



ENGLISH: Writing

| ENGLISH Writing Pathway | |
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| Stage 1 | <ul style="list-style-type: none"> • I can scribble with either hand. • I can make marks/symbols using a given media - finger, paintbrush, crayon. • I can demonstrate grip control by making a mark. • I can choose from 2 symbols to indicate the activity I'm participating in e.g. soft play, water play, play doh. • I can make marks beside a picture to show that marks or symbols have meaning. • I can place pictures, symbols, photographs in a sequence. • I can choose the correct picture, object or photograph from a choice of two when re-telling a story to my teacher. • I can explore a range of media for mark making. |
| Stage 2 | <ul style="list-style-type: none"> • I can make consistent and meaningful marks, and indicate that they say my own name. • I can make marks from left to right. • I can trace, or overwrite shapes and straight line patterns. • I can communicate some ideas for an adult to scribe. • I can combine three words, symbols or photographs to re-tell a story or event. • I can create and complete patterns with support and attempt to copy shapes and straight line patterns. • I can use writing in play. • I can ascribe a meaning to a picture I have drawn. |
| Stage 3 | <ul style="list-style-type: none"> • I can produce scribble with a variety of letters included. • I can show that I use a preferred hand. • I can copy some letter shapes with accuracy. • I can represent my own name using some appropriate letters or symbols. • I can copy my name with reasonable accuracy. • I can hold a writing implement with increasing control. |

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| | <ul style="list-style-type: none"> • I can copy underneath from left to right. • I can write from the top of the page to the bottom and recount what I have written. |
| Stage 4 | <ul style="list-style-type: none"> • I can group letters/symbols and leave spaces between them as though they are separate words. • I can accurately write my name correctly from memory. • I can write two simple words from memory. • I can start my writing on the left of the page using an effective grip. • I can show that I am beginning to use correct formation for some letters, sometimes with visual prompts. • I can show that I am aware that a word will have the same sequence of letters wherever it appears. • I can match a spoken word to a written word. • I can correctly sequence a few words/symbols. |
| Stage 5 | <ul style="list-style-type: none"> • I can write my name with appropriate use of capital and lower case letters. • I can show that I am aware of different reasons for writing (e.g. lists; posters; letters; stories; poems). • I can make a decision about where to place text on the page. • I can show that I am beginning to use my letter sound knowledge. • I can show some recognisable words in my writing. • I can re-tell events in a sequence. • I can give the same meaning to my writing each time I read it. • I can show that I am beginning to make phonic attempts at words. |
| Stage 6 | <ul style="list-style-type: none"> • I can discuss with an adult what my writing is going to be about using a variety of visual cues. • I can write a phrase or short sentence to add meaning to a picture. • 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). • I can complete a simple listing poem from a given starter. • I can read aloud what I think my writing says (not necessarily accurate). • I can use the grammatical term 'capital letter' when discussing my writing. • I can use the grammatical term 'full stop' when discussing my writing. • I can form some lower case letters accurately, starting and finishing in the correct place. (In addition to those in my name). |

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| <p>Stage 7</p> | <ul style="list-style-type: none"> • 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. • I can add detail to my sentences orally after talking about ideas with an adult. • I can attempt to write a few simple sentences to form short narratives about real life and fictional experiences. • I can create a simple listing poem on a familiar theme. • I can make simple changes where suggested by an adult. • I can identify the difference between words and sentences in my writing using the appropriate grammatical terminology. • I can use the grammatical terms 'question' and 'question mark' when discussing my writing. • 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> | <ul style="list-style-type: none"> • I can say out loud what my writing will be about using 'W' word prompt cards e.g. Who? What? Where? When? Why? • I can identify a range of familiar words related to a topic. • I can begin to extend my sentences by joining two ideas together. • I can write for different purposes when prompted, but may not always maintain form - real and fictional events and characters. • I can write sentences which are clearly sequenced to form short narratives. • I can re-read my own writing, after editing, with adult support, to check that what is written makes sense. • I can use the grammatical terms 'command' and 'exclamation mark' when discussing my writing. • I can form and orientate most of the lower case letters accurately, starting and finishing in the correct place. |
| <p>Stage 9</p> | <ul style="list-style-type: none"> • I can say out loud what my writing will be about independently incorporating Who? What? Where? When? Why? • I can choose time connectors to include in my writing. • I can begin to extend my sentences by joining more than two ideas together. • I can write for different purposes, when prompted, but not always maintain form when writing about real events (information texts, labels, messages and lists). • I can write for different purposes, when prompted, but not always maintain form when writing about real events (information texts, labels, messages and lists). • I can use words for effect in different forms of poetry - simple simile (As cold as ice!) and alliteration (Slithery snake). • I can re-read my own writing to check that what is written makes sense. |

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| | <ul style="list-style-type: none"> • I can use the grammatical term 'punctuation' when discussing my writing. • 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> | <ul style="list-style-type: none"> • I am beginning to group similar ideas together to form a paragraph. • I can use a range of verb synonyms for effect e.g. walked - scuttled, crept, stamped. • I can use a range of adjective synonyms for effect e.g. big - enormous, massive, giant, huge. • I can write for different purposes when prompted, maintaining form - real and fictional events and characters. • I can evaluate and improve my writing using given success criteria and discuss my choices with other pupils. • I can check my writing for errors in spelling and/or the correct use of tense. • I can use the grammatical term 'noun', 'adjective' and 'verb' when discussing my writing. • 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> | <ul style="list-style-type: none"> • I can gather and write down my ideas and key words to form a plan for my writing. • I can follow my plan to create a meaningful piece of writing using paragraphs for structure. • I can write for different purposes, when prompted, maintaining form, when writing about real events (information texts, labels, messages and lists). • I can discuss and demonstrate my understanding of layout/styles of writing e.g. captions, bullet points. • I can check my writing for errors in spelling, grammar and punctuation. • I can evaluate the effective use of word choice, grammar and punctuation. • I can use the grammatical term 'tense' (past & present), when discussing my writing. • I can use the grammatical terms 'noun phrase' and 'adverb' when discussing my writing. |
| <p>Stage 12</p> | <ul style="list-style-type: none"> • I can identify the audience and purpose of my writing and choose the appropriate form. • I can note and develop initial ideas, drawing on reading and research. • 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. • 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.