**Tools for Writing: Benchmarks progressions**

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| Tools for writing  1-12a  0-13a  0-21a1-21a//2-21a/3-21a/4-21a  0-21b  1-22a//2-22a/3-2a/4-22a  1-23a/2-23a/3-23a/4-23a  1-24a/2-24a/3-24a/4-24a | Early level | Level 1 | Level 2 | Level 3 | Level 4 |
| SPELLING | * Knows the sounds of lowercase and some uppercase letters * *Makes an attempt* to spell *familiar words* correctly | * Spells most commonly used words correctly * Spells most vocabulary used across the curriculum correctly * Uses knowledge of phonics and spelling strategies to spell familiar & unfamiliar words * Uses knowledge of alphabet to locate words in a dictionary / reference source to spell tricky/ . unfamiliar words | Applies knowledge of spelling patterns, rules & strategies to spell most words correctly | Adopts a range of strategies to spell most words correctly including unfamiliar / specialist vocabulary | Applies a range of strategies / resources to ensure accuracy of spelling including unfamiliar / specialist vocabulary |
| PUNCTUATION | *Makes an attempt* to use a capital letter and full stop *in at least one sentence* | * Writes independently * Capital letters * Full stops * Question mark * Exclamation mark | * Mainly accurate * Capital letters * full stops * exclamation marks * question marks * commas * inverted commas (speech marks) * apostrophes | * Mainly accurate * Attempts to enhance communication * varied * colons * parentheses * ellipses | * Accurate * Clarifies meaning & enhances writing * varied * As 3 & * Semi-colons * Dashes |
| GENERAL GRAMMAR |  |  | Most sentences written in a grammatically accurate way | Almost all sentences accurate | Grammatically accurate |
| SENTENCES | * Leaves a space between words when writing * Writes words from left to right | Starts sentences in a variety of ways to engage reader | * Different lengths used * Different types used * Varies sentence beginnings | * Variety of sentence structures * Varies sentence openings and lengths e.g. * Simple * Complex * Lists * Repetition | * Structures clarify meaning & enhance writing * As 3 & Minor sentences |
| LINKAGE |  | Uses common conjunctions e.g.  and, because, but, so | Range of conjunctions used to link sentences | Uses linking phrases / topic sentences to signpost basic structure / line of thought / argument | Uses a variety of linking phrases / topic sentences to signpost a clear structure, line of thought or argument |
| PARAGRAPHS |  |  | Used to separate thoughts and ideas | Used to structure content | As 3 |
| WRITING | * Forms *most lower case letters* legibly * Uses a pencil with increasing control and confidence |  | Writes in a fluent & legible way | As 2 | As 2 |
| EDITING |  | Checks to make sure it makes sense | Reviews & corrects to make sure it makes sense, is technically accurate, meets its purpose | Reviews and edits writing to ensure clarity of meaning, technical accuracy and to improve content or language | Reviews & edits independently to ensure clarity of meaning, technical accuracy and to improve content, language and/or structure |
| PRESENTATION |  | Presents writing in a clear & legible way using images / other features as appropriate | Makes appropriate choices about layout & presentation including in digital texts to engage reader e.g.:   * Bullet points * Fonts * Graphics and/or captions | Selects features of layout & presentation including in digital texts to suit purpose & audience eg.   * Bullet points * Text boxes * Relevant graphics | Selects features of layout & presentation including in digital texts to enhance communication and/or impact on the reader, justifying choices. |