

Writing Development Stage Descriptors: 1A1-1M3 / 2A1-2D3

Draw and paint, sometimes giving meanings to marks. Use appropriate vocabulary to communicate.	Imitate adults' writing and understand the purpose of writing. Ascribe meanings to marks and "read" what has been written. Expect their own marks to make sense.	Experiment with writing for different purposes, using features of different forms such as lists, stories and instructions. Organise their attempted writing left to right, top to bottom. Expect their own writing to make sense and realise when it doesn't.	Generate own ideas for writing. Write for a range of purposes. Use pictures and diagrams to plan writing. Read their work to others.	Generate own ideas for writing. Write for a range of purposes. Write a series of simple ideas that are linked in meaning. Read their work to others and discuss features of their writing.	Write for a range of purposes. Compose and write a series of simple ideas that are linked in meaning. Re-read their writing to check for meaning. Read their own work to others and discuss features of their writing.	Compose and write a series of simple ideas linked in meaning that follow a logical sequence. Write narrative and non-narrative texts which demonstrate some characteristics of text type. Experiment with using more effective vocabulary which enhances the meaning and interests the reader. Re-read own writing to check meaning and identify some errors.	<ul style="list-style-type: none"> usually correct spelling of: <ul style="list-style-type: none"> high frequency grammatical function words common single morpheme content/lexical words likely errors: <ul style="list-style-type: none"> inflected endings, e.g. past tense, plurals, adverbs phonetic attempts at vowel digraphs clause structure mostly grammatically correct sentence demarcation with capital letters and full stops usually accurate some accurate use of question and exclamation marks, and commas in lists simple, often speech-like vocabulary conveys relevant meanings some adventurous word choices, e.g. <i>opportune use of new vocabulary</i> descriptive phrases add emphasis or detail
Respond orally to a range of stimuli using words, phrases and sometimes sentences.	Orally rehearse and dictate a simple sentence.	To begin to write simple sentences. Experiment with punctuation.	Orally compose and write a simple sentence demonstrating control over word order. Experiment with punctuation.	Use capital letter for personal pronoun "I". Write simple sentences that require little mediation. Show awareness of how full stops are used.	Use capital letter for personal pronoun "I" and at start of a sentence. Write simple sentences that require little or no mediation. Place full stops appropriately with prompting.	Can use "and" and "but" to join two simple sentences to form a compound sentence. Place full stops and question marks appropriately in shorter pieces of writing.	<ul style="list-style-type: none"> mostly relevant ideas and content, sometimes repetitive or sparse some apt word choices create interest brief comments, questions about events or actions suggest viewpoint lively and generally holds interest some basic purpose established, e.g. <i>main features of story, report</i> some appropriate features of the given form used some attempts to adopt appropriate style
Make marks independently using a range of materials. Draw lines and circles using gross motor movement.	Begin to use letter strings, including letters from their own names. Attempt to write own name using random letters. Hold a pencil and beginning to use it effectively.	Write their own first name with appropriate upper and lower case letters. Write letters or groups of letters which represent meaning. Write some familiar high frequency words correctly. Apply correct letter formation for taught letters. Use a pencil and hold it effectively to form some recognisable letters.	Record initial and dominant sounds in words. Spell some CVC words correctly. Use word boundaries (leave spaces between words). Begin to build a bank of high frequency words which can be spelt correctly. Apply correct letter formation for taught letters.	Use onset and rime to generate new spellings. Spell some CVC words correctly. Record initial and dominant sounds in more complex words. Use word boundaries (leave spaces between words). Use an increasing bank of high frequency words independently. Use a comfortable and efficient pencil grip. Begin to write upper case letters. Write lower case letters using the correct formation.	Make phonetically plausible attempt at words using taught letter patterns. Spell some monosyllabic words correctly. Write most common high frequency words correctly. Write lower case letters using the correct formation. Write some upper case letters correctly.	Make phonetically plausible attempts at words using taught letter patterns. Spell some monosyllabic words correctly. Begin to use some graphic information. Write most common high frequency words correctly. Write upper and lower case letters using the correct formation.	<ul style="list-style-type: none"> some basic sequencing of ideas or material, e.g. <i>time-related words or phrases, line breaks, headings, numbers</i> openings and/or closings sometimes signalled ideas in sections grouped by content, some linking by simple pronouns some variation in sentence openings, e.g. not always starting with name or pronoun mainly simple sentences with and used to connect clauses past and present tense generally consistent letters generally correctly shaped but inconsistencies in orientation, size and use of upper/lower case letters clear letter formation, with ascenders and descenders distinguished, generally upper and lower case letters not mixed within words
1A1	1E1	1D1	1D2	1D3	1S1 <small>(use separate sheet)</small>	1S2-3	1M1-3 <small>(for beyond, consider 1X1 Sheet)</small>
2A1	2A4	2E1	2E2	2E3	2D1 <small>(use separate sheet)</small>	2D2	2D3

