**Literacy Writing Benchmarks**

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| **Curriculum Organisers** | **Early Benchmarks** | **First Benchmarks** | **Second Benchmarks** | **Third Benchmarks** |
| ***Enjoyment and choice* - within a motivating and challenging environment developing an awareness of the relevance of texts in my life** | Writes for enjoyment, exploring patterns and sounds, in a range of play, imaginative and real contexts. | Creates texts selecting subject, purpose, format and resources for a range of purposes and audiences. | 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 and meet the needs of audience. |
| ***Tools for writing* - using knowledge of technical aspects to help my writing communicate effectively within and beyond my place of learning** |  Forms most lowercase letters legibly.   Uses a pencil with increasing control and confidence.   Knows the sounds of lowercase and some uppercase letters.   Leaves a space between words when writing.   Writes words from left to right.   Makes an attempt to spell familiar words correctly.   Makes an attempt to use a capital letter and a full stop in at least one sentence. |  Spells most commonly used words correctly.   Spells most vocabulary used across the curriculum correctly.   Uses knowledge of phonics and spelling strategies when spelling familiar and unfamiliar words.   Uses knowledge of the alphabet to locate words in a dictionary or other reference source to help spell tricky or unfamiliar words.   Writes independently, punctuating most sentences accurately, for example, using a capital letter, full stop, question mark or exclamation mark.   Links sentences using common conjunctions, for example, and, because, but or so.   Starts sentences in a variety of ways to engage the reader.   Checks writing to ensure it makes sense.   Presents writing in a clear and legible way using images and other features as appropriate. |  Applies knowledge of spelling patterns, rules and strategies to spell most words correctly.     Uses a range of punctuation, for example, capital letters, full stops, commas, inverted commas (speech marks), exclamation marks, question marks and/or apostrophes. Punctuation is mainly accurate.   Writes most sentences in a grammatically accurate way.   Uses sentences of different lengths and types and varies sentence openings.   Links sentences using a range of conjunctions.  Uses paragraphs to separate thoughts and ideas.   Writes in a fluent and legible way.   Reviews and corrects writing to ensure it makes sense, is technically accurate and meets its purpose.   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. |  Applies a range of strategies and resources to spell most words correctly including unfamiliar or specialist vocabulary.   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.   Writes almost all sentences in a grammatically accurate way.   Uses a variety of sentence structures, varying openings and lengths, for example, simple and complex sentences, lists and repetition.   Uses paragraphs to structure content. Uses linking phrases and topic sentences to signpost a basic structure, line of thought or argument.   Writes in a fluent and legible way.   Reviews and edits writing to ensure clarity of meaning, technical accuracy and to improve content or language.   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. |
| ***Organising and using information* - considering texts to help create short and extended texts for different purposes** |  Writes to convey ideas, messages and information in different ways in play, imaginative and real contexts.   Writes to reflect own experiences and feelings using appropriate vocabulary to convey meaning. |  Plans and organises ideas and information using an appropriate format.   Makes notes to help plan writing and uses them to create new texts.   Includes relevant information in written texts.   Organises writing in a logical order and as appropriate to audience.   Uses relevant and/or interesting vocabulary as appropriate for the context. |  Uses notes and/or other sources to develop thinking and create new texts.   Acknowledges sources making clear where the information came from.  Organises information in a logical way.   Selects relevant ideas and information.   Uses appropriate vocabulary, including subject-specific vocabulary, to suit purpose and audience. |  Uses notes and/or other sources to generate ideas, inform thinking and support the creation of new texts.   Uses and acknowledges sources appropriately.   Selects relevant ideas and information including supporting detail or evidence.   Organises ideas and information in a logical order.   Uses varied and appropriate vocabulary to make meaning clear and/or to attempt to enhance writing. |
| ***Creating texts* - considering texts to help create short and extended texts for different purposes** |  Invents own stories and characters to share with others in play, imaginative and real contexts.   Shares feelings, experiences, information, messages or ideas in pictures, print or digital texts. |  Creates a variety of texts for different purposes.   When writing to convey information, describe events or processes, share opinions or persuade readers in different ways:   Selects, organises and conveys information in different ways.   Uses vocabulary and language for specific purposes.   Shares own viewpoint and makes one or two attempts to persuade the reader as appropriate to the purpose. |  Creates a range of short and extended texts regularly for different purposes.   When writing to convey information, describe events, explain processes or combine ideas in different ways:   Uses appropriate style and format to convey information applying key features of the chosen genre.   Includes relevant ideas, knowledge and information.   Organises and presents information in a logical way.   Uses tone and vocabulary appropriate to purpose.   When writing to persuade, evaluate, explore issues or express an opinion:   Presents relevant ideas and information, including supporting detail, to convey view point.   Organises ideas in a logical way.   Includes an introduction that makes the topic clear and a conclusion that rounds off the writing.   Attempts to use language to influence or persuade the reader, for example, word choice, punctuation, repetition, rhetorical questions and/or emotive language |  Creates short and extended texts regularly for a range of purposes and audiences.  When writing to convey information, describe events, explain processes or concepts, and combine ideas:   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.   When writing to persuade, argue, evaluate, explore issues or express an opinion:   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. |