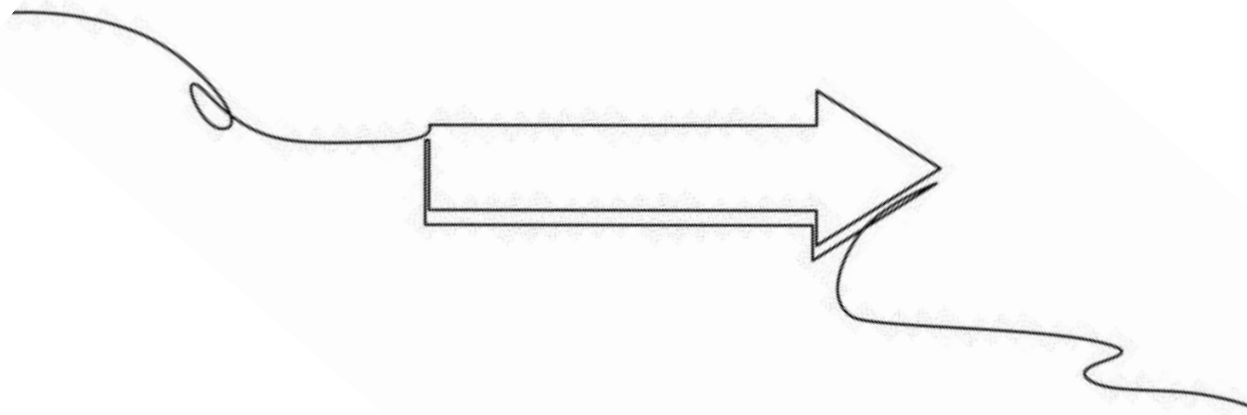


Literacy Core Approach



Progression Overview (Third and Fourth Level)

GUIDANCE

The Overview provides a clear and structured framework to support practitioners in identifying key indicators of progress throughout each phase of literacy development.

Designed to complement the Progression Pathways, these materials support flexible and responsive planning, while aiding the monitoring and tracking of progress across literacy organisers. Practitioners are encouraged to plan for personalisation and choice, ensuring coherence, relevance, challenge, enjoyment, breadth, depth, and progression in learning experiences.

Benchmark statements are embedded within each line of progression to support professional judgement in assessing progress and achievement of a level. Through holistic assessment approaches and consistent use of this document, practitioners can confidently track and evaluate learners' attainment.

Effective use of this documentation is supported by:

- Engagement in professional learning around the Literacy Core Approach
- A collaborative, whole-school agreement on consistent use for planning and assessment
- School-specific systems for evaluating learning and informing professional judgements

Phase		Phase 8	Phase 9	Phase 10	Phase 11	Phase 12	Phase 13
Listening and Talking	Active Listening	Engages with a wider range spoken texts (e.g. audiobooks, TED talks, podcasts, vlogs, social media) with increasing interest, focus and appreciation. Makes more informed choices about texts based on certain formats, voices, ideas or topics. Is beginning to explain how well a text or source meets their needs and expectations.		Selects spoken texts regularly and describes, with an appropriate explanation, how well a text or source meets needs and expectations.	Makes informed choices about texts based on certain formats, voices, ideas or topics. Is beginning to give personal responses with relevant evidence to justify how well a text or source meets their needs and expectations.		Gives a personal response to spoken texts or explains how well a spoken text or source meets needs and expectations. Justifies opinion with appropriate reference to the text.
		Uses positive body language and behaviours when listening to others in a range of contexts.		Applies verbal and non-verbal techniques appropriately to enhance communication, for example, eye contact, body language, emphasis, pace, tone, and/or some rhetorical devices.	More naturally uses positive and sensitive body language and behaviours when listening to others in a range of contexts.		Applies a range of verbal and non-verbal techniques to enhance communication and engagement with audience, for example, eye contact, body language, emphasis, pace, tone and/or rhetorical devices.
		Develops ability to take turns and contributes at the appropriate time when engaging with others in a variety of contexts. Recognises and acknowledges the points made by others.		Contributes regularly in group discussions or when working collaboratively, offering relevant ideas, knowledge or opinions with supporting evidence. Responds appropriately to the views of others developing or adapting own thinking. Builds on the contributions of others, for example, by asking or answering questions, clarifying or summarising points, supporting or challenging opinions or ideas.	Sustains focus and attention whilst participating in a group discussion. Recognises, acknowledges, clarifies and/or challenges the points made by others.		Participates fully in group discussions or when working collaboratively, contributing relevant ideas, knowledge or opinions with convincing supporting evidence Responds positively and appropriately to the views of others, including when challenged, adapting thinking as appropriate Builds on the contributions of others by clarifying or summarising points, exploring or expanding on contributions and/or challenging ideas or viewpoints
		Identifies the purpose of a range of texts with suitable explanation. Identifies the main ideas of spoken texts, with supporting detail, and uses the information gathered for a specific purpose.	Identifies the purpose of a range of texts with suitable explanation using own words. Identifies the main ideas of spoken texts using own words.	Identifies and gives an accurate account of the purpose and main ideas of spoken texts, with appropriate justification.	Identifies the purpose of a range of texts with suitable explanation using own words. Identifies the main ideas of spoken texts using own words Is beginning to show an awareness of different audience types.	Identifies the purpose of a range of texts with suitable explanation using own words. Identifies the main ideas of spoken texts using own words Is beginning to make analytical comments which demonstrate an understanding of different audience types.	Identifies purpose, audience and main ideas of a range of spoken texts. Justifies opinions with appropriate reference to the text.
		Is beginning to identify a similarity and difference between spoken texts. May refer to any elements including: • content • style • language	Identifies a few similarities and differences between extracts of text referring to at least one element such as: • content • style • language	Identifies similarities and differences between texts, for example, content, style and/or language.	Is beginning to compare and/or contrast the content, style and language of different spoken texts with supporting detail.		Compares and contrasts aspects of content, style and/or language of different spoken texts.
		Recognises and is beginning to comment on techniques used in a spoken text to influence the audience, for example, word choice, emotive language, repetition, rhetorical questions and/or use of statistics	Recognises and makes more appropriate comments on techniques used in a spoken text to influence the audience, for example, word choice, emotive language, repetition, rhetorical questions and/or use of statistics.	Identifies persuasive techniques, for example, word choice, emotive language, repetition, rhetorical questions and/or use of statistics.	Is beginning to identify and make comments about the use of bias and persuasion in a spoken text to influence the audience. Is beginning to comment appropriately on some of the techniques used in a spoken text to influence the audience, for example, word choice, emotive language, repetition, rhetorical questions, use of statistics and/or hyperbole. Links comments about a spoken text to the speaker's intent.		Identifies a range of features of spoken language and explains the effect they have on the listener, for example, body language, gesture, emphasis, pace, tone and/or rhetorical devices.

Phase		Phase 8	Phase 9	Phase 10	Phase 11	Phase 12	Phase 13
Listening and Talking	Group Discussion	Uses positive body language and behaviours when listening and talking to others in a range of contexts. Is beginning to use a variety of verbal techniques when talking with others such as: <ul style="list-style-type: none">• Intonation• Appropriate Pace• Register• Emphasis• Rhetorical devices	Applies verbal and non-verbal techniques appropriately to enhance communication, for example, eye contact, body language, emphasis, pace, tone, and/or some rhetorical devices. Uses appropriate register for purpose and audience, for the most part.	More naturally uses positive and sensitive body language and behaviours when listening and talking with others in a range of contexts. With increasing confidence, uses a variety of verbal techniques when talking with others such as: <ul style="list-style-type: none">• Intonation• Appropriate Pace• Register• Emphasis• Rhetorical devices	Applies a range of verbal and non-verbal techniques to enhance communication and engagement with audience, for example, eye contact, body language, emphasis, pace, tone and/or rhetorical devices. Sustains appropriate register for purpose and audience.		
		Develops ability to take turns and contributes at the appropriate time when engaging with others in a variety of contexts. Recognises and acknowledges the points made by others. Demonstrates an increasing ability to move the conversation forward through: <ul style="list-style-type: none">• asking and/or answering questions• clarifying or summarising points• supporting or challenging opinions or ideas	Contributes regularly in group discussions or when working collaboratively, offering relevant ideas, knowledge or opinions with supporting evidence. Responds appropriately to the views of others developing or adapting own thinking. Builds on the contributions of others, for example, by asking or answering questions, clarifying or summarising points, supporting or challenging opinions or ideas.	Sustains focus and attention whilst participating in a group discussion. Recognises, acknowledges, clarifies and/or challenges the points made by others. Confidently demonstrates an ability to move the conversation forward through: <ul style="list-style-type: none">• asking and/or answering questions• clarifying or summarising points using own words• supporting or challenging opinions or ideas• using supporting evidence	Participates fully in group discussions or when working collaboratively, contributing relevant ideas, knowledge or opinions with convincing supporting evidence. Responds positively and appropriately to the views of others, including when challenged, adapting thinking as appropriate. Builds on the contributions of others by clarifying or summarising points, exploring or expanding on contributions and/or challenging ideas or viewpoints.		
Listening and Talking	Individual Talk	Communicates clearly, audibly and with varied expression in different contexts to convey emotion.	Communicates in a clear expressive way in a variety of contexts.	More naturally communicates with increasing confidence in a clear expressive way in a variety of contexts conveying purposeful emotion.	Displays confidence and communicates in a clear, expressive way in a variety of contexts		
		Uses positive body language and behaviours when listening and talking to others in a range of contexts. Is beginning to use a variety of verbal techniques when talking with others such as: <ul style="list-style-type: none">• Intonation• Appropriate Pace• Register• Emphasis• Rhetorical devices	Applies verbal and non-verbal techniques appropriately to enhance communication, for example, eye contact, body language, emphasis, pace, tone, and/or some rhetorical devices	More naturally uses positive and sensitive body language and behaviours when listening and talking with others in a range of contexts. With increasing confidence, uses a variety of verbal techniques when talking with others such as: <ul style="list-style-type: none">• Intonation• Appropriate Pace• Register• Emphasis• Rhetorical devices	Applies a range of verbal and non-verbal techniques to enhance communication and engagement with audience, for example, eye contact, body language, emphasis, pace, tone and/or rhetorical devices		
		Develops ability to take turns and contributes at the appropriate time when engaging with others in a variety of contexts. Recognises and acknowledges the points made by others.	Contributes regularly in group discussions or when working collaboratively, offering relevant ideas, knowledge or opinions with supporting evidence.	Sustains focus and attention whilst participating in a group discussion. Recognises, acknowledges, clarifies and/or challenges the points made by others.	Participates fully in group discussions or when working collaboratively, contributing relevant ideas, knowledge or opinions with convincing supporting evidence.		
		With support, plans and delivers an increasingly organised presentation/talk with relevant content and appropriate structure using some of these features: <ul style="list-style-type: none">• Key ideas, information or points of view with some appropriate detail or evidence.	Presents ideas, information or points of view including appropriate detail or evidence.	Independently plans and delivers an organised presentation/talk with relevant content and appropriate structure using many of these features: <ul style="list-style-type: none">• Key ideas, information or points of view with appropriate detail and/or evidence.	Presents ideas or information, or sustains a point of view with relevant supporting evidence.		

Phase		Phase 8	Phase 9	Phase 10	Phase 11	Phase 12	Phase 13
		<ul style="list-style-type: none">Organises thinking and structures talks to present ideas in a somewhat logical order.Introduces and concludes talks with some attempt to engage the audience.Is beginning to include signposts throughout talks to provide a basic structure and/or argument, for example, topic sentences, titles, subheadings and/or linking phrases.		Organises thinking and structures talks to present ideas in a logical order. Introduces and concludes talks with some attempt to engage the audience. Uses signposts throughout talks to provide a basic structure or argument, for example, topic sentences and/or linking phrases.	<ul style="list-style-type: none">Organises thinking and structures talks to present ideas in a logical order which enhances clarity and style.Includes an introduction and conclusion to the talk which engages the audience.Includes signposts throughout talks to provide a developed and/or sophisticated structure, for example, topic sentences, titles, subheadings and/or linking phrases.		Structures talks in a clear and coherent way. Introduces and concludes talks in a way that interests and engages the audience. Uses signposts throughout talks to support a structured line of thought or argument, for example, topic sentences, linking phrases or concluding statements.
		Makes an attempt to use more specific or effective Tier 2 and Tier 3 level vocabulary to enhance ideas, feelings or arguments.	Uses more specific or effective Tier 2 and Tier 3 level vocabulary to enhance ideas, feelings or arguments.	Uses appropriate tone and vocabulary for purpose and audience.	Uses more varied, precise and/or sophisticated vocabulary which takes account of content, purpose and audience.		Adapts tone, vocabulary and language to communicate effectively with audience.
		With support, is developing use of appropriate resources to support communication e.g. PowerPoint, prompt cards etc		Selects and uses resources to enhance communication and engagement with audience.	Independently uses appropriate resources to support communication e.g. PowerPoint, prompt cards etc. Demonstrates an understanding of the balance between the use of resources and their engagement with audience.		Selects and uses well-chosen resources to enhance communication and engagement with audience.
Reading	Enjoyment and Choice	Makes more varied choices about texts which have increasing challenge and/or selects from a wider range of genres and styles.	Selects texts of increasing challenge confidently for enjoyment, drawing on recommendations of different authors, genres and styles. Can discuss confidently what influences their choices.	Selects texts regularly for enjoyment and interest or relevant sources to inform thinking.	With increasing independence, selects more complex texts which offer challenge and depth.		Selects regularly and independently, texts for enjoyment and interest or relevant sources to inform thinking.
		Makes simple comments about content, language and style of texts and gives a reason for their preference.	Makes more developed comments about content, language and style of texts and gives a reason for their preference.	Gives a personal response to texts with appropriate justification.	Initiates discussion in response to texts. May begin to comment on aspects such as characterisation, narrative, genre and plot.	Initiates, leads and sustains discussion in response to texts. Comments on aspects such as characterisation, narrative, genre and plot.	Gives a personal response to texts or explains how well a text or source meets needs and expectations, justifying opinion with relevant reference to the text.
		Reflects on their own enjoyment of and engagement with texts with simple justification.	Reflects on their own enjoyment of and engagement with texts with some justification.	Explains how well a text or source meets needs and expectations with appropriate justification.	Determines the credibility and/or reliability of a text or source when selecting texts for enjoyment and interest.		
Reading	Tools for Reading	Reads with fluency (up to approximately 100 words per minute), understanding and expression.	Reads with fluency (over 100 words per minute), understanding and expression.	Reads with fluency (generally around 120 words per minute), understanding and expression using appropriate pace and tone , volume, intonation, or emphasis for the text type and context. Learners should be able to read around 95% of the text accurately.	Reads increasingly unfamiliar and/or complex texts with fluency, understanding and expression using appropriate pace and tone.		Reads with fluency, understanding and expression across a wide range of texts.
		Uses increasingly appropriate pace and tone, volume, intonation, or emphasis for the text type and context. Learners should be able to read around 95% of an appropriately levelled text accurately.			Uses appropriate and purposeful pace and tone, volume, intonation, or emphasis for the text type and context. Learners should be able to read around 95% of an appropriately levelled text accurately.		
		Demonstrates a developing knowledge of and ability to use the five key context clues to read and understand increasingly complex texts: <ul style="list-style-type: none">DefinitionSynonym		Applies knowledge of context clues, word roots, grammar, punctuation, sentence and text structures	Demonstrates a greater knowledge of and ability to use the five key context clues to read and understand increasingly complex texts: <ul style="list-style-type: none">DefinitionSynonym		Applies knowledge of language such as word roots, grammar, punctuation, tone, sentence and text structures to read texts with understanding.

Phase		Phase 8	Phase 9	Phase 10	Phase 11	Phase 12	Phase 13
		<ul style="list-style-type: none">AntonymExampleGeneral <p>Demonstrates a developing knowledge and understanding of how increasingly complex texts are structured for different purposes, and uses key features such as paragraphs, more complex punctuation, grammar, and more advanced language features to support reading with understanding and expression.</p> <p>Recognises and understands an increasing number of Greek and Latin word roots to support reading with understanding.</p>		<p>to read unfamiliar texts with understanding.</p>	<ul style="list-style-type: none">AntonymExampleGeneral <p>Demonstrates a greater knowledge and understanding of how increasingly complex texts are structured for different purposes, and uses key features such as paragraphs, complex punctuation, grammar, and advanced language features to support reading with understanding and expression.</p> <p>Is beginning to comment on and identify tone.</p> <p>Recognises and understands a range of Greek and Latin word roots to support reading with understanding.</p>		
		<p>Uses some strategies to engage with and interrogate texts:</p> <ul style="list-style-type: none">Skimming texts to identify purpose and main ideas.Scanning texts to find key information.Predicting using inference and deduction.Asking and answering a range of question types e.g. literal, inferential and evaluativeSummarising the main ideas of a text with appropriate detail.	<p>Uses most strategies to engage with and interrogate texts:</p> <ul style="list-style-type: none">Skimming texts to identify purpose and main ideas.Scanning texts to find key information.Predicting using inference and deduction.Asking and answering a range of question types e.g. literal, inferential and evaluativeSummarising the main ideas of a text with appropriate detail.	<p>Applies a range of strategies to engage with and interrogate texts, for example, skimming, scanning, predicting, clarifying, summarising and analysing.</p>	<p>Uses strategies independently to engage with and interrogate increasingly challenging texts:</p> <ul style="list-style-type: none">Skimming texts to identify purpose and main ideas.Scanning texts to find key information.Predicting using inference and deduction.Asking and answering a range of question types e.g. literal, inferential and evaluativeSummarising the main ideas of a text with appropriate detail.Annotating texts to demonstrate and aid understanding.		<p>Applies a range of strategies to engage with and interrogate texts, for example, skimming, scanning, predicting, clarifying, summarising, analysing and annotating.</p>
Reading	Understanding	Identifies purpose and audience of a text from a range of options e.g. to inform, to persuade, to entertain etc.		Identifies purpose and audience of a range of texts with appropriate justification.	Independently states the purpose, audience and main ideas of a text.		States clearly the purpose, audience and main ideas of a range of texts with appropriate justification.
		Identifies some of the more clear and obvious key ideas within a text.	Identifies the main ideas and themes of a text with some supporting evidence.	Gives an accurate account of the main ideas of texts.			
		Increasingly makes appropriate and more accurate predictions about texts using inference and deduction with increasing confidence and some justification.		Makes inferences and deductions with appropriate justification.	Independently makes inferences with appropriate justification.		Makes accurate inferences with appropriate justification.
		Identifies similarities and differences between sentences and paragraphs in a text.	Identifies similarities and differences between longer extracts of text.	Identifies similarities and differences between texts.	Is beginning to compare and/or contrast the content, style and language of different texts with supporting detail.		Compares and contrasts the content, style and language of different texts with supporting detail.
		Is beginning to use textual reference(s) to identify and comment on central themes.	Uses textual reference(s) to identify and comment on central themes. Is beginning to provide evaluative comments on how the writer's theme is explored.	Shows understanding of the writer's theme and can link it to own or others' experiences.	Uses appropriate textual references to identify and comment on central themes. Provides evaluative comments on how the writer's theme is explored and comments on personal response to theme.		Shows understanding of how the writer's theme is developed and recognises how it relates to own or others' experiences/the writer's purpose/the central concerns of the text.
		Identifies which sources are most useful/reliable and is beginning to justify their choices with basic comments.	Identifies which sources are most useful/reliable and is beginning to justify their choices with increasingly developed comments.	Comments on reliability and relevance/usefulness of sources with appropriate justification.	Is beginning to make evaluative comments about relevance, reliability and credibility of sources, with some support.	Is beginning to make evaluative comments about relevance, reliability and credibility of sources, independently.	Makes evaluative comments about relevance, reliability and credibility of sources, with appropriate justification.

Phase		Phase 8	Phase 9	Phase 10	Phase 11	Phase 12	Phase 13
Reading	Analysing and Evaluating	Identifies similarities and differences between sentences and paragraphs in a text. May begin to refer to elements such as: <ul style="list-style-type: none"> content style language 	Identifies similarities and differences between extracts of text referring to at least one element such as: <ul style="list-style-type: none"> content style language 	Identifies similarities and differences between texts and makes appropriate comments about content, style and/or language.	Is beginning to compare and/or contrast the content, style and language of different texts with supporting detail.		Compares and contrasts the content, style and language of different texts with supporting detail.
		Demonstrates an increasing ability to identify key ideas in text using their own words.		Responds to a range of close reading questions, including literal, inferential and evaluative questions, to show understanding of texts and knowledge of language.	Identifies key ideas in text using their own words in texts which are increasingly complex and/or familiar.		Responds in detail to a range of close reading questions to show understanding of texts and knowledge and understanding of language.
		Makes relevant comments about aspects of the writer's style including the impact of: <ul style="list-style-type: none"> Word choice Sentence structure Punctuation Imagery (with support and direction)	Makes more appropriate comments about aspects of the writer's style including the impact of: <ul style="list-style-type: none"> Word choice Sentence structure Punctuation Imagery (with increasing independence)	Identifies features of language and gives an appropriate explanation of the effect they have on the reader, for example, word choice, sentence structure, punctuation, grammar and/or imagery.	Is beginning to make evaluative comments about the effectiveness of features of language, for example, word choice, sentence structure, punctuation, grammar and/or imagery. (with support and direction)	Makes evaluative comments about the effectiveness of features of language, for example, word choice, sentence structure, punctuation, grammar and/or imagery. (with increasing independence)	Makes evaluative comments about the effect of features of language, for example, word choice, sentence structure, punctuation, grammar and/or imagery.
		Recognises and is beginning to comment on techniques used to influence the reader, for example, word choice, emotive language, repetition, rhetorical questions and/or use of statistics.	Recognises and makes more appropriate comments on techniques used to influence the reader, for example, word choice, emotive language, repetition, rhetorical questions and/or use of statistics.	Identifies and makes appropriate comments about persuasive language such as word choice, emotive language, repetition, rhetorical questions and/or use of statistics.	Is beginning to identify and make comments about the use of bias and persuasion. Is beginning to comment appropriately on some of the techniques used, for example, word choice, emotive language, repetition, rhetorical questions, use of statistics and/or hyperbole. Links comments to writer's intent.		Identifies the use of bias and persuasion and comments appropriately on some of the techniques used, for example, word choice, emotive language, repetition, rhetorical questions, use of statistics and/or hyperbole.
		Makes relevant comments about aspects of the writer's style including the impact of: <ul style="list-style-type: none"> Word choice Imagery Sentence structure Punctuation Any structural techniques (e.g. flashback) Characterisation, supported by evidence Use of setting to support theme, plot, or character (with support and direction)	Makes relevant comments about aspects of the writer's style including the impact of: <ul style="list-style-type: none"> Word choice Imagery Sentence structure Punctuation Any structural techniques (e.g. flashback) Characterisation, supported by evidence Use of setting to support theme, plot, or character (with increasing independence)	Makes evaluative comments about structure, characterisation and/or setting with relevant reference to the text. Identifies and makes evaluative comments about aspects of the writer's style, use of language and other features appropriate to genre with supporting evidence.	Is beginning to make evaluative comments about the effectiveness of elements within a text such as structure, characterisation and/or setting by referring to: <ul style="list-style-type: none"> Word choice Imagery Sentence structure Punctuation Any structural techniques (e.g. flashback) Theme Features appropriate to genre Or other appropriate techniques (with support and direction)	Is beginning to make evaluative comments about the effectiveness of elements within a text such as structure, characterisation and/or setting by referring to: <ul style="list-style-type: none"> Word choice Imagery Sentence structure Punctuation Any structural techniques (e.g. flashback) Theme Features appropriate to genre Or other appropriate techniques (with increasing independence)	Makes evaluative comments about the effectiveness of structure, characterisation and/or setting with relevant reference to the text. Identifies and makes evaluative comments on aspects of the writer's style, use of language and other features appropriate to genre with detailed reference to the text and appropriate terminology.
Writing	Enjoyment and	Creates texts regularly for a range of purposes and audiences selecting appropriate genre, form, structure and style.		Writes for a range of purposes and audiences selecting appropriate genre, form, structure and style to enhance communication	With increasing independence, writes more complex texts for a range of purposes and audiences which offer challenge and opportunities for personal expression.		Writes for a range of purposes and audiences. Makes well-considered choices about genre, form, structure and style to enhance communication and meet the needs of the audience.

Phase		Phase 8		Phase 9		Phase 10		Phase 11		Phase 12		Phase 13	
Tools for Writing						and meet the needs of audience.							
		Uses a range of strategies and resources to spell. Most words are spelled correctly with few errors. These will typically be more complex, unfamiliar or specialist vocabulary.				Applies a range of strategies and resources to spell most words correctly including unfamiliar or specialist vocabulary.		Uses a range of strategies and resources to spell. Almost all words are spelled correctly with very few errors.				Applies a range of strategies and resources to ensure accuracy of spelling including unfamiliar or specialist vocabulary.	
		Uses capital letters, full stops, commas, inverted commas (speech marks), exclamation marks, question marks and/or apostrophes accurately.		Develops use of more complex punctuation including colons, semi-colons, dashes, parentheses and/or ellipses.		Uses more complex punctuation, where appropriate, to convey meaning or in an attempt to enhance writing, for example, inverted commas, exclamation marks, question marks, colons, parentheses and/or ellipses. Punctuation is varied and mainly accurate.		Develops use of a variety of punctuation, including more complex punctuation, for example, inverted commas, colons, semi-colons, parentheses, dashes and ellipses. Punctuation is used for effect.				Uses a variety of punctuation, including more complex punctuation, to convey meaning and enhance writing, for example, inverted commas, colons, semi-colons, parentheses, dashes and ellipses. Punctuation is varied and accurate.	
		Writes most sentences in a grammatically accurate way. These will include subject, predicate, verb, object, subject-verb agreement, consistency in tense, correct articles and use of plurals.				Writes almost all sentences in a grammatically accurate way.		Writes almost all sentences in a grammatically accurate way. These will include subject, predicate, verb, object, subject-verb agreement, consistency in tense, correct articles and use of plurals.				Writes grammatically accurate sentences.	
		Develops use of a variety of sentence structures, varying openings and lengths, for example simple and complex sentences, lists and repetition.				Uses a variety of sentence structures, varying openings and lengths, for example simple and complex sentences, lists and repetition.		Develops use of a variety of structures including parallel structure, climax, inversion. Sentence structure is used for effect.				Uses a variety of sentence structures to clarify meaning and enhance writing, for example, simple and complex sentences, lists, repetition and/or minor sentences.	
		Reviews and improves writing to ensure it makes sense, is technically accurate, and meets its purpose. May rely on teacher or peer feedback to support improvement.				Reviews and edits writing to ensure clarity of meaning, technical accuracy and to improve content or language.		Independently reviews and improves writing to ensure it makes sense, is technically accurate, and meets its purpose. May seek teacher and/or peer feedback to support improvement.				Reviews and edits writing independently to ensure clarity of meaning, technical accuracy and to improve content, language and/or structure.	
		Writes in a fluent and legible way.											
		Is beginning to understand the function of linking sentences and topic sentences between ideas/paragraphs.		Is beginning to use linking sentences and topic sentences between ideas/paragraphs consistently.		Uses paragraphs to structure content. Uses linking phrases and topic sentences to signpost a basic structure, line of thought or argument.		Is beginning to experiment with more developed paragraph structures and sequencing i.e. building to a conclusion, one word/one sentence paragraphs etc for effect.		Is beginning to use more developed paragraph structures and sequencing i.e. building to a conclusion, one word/one sentence paragraphs etc more consistently for effect.		Structures writing effectively using a variety of linking phrases and topic sentences to signpost a clear structure, line of thought or argument.	
		Makes appropriate choices about layout and presentation, including in digital texts to engage the reader, for example, headings, bullet points, fonts, graphics and/or captions that relate to purpose/audience and genre.				Selects features of layout and presentation, including in digital texts, to clarify meaning and suit purpose and audience, for example, headings, bullet points, text boxes and/or relevant graphics.		Selects features of layout and presentation, including in digital texts, that relate to purpose/audience and genre.				Selects features of layout and presentation, including in digital texts, to enhance communication and/or impact on the reader, justifying choices.	

Phase		Phase 8	Phase 9	Phase 10	Phase 11	Phase 12	Phase 13
Writing	Creating Written Texts	<p>*Creates short and extended texts regularly for a range of purposes and audiences.</p> <p>* Engages and/or influences the reader through use of language, style and/or tone as appropriate to genre.</p> <p>*When writing to convey information, describe events, explain processes or concepts, and combine ideas:</p> <ul style="list-style-type: none">• Uses a style and format appropriate to purpose and audience, applying features of the chosen genre.• Includes relevant ideas/knowledge/information with supporting detail or evidence.• Organises and structures ideas or information in a logical order using linking words or phrases.• Uses topic sentences to introduce the focus of paragraphs to signpost a basic structure.• Uses appropriate tone and vocabulary for purpose and audience. <p>*When writing to persuade, argue, evaluate, explore issues or express an opinion:</p> <ul style="list-style-type: none">• Presents ideas or conveys a point of view with relevant supporting detail or evidence.• Organises and structures ideas or information in a logical order.• Uses signposts to make structure and/or argument clear, for example, topic sentences and/or linking phrases.• Includes an introduction that makes the purpose of the text clear and makes some attempt to engage the audience.• Ends with a conclusion that sums up the line of thought.• Uses language to influence or persuade the reader, for example, word choice, repetition, rhetorical questions and/or emotive language. <p>*When writing to convey personal experiences:</p> <ul style="list-style-type: none">• Establishes a clear context and setting for events.• Describes events, making feelings and reactions clear.• Makes some attempt to reflect on experiences and/or feelings.• Engages and/or influences the reader through use of language, style and/or tone. <p>*When writing imaginatively or creatively:</p> <ul style="list-style-type: none">• Applies key features of the chosen genre.• Creates interesting and convincing characters.• Creates a clear sense of setting with descriptive detail.• Makes some attempt to engage the reader and achieve effects through, for example, narrative structure, mood/atmosphere and language.			<p>*Creates short and extended texts regularly for a range of purposes and audiences.</p> <p>*Engages and/or influences the reader through use of language, style and/or tone as appropriate to genre, in order to create particular effects.</p> <p>*When writing to convey information, describe events, explain processes or concepts, and combine ideas:</p> <ul style="list-style-type: none">• Uses a style and format that is well-suited to the purpose and audience applying the features of the chosen genre effectively.• Includes relevant ideas/knowledge/information with essential detail or evidence.• Structures writing effectively using a variety of linking phrases and topic sentences to signpost a clear structure.• Uses appropriate tone and vocabulary throughout. <p>*When writing to persuade, argue, evaluate, explore issues or express and justify an opinion:</p> <ul style="list-style-type: none">• Presents ideas or sustains a point of view including essential detail and supporting evidence.• Conveys a clear line of thought with effective linking phrases and topic sentences.• Includes an effective introduction and conclusion.• Uses language to create particular effects or influence/persuade the reader, for example, word choice, repetition, emotive language, rhetorical devices and/or sentence structure. <p>*When writing to convey personal experiences:</p> <ul style="list-style-type: none">• Recounts events convincingly, clearly establishing the context/setting for events.• Conveys feelings/reactions and reflects on experiences with a sense of involvement.• Engages and/or influences the reader through use of language, style and/or tone. <p>*When writing imaginatively or creatively:</p> <ul style="list-style-type: none">• Applies features of the chosen genre effectively.• Develops plot, setting and character in a satisfying way.• Engages the reader and achieves particular effects through use of narrative devices, mood/atmosphere and/or language.• Uses structure effectively to enhance writing.		
	GUIDANCE	<p>*Learners working within each level of Curriculum for Excellence (CfE) should have opportunities each year to create texts for the three main purposes of writing: to persuade, to inform, and to entertain. Through varied writing experiences, learners will increasingly develop their knowledge, understanding and skills as appropriate to the text types aligned with these purposes. They should develop increasing levels of enjoyment, confidence and competence when exploring and experimenting with different styles of writing. Across stages, learners will build a portfolio of writing that demonstrates evidence of a variety of texts for different purposes. Please refer to the Text Type Assessments for specific criteria and guidance on each of the nine text types to support professional judgement about progress towards and achievement of the Benchmarks outlined above.</p>					