

I am securing 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	Grammar Giants and sentence stars use sentences well.	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>As developing plus: I can begin to use an appropriate opening and ending. I convey ideas sentence by sentence I can sequence sentences to form a short narrative I can join sentences with and, or, but The organisation reflects the purpose of my writing e.g. <i>a newspaper report has a headline, a by-line, an introduction and then a chronological recount of events.</i> I group related information when writing non fiction I can use connectives that signal time e.g. <i>then, after, before.</i> I can write sentences with an additional clause to link ideas logically. using these connectives (<i>also, as well, because, when, if, that</i>) Depth <i>Writing in different genres has a sense of flow from beginning to end with some words to help link sentences. There is a wholeness about the piece</i></p>	<p>As developing plus: I know who my writing is for (their intended audience) I can say how I want my reader to feel (entertained, informed etc) I am beginning to use appropriate language across different types of writing – e.g. story language, non-fiction. I can use the ‘voice’ needed for different types of writing. I can use some of the characteristic features of the type of writing used. I can use sentences in different forms: statements, commands, questions, exclamations for a purpose. I can maintain form through longer pieces of writing for different purposes Depth <i>Writers produce a variety of pieces for different purposes, maintaining form (instruction, real story, imagined story, poetry etc), voice and language.</i></p>	<p>As developing plus: I can use interesting adjectives to add detail to people, objects and places. I use specific nouns and expanded noun phrases I use nouns and pronouns for variety and to avoid repetition I can use interesting adverbs to add meaning to verbs I can show evidence of using simple similes – <i>It was as yellow as the sun.</i> I can evaluate the effectiveness of my word choices Depth <i>When writing fiction and non-fiction and across the curriculum, children take care to choose the best words to add detail and description to their writing sometimes using new and adventurous language.</i></p>	<p>As developing plus: I can almost always use capital letters, full stops correctly. I make appropriate and correct use of exclamation marks, question marks and commas for lists. I can use apostrophes for contracted forms I can use the present and past tenses correctly when I write sentences. I use capital letters for almost all proper nouns. I write sentences showing co-ordination of phrases by using and, but, or. I write sentence showing subordination by using when, if, that, because I reread my writing to check for correct and consistent use of tense. Depth <i>In pieces of writing across the curriculum, children show that they can control simple and extended sentences with the right punctuation, use of tense and connectives.</i></p>	<p>As developing plus: I can spell simple words with contractions (<i>It’s, can’t, won’t, they’re, I’m etc</i>). I can spell most of the common exception words. I can spell common homophones/near homophones (<i>there/their/they’re</i>). I can add suffixes <i>-ed,- ing, -er,-est, -ly</i> and <i>y</i> to words When I add a suffix, I know if any changes are needed to the root word I can add suffixes to spell longer words e.g. <i>–ment, -ful, -less, -ly.</i> Depth <i>In independent writing children begin to apply their spelling knowledge as above.</i></p>	<p>As developing plus: I can form lower-case letters of the correct size, relative to one another. I can write capital and lower case letters of the correct size, orientation and relationship to one another. I can use lines to help position my writing. I leave spacing between words that reflects the size of the letters. I use joined writing for digraphs, trigraphs and hot words. I understand which letters need to be joined in my writing. My writing is legible and almost all writing is formed correctly. I read aloud my writing with appropriate intonation to make my meaning clear. Depth <i>When publishing best work, writing is clearly formed, legible and well -spaced.</i></p>	<p>As developing plus: I can gather and write down ideas and key words, incl new vocab from my reading I can discuss my writing with the teacher and other children, evaluating effect of word choice, sentences and punctuation. I can make simple additions, revisions and corrections, when guided. Depth <i>With adults and their peers, writers can evaluate the effect of word choices, sentences and punctuation across a range of writing. They are beginning to make revisions whilst they work.</i></p>

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