**Step 4 and 5 – Writing**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Curriculum Statement** | **Step 4 Exploring** | **Step 4 Achieving** | **Step 4 Exceeding** | **Step 5 Exploring** | **Step 5 Achieving** | **Step 5 Exceeding** |
| Plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. | I can, with help, spot and name key features of a text | I can usually spot and name key features of a text | I can confidently spot and name key features of a text | I can, with help, name the type of text and describe when you might use it | I can usually name the type of text and describe when you might use it. | I can confidently name the type of text and describe when you might use it |
| Plan their writing by discussing and recording ideas. | I can, with help, work with others to plan writing, recording ideas using notes of pictures. | I can usually work with others to plan writing, recording ideas using notes of pictures. | I can confidently work with others to plan writing, recording ideas using notes of pictures. | I can, with help, use notes and pictures to plan writing. | I can usually work independently to plan writing, recording my ideas in an appropriate way. | I can confidently plan writing, using discussion to improve and develop my ideas. |
| Draft and write by: composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. | I can, with help, think about each sentence before I write it, using simple and compound sentences. | I can usually think about each sentence before I write it, using simple and compound sentences. | I can confidently think about each sentence before I write it, using simple and compound sentences. | I can think about each sentence before I write it, and with help, use new words. | I can usually think about each sentence before I write it, using simple, compound and complex sentences and new words. | I can confidently think about each sentence before I write it, using simple, compound and complex sentences and imaginative words. |
| Draft and write by: organising paragraphs around a theme. | I can sometimes organise my writing into sections/ paragraphs, writing a sequence of sentences for each. | I can usually organise my writing into sections/ paragraphs, writing a sequence of sentences for each. | I can confidently organise my writing into sections/ paragraphs, writing a sequence of sentences for each. | I can sometimes plan my writing in sections/paragraphs before I start. | I can usually plan my writing in sections/paragraphs before I start. | I can confidently plan my writing in sections/paragraphs before I start, and develop ideas within and between these. |
| Draft and write by: in narratives creating settings, characters and plot. | I can, with help, use ideas from other stories to create settings, characters and a simple plot for my own stories. | I can usually use ideas from other stories to create settings, characters and a plot for my own stories. | I can confidently use ideas from other stories to create settings, characters and a plot for my own stories, and add in my own ideas. | I can, with help, create settings, characters and a simple plot appropriate for a story. | I can usually create settings, characters and a plot that are appropriate for a story, and add details into descriptions. | I can confidently create settings, characters and a plot that are appropriate for a story, and add detailed descriptions and dialogue between characters. |
| Draft and write by: in non-narrative material, using simple organisational devices: eg. headings and sub-headings. | I can, with help, use headings and sub-headings to organise my non-fiction writing. | I can usually use headings and sub-headings to organise my non-fiction writing. | I can confidently use interesting headings and sub-headings to organise my non-fiction writing. | I can, with help, use appropriate features to organise my non-fiction writing. | I can usually use appropriate features to organise my non-fiction writing. | I can confidently use a range of appropriate features to organise my non-fiction writing. |
| Evaluate and edit by:. assessing the effectiveness of their own and others’ writing and suggesting improvements | I can, with help, read my own and others’ work and check that it makes sense and suggest how to improve it linked to the learning objective. | I can usually read my own and others’ work and check that it makes sense and suggest how to improve it linked to the learning objective. | I can confidently read my own and others’ work and check that it makes sense and suggest how to improve it linked to the learning objective. | I can, with help, read my own and others’ work and check how effective it is, suggesting how to make improvements. | I can usually read my own and others’ work and check how effective it is, suggesting how to make improvements. | I can confidently read my own and others’ work and check how effective it is, suggesting how to make improvements. |
| Evaluate and edit by: proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. | I can, with help, suggest how to improve the language and grammar in my own and others’ writing. | I can usually suggest how to improve the language and grammar in my own and others’ writing. | I can confidently suggest how to improve the language and grammar in my own and others’ writing. | I can, with help, proof-read my own writing, correcting and improving the language, grammar and use of pronouns. | I can usually independently proof-read my own writing, correcting and improving the language, grammar and use of pronouns. | I can confidently and independently proof-read my own writing, correcting and improving the language, grammar and use of pronouns. |
| Proof-read for spelling and punctuation errors. | I can, with help, spot some Step 4 mistakes in spelling and punctuation in my own and others’ writing. | I can usually spot most of the Step 4 mistakes in spelling and punctuation in my own and others’ writing. | I can confidently spot almost all Step 4 mistakes in spelling and punctuation in my own and others’ writing. | I can, with help, spot some Step 5 mistakes in spelling and punctuation in my own and others’ writing, and know how to correct them. | I can usually spot most of the Step 5 mistakes in spelling and punctuation in my own and others’ writing, and know how to correct them. | I can confidently spot all Step 5 mistakes in spelling and punctuation in my own and others’ writing, and know how to correct them. |
| Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. | I can, with help, read my writing out with expression, loudly and clearly enough to be understood. | I can read my writing out with expression, loudly and clearly enough to be understood. | I can read my writing out taking notice of my audience’s reaction. | I can, with help, read my writing out, taking notice of punctuation to give intonation. | I can read my writing out, taking notice of punctuation to give intonation. | I can read my writing out using changes in pace, emphasis and some different voices. |