

FOUNDATION	LEVEL 1	LEVEL 2	LEVEL 3
<ul style="list-style-type: none"> • I can use concepts about print, for example, left to right, top to bottom (directionality). • I can communicate ideas and events in written texts, using familiar words, phrases • I can correctly write known upper and lower case letters using learned formations. • I can use sentences to express ideas. • I can show evidence of sound and letter relationship knowledge. • I can experiment with capital letters and full stops. • I can write spoken sounds and words using letters and punctuation (dictation). • I can generate new words by changing an onset or rime. • I can read back from my own writing to check that it makes sense and draw a picture to match • I can use VCOP to uplevel my writing [tier 1] 	<ul style="list-style-type: none"> • I can write words legibly, using unjoined print script of consistent size and appropriate pencil grip. • I can write one or more simple sentences for an imaginative or informative purpose, showing some use of appropriate structure, sentence level grammar, word choice and illustrations. • I can provide details about events or ideas in, for example recounts and descriptions. • I can use punctuation such as capital letters and full stops. • I can use punctuation such as question marks and exclamation marks to make statements, ask questions, express emotion, give commands and signal sentence beginnings and proper nouns. • I can accurately spell words with regular spelling patterns. • I can recognise and use some morphemes in word families to spell unfamiliar words, for example 'play' in 'played' and 'playing'. • I can read back over my own writing • I can identify and make changes to improve meaning, spelling and punctuation. • I can use VCOP to uplevel my writing [tier 2] 	<ul style="list-style-type: none"> • I can write short imaginative, informative and persuasive texts, showing growing knowledge of appropriate text structure and language features for familiar and some less familiar audiences. • I can sequence content according to text structure. • I can write simple and compound sentences to express and combine ideas that are appropriate to the audience and purpose. • I can use appropriate images to support the meaning of the text. • I can identify and correctly use punctuation, including full stops, question marks, exclamation marks, commas and capital letters. • I can accurately spell familiar words • I can attempt to spell less familiar words using knowledge of sound-letter patterns, visual memory and syllabification. • I can use strategies to reread, writing • I can revise and edit my writing for spelling, punctuation, meaning and structure, for example, reading aloud or feedback from others. • I can use VCOP to uplevel my writing[tier 3] 	<ul style="list-style-type: none"> • I can write legibly using consistently sized unjoined letters. • I can create texts that include writing and images to express and develop in some detail experiences, events, information, ideas and characters. • I can create sequenced imaginative, informative and persuasive texts using appropriate structure for the purpose, for example paragraphs. • I can use simple sentences to express and combine ideas. • I can use compound and complex sentences to express and combine ideas. • I can choose grammar, vocabulary and punctuation that are appropriate to the purpose and context of the writing. • I can write sentences in which the subject and verb are in agreement and use verbs to represent different processes, for example doing, thinking, saying, relating and sensing. • I can use knowledge of sounds, high frequency words and a range of spelling rules, including compound words, prefixes, suffixes, morphemes and sound-letter relationships to spell words accurately and recognise that contractions are a feature of formal language. • I can independently edit my own work for meaning, sentence structure and correct punctuation • I can use a rubric to level my writing and VCOP to uplevel [tier 4]

LEVEL 4	LEVEL 5	LEVEL 6	LEVEL 7
<ul style="list-style-type: none"> • I can use correctly formed joined letters with increased fluency and accuracy. • I can create imaginative, informative and persuasive texts • I can use language features, images and detail to create coherence and extend key ideas. • I can use linking devices, for example pronouns to refer back to nouns/noun groups/noun phrases. • I can use quotation marks to correctly signal dialogue, titles or quoted (direct) speech. • I can use a range of spelling strategies, for example spelling rules, knowledge of morphemic word families, spelling generalisations and letter combinations • I can use a range of software to combine print, audio and visual elements to construct and publish texts. • I can use simple, compound and complex sentence structures to record, explain, question, describe and elaborate ideas and events. • I can plan, research, rehearse and deliver presentations on learning area topics, selecting appropriate content and visual and multimodal elements to suit different audiences. I can edit my own work to improve meaning. • I can edit my writing and use a rubric to level my writing and VCOP to uplevel [tier]] 	<ul style="list-style-type: none"> • I can select specific vocabulary to create precise meaning and use words appropriate to the context. • I can use language features such as noun and verb groups to provide fuller descriptions (adverbial and adjectival phrases) • I can use figurative language within my writing (similes and metaphors). • I can edit my own and others' work using a rubric, to provide structure and meaning. • I can plan, draft and publish a variety of texts to different audiences and purposes. • I can check and edit and uplevel my own and others writing using VCOP. • I can spell using visual, phonetic and morphemic knowledge. • I can use commas, hyphens, speech marks, questions, marks, apostrophes, exclamation marks, capital letters, and full stops consistently within my writing. • I can write narratives, information texts, recounts, procedures, expositions and responses. I can write using a variety of compound, complex and simple sentences. • I can use VCOP to uplevel my writing [tier5] 	<ul style="list-style-type: none"> • I can develop a handwriting style that is legible, fluent and automatic. • I can plan, draft and publish a range of detailed texts for a variety of purposes and audiences, • I can use either omission or substitution to create cohesive links in texts, for example using a general word in place of a specific word already mentioned. • I can use the subordinate clause in complex sentences to elaborate, extend or explain ideas. • I can make considered choices from an expanding vocabulary, including vocabulary to express shades of meaning, feeling or opinion. • I can use a selection of banks of known words, word origins, base words, suffixes and prefixes, morphemes, spelling patterns and generalisations to spell accurately and learn and spell new words. • I can use punctuation accurately, including commas to separate clauses. • I can reread and edit my own and others' work using agreed criteria [rubric] and explaining editing choices. • I can fluently use a range of software to construct, edit and publish written text • I can use VCOP to uplevel my writing [tier5] 	<ul style="list-style-type: none"> • I can consolidate a personal handwriting style that is legible, fluent and automatic • I can plan, draft and publish a range of structured and coherent imaginative, informative and persuasive texts for a variety of purposes and audiences, • I can create texts that adapt stylistic features encountered in a range of other texts, for example, narrative viewpoint, structure of stanzas, contrast and juxtaposition. • I can draw on personal knowledge, textual analysis and other sources to express or challenge a point of view. • I can use a selection of devices to create text structure, for example overviews, initial and concluding paragraphs, topic sentences or indexes. • I can expand noun groups, for example, through the use of embedded subordinate clauses. • I can use a selection of modal verbs, adverbs, adjectives and nouns to achieve a sense of certainty, probability and obligation. • I can use a range of strategies to edit for meaning, for example removing repetition, refining ideas, reordering sentences, adding or substituting words for impact and using accurate spelling and punctuation. • I can use a rubric to level my writing • I can use the top tier and beyond of the VCOP pyramid to uplevel my writing [tier 6 vocabulary]