

(D1 - D9) Primary 1:	(D1 - D9) Primary 2:	(D1 - D9) Junior:
<p>Mark Making:</p> <ul style="list-style-type: none"> Engaging in activities that involve making marks on paper, which are the first steps toward writing. <p>Fine Motor Skills:</p> <ul style="list-style-type: none"> Developing control over hand and finger movements to hold and manipulate writing tools like pencils and crayons. <p>Letter Formation:</p> <ul style="list-style-type: none"> Learning to form letters correctly, starting with simple lines and shapes that form the basis of letters. <p>Name Writing:</p> <ul style="list-style-type: none"> Practicing writing their own name, which helps with recognition of letters and their personal connection to writing. <p>Copying Letters and Words:</p> <ul style="list-style-type: none"> Copying letters and simple words from models provided by the teacher. <p>Emergent Writing:</p> <ul style="list-style-type: none"> Writing strings of letters and some known words, even if they are not perfectly spelled. <p>Drawing and Labelling:</p> <ul style="list-style-type: none"> Drawing pictures and attempting to label them with initial sounds or letters. <p>Storytelling:</p> <ul style="list-style-type: none"> Telling stories orally and attempting to write them down with help, focusing on the sequence of events. 	<p>Letter Formation:</p> <ul style="list-style-type: none"> Developing correct letter formation, ensuring letters are correctly oriented and of an appropriate size. <p>Writing Simple Sentences:</p> <ul style="list-style-type: none"> Constructing simple sentences using basic grammar and punctuation, such as capital letters, full stops, and spaces between words. <p>Phonics Application:</p> <ul style="list-style-type: none"> Using phonics knowledge to sound out and spell words, particularly common high-frequency words and CVC (consonant-vowel-consonant) words. <p>Vocabulary Development:</p> <ul style="list-style-type: none"> Expanding vocabulary through exposure to new words and phrases in reading and using them in writing. <p>Punctuation:</p> <ul style="list-style-type: none"> Beginning to use basic punctuation marks, including capital letters, full stops, question marks and exclamation marks. <p>Story Sequencing:</p> <ul style="list-style-type: none"> Writing short narratives by sequencing events in logical order, often using familiar story structures. <p>Handwriting Practice:</p> <ul style="list-style-type: none"> Developing fine motor skills to improve handwriting legibility, speed and comfort. 	<p>Sentence Structure:</p> <ul style="list-style-type: none"> Writing sentences that are grammatically correct, using appropriate punctuation such as capital letters, full stops, question marks and exclamation marks. <p>Handwriting:</p> <ul style="list-style-type: none"> Forming lower-case letters of the correct size relative to one another, starting to use some of the diagonal and horizontal strokes needed to join letters. <p>Spelling:</p> <ul style="list-style-type: none"> Spelling common exception words correctly and using phonics knowledge to spell unfamiliar words. <p>Punctuation:</p> <ul style="list-style-type: none"> Using punctuation accurately, including commas for lists and apostrophes for contracted forms and possession. <p>Expanded Noun Phrases:</p> <ul style="list-style-type: none"> Using expanded noun phrases to describe and specify, e.g., the blue butterfly, plain flour, the man in the moon. <p>Conjunctions:</p> <ul style="list-style-type: none"> Using conjunctions such as 'and', 'but', 'because', 'when', 'if' to link ideas and sentences. <p>Tense Consistency:</p> <ul style="list-style-type: none"> Maintaining consistency in tense (past, present, future) throughout a piece of writing.

<p>Use of Writing Tools:</p> <ul style="list-style-type: none"> • Becoming familiar with different writing tools and materials, such as pencils, crayons, markers and paper. <p>Understanding Writing Purpose:</p> <ul style="list-style-type: none"> • Recognising that writing can be used to communicate information, share stories, and express ideas. <p>Pattern Writing:</p> <ul style="list-style-type: none"> • Practicing writing patterns (e.g., zigzags, circles) to improve hand-eye coordination and prepare for letter formation. 	<p>Writing for Different Purposes:</p> <ul style="list-style-type: none"> • Experimenting with writing for various purposes, such as stories, lists, labels, captions, and simple instructions. <p>Spelling Common Words:</p> <ul style="list-style-type: none"> • Learning to spell common high-frequency words and simple regular words accurately. <p>Using Connectives:</p> <ul style="list-style-type: none"> • Beginning to use simple connectives (e.g., 'and', 'but') to join ideas within sentences. <p>Descriptive Language:</p> <ul style="list-style-type: none"> • Using basic descriptive language to add detail to writing, such as adjectives to describe nouns. <p>Editing and Revising:</p> <ul style="list-style-type: none"> • Starting to read their own writing and make simple revisions and corrections with support. <p>Writing Independently:</p> <ul style="list-style-type: none"> • Developing confidence to write independently, using their knowledge of phonics, spelling, and punctuation. <p>Illustrating Writing:</p> <ul style="list-style-type: none"> • Drawing pictures to complement their writing, helping to convey their ideas. 	<p>Planning:</p> <ul style="list-style-type: none"> • Planning or saying out loud what they are going to write about, including talking through ideas with a partner or adult. <p>Writing Narratives:</p> <ul style="list-style-type: none"> • Writing simple narratives about personal experiences and those of others (real or fictional), using proper sequence and detail. <p>Non-Fiction Writing:</p> <ul style="list-style-type: none"> • Writing for different purposes, including writing about real events, writing poetry and writing for different audiences. <p>Editing:</p> <ul style="list-style-type: none"> • Re-reading their writing to check that it makes sense, making simple revisions and corrections as needed. <p>Descriptions:</p> <ul style="list-style-type: none"> • Using adjectives and adverbs to add detail and interest to their writing. <p>Structure and Organization:</p> <ul style="list-style-type: none"> • Organizing writing into coherent sections and/or paragraphs, with a clear beginning, middle and end. <p>Creativity:</p> <ul style="list-style-type: none"> • Using imagination to write stories, poems, and descriptions, demonstrating an understanding of different genres and styles. <p>Functional Writing Skills:</p> <ul style="list-style-type: none"> • Practicing writing short descriptions of people, places, or objects using simple vocabulary and descriptive language. • Using scaffolding techniques, such as, sentence starters and model texts, to support the writing process and facilitate expression.
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(D9 - D11) Key Stage 3:

Composition and Structure:

- Writing narratives with a clear structure, including a beginning, middle, and end, and using paragraphs to organize ideas effectively.

Sentence Construction:

- Constructing a variety of sentences, including simple, compound, and complex sentences, to enhance the flow and clarity of writing.

Use of Descriptive Language:

- Using descriptive language, including adjectives, adverbs and figurative language (e.g., similes and metaphors), to create vivid images for the reader.

Dialogue:

- Incorporating dialogue into narratives, using appropriate punctuation and ensuring it advances the story or develops characters.

Grammar and Punctuation:

- Applying correct grammar and punctuation consistently, including the use of commas, apostrophes and speech marks.

Spelling:

- Spelling common words correctly, including those that follow spelling rules and exceptions and using dictionaries to check more complex words.

Handwriting:

- Developing a legible and consistent handwriting style, ensuring letters are correctly formed and joined.

Planning and Drafting:

- Planning writing by discussing and recording ideas, and drafting and revising texts to improve clarity, coherence and overall quality.

Editing and Proofreading:

- Reviewing and editing work to correct spelling, punctuation, and grammar errors, and to improve word choice and sentence structure.

Writing for Different Purposes:

- Writing for a variety of purposes and audiences, including narratives, reports, instructions, newspapers, letters explanations and poetry.

(D11 - D13) Key Stage 4:

Composition and Structure:

- Crafting narratives, recounts, reports, explanations, and persuasive texts with sophisticated structures, including introductions, conclusions and cohesive paragraphs.

Sentence Structures:

- Using a variety of sentence structures, including compound and complex sentences, to convey ideas fluently and expressively.

Description:

- Employing descriptive language effectively, including sensory details, imagery, and figurative language, to create atmosphere and evoke emotions in the reader.

Character Development:

- Creating well-developed characters in narratives, using dialogue, actions and thoughts to reveal personality traits and motivations.

Dialogue and Speech:

- Integrating dialogue into writing, with accurate punctuation and dialogue tags, to develop characters and advance plotlines.

Grammar and Punctuation:

- Demonstrating mastery of grammar and punctuation conventions, including the use of advanced punctuation marks and the correct application of grammar rules.

Spelling Accuracy:

- Spelling complex words accurately, including those with irregular spellings and homophones and using strategies such as mnemonics and word roots to aid spelling.

Legible Handwriting:

- Maintaining a legible and consistent handwriting style, ensuring clarity and neatness in written work.

Planning and Revision:

- Planning writing effectively, including generating and organizing ideas, and revising and refining drafts to enhance coherence, clarity and impact.

Editing and Proofreading Skills:

- Editing and proofreading written work meticulously to eliminate errors in spelling, grammar and punctuation, and to enhance overall quality.

Creative Expression:

- Experimenting with creative elements in writing, such as imaginative ideas and original phrasing, to engage and entertain the reader.

Use of Literary Devices:

- Incorporating literary devices, such as alliteration, personification, and onomatopoeia, to add interest and depth to writing.

Vocabulary Development:

- Expanding vocabulary by exploring and using new words, including synonyms and antonyms, to add precision and variety to writing.

Peer and Self-Assessment:

- Engaging in peer and self-assessment to provide and receive constructive feedback and using this feedback to make improvements to writing.

Functional Writing Skills:

- Understanding the concept of paragraphs and beginning to use them to organize writing into cohesive units of thought.
- Learning to identify and correct basic errors in spelling, punctuation and grammar with support from teachers or peers
- Developing the ability to organize ideas sequentially within a piece of writing, following a logical order of events or steps.
- Practicing writing short descriptions of people, places, or objects using simple vocabulary and descriptive language.
- Using scaffolding techniques, such as, sentence starters and model texts, to support the writing process and facilitate expression.

Audience Awareness:

- Tailoring writing to suit different purposes, genres and audiences.

Creative Expression:

- Experimenting with creative techniques and stylistic devices, such as irony, foreshadowing and flashback, to engage and captivate the reader.

Vocabulary Usage:

- Using a rich and varied vocabulary, including synonyms, idiomatic expressions and technical language, to convey precise meanings and enhance writing sophistication.

Reflective and Evaluative Writing:

- Reflecting on and evaluating own writing processes and outcomes, identifying strengths and areas for improvement.

Functional Writing Skills:

- Identifying and correcting basic errors in spelling, punctuation and grammar.
- Experimenting with informal letter or email formats to communicate with others, focusing on clarity and appropriateness of language.
- Focusing on writing as a means of communication, expressing thoughts and ideas clearly and coherently.

(D13 - D16) Key Stage 5:

Composition and Structure:

- Crafting a variety of texts, including narratives, descriptive writing, reports, arguments and poetry, with increasingly sophisticated structures and organisation.

Sentence Structures:

- Using a wide range of sentence structures, including compound-complex sentences, to convey ideas effectively and fluently.

Purposeful Language Choices:

- Making purposeful choices in language use, including vocabulary selection, tone, and register, to suit different genres, audiences and purposes.

Critical Thinking and Analysis:

- Developing the ability to analyse texts critically, identify authorial techniques and strategies and evaluate their effectiveness in achieving intended purposes.

Persuasive Writing Techniques:

- Employing persuasive writing techniques, such as rhetorical devices, evidence-based arguments and persuasive language, to convince and influence readers.

Character Development and Dialogue:

- Creating nuanced characters in narratives, using dialogue, actions and internal monologue to develop character traits and relationships.

Effective Use of Literary Devices:

- Using literary devices, such as symbolism, metaphor, irony and imagery, to enhance the depth and impact of writing.

Grammar and Punctuation:

- Demonstrating understanding of grammar and punctuation conventions, including advanced punctuation marks and complex grammatical structures.

Research and Information Synthesis:

- Conducting research, evaluating sources and synthesizing information from multiple texts to support arguments and convey information accurately.

Editing and Revision Skills:

- Editing and revising written work to improve clarity, coherence and overall effectiveness, incorporating feedback from peers and teachers.

Narrative Voice and Point of View:

- Experimenting with narrative voice and point of view to create unique perspectives and engage readers effectively.

Audience Awareness and Adaptation:

- Understanding audience expectations and adapting writing style, tone, and content to engage and communicate effectively with different audiences.

Functional Writing Skills:

- Recognising and practicing writing for different purposes, such as narrating personal experiences, describing events, or expressing opinions.
- Utilising informal letter and/or email formats to communicate with others, focusing on clarity and appropriateness of language.

(D13+) GCSE:

Analysis and Interpretation:

- Ability to analyse and interpret a variety of texts, including fiction, non-fiction, poetry, and drama, identifying key themes, ideas and literary devices.

Structural Awareness:

- Understanding the structure of different text types, including essays, articles, narratives, and letters and applying appropriate structures in writing.

Argumentation and Persuasion:

- Developing skills in constructing coherent arguments and persuading the reader through effective use of evidence, reasoning and rhetorical devices.

Language and Vocabulary:

- Demonstrating a sophisticated understanding of language, including vocabulary choice, register, tone and figurative language, to convey ideas effectively and create impact.

Grammar and Syntax:

- Mastery of grammar and syntax, including complex sentence structures, punctuation rules and grammatical conventions, to ensure clarity and precision in writing.

Creative Writing:

- Ability to produce imaginative and original pieces of writing, such as narratives, descriptions and poems, showcasing creativity, flair and a distinctive voice.

Planning and Organisation:

- Proficiency in planning and organizing writing, including generating ideas, outlining main points and structuring arguments or narratives effectively.

Revision and Editing:

- Skill in revising and editing drafts to improve coherence, clarity, and style, as well as to correct errors in grammar, punctuation and spelling.

Textual References:

- Incorporating textual references and quotations from literary texts to support analysis and argumentation, demonstrating engagement with source material.

Research Skills:

- Ability to conduct research using a variety of sources, including books, articles, and digital resources and integrate findings into written work with accuracy and relevance.

Critical Thinking:

- Developing critical thinking skills to evaluate and critique texts, arguments, and ideas, and present well-reasoned opinions supported by evidence.

Audience Awareness:

- Understanding the needs, interests, and perspectives of different audiences and adapting writing style, tone and content accordingly to engage and persuade effectively.

Independent Writing:

- Demonstrating independence in writing tasks, including generating ideas, planning, drafting and revising work with minimal support or guidance.

Exam Technique:

- Familiarity with exam formats, question types, and assessment criteria and ability to apply effective exam techniques to maximize performance in timed assessments.