

I am developing as a writer

Composition				Transcription		Process
Organised writers think about the reader and make their writing easy to access and follow.	Purposeful writers always know who they are writing for and why.	Imaginative describers Select words for impact	Sentencestars/Grammar Giants use sentences with effect.	Super spellers write words with accuracy so readers can easily read it.	Practised presenters present writing clearly	Excellent editors use the writing process to produce work of high quality.
<p>I can say a sentence first before I write</p> <p>I convey ideas sentence by sentence</p> <p>I can write more than one sentence about an idea</p> <p>I can sequence sentences to form short narratives</p> <p>I can join sentences with <i>and</i>.</p> <p>I can use a simple structure in my writing e.g. beginning, middle, end or instructions written in order.</p> <p>My writing can be read without help.</p> <p>Depth <i>Children create and write sequence of sentences for different purposes.</i></p>	<p>I can produce writing for different purposes , often using writing frames or structures provided (but I might not always maintain form)</p> <p>I can say my ideas before I write.</p> <p>I can convey basic information and ideas through the words I choose.</p> <p>I can read my writing back to an adult with confidence.</p> <p>Depth <i>Children create and write sequence of sentences for different purposes choosing some words well to convey ideas.</i></p>	<p>I can use some basic descriptive language linked to colour, size, simple emotion.</p> <p>I can make some appropriate word choices from word banks, class lists and sentence openers</p> <p>I can add detail by using simple prepositional language</p> <p>Depth <i>Children show good use of descriptive vocabulary across a range of writing, explaining why they chose certain words and phrases</i></p>	<p>I can use capital letters for some names of people, places, days of the week and personal pronoun <i>I</i>.</p> <p>I can join words and clauses with <i>and</i>.</p> <p>I can write in the past tense and present tense.</p> <p>I am beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.</p> <p>I begin to use terms such as nouns, adjective and verbs and terms such as letter, word, sentence, question mark, exclamation mark, capital letter, full stop, punctuation.</p> <p>Depth <i>When writing independently children show use of basic punctuation and correct tense. They use grammatical terms above when discussing their reading and writing to help them analyse the text.</i></p>	<p>I can spell words using the phonemes I know</p> <p>I can spell the 100 hot words</p> <p>I can spell the days of the week</p> <p>I can write from memory simple sentences dictated by the teacher that include some common exception words</p> <p>I can use the prefix <i>un-</i></p> <p>I can add the suffix <i>-ed, ing, er, est, ly</i> and <i>y</i> (though I might not always make the required changes to the root word.</p> <p>I can make simple plurals</p> <p>I use letter names to describe the spelling of words.</p> <p>Depth <i>I apply my spelling knowledge to my independent writing.</i></p>	<p>I can form digits 0-9</p> <p>I can form capital letters</p> <p>I can form most lower case letters using the correct direction, starting and finishing in the right place.</p> <p>I can sit correctly at a table, holding a pencil comfortably and correctly.</p> <p>I can use joining with support when I am introduced to digraphs, trigraphs and hot words.</p> <p>Depth <i>When children write they take care with the formation of letters.</i></p>	<p>I can use own experiences (both real and imagined) to inform writing.</p> <p>I can say out loud and plan what writing will be about</p> <p>I can talk about writing with an adult and other children and discuss word choice and sentence construction.</p> <p>I can make simple changes with support.</p> <p>I can read back own writing.</p> <p>Depth <i>Children talk comfortably about their writing and have ideas to help them begin. They can reread what they have written and may start to make changes themselves.</i></p>