

## ENGLISH Writing

Default statuses	Weighting
Taught	0
Almost/Approaching	1
Achieved	2
Mastered	3

BPT: ENGLISH Writing	
Stage 0	
Stage 1	<p>I can scribble with either hand.</p> <p>I can make marks/symbols using a given media - finger, paintbrush, crayon.</p> <p>I can demonstrate grip control by making a mark.</p> <p>I can choose from 2 symbols to indicate the activity I'm participating in e.g. soft play, water play, play doh.</p> <p>I can make marks beside a picture to show that marks or symbols have meaning.</p> <p>I can place pictures, symbols, photographs in a sequence.</p> <p>I can choose the correct picture, object or photograph from a choice of two when re-telling a story to my teacher.</p> <p>I can explore a range of media for mark making.</p>
Stage 2	<p>I can make consistent and meaningful marks, and indicate that they say my own name.</p> <p>I can make marks from left to right.</p> <p>I can trace, or overwrite shapes and straight line patterns.</p> <p>I can communicate some ideas for an adult to scribe.</p> <p>I can combine three words, symbols or photographs to re-tell a story or event.</p> <p>I can create and complete patterns with support and attempt to copy shapes and straight line patterns.</p>

	<p>I can use writing in play.</p> <p>I can ascribe a meaning to a picture I have drawn.</p>
Stage 3	<p>I can produce scribble with a variety of letters included.</p> <p>I can show that I use a preferred hand.</p> <p>I can copy some letter shapes with accuracy.</p> <p>I can represent my own name using some appropriate letters or symbols.</p> <p>I can copy my name with reasonable accuracy.</p> <p>I can hold a writing implement with increasing control.</p> <p>I can copy underneath from left to right.</p> <p>I can write from the top of the page to the bottom and recount what I have written.</p>
Stage 4	<p>I can group letters/symbols and leave spaces between them as though they are separate words.</p> <p>I can accurately write my name correctly from memory.</p> <p>I can write two simple words from memory.</p> <p>I can start my writing on the left of the page using an effective grip.</p> <p>I can show that I am beginning to use correct formation for some letters, sometimes with visual prompts.</p> <p>I can show that I am aware that a word will have the same sequence of letters wherever it appears.</p> <p>I can match a spoken word to a written word.</p> <p>I can correctly sequence a few words/symbols.</p>
Stage 5	<p>I can write my name with appropriate use of capital and lower case letters.</p> <p>I can show that I am aware of different reasons for writing (e.g. lists; posters; letters; stories; poems).</p> <p>I can make a decision about where to place text on the page.</p> <p>I can show that I am beginning to use my letter sound knowledge.</p> <p>I can show some recognisable words in my writing.</p> <p>I can re-tell events in a sequence.</p> <p>I can give the same meaning to my writing each time I read it.</p> <p>I can show that I am beginning to make phonic attempts at words.</p>
Stage 6	<p>I can discuss with an adult what my writing is going to be about using a variety of visual cues.</p> <p>I can write a phrase or short sentence to add meaning to a picture.</p>

	<p>I can attempt to write simple phrases to form short narratives based on real experiences from memory. (This may be repetitive e.g. I like, I can).</p> <p>I can complete a simple listing poem from a given starter.</p> <p>I can read aloud what I think my writing says (not necessarily accurate).</p> <p>I can use the grammatical term 'capital letter' when discussing my writing.</p> <p>I can use the grammatical term 'full stop' when discussing my writing.</p> <p>I can form some lower case letters accurately, starting and finishing in the correct place. (In addition to those in my name).</p>
Stage 7	<p>I can use given pictures to plan my writing in three clear sections when given a framework - e.g. beginning, middle and end; first, second and last.</p> <p>I can add detail to my sentences orally after talking about ideas with an adult.</p> <p>I can attempt to write a few simple sentences to form short narratives about real life and fictional experiences.</p> <p>I can create a simple listing poem on a familiar theme.</p> <p>I can make simple changes where suggested by an adult.</p> <p>I can identify the difference between words and sentences in my writing using the appropriate grammatical terminology.</p> <p>I can use the grammatical terms 'question' and 'question mark' when discussing my writing.</p> <p>I can form some capital letters and the digits 0 to 9 accurately, starting and finishing in the correct place. (In addition to those in my name).</p>
Stage 8	<p>I can say out loud what my writing will be about using 'W' word prompt cards e.g. Who? What? Where? When? Why?</p> <p>I can identify a range of familiar words related to a topic.</p> <p>I can begin to extend my sentences by joining two ideas together.</p> <p>I can write for different purposes when prompted, but may not always maintain form - real and fictional events and characters.</p> <p>I can write sentences which are clearly sequenced to form short narratives.</p> <p>I can re-read my own writing, after editing, with adult support, to check that what is written makes sense.</p> <p>I can use the grammatical terms 'command' and 'exclamation mark' when discussing my writing.</p> <p>I can form and orientate most of the lower case letters accurately, starting and finishing in the correct place.</p>
Stage 9	<p>I can say out loud what my writing will be about independently incorporating Who? What? Where? When? Why?</p> <p>I can choose time connectors to include in my writing.</p> <p>I can begin to extend my sentences by joining more than two ideas together.</p>

	<p>I can write for different purposes, when prompted, but not always maintain form when writing about real events (information texts, labels, messages and lists).</p> <p>I can write for different purposes, when prompted, but not always maintain form when writing about real events (information texts, labels, messages and lists).</p> <p>I can use words for effect in different forms of poetry - simple simile (As cold as ice!) and alliteration (Slithery snake).</p> <p>I can re-read my own writing to check that what is written makes sense.</p> <p>I can use the grammatical term 'punctuation' when discussing my writing.</p> <p>I can form and orientate most of the capital letters and digits 0 to 9 accurately, starting and finishing in the correct place.</p>
Stage 10	<p>I am beginning to group similar ideas together to form a paragraph.</p> <p>I can use a range of verb synonyms for effect e.g. walked - scuttled, crept, stamped.</p> <p>I can use a range of adjective synonyms for effect e.g. big - enormous, massive, giant, huge.</p> <p>I can write for different purposes when prompted, maintaining form - real and fictional events and characters.</p> <p>I can evaluate and improve my writing using given success criteria and discuss my choices with other pupils.</p> <p>I can check my writing for errors in spelling and/or the correct use of tense.</p> <p>I can use the grammatical term 'noun', 'adjective' and 'verb' when discussing my writing.</p> <p>I can maintain some consistency in the size and spacing of digits and letters throughout my writing to ensure it is legible.</p>
Stage 11	<p>I can gather and write down my ideas and key words to form a plan for my writing.</p> <p>I can follow my plan to create a meaningful piece of writing using paragraphs for structure.</p> <p>I can write for different purposes, when prompted, maintaining form, when writing about real events (information texts, labels, messages and lists).</p> <p>I can discuss and demonstrate my understanding of layout/styles of writing e.g. captions, bullet points.</p> <p>I can check my writing for errors in spelling, grammar and punctuation.</p> <p>I can evaluate the effective use of word choice, grammar and punctuation.</p> <p>I can use the grammatical term 'tense' (past &amp; present), when discussing my writing.</p> <p>I can use the grammatical terms 'noun phrase' and 'adverb' when discussing my writing.</p>
Stage 12	<p>I can identify the audience and purpose of my writing and choose the appropriate form.</p> <p>I can note and develop initial ideas, drawing on reading and research.</p> <p>I can consider how authors have developed characters and settings in what they I read, listened to, seen and performed and apply this to my own writing.</p>

I can select appropriate grammar and vocabulary, understanding how choices can change and enhance meaning.  
I can use a wide range of devices to build cohesion within and across paragraphs.  
I can describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action.  
I can assess the effectiveness of my own and others writing.  
I can ensure the consistent and correct use of tense throughout a piece of writing.

Stage  
13

Stage  
14