writing is often a list of ideas joined by the word “and”
- \* there can be a lack of verb-subject agreement
- \* sequencing of events are confused
- \* stories have beginnings but no ends
- \* non-narrative writing becomes a story or recount
- \* there is an inclination to use personal rather than impersonal voice when developing non-narrative work

#### Spelling and handwriting:

- \* some common words are spelt correctly eg what, all, from
- \* phonic patterns are used to help with spelling eg “sas” for “says” and “becos” for “because”
- \* some visual recall is used to help with spelling patterns
- \* handwriting is readable but there is an inconsistent mixture of upper and lower case letters used
- \* legible script with some incorrectly formed letters

### THE MAIN FEATURES OF LEVEL 2B:

#### Purpose and organisation:

- \* begins to have appreciation of writing for different audiences and purposes
- \* there is some element of sequencing
- \* narrative and non-narrative work can communicate ideas and has some detail
- \* organisation is appropriate for purpose eg letter, story, poem
- \* contains description and detail to interest the reader
- \* there is the beginning of a good relationship between the ideas and the characters

#### Grammar:

- \* attempts are made to use punctuation other than just capital letters and full stops eg question marks
- \* still some irregular use of capital letters and full stops but greater awareness when pointed out
- \* capital letters beginning to be used for all proper nouns
- \* descriptions are still unclear
- \* there is better consistency of form
- \* the work has varied sentence structure
- \* word choice is becoming more ambitious
- \* there is a use of a range of connectives other than just “and”
- \* there are, however, too many ideas joined by “and” or “but”
- \* there are some extended and linked sentences present
- \* there is a growing knowledge of word structures
- \* begins to show correct use of present or past tense

#### Spelling and handwriting:

- \* most Y1/Y2 high frequency words are spelt correctly
- \* other words are spelt so that plausible phonetic patterns can be recognised
- \* there are visual patterns and recall of letter strings present
- \* handwriting is clear and of a reasonable size
- \* most ascenders and descenders are used correctly
- \* upper and lower case letters are not usually mixed up

## LITERACY WRITING TARGETS

### THE MAIN FEATURES OF LEVEL 2A:

#### Purpose and organisation:

- \* writing is lively and holds the reader's interest
- \* writer chooses narrative or non-narrative form according to purpose and appropriateness
- \* ideas and events clearly linked
- \* descriptions are such that features can be recognised without naming them
- \* fiction writing adopts different styles
- \* the writer is far more aware of the reader and communicates in an interesting and lively way
- \* stories have strong openings
- \* stories contain more than one character
- \* there is an appropriate ending though it may be simple

#### Grammar:

- \* capitals and full stops are used correctly most of the time
- \* punctuation used within sentences is not in evidence
- \* question marks and apostrophes are used appropriately
- \* some descriptive passages are used for detail and emphasis
- \* examples of interesting similes are likely to be present
- \* much more use of story language is apparent eg words like "suddenly" and "amazingly"
- \* the influence of spoken language still comes through with the use of words like "then", "and", "so"
- \* vocabulary remains close to speech

#### Spelling and handwriting:

- \* nearly all the Literacy Strategy Y1 and Y2 words are spelt correctly
- \* longer words show plausible phonic patterns and can be recognised
- \* handwriting is accurate and letter formation is consistent in size
- \* handwriting shows some evidence of joining

### THE MAIN FEATURES OF LEVEL 3C:

#### Purpose and organisation:

- \* events are organised into clear beginnings, middles and ends
- \* meanings usually clear, though unadventurous vocabulary
- \* simple connections between ideas that build up to a story
- \* beginnings are normally lively and capture reader's interest
- \* detail is included as and where necessary
- \* initial part of the story is well organised and appropriately sequenced, but later parts are not as consistent
- \* the writer is beginning to know how to write for different audiences and purposes

#### Grammar:

- \* sentence punctuation is generally accurate
- \* sentences can, however, still be a series of statements without punctuation
- \* capitals are still not always used for proper nouns
- \* sentences frequently do not include commas
- \* question marks and exclamations are used accurately
- \* some evidence of paragraphs but not always appropriately
- \* good use of connectives including eg "because", "if", "after"
- \* vocabulary tends to be a little limited and the same words are used too frequently
- \* some variety of sentence structure although it still too often resembles speech
- \* vocabulary chosen to match purpose and create interest
- \* many sentences start in the same way eg "It...", "They...", "We..."

#### Spelling and handwriting:

- \* spelling of some Y3 high frequency words is accurate
- \* spelling of words with apostrophes is inconsistent
- \* handwriting is joined
- \* letters are of an appropriate size, even and well formed

## LITERACY WRITING TARGETS

### THE MAIN FEATURES OF LEVEL 3B:

#### Purpose and organisation:

- \* writing shows a growing awareness of the reader
- \* writing can still lack direction or pace
- \* uses simple imagery to create interest and make the writing more stimulating
- \* can write in a lively way for a variety of audiences
- \* vocabulary is interesting and appropriate
- \* relevant detail contained within the writing
- \* contains some detail to create interest such as humour or suspense
- \* points are dealt with in a sensible order though coverage may be brief

#### Grammar:

- \* sentences are correctly demarcated and there is some correct use of “in-sentence” punctuation
- \* clauses are linked with words such as “which”, “so”, “where”, “because”
- \* the style is appropriate for the written convention eg letters
- \* sentence structures are becoming more complex and varied
- \* well-chosen words and phrases used to connect ideas
- \* some generalised words are used to express opinion eg always, never

#### Spelling and handwriting:

- \* spelling of most words contained within the Y3 and Y4 high frequency word lists is accurate
- \* handwriting is consistently joined and legible

### THE MAIN FEATURES OF LEVEL 3A:

#### Purpose and organisation:

- \* uses imaginative description to engage the reader
- \* can sustain ideas, although they are not always logically structured
- \* contains a variety of appropriate information and detail
- \* uses a combination of adjectives to build a vivid picture
- \* writing can contain a variety of information with detail - sometimes in a humorous fashion
- \* can draw writing to an effective conclusion
- \* there are times when writing jumps from one idea to another
- \* there is more detailed description of characters eg appearance, behaviour, feelings, motives
- \* details such as names, places or descriptions are included to clarify information

#### Grammar:

- \* punctuation is accurately applied
- \* a variety of sentence structures are used which are sometimes quite complex
- \* new words are attempted although the spelling may not be known
- \* writing contains consistent noun phrases, simple adverbs and a variety of adjectives
- \* within sentences, subjects and verbs usually agree
- \* connectives are used to show relationship between ideas (because); contrast (but); explanation (but, so, also etc)
- \* vocabulary is appropriate and becoming more ambitious

#### Spelling and handwriting:

- \* spelling is mainly accurate
- \* most longer words are spelt using plausible phonetic structures
- \* handwriting is neat, legible and joined

## **LITERACY WRITING TARGETS**

### **THE MAIN FEATURES OF LEVEL 4C:**

#### **Purpose and organisation:**

- \* there is a relevant opening followed by a series of points that develop the theme
- \* moves from impersonal construction to direct speech in an appropriate manner
- \* there is appropriate chosen vocabulary
- \* use of technical words is intermingled with good adjectives
- \* ideas are organised appropriately for both purpose and style

#### **Grammar:**

- \* there is more confident use of paragraphs to separate the main ideas
- \* most sentences are correctly demarcated and there is some evidence of correct use of commas
- \* proper nouns have capital letters
- \* can use abbreviations appropriately
- \* uses speech marks correctly
- \* writing is coherent, consistent and to the point
- \* details are included to add interest
- \* a variety of sentence structures are used
- \* vocabulary is often ambitious and adventurous but there are some inaccuracies in its use

#### **Spelling and handwriting:**

- \* spelling is mostly accurate
- \* where words are spelt incorrectly it is easy to see what the writer intended
- \* handwriting is neat, legible and joined

### **THE MAIN FEATURES OF LEVEL 4B:**

#### **Purpose and organisation:**

- \* details are added for effect
- \* writing communicates a range of relevant information effectively
- \* characters are developed to move the story forwards
- \* there is a clear understanding between spoken and written words
- \* recognises how writing is adapted for different audiences and purposes
- \* non-narrative writing contains sustained use of report / letter / interview convention eg relevant introduction, series of logical ordered points and questions, suitable concluding phrase or sentence

#### **Grammar:**

- \* sentence demarcation is accurate
- \* paragraphing is appropriate and helpful in clarifying the organisation
- \* descriptions are very precise so as to help the reader visualise details
- \* the structure is usually simple but there are some compound sentences joined by appropriate connectives
- \* there is appropriate handling of first, second and third person
- \* uses a range of different clauses accurately
- \* confident in their knowledge of structures and themes of different types of writing, adopting these features in their own writing
- \* information is presented clearly

#### **Spelling and handwriting:**

- \* spellings are correct
- \* spellings suggest roots of complex patterns eg jewellery
- \* handwriting is neat, legible and joined

## LITERACY WRITING TARGETS

### THE MAIN FEATURES OF LEVEL 4A:

#### *Purpose and organisation:*

- \* writing takes on a wider range of styles
- \* writing is lively, coherent and well paced
- \* characters and dialogue are very well developed to help move a story on
- \* there is significant interaction between the characters
- \* writing is organised well for its purpose
- \* the writing seeks to interest the reader by the way the characters or events are developed
- \* non-narrative writing layout is appropriate for its purpose and may include lists or sub-headings
- \* there is some attempt to persuade
- \* there is adequate coverage of a range of points or aspects

#### *Grammar:*

- \* the vast majority of sentences begin with capital letters and end with a full stop, question mark or exclamation mark
- \* punctuation within sentences, when used, is usually accurate
- \* apostrophes remain less well used than other features
- \* commas are sometimes used to separate elements of a sentence, such as lists
- \* grammatically complex sentences are well handled
- \* vocabulary is often adventurous and appropriate to the task, audience and purpose
- \* the writing has well-chosen phrases, such as adverbial phrases
- \* pronouns and tenses are generally consistent throughout

#### *Spelling and handwriting:*

- \* spelling is generally accurate, including longer words that conform to patterns such as message, famous and right
- \* handwriting is fluent, joined and legible

### THE MAIN FEATURES OF LEVEL 5B/C:

#### *Purpose and organisation:*

- \* openings to narrative writing can be flexible enough to experiment with a range of different situations such as action, dialogue or narrator's synopsis
- \* endings directly related to main plot and do not end abruptly
- \* successfully interweaves dialogue, action and description
- \* can develop more than one plot or line of thought and still hold the story line
- \* can manage to step outside the story to reveal own point of view about a character or place
- \* non-narrative writing is well-structured. Convincing with good coverage of the main issue
- \* attempts to engage reader by including personal comments
- \* non-narrative writing successfully develops consideration of alternative points of view

#### *Grammar:*

- \* confident use of paragraphing or sub-headings apparent in non-narrative writing
- \* almost all sentences correctly demarcated
- \* speech marks and commas are used correctly to introduce or conclude direct speech
- \* there is variety in use of sentence structure
- \* features eg grouping subjects before a main verb or referring back/forward are used to avoid repetition (eg that, these, it)
- \* appropriate use of technical and subject-specific vocabulary
- \* level of formality in non-narrative is usually appropriate
- \* simple and complex sentences interweave appropriately
- \* evidence of varied and appropriate vocabulary
- \* language is used precisely to convey intended meaning
- \* appropriate choices made between Standard English, colloquialism or dialect according to the writing

#### *Spelling and handwriting:*

- \* words with complex regular patterns are usually spelt correctly
- \* handwriting is joined, clear and fluent

## **LITERACY WRITING TARGETS**

### **THE MAIN FEATURES OF LEVEL 5A:**

#### **Purpose and organisation:**

- \* the writing shows development of theme as well as plot
- \* the reader's interest is sustained through use of surprise, moving between different times, conflict and / or relationship between the main characters
- \* in non-narrative writing, details and sequences are well-managed throughout to engage and sustain reader's interest
- \* points and questions are well-chosen and ordered for their purpose
- \* when developing points of view, the writer successfully concludes with a clear overview or summary
- \* good introductions help to bring in the reader at an early stage

#### **Grammar:**

- \* a range of punctuation is used correctly to help change the pace of the plot and clarify meaning
- \* commas are used to avoid ambiguity or to show divisions between clauses
- \* colons or dashes may be present and used correctly and appropriately
- \* sentence structures and vocabulary are used to create special effects
- \* there is appropriate use of alliteration or figurative language
- \* there is good use of dialect to help develop characterisation
- \* an impersonal style is sometimes used and sustained throughout the writing
- \* a range of sentence lengths and structures are used
- \* varied vocabulary is used confidently to create different effects

#### **Spelling and handwriting:**

- \* words with complex regular patterns are usually spelt correctly
- \* handwriting is joined, clear and fluent
- \* the handwriting is adapted for the task in hand, when appropriate