

**Literacy Progression Pathways**

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| **Second Writing** | Curriculum Organisers | Experiences and Outcomes | **Second Level Writing**Learning Steps Progression |
|  |  | **Second 1** | **Second 2** | **Second 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*** | * Seek feedback on writing
* Use criteria for effective writing to set own writing targets with help.
* Identify self as a writer.
* Be able to take risks with writing.
* **Create a range of short and extended texts, selecting appropriate genre, form structure and style.**
 | * Develop criteria for effective writing in different genres with help.
* Identify self as a writer.
* Be able to take risks with writing.
* **Create a range of short and extended texts, selecting appropriate genre, form structure and style.**
 | * Set targets and identify strategies to improve writing in different genres.
* Identify self as a writer.
* Be able to take risks with writing.
* **Create a range of short and extended texts, selecting appropriate genre, form structure and style.**
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| **Tools for writing** | ***I can spell most of the words I need to communicate, using spelling rules, specialist vocabulary, self-correction techniques and a range of resources.******LIT 2-21a***  | * **Spell most common words and use some visual strategies to spell correctly.**
* **Use dictionaries and digital technologies to aid spelling, with some support.**
 | * **Spell most common words and use a range of strategies to spell correctly, with developing independence**
* **Use dictionaries and digital technologies to aid spelling, with limited support.**
 | * **Spell almost all common words and use a range of strategies to make sure writing is mainly accurate.**
* **Confidently use dictionaries and digital technologies to aid spelling.**
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| ***In both short and extended texts, I can use appropriate punctuation, vary my sentence structures and divide my work into paragraphs in a way that makes sense to my reader.******LIT 2-22a*** | * **Attempt paragraphs to organise ideas**
* **Use a wider range of conjunctions e.g. when, until, after.**
* **Continue to develop use of sentence openers.**
* **Vary sentence structures**
* **Use punctuation to show direct speech/dialogue.**
 | * **Use more than one paragraph correctly.**
* **Use conjunctions to clarify relationships between points e.g. while also, as well, before, besides.**
* **Begin to use conjunctions as openers to enhance and vary sentence structures e.g. however, nevertheless, since, while.**
* **Vary sentence structure and vary sentence length.**
* **Use punctuation e.g. colons, semi colons dashes, brackets and apostrophes.**
 | * **Use paragraphs in extended pieces of writing.**
* Begin to use linking sentences in paragraphs.
* **Attempt a range of sophisticated conjunctions e.g. although, however, nevertheless, since, in order to, whilst.**
* **Use conjunctions as openers to enhance and vary sentence structures e.g. however, nevertheless, since, while.**
* **Vary sentence structure and length effectively to suit purpose.**
* **Use sophisticated punctuation** **more consistently.**
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| ***Throughout the writing process, I can check that my writing makes sense and meets its purpose.******LIT 2-23a*** | * **Check and edit throughout for sense.**
* Revise work/writing for writing traits e.g. ideas.
 | * **Check for spelling, grammar and sense and begin to level up to improve.**
* Revise work/writing for writing traits e.g. word choice and organisation.
 | * **Check for accuracy, edit and level up to improve different aspects.**
* Revise work/writing for writing traits e.g. ideas, word choice, organisation, sentence structure, conventions and presentation.
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| **Second Writing** | **Tools for writing (cont.)** | ***I can consider the impact that layout and presentation will have and can combine lettering, graphics and other features to engage my reader.******LIT 2-24a*** | * **Present work neatly and attractively.**
 | * **Present work neatly and attractively considering different layouts, including in digital texts.**
 | * **Present work attractively considering layout *for purpose and audience*, including in digital texts.**
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| **Organising and using information** | ***I can use my notes and other types of writing to help me understand information and ideas, explore problems, make decisions, generate and develop ideas or create new text.******I recognise the need to acknowledge my sources and can do this appropriately.******LIT 2-25a*** | * **Make notes to create a new text.**
* Organise ideas using notes.
* **Acknowledge sources with help.**
* Create new texts in own words with support.
 | * **Make notes and evaluate ideas to create new texts.**
* Organise ideas and information using notes with increasing independence.
* **Acknowledge sources with increasing independence.**
* Create new texts in mostly own words.
 | * **Make notes and use them effectively to inform new writing and texts.**
* **Acknowledge most sources independently**
* Create new texts in own words.
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| ***By considering the type of text I am creating, I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience.******LIT 2-26a******.*** | * **Organise writing with a clear beginning, middle, and end (narrative).**
* **Write texts using a logical sequence.**
* Use headings to organise information.
* Link ideas in stories.
* Use interesting and varied words in at least one sentence, to suit purpose.
 | * **Organise writing with a clear beginning, middle, and end with increasing independence.**
* **Write logically sequenced reports, instructions, directions, leaflets, advertisements etc.**
* Use headings, sub-headings and bullet points to organise information
* Begin to link points and ideas in functional tasks.
* Use interesting and varied word choice in most sentences, to suit purpose.
 | * **Write organised and fluent texts, and begin to use simple bibliographies.**
* Use headings, sub headings, bullet points, tables etc. to organise information.
* Link points and ideas using conjunctions and sentence openers.
* Use interesting words to suit purpose, which sustain and develop ideas.
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| **Creating texts** | ***I am learning to use language and style in a way which engages and/or influences my reader.******ENG 2-27a*** | * **Use a designated form appropriately and consistently e.g. letters, reports.**
* **Use strong verbs and increase descriptive detail.**
 | * **Use a designated form appropriately and consistently e.g. diary, dialogue.**
* **Use descriptive language to paint a picture of plot, setting, character etc.**
 | * **Select and use form to appropriately and consistently.**
* **Use descriptive language consistently, beginning to attempt to evoke an emotional response from the reader.**
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| **Second Writing** | **Creating texts (cont.)** | ***I can convey information, describe events, explain processes or combine ideas in different ways.******LIT 2-28a*** | * **Use carefully chosen language with help.**
* **Plan writing in different ways e.g. story planners, mind maps.**
* **Identify key features of different genres with support.**
* **Apply the key features to own writing.**
* **Begin to use tone and vocabulary appropriate to purpose.**
 | * **Vary introductions and endings with help.**
* **Plan writing in different ways – graphic organisers and mind maps.**
* **Identify key features of different genres and apply to own writing considering structure and content.**
* **Use vocabulary appropriate to purpose and audience.**
* **Begin to use tone appropriate to purpose and audience.**
 | * **Vary sentence structure, leads, and endings.**
* **Plan and create a text with main ideas and significant supporting detail.**
* **Confidently apply knowledge of key features in differing genres to own writing (fiction and non-fiction).**
* **Use vocabulary for style e.g. sometimes, never, always, in addition.**
* **Use tone appropriate to purpose and audience.**
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| ***I can persuade, argue, explore issues or express an opinion using relevant supporting detail and/or evidence.******LIT 2-29a*** | * **Write persuasively about ideas**
* **Write to convey own feelings and opinions.**
* **Use language to engage and persuade e.g. adjectives.**
 | * **Write persuasively about ideas and feelings.**
* **Begin to write to convey an opinion with supporting detail**
* **Use language to engage and persuade e.g. adjectives and adverbs**
 | * **Write persuasively about ideas, feelings, and opinions.**
* **Write to convey an opinion with supporting detail.**
* **Use language and style to engage and persuade e.g. range of descriptive language techniques**
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| ***As I write for different purposes and readers, I can describe and share my experiences, expressing what they made me think about and how they made me feel.******ENG 2-30a*** | * Use the term ‘purpose’.
* **Describe personal experiences using vocabulary that communicates feelings.**
 | * Use the terms ‘purpose and audience’.
* **Describe personal experiences making context and events clear, with support.**
 | * Explain the purpose and audience for a text created.
* **Describe personal experiences making context and events clear.**
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| ***Having explored the elements which writers use in different genres, I can use what I learn to create stories, poems and plays with an interesting and appropriate structure, interesting characters and/or settings which come to life.******ENG 2-31a*** | * **Develop stories with plots that include problems and solutions with help.**
* **Create characters in stories.**
* **Begin to create a sense of setting with descriptive detail**
 | * **Create plots with problems and solutions.**
* **Create characters, using description and dialogue.**
* **Create a clear sense of setting with descriptive detail.**
 | * **Create plots with clear structures, e.g. opening, turning point, climax and/or satisfactory ending (added)**
* **Create interesting characters through their feelings and actions, physical description and dialogue.**
* **Describe detailed settings and contexts.**
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