

**Literacy Progression Pathways**

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| **First Writing** | Curriculum OrganiserS | Experiences and OutcomeS | **First Level Writing**Learning Steps Progression |
|  | **First 1** | **First 2** | **First 3** |
| **Enjoyment and choice** | ***I enjoy creating texts of my choice and I regularly select subject, purpose, format and resources to suit the needs of my audience.******LIT 1-20a / LIT 2-20a*** | * **Write about a subject of their choice.**
* Identify self as a writer.
* I can share my ideas with others.
 | * **Pick ideas to write about independently.**
* **Begin to select texts to create to suit purpose and audience.**
* Identify self as a writer.
* Begin to take risks with writing.
 | * **Make decisions about their writing give explanation and justification for these.**
* **Create texts to suit purpose and audience.**
* Identify self as a writer.
* Be able to take risks with writing.
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| **Tools for writing** | ***I can spell the most commonly-used words, using my knowledge of letter patterns and spelling rules, and use resources to help me spell tricky or unfamiliar words.******LIT 1-21a*** | * **Use phonic strategies to make recognisable attempt at spelling known words.**
* **Spell most CVC words accurately.**
* **Spell familiar sight vocabulary accurately.**
 | * **Use phonetically plausible strategies to spell or attempt to spell unknown words.**
* **Spell some vocabulary used across the curriculum correctly.**
* **Begin to use a simple dictionary or thesaurus as a spelling strategy.**
 | * **Spell most commonly used words correctly, and begin to use a range of strategies to spell unknown words.**
* **Spell most vocabulary used across the curriculum correctly.**
* **Use a simple dictionary or thesaurus as a spelling strategy.**
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| ***I can write independently, use appropriate punctuation and order and link my sentences in a way that makes sense.******LIT 1-22a*** | * Use simple words and phrases to communicate meaning.
* **Join sentences using at least two different conjunctions e.g. and, but, then.**
* Give letters a clear shape and orientation.
* **Use capital letters and full stops on more that one sentence, with support.**
* **Explore question marks.**
 | * **Use sentence openers that make sense.**
* **Join sentences using more than three common conjunctions.**
* Write letters mostly correct size and spaced out correctly.
* **Use capital letters and full stops on more than one sentence.**
* **Explore question marks, exclamation marks and commas.**
 | * **Vary simple sentence openers.**
* **Join sentences using most common conjunctions e.g. and, but, because, so.**
* **Confidently use capital letters with full stops, question marks and exclamation marks.**
* **Explore apostrophes and speech marks.**
* **Use commas in a list**
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| ***Throughout the writing process, I can check that my writing makes sense.******LIT 1-23*** | * Read over work when finished.
* Recognise some spelling errors.
* Recognise some errors in sense.
 | * Use known strategies to correct spelling errors.
* Re read work during writing to check it makes sense.
 | * Re read during writing to check for consistency of meaning, purpose and correct spelling.
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| ***I can present my writing in a way that will make it legible and attractive for my reader, combining words, images and other features.******LIT 1-24*** | * Present writing in a way that is legible to others.
 | * Neatly present writing.
 | * Display writing attractively
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| **First Writing** | **Organising and using information** | ***I am learning to use my notes and other types of writing to help me understand information and ideas, explore problems, generate and develop ideas or create new text.******LIT 1-25a*** | * **Use notes to retell information (fiction and non-fiction).**
* Use headings and/or plans.
 | * **Make and use notes to plan writing and share information (fiction and non-fiction).**
* Use headings, plans, graphic organisers, questions and mind mapping.
* **Use notes to create writing which follows a given structure**, **with support.**
 | * **Make and use relevant notes to include in own writing (fiction and non-fiction).**
* Use headings and more detailed graphic organisers or plans.
* **Use notes to create writing which follows a given structure.**
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| ***By considering the type of text I am creating, I can select ideas and relevant information, organise these in a logical sequence and use words which will be interesting and/or useful for others.******LIT 1-26a*** | * **Plan own writing using own ideas.**
* **Include some details.**
* **Put words in order so the statements make sense.**
* **Use sensible words and vocabulary.**
 | * **Plan own writing with mostly relevant ideas**.
* **Include some appropriate details.**
* **Sequence of ideas mainly flows.**
* **Use interesting words and context vocabulary (could be one or two examples).**
 | * **Choose relevant ideas and information to plan writing.**
* **Include several relevant details.**
* **Link ideas and events in a clear sequence (at last, another thing, then, soon)**
* Begin to use paragraphs.
* **Use several ambitious words/phrases appropriate to experience.**
* **Use words specific to the task.**
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| **Creating texts** | ***I can convey information, describe events or processes, share my opinions or persuade my reader in different ways.*** ***LIT 1-28a / LIT 1-29a***  | * **Write for different purposes and audiences.**
* **Provide additional information in a list.**
* Write names and favourite words independently.
* Think of ideas to write about using prompts/stimulus.
 | * **Write for different purposes and audiences.**
* **Provide additional information beyond a list.**
* **Begin to write using the features of different genres (recounts, persuasive, argumentative, informative), in particular using the vocabulary and language.**
* Use ideas from other writers.
* Write about a topic they are interested in.
 | * **Write for different purposes and audiences.**
* **Write short non-fiction texts (facts about a topic, letters, lists etc.).**
* **Discuss the different genres (recounts, persuasive, argumentative, informative etc.) of non-fiction texts and use some of their features in writing, in particular the vocabulary and language.**
* Write in an interesting and lively way.
* Create a piece of writing connected with a class context.
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| ***I can describe and share my experiences and how they made me feel.******ENG 1-30a*** | * **Begin to share own experiences through personal writing.**
* **Write short sections of ideas with increasing independence (functional/imaginative/personal).**
 | * **Share experiences, and use *some* appropriate vocabulary to convey feelings, thoughts and events.**
* **Write simple statements with more than three words mostly independently.**
 | * **Share experiences and how they made them feel, using appropriate vocabulary.**
* **Write a series of sentences in a logical order independently.**
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| **First Writing** | **Creating texts (cont.)** | ***Having explored the elements which writers use in different genres, I can use what I learn to create my own stories, poems and plays with interesting structures, characters and/or settings.******ENG 1-31a*** | * **Write a simple character description.**
* Write a simple story setting.
* Begin to use descriptive language to make writing more interesting.
* **Plan and write simple story with a beginning, middle and ending (plot), with support.**
* **Discuss the different genres (adventure, children’s stories, fairytales etc.) of fiction texts and know some of the features used in writing.**
* Develop the use of ideas, word choice and organisation
 | * **Create a character and put them into a story, adding a physical description.**
* Create a story setting that becomes part of a bigger story.
* **Plan and write simple storyline with a beginning, middle and ending (plot).**
* **Discuss the different genres (adventure, children’s stories, fairytales etc.) of fiction texts and *begin to use* some of the features in writing.**
* Develop the use of ideas, word choice, organisation, and presentation.
 | * **Create an interesting character and put them into a story, adding a physical description and discussing their feelings.**
* Create a story setting that becomes part of a bigger story, using adjectives and descriptive phrases
* **Plan and write a story with an interesting/unexpected feature in the plot.**
* **Discuss the different genres (adventure, children’s stories, fairytales etc.) of fiction texts and use some of the features in writing.**
* Use adverbs and pronouns mostly correctly.
* Create a piece of writing with dialogue.
* Develop the use of ideas, word choice, organisation, presentation and sentence structure.
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