



GEPS

Writing Moderation Tool

What's expected in writing??

K-2, Terms 1-4!!

Writing Element	What can ES1 students do?	Examples
<p><u>Text Structure</u> How information/ ideas are organised in texts; evidence of audience/ purpose; language features...</p>	<ul style="list-style-type: none"> • Composes simple sentences and some compound sentences using conjunctions. • Uses two or more ideas in a sentence • Plans writing to convey a message • Recognises different purposes for writing. • Identifies the audience for their piece of writing <ul style="list-style-type: none"> ◦ Writes for self, class, parents, other classes • Talks about the difference between imaginative and informative texts. <ul style="list-style-type: none"> ◦ Knows that there are many different forms of writing (labels, symbols, email, letters, photos) • Creates a character in an imaginative text 	<ul style="list-style-type: none"> • Writing about: Personal experiences, literature, school activities, other KLA learning • Labels, diagrams; think/ say/ write • PIE Charts • Oral planning, collective planning • Pictures to sequence planning
<p><u>Grammar</u> How sentences or sentence parts are constructed; grammatical features...</p>	<ul style="list-style-type: none"> • Uses appropriate word order to convey meaning • Identifies and talks about statements, questions, commands and exclamations • Uses adverbial phrases to indicate when, where, how and why actions occurred. • Knows that word order makes a difference in effective writing. 	<ul style="list-style-type: none"> • Uses conjunctions and, so, but , because • Uses nouns and noun groups in writing • Uses a range of verbs • Uses simple pronouns (I, me, he, she, it, they)
<p><u>Vocabulary</u> Range and precision of choice words to suit audience & purpose (ie everyday/topic specific vocab, descriptive lang etc)</p>	<ul style="list-style-type: none"> • Knows the meaning of commonly used words (nouns, verbs and adjectives) • Uses sight words and known words in writing (from M100) and own oral vocabulary. • Sounds out words (if you can say it, you can write it) from their personal experiences. • Recognises that some words have more than one meaning 	<ul style="list-style-type: none"> • Understands words used in basic word sorts • Creates alphabet books to support vocabulary development • Uses word wall vocabulary in writing • Finds and uses sight words from the word wall • To/ two/ too
<p><u>Spelling</u> Accuracy, complexity of words attempted, attempt strategies, use of patterns and spelling 'rules'</p>	<ul style="list-style-type: none"> • Knows that letters have sounds • Uses letter/sound knowledge to attempt to spell known words. • Accurately write some sight words • breaks words down into phonemes • uses some correct plural forms when spelling word • Knows some digraphs 	<ul style="list-style-type: none"> • b/a/n/d; sh/i/p • basket • ka-pt (carpet) • cat-cats • Knowledge of early M100 words • Know th, sh, ch, ing digraphs/diphthongs
<p><u>Punctuation</u> Use of conventional and appropriate punctuation to indicate structure and organisation of the text</p>	<ul style="list-style-type: none"> • Knows that punctuation is a feature different from letters. • Knows that capital letters signal the beginning of a sentence and punctuation indicates the end of a sentence. • Uses full stop, question mark • Understands the purpose of an exclamation mark • Finds places to use punctuation in shared editing. 	<ul style="list-style-type: none"> • The cow is blue. • Why is the cow blue? • What? There is a blue cow! • I am going to the shop (adds full stop when editing with a friend).
<p><u>Self-regulation</u> Independently planning, applying strategies, monitoring, evaluation (incl. feedback and revision)</p>	<ul style="list-style-type: none"> • Participates in shared editing of students' own texts for meaning, structure, capitals, full stops and spelling 	

ES1 – end T1

Annotations:

Structure

- Plans writing to convey a message by drawing picture first
- Writing conveys a message about a specific topic ('The Gruffalo')

Grammar

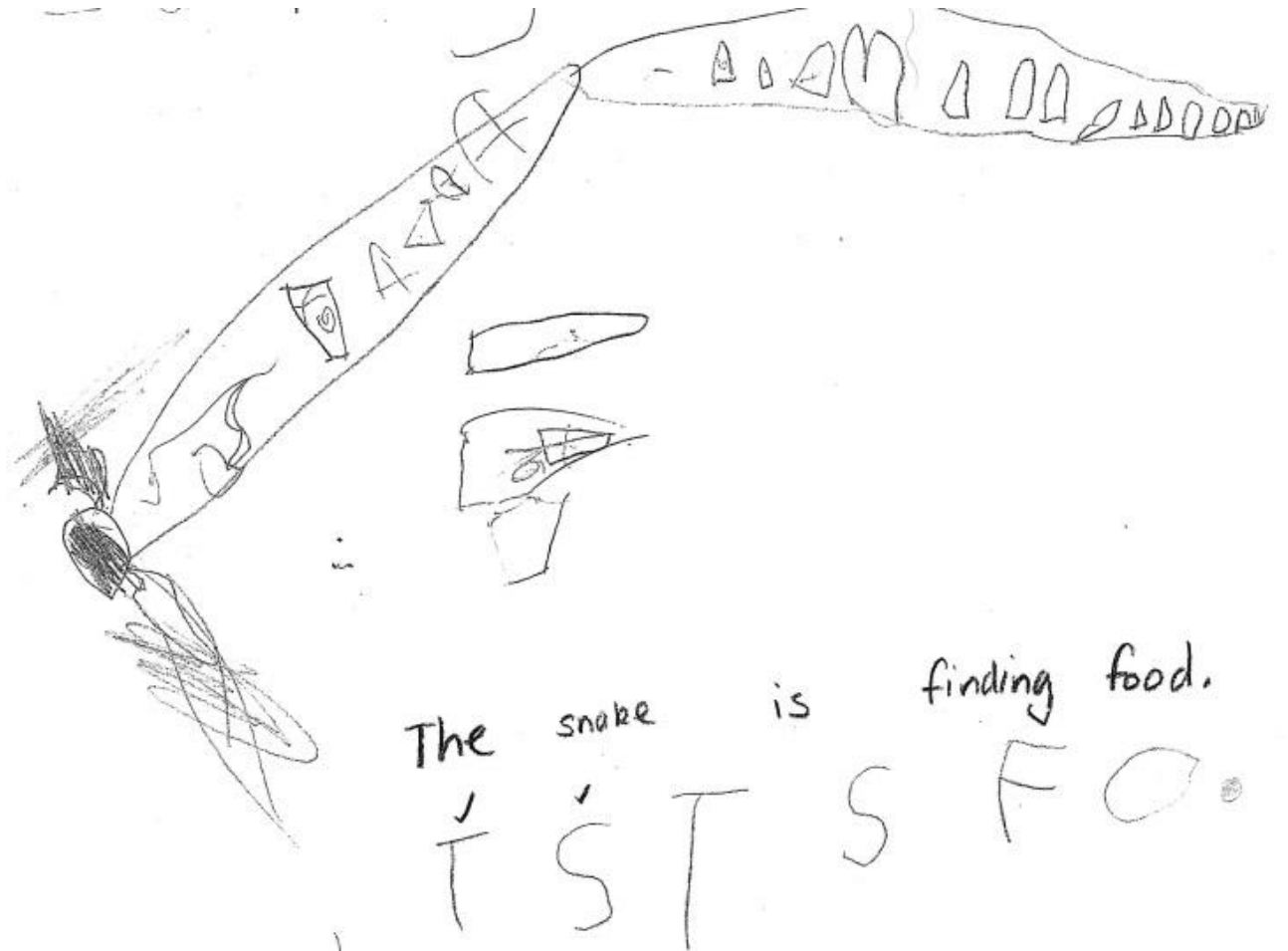
- Uses appropriate word order to convey meaning ('The snake is finding food.')

Spelling

- Knows that letters have sounds
- Breaks words down into initial phonemes

Progressions: working within CrT3

Where to next? Writes appropriate letter combinations to form words



ES1 – end T1

Annotations:

Spelling

- Accurately writes a sight word ('the')
- Uses sound/ letter correspondence to attempt to spell unknown words

Vocabulary

- Uses sight words
- Sounds out words from experience

Progressions: working within CrT2

Where to next? Understand that writing conveys a message and can be composed orally



ES1 – mid T2

Annotations:

Structure

- Uses one idea in sentence but includes prepositional phrase (In Summer on the farm)
- Writing conveys a message recounting experiences about a specific topic (winter) in the story 'My farm'.

(Grammar)

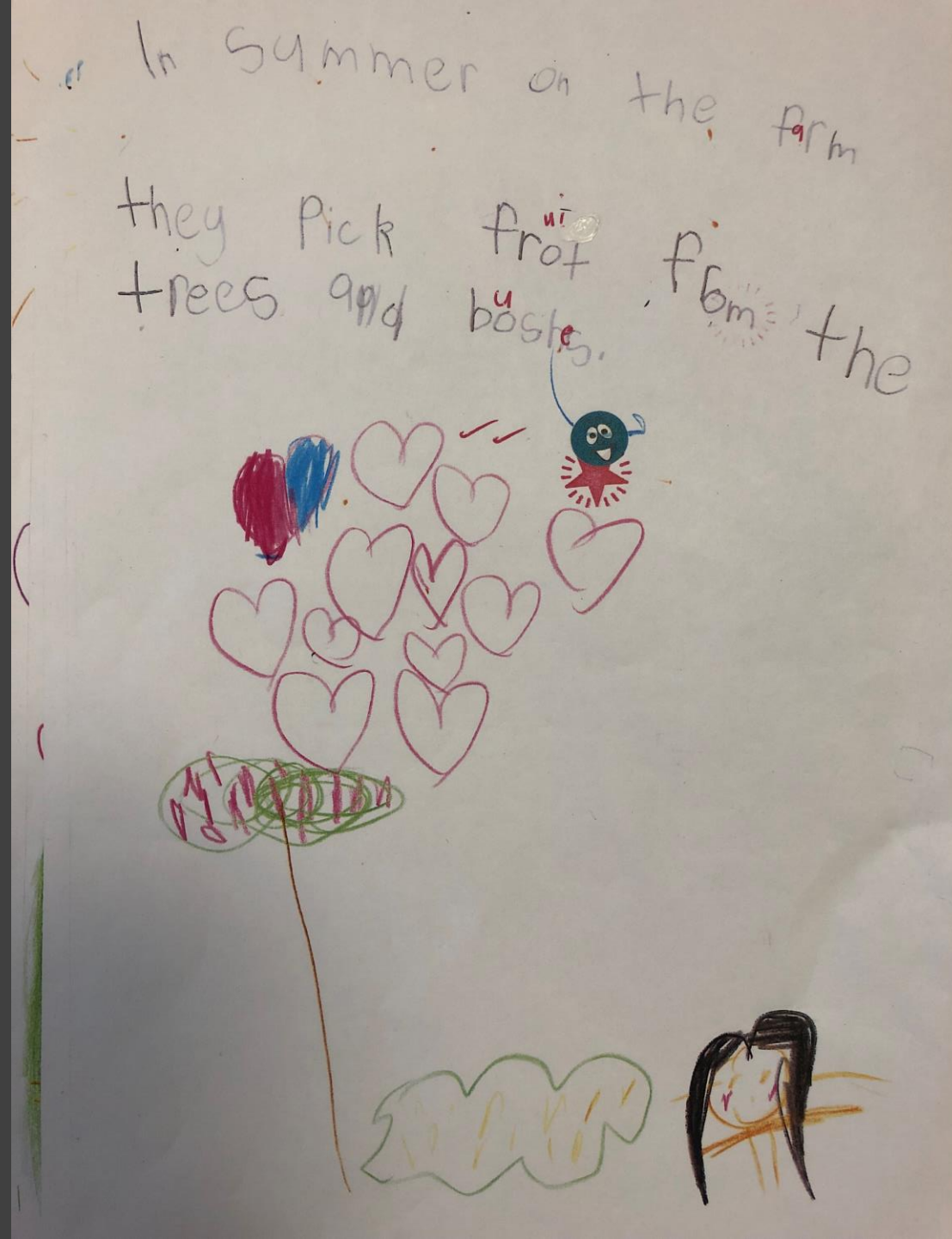
- Uses pronoun (they) without indicating who (they) is referring to.
- Uses the conjunction (and).
- Uses verb (pick) and nouns (fruit, trees, bushes)
- Includes adverbial phrase (...from the trees and bushes)
- Uses sound letter/knowledge to attempt to spell unknown words (frm-farm; frot-fruit; boshs-bushes)
- Accurately writes sight words (In, on, the, they, the, from, and)
- Uses (sh) diagraph.
- Uses a capital letter and full stop.

Impact of writing

Provided a mental image of the character fruit on the farm and elaborates by including from both trees and bushes in the summer season.

Progressions: working within CrT4

Where to next? Include 'who' the character is that is picking the fruit to replace the conjunction (they). The student needs to identify that she is writing for an audience.



ES1 – end T2

Annotations:

Structure

- Uses one idea in a sentence
- Writing conveys a message about a specific topic ('Festivals')

Grammar

- Includes a prepositional phrase ('In spring')
- Mostly correct word order ('...the people make a fire')

Spelling

- Correct spelling of key sight words ('in' / 'the' / 'a')

Progressions: working within CrT3

Where to next? Include more than one idea in writing

mo fes*ival

! in ^{spring} sra ^{festival} *fesival

the pepi ma^ar a

fire
fa^a

✓ Good writing Rukiye!

✓ alt.



ES1– end T2

Annotations:

Structure

- Plans writing to convey a message by drawing picture first.
- Writing conveys a message about own experience about a specific topic (winter')
- Uses two ideas in a sentence.

Spelling

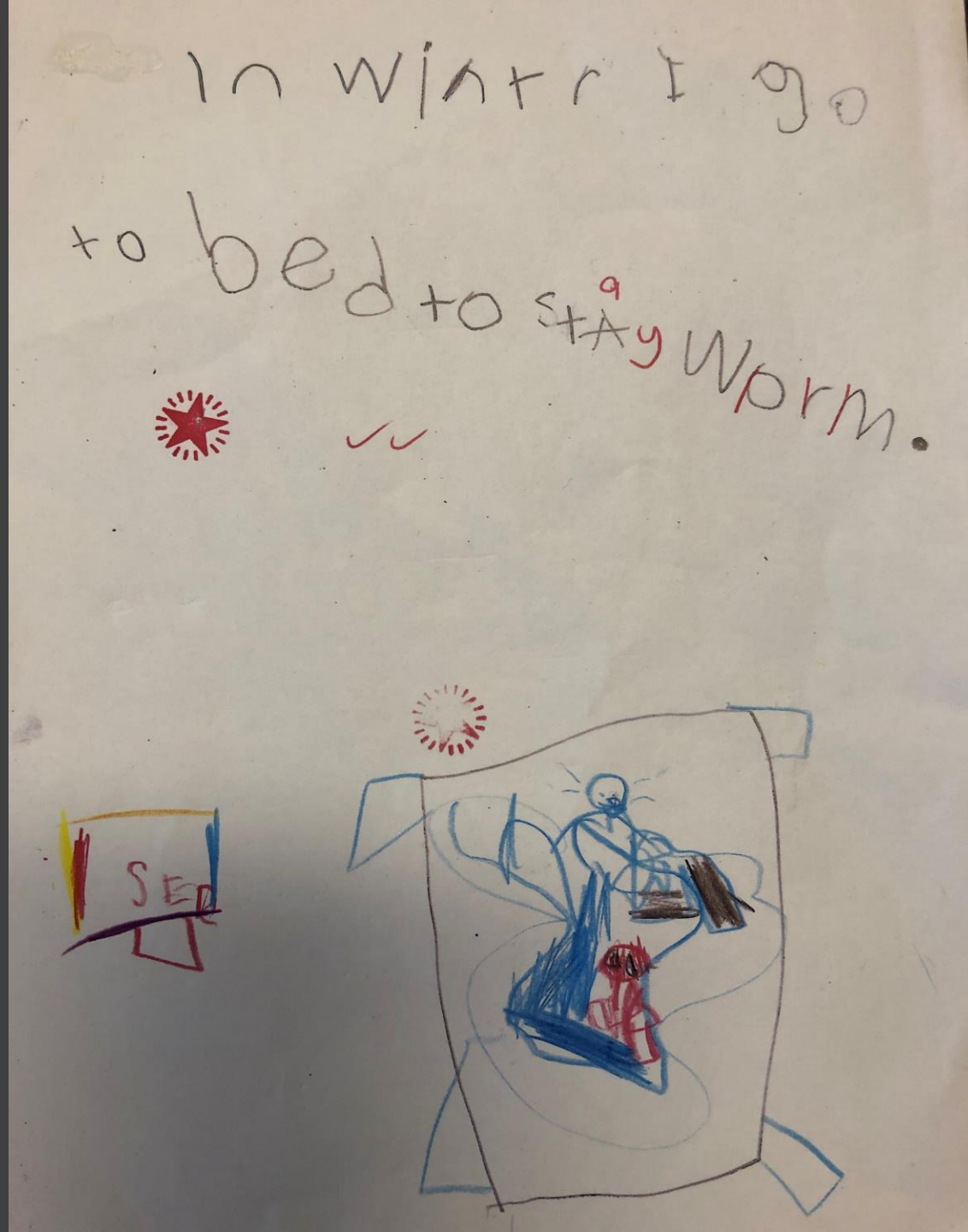
- Uses sound letter/knowledge to attempt to spell unknown words (wintr-winter; sta –stay; worm-warm)
- Accurately writes sight words (In, I, go, to bed)
- Can hear and record dominant sounds in words.
- Uses a capital letter and full stop.
- Uses pronoun 'I' to refer to himself.
- Uses conjunction 'to'.
- Includes a adverbial phrase (.... to bed to stay warm)

Impact of writing

Provides reason for going to bed in winter ('to stay warm)

Progressions: working within CrT3

Where to next? Include more than one idea in writing and learn a variety of sight words.



ES1 – mid T3

Annotations:

Structure

- Detailed drawing supports planning and matches text (beach, slide into water)
- One simple and one compound sentence
- Includes three separate ideas (Gold Coast, Seaworld, playing)

Spelling

- Some sight words (in, the, at, and)
- Attempted spelling of complex words includes initial sounds and most dominant sounds
 - Se wed – Sea World
 - Go kos – Gold Coast
 - Wht - with

Grammar

- Uses past tense in context (In the holidays... I played with)

Impact of writing

Shares personal experiences with known adults and peers.

Progressions: working within CrT4

Where to next? CrT4 - uses accurate prepositional phrases and articles. Records all dominant sounds in separate syllables.



ES1 – mid T3

Annotations:

Structure

- Uses drawings to plan writing
 - Clear intention of topic (hen, egg, farm)
 - Accurate labelling (hen huos, egg, mum, nest)
- Includes a compound sentence with a conjunction (and)
- Includes more than one idea.

Spelling

- Attempted spelling of familiar words
 - huos- house
 - grs – grass
 - av - every

Vocabulary

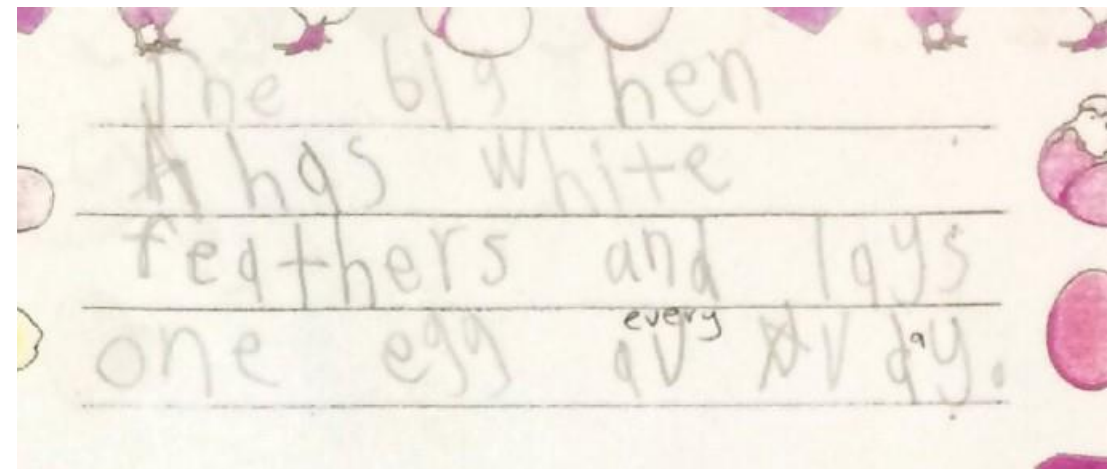
- Uses sight words accurately (the, big, white, and, one)
- Uses resources from classroom instruction (lays, hen, feathers, egg)

Impact of writing

Response to a non-fiction text. Shows understanding of facts about animals.

Progressions: working within CrT4

Where to next? CrT4 – Identifies purpose and audience of text. Uses planning to describe details in the text. Ideas within sentences are logical and make sense.



ES1 – end T3

Annotations:

Structure

- Uses picture stimulus and adjectives to describe chicks (little, sharp, black)
- Recounts factual information from personal experiences: observing chicks in classroom and on farm excursion ('they cheeping for they mum'; 'eat the yolk')
- Writes more than 2 related ideas
- Uses verbs (peck, eat) and nouns (chicks, mum)

Grammar

- Uses pronoun 'they' to refer to chicks in plural
- Uses full stops at end of sentence and capital letter at start of sentence

Spelling

- Uses sound/ letter knowledge to attempt to spell unknown words (hol-hole; yoc-yolk)
- Accurately writes sight words (the, little, are, with, they, for, mum, eat)

Progressions: working within CrT4

Where to next? Re-read and writing and check it makes sense (ie 'they cheeping for they mum'.)

The little chicks are
peck^{ing} a hole in the
eggs with ^{their} sharp
beak. ~~They~~ cheeping
for ^{their} mum. ~~They~~
I have little black
eyes. eat the yolk.

ES1 – end T3

Annotations:

Structure

- Used the picture stimulus to write description about the chick inc. adjectives (yellow, little, sharp, black)
- Includes more than 2 related ideas and conjunction 'and' to link ideas
- Recounts factual information from personal experiences (observing the chicks in the classroom and farm excursion)
- Uses verbs (peck, call, hear); nouns (chicks, mum); and appropriate word order

Grammar

- Uses pronoun 'they' to refer to chicks in plural
- Uses capital letter at beginning of the sentence

Spelling

- Accurately writes sight words (the, little, have, to, and, mum, can)
- Uses letter/ sound knowledge to attempt to spell unknown words phonemically (pek-peck; form-from; wins-wings)
- Uses colour word wall to locate and write colour words (yellow, black)

Progressions: working within CrT4

Where to next? Identifying where to put full stop and include in writing

The ^{yellow} ~~yellow~~ little Chickens ^x ~~ger~~
have little ~~sharp~~ Sharp beak ^{peck} to Per
the way out from the ^{eggs} and they
have little wings and little legs and little
black ^{eyes} i and they ^{call} C ^{their} they
mum and the ^{mum} hen can
^{hear} h them.

ES1 – end T4

Annotations:

Structure

- Writes an imaginative text based on a fairy tale heard in class; creates a character in own imaginative text (Little Brown batman)
- Uses a complex sentence to give further detail. (Little Brown batman went to his Granny's house because she is sick)

Grammar: Uses noun groups (Little Brown Batman, Granny's house); and pronouns (his, he, she) to refer to characters.

Spelling

- Uses the word wall to locate and write the word 'because'.
- Accurately writes increasing number of sight words (little, man, went, to, his, she, he, the, off, and, mum).

Self-regulation: Evidence student is monitoring writing (fixes error: wi-went)

Progressions: working within CrT4

Where to next? Identifying when to use a full stop; Varying sentence length (over use of the conjunction 'and')

Impact of writing

Hook - 'Little brown batman'. Explains reason for visiting granny (because she is sick). Includes further details about 'how' his character disobeyed mum (by going off the path). A creative piece of writing that is connected to 'experience of reading fairy tales.

little brown bat^{at}man
went to his granny's
house because she
is sick ~~at~~ and he ~~is~~ ^{did} died
to ^{listen} hot ^{listen} to his ~~at~~
MUM and he ~~wi~~
went off the ^{path} path.

Year – end T4

Annotations:

Structure

- She composed her text orally and organised her ideas during TPS with a partner before she started to write her text.
- Used a complex sentence to give further detail. ('When I grow up I want to be a hairdresser because I want to do people's hair', 'with the hot blow dryer')
- Writes more than 2 related ideas and used the conjunction 'and' to link ideas.
- Drew and labelled a picture that matches the writing.
- Used a range of complex and simple sentences.

Grammar

- Used the conjunction 'because' to give a reason why she wants to be a hairdresser.
- Included nouns and noun groups and adjectives (people's long hair, to look beautiful, with the hot blow dryer).
- Used appropriate word order and pronouns (I, their- to refer to people).
- Used verbs (do, cut, put colour).
- Uses full stop correctly and most capital letters.

Spelling

- Accurately writes increasing number of sight words (when, I, up, to, be, a, do, and, look, in, with, the, on).
- Uses letter/sound knowledge to attempt to spell unknown words phonemically (pepl-people, log-long, bittfol-beautiful, strat-straight, nayool-nail).
- Uses the word wall to locate and write the word 'because'.

Impact of writing

It is a very descriptive text which allows the reader to imagine the process of being pampered in great detail and elicits a feeling of relaxation and happiness. I

Progressions: working within ... CrT4

Where to next?

Work on identifying vowels accurately- ('kat' (cut), kalr (colour), bittfol (beautiful), pot (put). Identify the 'd' sound and the 'er' inflection - gresa (dresser), gri (dryer). Work on identifying and recording diagraphs- polis (polish).

Summary of task: Students listened to the story 'when I grow up' by Andrew Denton and were then asked to compose a personal text describing what they want to be when they grow up and the reasons why to add more detail.

When I grow up I want
to be a hairdresser
because I want to do people's hair.
I love to cut people's long hair
and put colour in their hair
to look beautiful. I can straighten
their hair with the hot
blow gri. I put nayool
polish on their nails.



Year – end T4

Annotations:

Structure

- He composed his text orally and organised his ideas during TPS with a partner before he started to write the text.
- Used a complex sentence to give further detail. ('When I grow up I want to be a doctor because I want to make people better', "only smart people can be doctors and I make people happy")
- Writes more than 2 related ideas and used the conjunction 'and' to link ideas.
- Drew a picture that matches the writing.
- Used a range of complex and compound sentences.

Grammar

- Used the conjunction 'because' to give a reason why he wants to be a doctor.
- Included nouns and noun groups and adjectives (medicine, blood, smart people can be doctors).
- Used appropriate word order and pronouns (I, them, their- to refer to people).
- Used verbs (make, find, test).

Spelling

- Accurately writes increasing number of sight words (when, I, up, want, to, be, a, and, make, them, can, in, be, the).
- Uses letter/sound knowledge to attempt to spell unknown words phonemically (pepl-people, betr-better, fid, find, mesnt- medicine, bald-blood, olne-only).
- Uses the word wall to locate and write the words (because, doctor).

Impact of writing

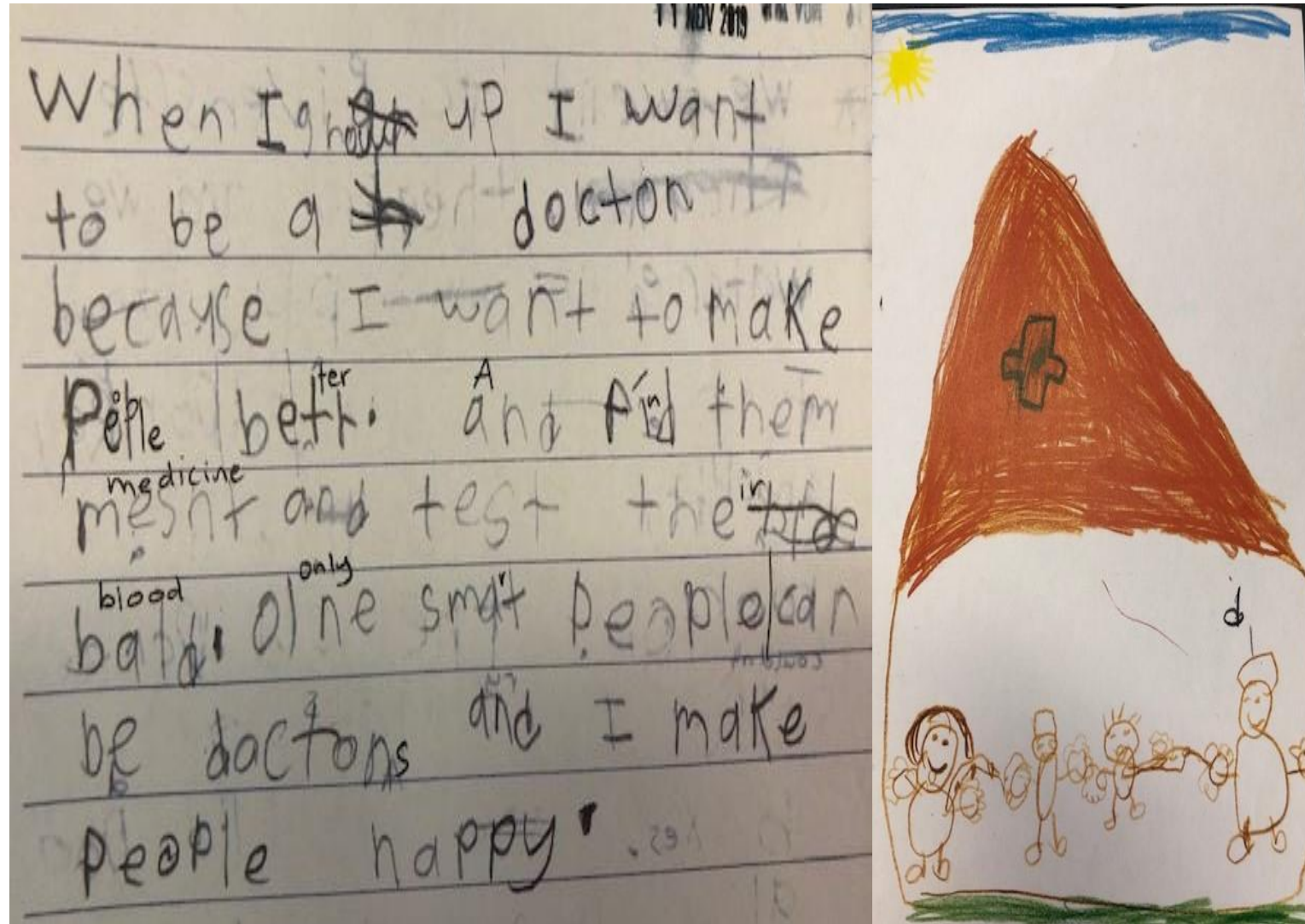
It is a very descriptive text which allows the reader to imagine themselves helping patients and testing for various things in detail and elicits a feeling of reward and happiness when people get better.

Progressions: working within ... CrT4

Where to next?

Identify where to put a full stop appropriately at the end of an idea and how to use the conjunction 'and' accurately. Reverses letter/sound order at times (olne-only).

Summary of task: Students listened to the story 'when I grow up' by Andrew Denton and were then asked to compose a personal text describing what they want to be when they grow up and the reasons why to add more detail.



Year – end T4

Annotations:

Structure

- Plans writing to convey a message by roleplaying a procedure with a partner and drawing pictures for each step before writing the text to match.
- Recognises different purposes for writing. (to give instructions on how to make a smoothie for an audience to follow).
- She used a range of compound and simple sentences.

Grammar

- Writes more than 2 related ideas and used the conjunction 'and' to link ideas. (the blueberries and the strawberries and the orange, put them in the blender and turn the button on).
- Included time connectives at the start of each instruction (first, then).
- Used appropriate word order and pronouns (you, we - to refer to people who are reading the instructions).
- Used verbs (wash, cut, put, turn, pour, enjoy).
- Uses full stop correctly and most capital letters.

Vocabulary

- Accurately uses known words and sight words in writing (then, you, to, the, that, we, and, on, in, it, the, on, cut).
- Knows the meaning of commonly used words- (blender, pour)
- Uses letter/sound knowledge to attempt to spell unknown words phonemically (stawberrys-strawberries, orang- orange, tirn-turn, poten-button, pore-pour).
- Uses the word wall to locate and write some words (fruit, blender, enjoy).

Impact of writing

It gives the reader clear instructions using appropriate verbs to successfully make a smoothie. The precise detail elicits a feeling of confidence that the smoothie will be delicious and easy to make.

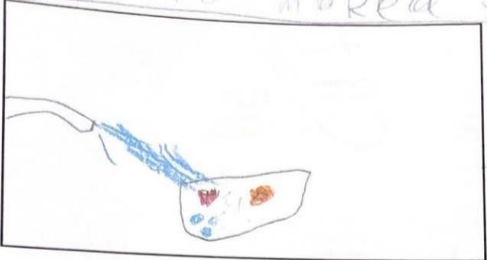
Progressions: working within ... CrT4

Where to next?

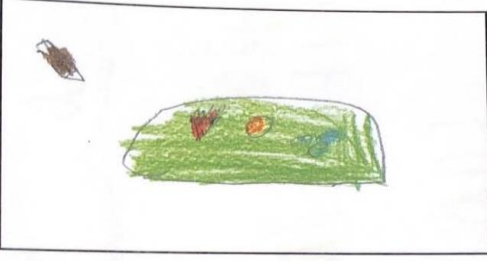
Work on identifying vowels accurately- ('potent' (button). Work capital letters at the start of the sentence. Drawing a more detailed picture and labeling it.

Summary of task: Students were asked to draw and write a procedural text based on a learning centre role play of how to make a smoothie.

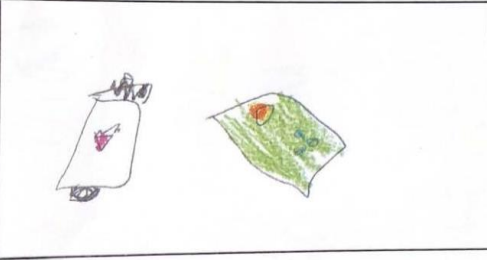
How to make a smoothie / Rwa 12.11.19



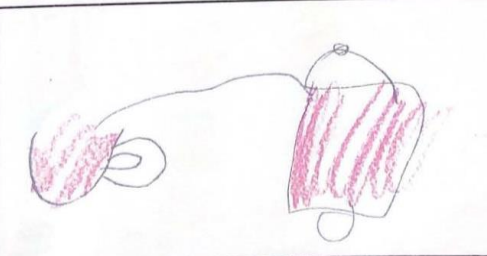
1. first you need to wash the fruit that you need.



2. then you cut the blueberrys and staberrys and orang.



3. then we put them in the blender and turn the button on.



4. then pore it in the cup. enjoy.

Writing Element	What can Yr 1 students do?	Examples
<p><u>Text Structure</u> How information/ ideas are organised in texts; evidence of audience/ purpose; language features...</p>	<ul style="list-style-type: none"> • Write a variety of simple imaginative, persuasive and informative texts for familiar audiences • Use simple planning strategies to organise their ideas • Create longer texts of more than one paragraph (where appropriate) that are supported by visual information • Begin to use headings and paragraphs to organise information • Include features such as alliteration for effect 	<ul style="list-style-type: none"> • Recounts, descriptions, reports etc • Mind map, list, scaffold • May include drawing, diagram, map etc • Successful organising of jumbled paragraphs etc
<p><u>Grammar</u> How sentences or sentence parts are constructed; grammatical features...</p>	<ul style="list-style-type: none"> • Use compound and simple sentences...experiment with complex sentences • Some variation in sentence beginnings • Know about clauses • Identify the word or word groups that represent people, places and things, including qualities (adjectives) and details such as when/how (adverbs) • Use some time connectives (to say when) • Include noun groups with specific adjectives • Recognise and write different types of sentences – statement, question, command • Recognise and experiment with using direct and indirect speech in writing 	<ul style="list-style-type: none"> • Identify clause in own work • Can identify in own/ modelled text; participate in human sentences • Including sequence, time of day etc • Eg: the big dog • Identify in own/ modelled text
<p><u>Vocabulary</u> Range and precision of choice words to suit audience & purpose (ie everyday/topic specific vocab, descriptive lang etc)</p>	<ul style="list-style-type: none"> • Use some precise vocabulary to describe emotions and experience • Know about synonyms and antonyms and begin to develop repertoire for own use • Attempt to use new words in writing • Understand that specific vocabulary is required for particular texts and attempt to include topic/ technical vocabulary in own writing 	<ul style="list-style-type: none"> • Topic and general word walls • Eg variety of words for happy, nice • Using a new word in different context (ie learning centres)
<p><u>Spelling</u> Accuracy, complexity of words attempted, attempt strategies, use of patterns and spelling ‘rules’</p>	<ul style="list-style-type: none"> • Accurately spell and increasing number of high frequency and topic words • Use knowledge of sound/ symbol correspondence to write some of the sounds of English in different ways • Write the initial, medial and final sound of an unfamiliar word, including digraphs such as /ch/, /sh/, /th/, /wh/; consonant blends such as /tr/, /bl/ etc and ‘bossy e’ rule. • Recognise when a word is spelt incorrectly 	<ul style="list-style-type: none"> • M100 & M200 words • Teacher uses strategies such as syllabification, elkonin boxes etc • Students may circle a word that doesn’t look right
<p><u>Punctuation</u> Use of conventional and appropriate punctuation to indicate structure and organisation of the text</p>	<ul style="list-style-type: none"> • Sentence punctuation: full stop and question mark • Include capital letters at the start of a sentence and for obvious proper nouns (ie names) 	<ul style="list-style-type: none"> • Can punctuate own writing; can include punctuation when left out of a modelled text etc
<p><u>Self-regulation</u> Independently planning, applying strategies, monitoring, evaluation (incl. feedback and revision)</p>	<ul style="list-style-type: none"> • Draft texts and have opportunities to ‘publish’ • Re-read and edit own text • Use success criteria to provide feedback to self and peers 	<ul style="list-style-type: none"> • Editing strategy may include read aloud and read to a partner • 2 stars and a wish

Year 1 – end T1

Annotations:

Grammar

- Variations in sentence beginnings
- Uses time connectives to say when ('first'; 'then'; 'next')

Vocabulary

- Some precise words used to describe experience (coach, instructions, rescue, diving hoop)

Spelling

- Accurately spells an increasing number of high frequency and topic words
- Writes the initial, medial and final sounds of an unfamiliar word ('resko')

Progressions: working within CrT5

Where to next? Use planning and paragraphs to organise ideas.

I remember going to
the Pools with my
mum and my sister.
First the coach
told ^{gave} us ^{instructions} ^{to} ^{do} ^{resko}
Then the coach ^{threw}
toys and we had
to ^{get} ^{rescue} them.
Next we had a
diving hoop
that we had
to go ⁱⁿ it
and under the
water. After
that we did ^{Cr5}
starfish floats
with ^{our}
tummy ^{facing}
the top of the
water. Finally

we went ^{back} home.

Year 1 – end T1

Annotations:

Structure

- Evidence of planning used to organise ideas.
- Included more than one idea throughout text.
- Used complete simple sentences made up of basic noun groups.
- Included one compound sentence using the conjunction 'because'.

Vocabulary

- Metaphors were included to add to effect ('soft as a blanket', 'nice as a rose'.)
- Used specific vocabulary to add detail ('soft' blanket, 'fantastic' cook)

Progressions:

Working towards CrT5

Where to next?

Sentence development – move from simple to compound sentences.

My Mum

Nice

Soft

Warm

fantastic

My mum is warm as a blanket.
Soft blanket. My mum is fantastic.
Nice as a rose. My mum is fantastic: fantastic cook.

I love my mum because she is kind.

Year 1 – mid T2

Annotations:

Structure

- Logical organization of ideas in complete simple sentences
- Varied sentence beginnings included
- More than four sequenced and clearly connected ideas included
- Uses a variety of dependent and independent clauses throughout text.

Vocabulary

- Spells simple and many high frequency words correctly.
- Uses specific learning area topic vocabulary ('Eid', 'Ramada', 'mosque')

Progressions:

Working within CrT6

Where to next?

Use adjectives to add meaning by describing qualities or features.

Eid 3.6.19
I celebrate Eid after Ramadah.
My Dad and my brother go to the
mosque in the morning. When my Mum
and sister wake up we dress. When my
Dad and brother come back we go
eat breakfast. We go and visit people.



Year 1 – mid T2

Annotations:

Structure

- Written to inform reader/convey knowledge about the topic.
- Includes logical sequence of events with more than 1 related ideas.
- Includes and range of simple and compound sentences

Vocabulary

- Spells high frequency words correctly
- Includes descriptive language specific to topic ('nice and bright', 'Red outfits', 'Chinese labels')
- Uses simple cohesive language ('then' 'and')
- Expresses feelings and opinions ('excited')

Progressions:

working within CrT6

Where to next?

- Use of consistent capitalization and tense
- Include paragraphing

4.6.2019
(when it's Chinese New
years) On ordinary day,
decorate the house's with
with lanterns. So it
is nice and bright. To
see in the night. Then
we buy new red outfits,
fits with a Chinese labels
and then at last we
see a show. It was
girls dancing. It was
nine minutes and then
it was the end of
the performance. And it
made me excited.

Year 1 – end T2

Annotations:

Structure

- Text written to convey knowledge/information about a new topic (informative)
- Planning used to organise ideas (ie topic sentence: 'In the past life was hard...'; followed by supporting details: '...because...')

Grammar

- Some variation in sentence beginnings
- Includes a noun group ('long socks')

Vocabulary

- Attempt to use topic vocabulary ('pull carts'; 'carry baskets'; 'carts and horses'; 'long socks, dresses and tiys')

Progressions: working within CrT5

Where to next? Create longer texts of more than one paragraph (will require more sophisticated planning to organise ideas); choosing correct tense and keeping it consistent

4.7.18

In the Past life was ~~hard~~ because
people use to pull carts and horses use
to pull carts too. People use to Carrie
baskets that have ice and fruits in
it and they use to carry it
on their shoulders. the cloths that
they use to wear in the past
was long socks, dresses and
tiys.

Year 1 – mid T3

Annotations:

Structure

- Writes a description based on a modelled text
- Clear organization of ideas into a paragraph
- Text supported by visual information

Vocabulary

- Attempt to use new words in writing e.g. environment
- Uses specific vocabulary for text including topic words e.g. environment, smoke

Grammar

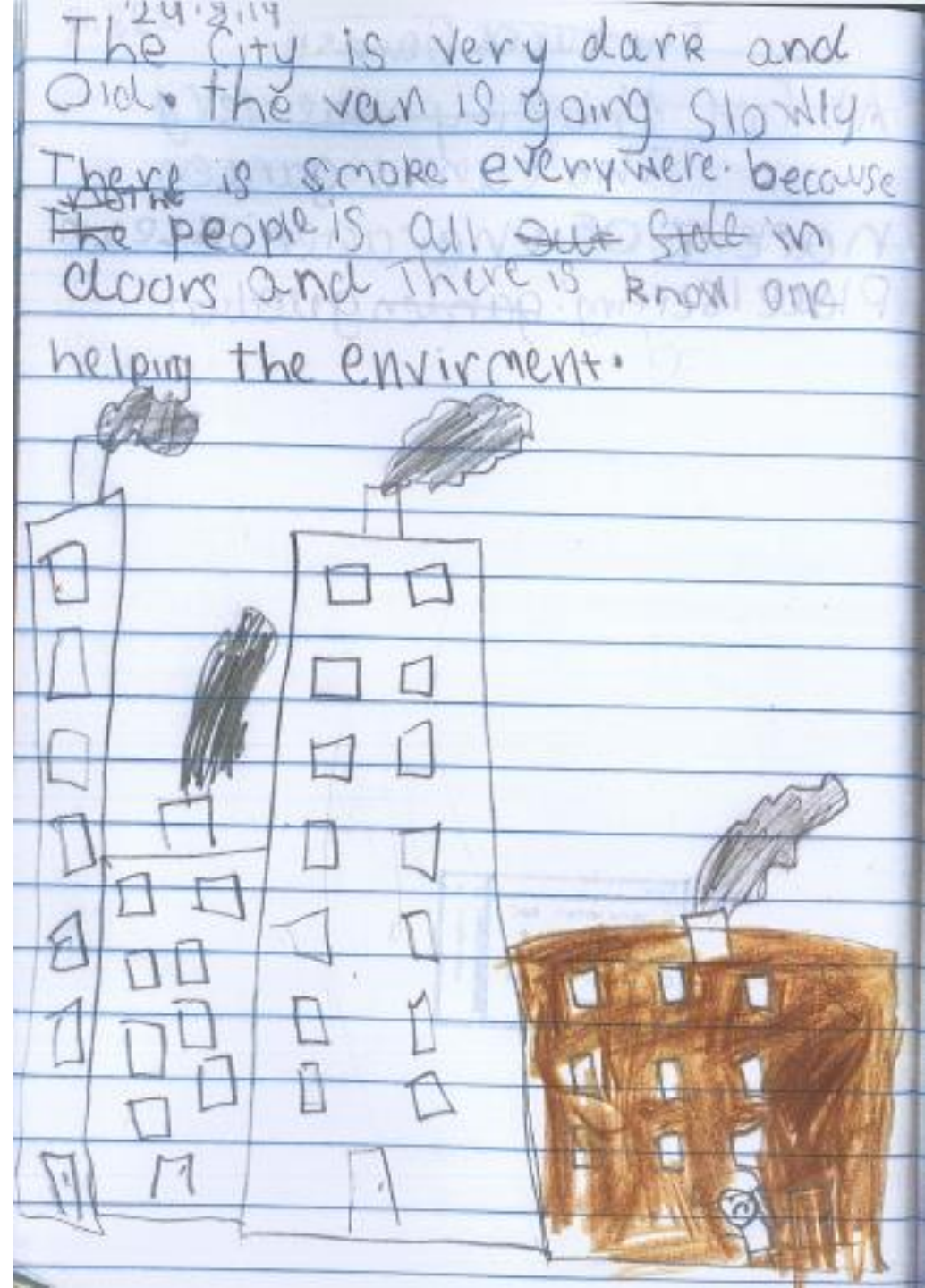
- Use simple and compound sentences
- Some various in sentence beginnings
- Word noun groups including adjectives (dark and old) and adverbs (slowly)

Impact of writing

Provides a description of the city and how it looks like

Progressions: working within CrT5

Where to next? Includes a simple orientation/context at the beginning for the reader about the city



Year 1 – mid T3

Annotations:

Structure

- Writes a description of
- Clear organization of ideas into a paragraph
- Writes a longer text supported by visual information
- Uses headings and paragraphs

Grammar

- Use of time connectives e.g. "When I went.."
- Includes noun (garden, flower, eggplant, beans) groups with specific adjectives (pretty, orange)

Self-regulation

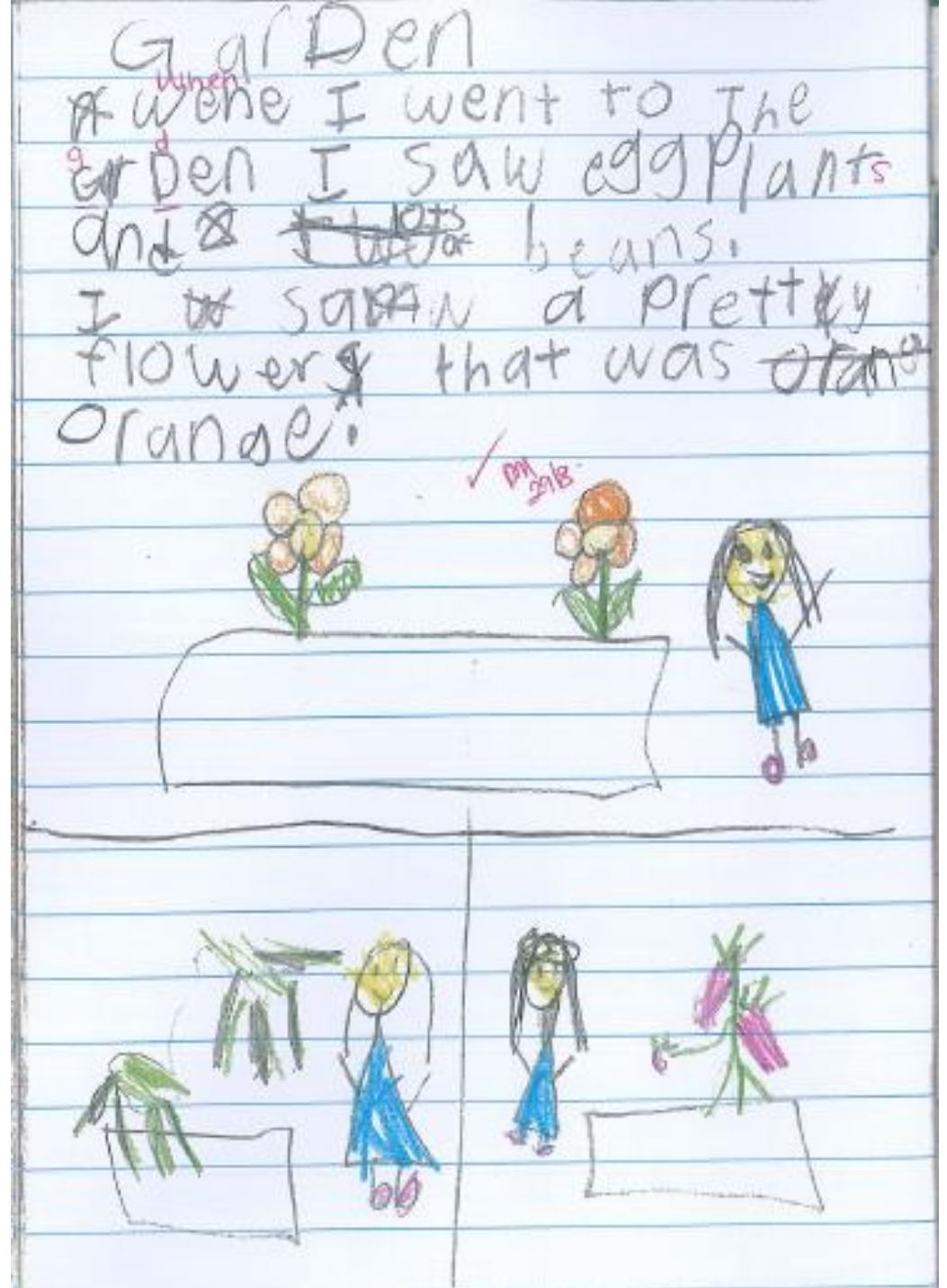
- Recognises when a word is spelt incorrectly e.g pretty
- Re-read and edit own text e.g. "a prettey flowers" -> "a pretty flower"

Impact of writing

Writes a description of garden what it looks like

Progressions: working within CrT5

Where to next? Adds complexity to sentence structure using verb and noun groups to create complex sentences



Year 1 – end T3

Annotations:

Structure

- Writes a simple imaginative text
- Creates a longer text of more than one paragraph (although writing not organised into paragraphs)

Grammar

- Some variation in sentence beginnings and sentence types (compound and complex)
- Includes a noun groups with specific adjectives ('her investigating things')
- Recognises and experiments with speech in writing ('Oh no! shouted Rosie where's my breakfast?')

Progressions: working within CrT5

Where to next? Organise longer texts into paragraphs; re-read and edit when meaning breaks down (ie '...they mystery of who ate her breakfast. Magnify glass to see if theres any crumbs liveing behind. she saw some crumbs liveing

one sunney and bright day
there was a little girl name
Rosie. She woke up bright
and early and went to get
breakfast but when she got
there she looked but there
was no break fast "oh no!"
shouted Rosie where's
my breakfast? She went to get
her investigating things to
investigate the mystery of
who ate her breakfast
• magnify glass to see
if theres any crumbs
liveing behind. she saw some
crumbs liveing

Year 1 – end T4

Annotations:

Structure

- Writes a simple persuasive text
- Creates a longer text of more than one paragraph
- Evidence of planning (4 arguments presented in 3 paragraphs)

Grammar

- Includes details such as 'how' (each argument supported by elaboration: '...because...')
- Experimentation with complex sentences

Self-regulation

- Evidence of re-reading and editing own text (some errors are circled and spelling/capitalisation errors corrected)

Progressions: working within CrT5

Where to next? Correct use of pronouns ('inside the/ your house' instead of 'inside our house'); focus on logical organisation (each argument in a separate paragraph)

21.1.18 Cats (1)
I ^{am} ~~bette~~ sure that cats are
beter than dogs.

Firstly, cats are ^{independent} independent and
you dont have to clean them
(Because they lick their self to
make their body clean. So
that way you dont need
to do alot of work.

Secondly, cats live longer than
Dogs because cats live up
to 25 years. You can
cuddle cats when you are
cold.

Thirdly, cats can stay indoor
because They dont leave foot
prints inside our House.

Year 1 – end T4

Annotations:

Structure

- Writes a recount text based on an experience of an excursion to a familiar place (Auburn Botanical Gardens)
- Uses headings and paragraph to organise information
- Create a longer text with more than one paragraph and supported with visual information

Grammar

- Uses compound and simple sentences
- Uses time connective 'On Tuesday...'
- Includes descriptive language to describe the feathers 'blue and green' and 'smooth'.

Spelling

- Uses diagraphs 'th' and 'sh' e.g. the, they, feather, showed

Vocabulary

- Includes descriptive language to describe the feathers 'blue and green' and 'smooth'.

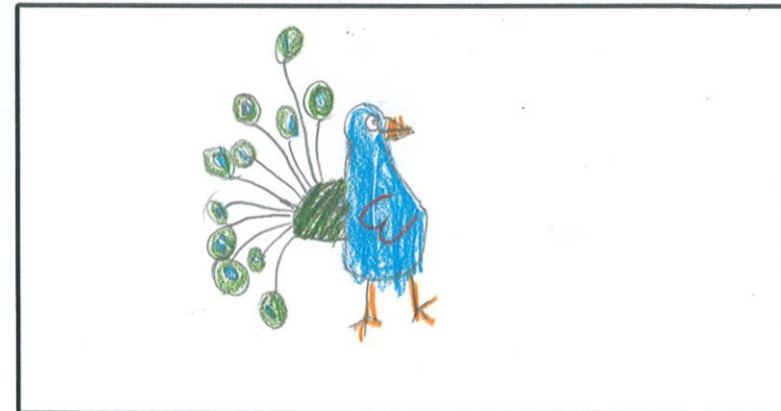
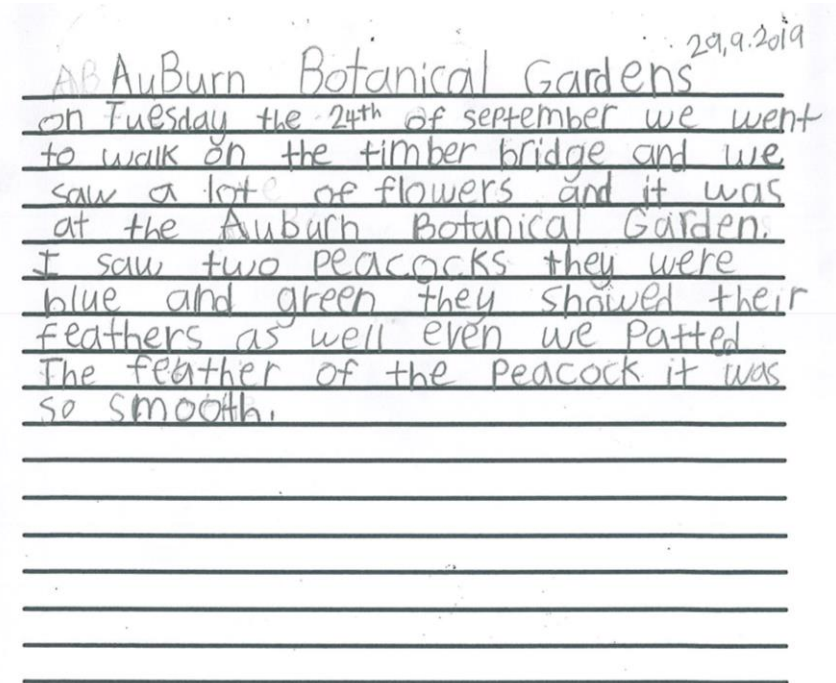
Impact of writing

The writer has drawn the reader through the description of their experiences. Includes further details about the experience, e.g. 'we patted the feather of the peacock, it was so smooth'.

Progressions: working within CrT6

Where to next? Re-read and edit when the meaning breaks down (They showed their feathers as well even we patted the feather of the peacock it was so smooth).

Summary of task: Students were asked to write a recount of a personal experience of going on an excursion.



Year 1 – end T4

Annotations:

Structure

- Writes a persuasive text based on an experience of an excursion to a familiar place (Auburn Botanical Gardens) and is persuading their family to also visit the garden.
- Uses headings and paragraph to organise information
- Create a longer text with more than one paragraph and supported with visual information
- Clear purpose and audience for the text, e.g. 'Dear Family,'

Grammar

- Uses compound and simple sentences
- Variation with sentence beginning 'I want you to come...'

Spelling

- Uses diagraphs 'th', 'sh', and 'ch' e.g. 'there', 'fish', 'much'
- Uses letter/sound knowledge to attempt to spell, e.g. kangaroo, fish, emu egg, Auburn Botanical Gardens

Vocabulary

- Uses vocabulary specifically to persuade the reader, e.g. 'I want you to come', 'you will love it', 'it was so much fun', 'what are you going to see there?'

Punctuation

- Sentence punctuation with full stop, capital letters, question mark

Impact of writing

The writer had given a recount of their experience to convince their parents to visit the gardens and has left them with a question.

Progressions: working within CrT6

Where to next? Focus on logical organisation (each argument in a separate paragraph)

Summary of task: Students were asked write a persuasive text using of their experience at an excursion and use their opinion to provide a reason why their family should visit the same place.

Auburn Botanical Gardens
Dear Family
I want you to come to
The Auburn Botanical Gardens
Because it was so fun
You will love it so much.
You will want to go there
again it has Pearrock and
fish and kangaroos and an
emu egg. what are you
going to see there?



Year 1 – end T4

Annotations:

Structure

- Writes a retell of the text 'The Bremen Town Musicians' and uses speech marks for effect of characters talking.
- Uses headings and paragraph to organise information
- Create a longer text with more than one paragraph and supported with visual information

Grammar

- Uses compound and simple sentences
- Variation with sentence beginning. 'Once upon a time...'
- Uses time connectives 'Once upon a time...', '...one morning...', 'On the way to Bremen...'

Spelling

- Uses letter/sound knowledge to attempt to spell adjectives and verbs, e.g. (adjectives) 'heavy', 'old'; (verbs) 'laying down'

Punctuation

- Sentence punctuation with full stop, capital letters, speech marks

Impact of writing

The writer has given a retell of the story of The Bremen Town Musicians and using character voices, this has made the recount more effective.

Progressions: working within CrT6

Where to next? Organise longer text into paragraphs, re-read the and edit to separate ideas such as speech and text, use of consistent capitalisation and full stops. Use more descriptive language to create imagery in the readers mind.

Summary of task: Students were asked to write a retell of a story.

The Bremen Town Musicians
one upon a time there was a donkey he was getting too old to carry heavy stuff. so one morning the master for the donkey said "I don't want a donkey. go away!" The donkey ran away.
The donkey ran away. on the way to Bremen he saw a dog that was lying down on the road. The donkey said, "Why are you lying down like that?"
"I was too old to run and hunt for food!" said the dog. "So my owner threw me away."



Year 1 – end T4

Annotations:

Structure

- Writes a persuasive text giving their opinion about the text The Pigeon Needs a Bath.
- Uses headings and paragraph to organise information
- Create a text and supported with visual information
- Includes simile for effect 'The Pigeon rolled in mud, he is like a pig.'

Grammar

- Uses compound and simple sentences
- Variation with sentence beginning 'I think...'

Spelling

- Uses diagraphs 'th' e.g. think, bath, that
- Uses letter/sound knowledge to attempt to spell adjectives and verbs, e.g. (adjectives) 'stinky' and 'dirty'; (verbs) 'rolled'

Vocabulary

- Uses vocabulary specifically to persuade the reader, e.g. 'I think...'
- Use precise vocabulary to describe imagery 'if we see the lines it is stinky and so dirty'

Punctuation

- Sentence punctuation with full stop, capital letters

Impact of writing

The writer has used similes and descriptive language to create imagery in the readers mind to emphasis how dirty and stinky the pigeon is.

Progressions: working within CrT6

Where to next? Create longer text by adding more than one paragraph to add more detail

Summary of task: Students were asked to write a persuasive text using a text and to give their opinion.

Pigeon needs a bath! ^{2.7.2019} 2.7.2019
I think the pigeon needs a bath because he is dirty
and has lines on his back and I know that if
we see the lines it is stinky and so dirty. The Pigeon
rolled in mud he is like a pig.



Writing Element	What can Yr 2 students do?	Examples
<p>Text Structure How information/ ideas are organised in texts; evidence of audience/ purpose; language features...</p>	<ul style="list-style-type: none"> Talk about audience/ purpose of text & choose a structure to suit Plan writing based on purpose of text Include ideas and detail to suit the text purpose & related to topic Organise ideas in a logical way Use language features including onomatopoeia, alliteration and repetition for effect 	<ul style="list-style-type: none"> Info report; narrative; recount; caption; diagram; description; explanation etc – may include a combination of these! Mind/ concept map; brainstorm; list; drawing; photograph Where appropriate to context contains several ideas/ experiences/ info Eg: Headings/ paragraphs to organise ideas (paragraphs of 3-4 sentences)
<p>Grammar How sentences or sentence parts are constructed; grammatical features...</p>	<ul style="list-style-type: none"> Write texts that include simple, compound and some complex sentences Write sentences including quoted speech and attempts at reported speech Use time connectives to sequence information Make subject and verb agree; keep tense consistent; use pronouns correctly (esp. personal pronouns) Recognise and identify in own writing use of nouns, pronouns, verbs, adjectives, adverbs and prepositions 	<ul style="list-style-type: none"> Eg: First, then, next, finally, before, today Noun pronoun agreement (ie the girl-she)
<p>Vocabulary Range and precision of choice words to suit audience & purpose (ie everyday/topic specific vocab, descriptive lang etc)</p>	<ul style="list-style-type: none"> Generate words & language for writing & have options to choose from! Use a variety of action and thinking verbs Use vocab to describe emotions and experiences Talk about characters and setting of own text 	<ul style="list-style-type: none"> Action – run/ jump etc; Thinking – think, believe, wonder etc.
<p>Spelling Accuracy, complexity of words attempted, attempt strategies, use of patterns and spelling ‘rules’</p>	<ul style="list-style-type: none"> Begin to use a dictionary for spelling activities and word meaning Use double consonants Attempt to edit a word that is spelt incorrectly Use phonological knowledge when spelling Use knowledge of prefixes, suffixes, compound and base words (morphemic knowledge) to spell words 	<ul style="list-style-type: none"> Recognise initial sounds of a word and look it up in a dictionary Hop – hopping Letter/sound correspondence Happy-unhappy; camp-camped; toothpaste; happy – unhappy/happiness/ happily etc
<p>Punctuation Use of conventional and appropriate punctuation to indicate structure and organisation of the text</p>	<ul style="list-style-type: none"> Use sentence punctuation correctly and to enhance meaning of text Use commas to separate words in a list Correctly use capital letters Correctly use speech marks for quoted speech 	<ul style="list-style-type: none"> Full stops, question marks, question marks, exclamation marks Sentence beginnings; proper nouns
<p>Self-regulation Independently planning, applying strategies, monitoring, evaluation (incl. feedback and revision)</p>	<ul style="list-style-type: none"> Edit own texts – spelling/ check for meaning/ punctuation and text structure (organisation) Give feedback to others - spelling/ check for meaning/ punctuation and text structure (organisation) Review texts and express opinion in writing Write upper and lowercase letters correctly, legibly and fluently 	

Year 2 – end T1

Annotations:

Structure

- Includes ideas and detail to suit purpose & related to the topic
- Language features used for effect (ie simile 'it sounded like a thunder storm'; noun groups 'delicious chocolate and sprinkled ice cream')

Vocabulary

- Specific vocabulary used to describe emotions and experiences ('having a wonderful time'; 'so much fun'; 'it was scary'; 'the best day ever')
- Experimentation with complex sentences

Self-regulation

- Evidence of re-reading and editing own text (some errors are circled and spelling/capitalisation errors corrected)

Progressions: working within CrT5

Where to next? Evidence of re-reading and editing own text – specific focus on spelling, correct use of punctuation to support meaning.

my memories. 27/3/15
~~ON~~
going
I remember going to the beach
and having a wonderful time I
splashed in the cold ocean
after me and my family went
to the ice cream truck and ate
delicious chocolate and sprinkled ice cream
I remember going to a fun
water park and eating up chips
and vanilla spray cake and going
on the water slide and having
so much fun I ever had I remember
going to the Jamboree and going
in a Really Really scary
water slide it was so scary
and it sounded like a thunder
storm then I went to the
sand in the beach and went to
the pool that was the best day
I ever had ever ago

Year 2 – end T1

Annotations:

Structure

- Informative text
- Ideas are organized logically
- Several ideas used and factual language used appropriately.

Other (ie Grammar)

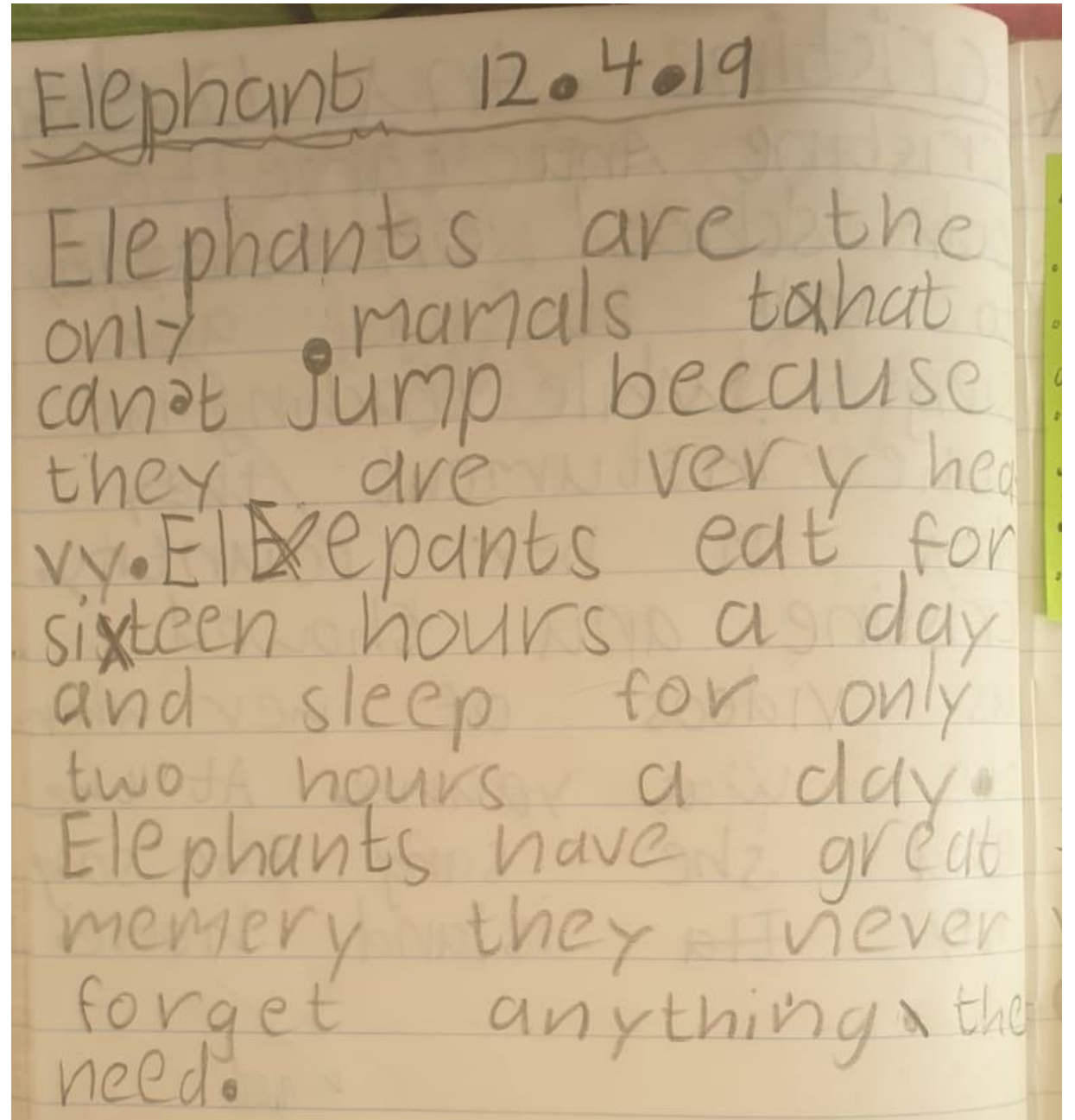
- Signs of editing own text
- Forming letters correctly and writing is legible.
- Phonological knowledge when spelling

Impact of writing

Informative piece of writing with clear facts and ideas on the topic.

Progressions: working within CrT6

**Where to next? Include more ideas and details.
Noun-pronoun included in the text. Organising the text into paragraphs.**



Year 2 – end T2

Annotations:

Structure

- Evidence of planning, planning used in writing
- Ideas sequenced logically

Other (ie Grammar)

- Use of compound and complex sentences
- Spelling; use of double consonants
- Correct tense throughout
- Use of commas, used correctly
- Clear flow of writing

Impact of writing

Short piece of writing, giving the reader a sense of what the party was like through planning and organization and disagreement over the choice of cake.

Progressions: working within CrT6

Where to next? Student needs to use paragraphs to organize the writing, use of language features to enhance the writing.

Birthday
~~3 years ago~~ 3 years ago I celebrated my family's ~~grandmas~~ birthday. My family went ~~to~~ a ^{cake} shop while my grandparents stayed at home. when we came home we put the ~~cake~~ the ~~cake~~ 3 years ago I celebrated my grandmas birthday. My family went to a cake shop to buy a cake for the party. while we were away my grand parents stayed at home. At the shops me, Aaron and Jackie ~~fight~~ fought over what colour the cake should be. I wanted purple, Jackie wanted pink and Aaron wanted blue. After a while my ^{mom} ~~mom~~ said lets just get multi-coloured.

we decided to get a multi-coloured because it had lots of colours. when we got home we took the cake out of the bag, people were laughing and chatting. I helped my mum cook rice. when I was cooking I burnt my finger. I had to go to the bathroom to cool down my hand. * Then I when I came to
✓ great so far,
remember to include paragraphs. 4/6.

Year 2 – end T2

Annotations:

Structure

- Includes imaginative ideas, clear purpose & audience for the text
- Writes to suit the purpose (imaginative)

Vocabulary

- Uses a variety of adjectives to make writing more appealing
- Uses action verbs and specific vocab to describe characters/ setting in details

Spelling

- Uses knowledge of spelling conventions to spell words correctly (ie use of double consonants)
- Attempts to edit words that are spelled incorrectly

Self-regulation

- Revising writing to make improvements (ie 'hungry' to 'big bad hungry'; 'stick' to 'thorny rose')

Progressions: working within CrT6

Where to next? Planning to organise texts into paragraphs; elaborate parts of the story, ie what is character thinking? (as well as action!)

Herb ran for it. Herb went out the big doorway and into the woods. He started to walk further into the woods. After a while he met a little girl wearing red. She said her name was little red ~~riding~~ ^{Riding} ~~riding~~ ^{riding} hood. Herb asked her where her home was. He also asked her if she saw his home because his home was near the woods. She said she saw his home behind the ~~orange~~ orange ~~and~~ autumn trees ~~so~~ so ~~he~~ he went. But when he did he saw his home but it was ~~to~~ guarded by a hungry big bad hungry ~~grey~~ wolf. He grabbed a ~~stick~~ thorny rose and tried to poke the wolf but it didn't work. Just then he saw a sharp stick. He grabbed it and poked the wolf. It worked! The wolf died. He went inside then. He threw away the book and ate lunch.

Stage 1 – mid T3

Annotations:

Structure

- Information report – rivers
- Clear organization of ideas (what a river is, formation, examples)
- Effective use of paragraphs to organize ideas

Vocabulary

- Use of topic words to suit purpose of text (river, natural environments)
- Variety of action words (melt, flow)

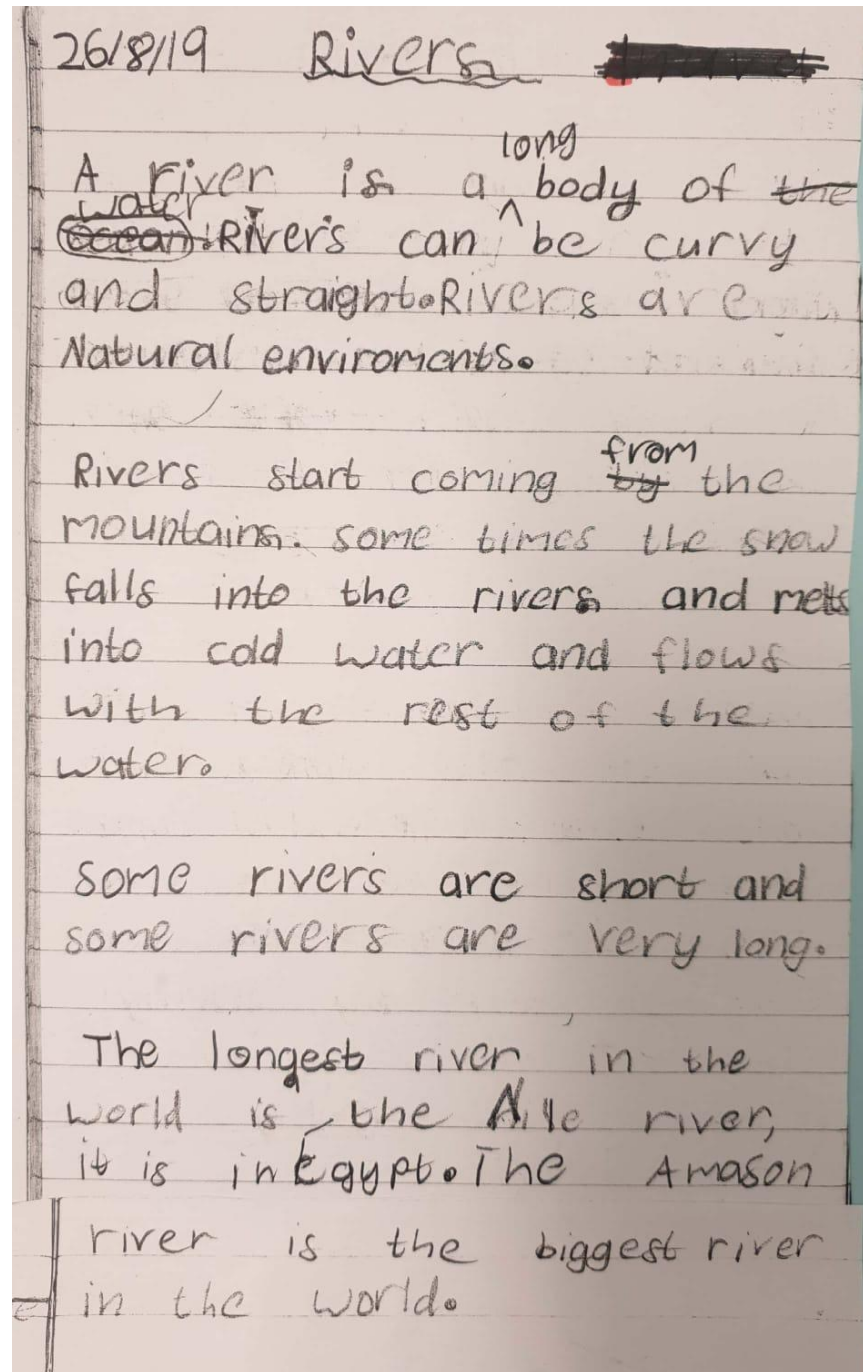
Grammar

- Simple sentences, 1 compound sentence
- Sound sentence structure
- Use of comma “..Nile river, it is in Egypt”

Progressions: working within CrT6

Where to next? Use of pronouns (rivers, they) compound sentences to improve sophistication of writing.

Impact on the Reader short informative text, clears facts and examples of rivers in the world.



Stage 1 – mid T3

Annotations:

Structure

- Organised ideas with detail/explanation
- Clear purpose of text – to persuade “We should”
- Writing with an audience in mind “we should work together”

Vocabulary

- Persuade – use of some strong, high modality language “should, this is so, we can”
- Variety of action words “save, use, should, won’t, work”

Self-Regulation

- Evidence of editing during writing process and after
- Upper/lower case letters use correctly
- Students expressing an opinion

Progressions: working within CrT6

Where to next? Maintaining tense “nobody would survive”, refining ideas and organization, sequencing ideas better.

Impact on the Reader persuasive text that engages the reader. The writer expresses an opinion with a specific argument and supporting reason.

We should be careful with the amount of water we use. This is because so we don't empty out the rivers, lakes and oceans. We can use less water so by only using the water when we need it. We waste water by leaving the water on when we don't need it. We do all this to care for our ~~environment~~. If we use up all the water in the rivers lakes and oceans ~~then~~ ^{all the} animals won't have water and we won't have water ~~so~~ and soon nobody would survive. We should work together to save our water. ~~this~~ We can ~~do~~ save the water all together by ~~us~~ not ~~using~~ using up all the water.

Year 2 – end T3

Annotations:

Structure

- Effective orientation used to hook the reader "It all started when..."
- Ideas are organised in a logical way, clear sequence of events

Grammar

- Variety of sentence types (simple, compound and complex)
- Use of simple quoted speech "Do you want to go higher?"
- Noun-pronoun agreement (a girl, she, we)
- Maintained tense within writing (pushed, started, came)
- Punctuation used correctly and used to enhance meaning

Spelling

- Uses phonological knowledge when spelling (pushed, bosh, laghing)
- Uses knowledge of base words to spell words (higher, licked)

Progressions: working within CrT6

Where to next? Use of capital letters correctly and consistently in writing. Use of simple cohesive language within the writing to clearly sequence events (Then a possum..). Revision of sentence structure, frequent use of "and" within writing.

It all started when I went to the park and I wanted to go on the blue swings. A girl came and said "do you want to go higher?" I said "yes please" but she pushed me too high and I fell down. The girl said "are you okay?" and I said "yes" but I was still here. A brown and ^{furry} possum came out of the ~~bush~~ and licked me and I was ^{that} laghing so much and I gave the girl an apple. We both played with the possum.

Year 2 – end T4

Annotations:

Structure

- Text organised logically using paragraphs
- Includes ideas and vocabulary to suit the purpose of the text (haunted house, zombie)

Grammar

- Consistent tense (called, loved, decided, stepped)
- Variety of action verbs (closed, shut, froze, decided)
- Range of compound and complex sentences within the text
- Ideas sequenced using time connectives ('On Halloween night'; 'that night'; 'the second they...')

Spelling

- Phonological knowledge used to spell tricky words (ie 'imediantly')
- Use of double consonants (ie 'stepped')

Progressions: working within CrT6

Where to next? Support ideas with added detail/ elaboration. Noun groups could be used to develop ideas and cohesive vocabulary to indicate order, cause and effect.

The Haunted castle house.
On halloween night two little
children called Sam and Eve went
They loved to go trick or ^{trick} or ^{or} ^{treat}
~~treating~~ ^{every} ~~every~~ year on halloween
~~day.~~

That night they came across
a street called "snake hill". They
went into it and froze when
they saw what was on the other
end. It was a haunted ~~house~~
They decided to ~~go inside.~~

~~At~~ The second they stepped into
the house the door closed shut
imedi~~antly~~. They saw a zombie
coming toward them. They tried
to open the door but they
were stuck.

Year 2 – End T4

Annotations:

Structure

- Writing planned & published
- Ideas organised logically and sequenced
- Ideas included with supporting information

Vocabulary

- “deeply enough, frustrated” vocabulary used to describe feelings
- “audience, transition” vocabulary suited to the purpose of the text.

Grammar

- “because/and” compound sentences
- Consistent use of tense
- “In the past” time connectives
- “In addition” cohesive links

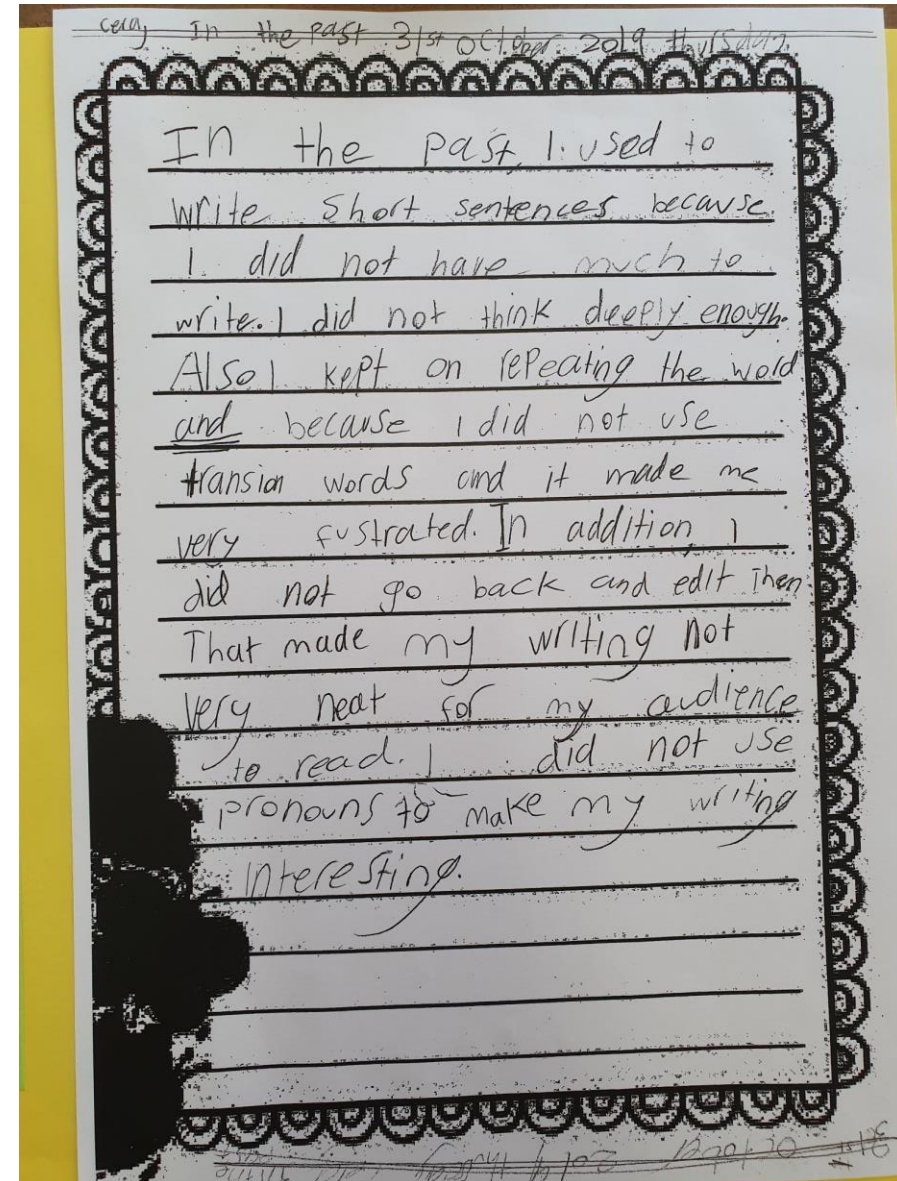
Impact of writing

Reflective piece of writing. Draws the reader in with use of emotive language. Ideas clear and supported well.

Progressions: working within CrT6

Where to next? Use of noun groups to add more detail. Maintaining correct tense throughout the writing. Use of more compound sentences.

Summary of task: Students were asked to reflect on their learning. Students were provided with a planning scaffold.



Year 2 – End T4

Annotations:

Structure

- Ideas organized in a logical way.
- Clear paragraphs with main idea and supporting information.
- Each paragraph has a different beginning.

Punctuation

- Capital letters correctly used
- Use of commas to list nouns
- Experimentation with punctuation (“/” to indicate or fauna/animals)
- Mostly simple punctuation

Grammar

- Mostly simple sentences, 1 compound sentence “because”
- Pronouns used correctly “wallabies – they”

Impact of writing

Informative piece of writing. Clear opening so the reader knows what is happening.

Progressions: working within CrT6

Where to next? Use of noun groups to add more detail. Adding more detail and elaborating on ideas.

Summary of task: Students reflect on their experience on an excursion. Topic words brainstormed prior.

