**Tools for Writing: Benchmarks progressions**

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| Tools for writing1-12a0-13a0-21a1-21a//2-21a/3-21a/4-21a0-21b1-22a//2-22a/3-2a/4-22a1-23a/2-23a/3-23a/4-23a1-24a/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. |