

Writing Exemplar Levels			Year	1	2	3	4	5	6	Name:	
	Level 1i	Date		Level 1ii			Date		Level 1iii		Date
Deeper Features	Chooses a topic to write on.		Deeper Features	Beginning to show an awareness of audience interest				Deeper Features	Shows an awareness of audience interest		
	Uses own experiences for writing			Beginning to understand the different purposes for writing					Records thoughts feelings and ideas with some clarity.		
	Beginning to talk about their writing.			Attempting to express and / or explain: - Personal experiences - Simple descriptions					Supports some ideas with further information.		
	Attempts simple sentences			Uses mainly simple sentences and some compound sentences					Writes on a wider range of topics.		
				Uses some key personal content or topic specific words and high frequency words.					Makes an attempt to: - Express personal experiences - Explain a personally meaningful topic - Describe - Give an opinion		
									Uses simple sentences with some variation in beginnings.		
									Demonstrates simple sequencing		
									Beginning to use simple conjunctions to join ideas. Eg. and, but		
						May attempt compound and/or complex sentences					
Surface Features	Demonstrates some consistency in directionality		Surface Features	Identifies most initial letter sounds				Surface Features	Records dominant sounds in order		
	Spaces between some words			Identifies dominant sounds in words and records some of these accurately					Spelling <u>most</u> high frequency correctly. (Spell write lists 1 – 2)		
	Spelling approximations particularly initial sounds			Spelling <u>many</u> high frequency words correctly (Spell write lists 1 – 2)					Beginning to use some common spelling patterns		
	Writes simple sentences that make sense			Beginning to use some common spelling patterns.					With support, understands and uses capital letters and full stops.		
				With support is beginning to understand and use capital letters and full stops				Writes simple sentences correctly			
Process	Realises writing carries a message.		Process	Writes sentences that make sense				Process	Understands that there are different purposes for writing and will share with an audience		
	Can verbalise their writing.			Shows simple planning with support.					Shows simple planning		
	Uses illustrations to support meaning.			Achieves one to one matching when re-reading work					Aware of writing goals. Can show where they have been met.		
	Thinks about goals.			Attempts goals and can talk about / show where these have been met					Beginning to use editing skills: - Checking spelling - Basic punctuation - Developing dictionary skills.		

Writing Exemplar Levels			Year	1	2	3	4	5	6	Name:	
	Level 2	Date		Level 3			Date		Level 4		Date
Deeper Features	Attempts to gain audience interest through content and language choices.		Deeper Features	Captures audience interest through humour, choice of language				Deeper Features	Maintains audience interest through humour, choice of language		
	Deliberately chooses language features to enhance writing.			Deliberately chosen language features enhance writing.					Deliberately chosen content, language features and text form enhance writing.		
	Writes with some clarity: - Personal experiences      - Descriptions - Explanations                      - Opinions			Clearly expresses views, feelings, experiences and responses with sincerity.					Perceptively expresses views, feelings, experiences and responses with sincerity.		
	Supports ideas with some details, although links may not be obvious.			Develops writing in meaningful ways, adding detail, showing some selectivity in the process, shaping ideas for effect					Selects and explores significant ideas in meaningful ways, confidently shaping ideas for a particular effect or purpose.		
	Begins to use literary devices to enhance writing, where appropriate Eg; ★ Adjectives      ★ Nouns      ★ Verbs ★ Similes      ★ Alliteration      ★ Onomatopoeia ★ May attempt direct speech			Uses literary devices to enhance writing, where appropriate Eg; ★ Adjectives      ★ Nouns      ★ Verbs ★ Similes      ★ Metaphor      ★ Analogy ★ May attempt direct speech					Uses literary devices to enhance writing, where appropriate to engage the audience. If appropriate uses dialogue.		
	Sequences ideas with increasing confidence			Beginning to organise ideas into paragraphs					Ideas into paragraphs, making logical links within and between paragraphs to achieve a sense of coherence.		
	Attempts more complex sentences, varying beginnings and length			Uses a variety of sentence structures, beginnings and lengths.					Uses a variety of sentence structures, beginnings and lengths for specific effect.		
	Uses mainly simple and compound sentences. Attempts complex sentences.			Uses a variety of vocabulary with increasing confidence Eg, varied and precise adjectives, verbs and nouns.					Uses a range of vocabulary to amplify the content or engage the audience. If appropriate uses dialogue, stream of consciousness		
Makes increasing use of topic-related vocabulary											
Surface Features	Shows knowledge of consonant and vowel sounds, blends and common spelling patterns.		Surface Features	Shows a good understanding of all basic sounds and spelling patterns				Surface Features	Shows a good understanding of all basic sounds and spelling patterns with few intrusive errors		
	Spells <u>most</u> high frequency correctly. (Spell write lists 1 – 4)			Spells <u>most</u> high frequency correctly. (Spell write lists 1 – 6)					Spells <u>most</u> high frequency correctly. (Spell write lists 1 – 7)		
	Uses with some consistency: ★ Capital letters                      ★ Question marks ★ Full stops                              ★ Speech marks ★ Commas			Consistently uses: ★ Capital letters                      ★ Question marks ★ Full stops                              ★ Speech marks ★ Commas                              ★ Apostrophe					Uses basic punctuation correctly and where appropriate includes: speech marks, apostrophes, possessive apostrophes, exclamation marks, colons, semi-colons, brackets, dashes, ellipses		
	Uses most grammatical conventions with support: ★ Consistent tense ★ Correctly formed sentences ★ Correct prepositions			Uses most grammatical conventions correctly: ★ Consistent tense ★ Correctly formed sentences ★ Correct prepositions Writing may include some errors					Uses most grammatical conventions correctly: ★ Consistent tense ★ Correctly formed sentences ★ Correct prepositions		
Process	Plans writing		Process	Plans writing in a variety of ways.				Process	Plans writing carefully and thoroughly using a variety of templates.		
	Comments on own and / or others' writing			Writes independently for sustained periods of time					Writes independently for sustained periods of time		
	Works on writing goals. Can show where they have been achieved.			Uses and responds to feedback. Can articulate language features used.					Monitors and self-evaluates progress. Can articulate learning with confidence.		
	Uses editing skills to clarify and improve the message, correct punctuation and spelling, improve word choices			Explores choices made by writers. Applies knowledge to own writing.					Confidently uses a dictionary and thesaurus to extend vocabulary. Independently revises and edits their work with confidence.		
	Uses a variety of resources to locate words or clarify unknown words.			Uses dictionary competently. Beginning to use thesaurus. Revises and edits work with confidence.							