

| Literacy – Writing across the curriculum Foundation Phase | | Nursery | Reception | Year 1 | Year 2 |
|--|---|--|--|---|--|
| Elements | Aspects | Learners are able to: | Learners are able to: | Learners are able to: | Learners are able to: |
| Organising ideas and information | Meaning, purposes, readers | <ul style="list-style-type: none">experiment with a range of mark-making instruments and materials across a range of contextsattribute meaning to marks, drawings and art work, e.g. <i>adult anotation</i>communicate by using symbols and pictureswrite letters, numbers and/or symbols randomlyuse pictures to convey meaning on-screen | <ul style="list-style-type: none">convey meaning through pictures and mark makingcompose and dictate a sentence describing events, experiences and pictures to communicate meaningrecognise the alphabetic nature of writing and understand that written symbols have meaningcopy and write letters, words and phrasesuse pictures and symbols to compose writing on-screen | <ul style="list-style-type: none">communicate purposefully in writing, e.g. <i>may be supported by a drawing</i>use pictures, symbols, letters in sequence and familiar words to communicate meaningtalk about what they are going to writewrite words, phrases and simple sentences and read back own attemptsselect letters, words and pictures to compose writing on-screen | <ul style="list-style-type: none">write for different purposeswrite text which makes sense to another reader, which may include details and picturesuse talk to plan writingre-read and improve their writing to ensure that it makes senseexperiment with different formats and layouts on-screen, using the facility to move text and pictures around easily |
| | Structure and organisation | <ul style="list-style-type: none">orally contribute to a form modelled by the adult | <ul style="list-style-type: none">begin to sequence words, signs or symbols appropriatelycontribute to a form modelled by the teacher, e.g. <i>through shared writing</i>show understanding of different formats, e.g. <i>cards, lists, invitations</i> | <ul style="list-style-type: none">sequence content correctly, e.g. <i>instructions, recipes</i>follow a form modelled by the teacherunderstand different types of writing, e.g. <i>records of events, descriptions, narrative</i> | <ul style="list-style-type: none">follow a structure in their writing with support, e.g. <i>reports, lists</i>follow and build upon a form modelled by the teacherorganise writing with a beginning, middle and enduse different types of writing appropriate to purpose and reader |
| Writing accurately | Language | | | <ul style="list-style-type: none">use specific words which relate to the topic of their writing | <ul style="list-style-type: none">understand and use language appropriate to writinguse simple subject-related words appropriately |
| | Handwriting Grammar Punctuation Spelling | <ul style="list-style-type: none">pick up small objects with finger and thumb and start to hold writing implements appropriately, using pincer gripdemonstrate an understanding of the directionality of written printidentify letter sounds through exploration of their shape using tactile letter forms and multi-sensory play activities. | <ul style="list-style-type: none">hold writing instruments appropriatelywrite from left to rightdiscriminate between lettersdistinguish between upper- and lower-case lettersuse correct initial consonant by beginning to apply phonic knowledgeuse familiar and high-frequency words in writingWelsh-medium statement: show awareness that some sounds change at the beginning of words, e.g. <i>dau gi, y gath</i>. | <ul style="list-style-type: none">form upper- and lower-case letters that are usually clearly shaped and correctly orientateduse capital letters and full stops with some degree of consistencybegin to use connectives to expand a pointspell some words conventionally, including consonant-vowel-consonant and common digraphs, e.g. <i>th, ck</i>use spelling strategies such as sound–symbol correspondence and segmentingspell high-frequency words correctlyWelsh-medium statement: show awareness that some sounds change at the beginning of words, e.g. <i>y ferch</i>. | <ul style="list-style-type: none">form upper- and lower-case letters accurately and with consistent sizeuse capital letters, full stops and question marks accurately, and sometimes use exclamation marksuse connectives to write compound sentencesuse ordering words, e.g. <i>first, next, then, lastly</i>use standard forms of verbs, e.g. <i>see/saw, go/went</i>, and subject–verb agreement, e.g. <i>I was/we were</i>use spelling strategies such as segmenting, simple roots and suffixes, e.g. <i>ing, ed</i>spell high-frequency words correctlyWelsh-medium statement: use some mutations, that have been practised orally, e.g. <i>y bêl, fy mag, i’r dref</i>Welsh-medium statement: spell some words that use <i>ŷ/uŷ</i>, e.g. <i>tŷ, llun</i>, and diphthongs, e.g. <i>coed</i>. |

| Literacy – Writing across the curriculum Key Stage 2 | | Year 3 | Year 4 | Year 5 | Year 6 |
|---|---|--|--|--|---|
| Elements | Aspects | Learners are able to: | Learners are able to: | Learners are able to: | Learners are able to: |
| Organising ideas and information | Meaning, purposes, readers | <ul style="list-style-type: none">• write for different purposes and readers choosing words for variety and interest• include relevant details, information or observations in their writing• note down ideas to use in writing• use on-screen functions, e.g. <i>font, colour, cut, paste, size</i>, to present their work in ways to interest the reader and enhance meaning• review and improve sections of their work | <ul style="list-style-type: none">• adapt what they write to the purpose and reader, choosing words appropriately, e.g. <i>descriptive and persuasive language</i>• explain main idea(s) with supporting details, including observations and explanations where relevant• gather ideas to plan writing• explore and use appropriately the different forms of writing on-screen to interact with others, e.g. <i>websites, e-mails, blogs</i>• improve writing, checking for clarity and organisation | <ul style="list-style-type: none">• write with a clear purpose, showing consideration for the reader, e.g. <i>by choosing appropriate vocabulary and presentational devices</i>• expand upon main idea(s) with supporting reasons, information and examples• use techniques in planning writing, e.g. <i>mindmapping, sequencing, placemat activities</i>• explore the layout of web pages to create material using available tools• revise and improve writing, explaining why they have made changes | <ul style="list-style-type: none">• adapt writing style to suit the reader and purpose, e.g. <i>formal style for unknown reader, simple style for younger readers</i>• write a comprehensive account of a topic or theme• use a range of strategies to plan writing, e.g. <i>notes, diagrams, flowcharts</i>• explore different ways to present work and use them appropriately, e.g. <i>moving image, slides, voice-over</i>• reflect on, edit and redraft to improve their writing |
| | Structure and organisation | <ul style="list-style-type: none">• use a basic structure for writing• write using an introduction to the topic and a conclusion• present processes, event or reports in a clear sequence• use visual information if relevant, e.g. <i>labelled diagrams</i> | <ul style="list-style-type: none">• use specific structures in writing, e.g. <i>tables, questionnaires</i>• write an introduction, develop a series of ideas and a conclusion• organise writing into logical sequences or sections by beginning to use paragraphs• use visual information, e.g. <i>illustrations, diagrams and graphs</i>, which is clear and relevant to the written text | <ul style="list-style-type: none">• use features which show the structure of the writing, e.g. <i>sub-headings, captions</i>• write an introduction that establishes context, a series of appropriately ordered points and a suitable conclusion• use paragraphs, which have a main idea and related details• use images, graphs and illustrations which are clear, relevant and appropriate | <ul style="list-style-type: none">• adapt structures in writing for different contexts, e.g. <i>reporting an event, investigation or experiment</i>• write an effective introduction that establishes context and purpose, a suitable balance between facts and viewpoints, a precise conclusion• use paragraphs making links between them• use features and layout which are constructed to present data and ideas clearly |
| Writing accurately | Language | <ul style="list-style-type: none">• use language appropriate to writing, including standard forms of English• use vocabulary related to the topic or subject context | <ul style="list-style-type: none">• use language appropriate to writing, including standard forms of English• use subject-specific vocabulary independently | <ul style="list-style-type: none">• use language appropriate to writing, including standard forms of English• use appropriate vocabulary, including subject-specific words and phrases | <ul style="list-style-type: none">• use language appropriate to writing, including standard forms of English• use varied and appropriate vocabulary, including subject-specific words and phrases |
| | Grammar Punctuation Spelling Handwriting | <ul style="list-style-type: none">• start sentences in a variety of ways• use adjectives and adverbs to expand simple sentences and phrases• use connectives for causation and consequence, e.g. <i>because, after</i>• use full stops, question marks, exclamation marks and commas for lists• spell plural forms correctly in context, e.g. <i>-s, -es, -ies</i>• use past tense of verbs consistently, e.g. <i>consonant doubling before -ed</i>• use strategies including knowledge of word families, roots, morphology and graphic knowledge to spell words, e.g. <i>most common polysyllabic words</i>• spell all high-frequency words correctly• produce legible handwriting and present work appropriately joining letters in some words• Welsh-medium statement: use the standard form of the verb as relevant to the context• Welsh-medium statement: use the most common mutations usually correctly, e.g. <i>ar ben</i>. | <ul style="list-style-type: none">• vary the order of words, phrases and clauses in sentences• use adjectival and adverbial phrases to add interest and precision• use connectives to show links within sentences• use punctuation to demarcate sentences and begin to use speech marks, commas to mark clauses and phrases, and apostrophes for omission, e.g. <i>it’s (it is)</i>• use strategies including knowledge of word families, roots, morphology, derivations and graphic knowledge to spell words, e.g. <i>words with more complex patterns</i>• produce handwriting which is clear and legible and may be cursive• Welsh-medium statement: use the standard form of a variety of verbs, e.g. <i>present, past and negative forms</i>• Welsh-medium statement: use the most common mutations correctly, e.g. <i>fy nghalon</i>• Welsh-medium statement: spell an increasing number of plural forms correctly in context, e.g. <i>-iau, -i</i>. | <ul style="list-style-type: none">• use different sentence structures, including complex sentences showing relationships of time, or cause, e.g. <i>before you start ... , if you do this then ...</i>• use conditionals to show hypotheses or possibilities, e.g. <i>if, might, could</i>• use the full range of punctuation to guide the reader in complex sentences, e.g. <i>commas, bullet points, speech marks and apostrophes for possession</i>• use a variety of strategies to spell words with complex regular patterns, e.g. <i>exercise, competition</i>• produce legible, cursive handwriting with increasing fluency• Welsh-medium statement: use the standard form of a variety of verbs, e.g. <i>present, past and negative forms</i>• Welsh-medium statement: mutate correctly, especially after most prepositions and pronouns, e.g. <i>am funud, dy fam</i>• Welsh-medium statement: spell an increasing number of plural forms, e.g. <i>-oedd, -od, -ydd</i>, and words with double consonants, e.g. <i>cynnwys</i>, correctly in context. | <ul style="list-style-type: none">• use varied sentence structures for emphasis and effect• use the full range of punctuation accurately to clarify meaning• use strategies to spell correctly polysyllabic, complex and irregular words• produce fluent and legible handwriting• Welsh-medium statement: use the standard form of a variety of verbs, e.g. <i>present, past and negative forms</i>• Welsh-medium statement: mutate correctly after prepositions and pronouns, becoming aware that not every letter follows the usual order, e.g. <i>y llinell</i>• Welsh-medium statement: spell irregular plurals correctly, e.g. <i>car – ceir, plentyn – plant</i>, and words with double consonants, e.g. <i>pennod</i>, correctly in context. |

| Literacy – Writing across the curriculum Key Stage 3 | | Year 7 | Year 8 | Year 9 |
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| Elements | Aspects | Learners are able to: | Learners are able to: | Learners are able to: |
| Organising ideas and information | Meaning, purposes, readers | <ul style="list-style-type: none">• write a comprehensive account of a topic presenting information, processes and ideas clearly and appropriately for the purpose• explain ideas fully, showing implications and consequences• plan writing making choices about the best ways to present content for effect, <i>e.g. building a case for something, selecting details that help the reader understand</i>• use the tools and conventions of ICT to present information and data and to structure writing• identify areas for improvement in their writing, edit and redraft | <ul style="list-style-type: none">• adapt presentation of material according to intended meaning and effect, <i>e.g. choice of how much detail needed to be convincing</i>• make connections and/or elaborate to ensure full coverage of topic• in planning writing make choices about content, structure, language, presentation to suit the purpose• choose the best ways to present writing using ICT in order to communicate clearly and effectively, <i>e.g. continuous prose for a detailed argument, hyperlinked pages for different information on a topic, moving graphics to show processes</i>• use criteria to identify ways to improve and then redraft | <ul style="list-style-type: none">• use summary, discussion of issues, detailed explanations as appropriate to purpose• give due weight to evidence, sources, explanations and logic when covering a topic• plan appropriately to develop writing for different purposes and audiences• make imaginative choices about content and presentation of writing, using ICT with discrimination• improve writing through independent review and redrafting |
| | Structure and organisation | <ul style="list-style-type: none">• adapt structures in writing for different contexts, <i>e.g. describe outcome, outline process or discuss an issue</i>• select and organise ideas and information to give a clear and full account• use paragraphs to organise longer pieces of writing into sections | <ul style="list-style-type: none">• use whole-text structure to support and communicate meaning, <i>e.g. putting a summary at beginning or end, data in a report or appendix, use of contents page, chapters</i>• select, analyse and present ideas and information convincingly or objectively• organise longer pieces of writing making links within and between paragraphs | <ul style="list-style-type: none">• choose and use whole-text structures to support meaning and communication for effect, <i>e.g. what are the best structures to successfully describe, explain, persuade?</i>• select structures to organise writing using appropriate features effectively• select, interpret and evaluate ideas and information convincingly or objectively• use paragraphs and sections to give coherence to longer pieces of writing |
| Writing accurately | Language | <ul style="list-style-type: none">• use impersonal language to convey ideas and information, <i>e.g. the interest is calculated by ... , sharp scissors are necessary to ...</i>• use varied and appropriate vocabulary accurately, including subject-specific words and phrases | <ul style="list-style-type: none">• use the third person to convey ideas and information, <i>e.g. according to experts ... , sources reveal that ...</i>• use technical terms, language and expression consistent with the subject content | <ul style="list-style-type: none">• use language to convey objectivity and impartiality, <i>e.g. there are several different ways to look at this topic ...</i>• use a wide range of technical terms, language and expression consistent with the subject content |
| | Grammar Punctuation Spelling Handwriting | <ul style="list-style-type: none">• use a wide range of sentence structures choosing connectives to make meaning clear• use the full range of punctuation accurately to clarify meaning, <i>e.g. demarcating sentences (full stops) and clauses (commas), and using apostrophes correctly</i>• use a variety of strategies and resources to spell familiar and unfamiliar vocabulary and subject-specific words correctly• produce fluent and legible handwriting• Welsh-medium statement: write sentences ensuring that the verb tense and person is usually correct in context• Welsh-medium statement: use a range of mutations (soft, nasal and aspirate mutations) correctly in context. | <ul style="list-style-type: none">• write with grammatical accuracy, varying the length and structure of sentences to make meaning clear• use the full range of punctuation in order to clarify meaning, <i>e.g. semicolons, colons, quotation marks</i>• use a variety of strategies and resources to spell familiar and unfamiliar vocabulary and subject-specific words correctly• produce fluent and legible handwriting• Welsh-medium statement: write grammatically accurate sentences ensuring that the verb tense and person is usually correct in context• Welsh-medium statement: use a range of mutations (soft, nasal and aspirate mutations) correctly in context. | <ul style="list-style-type: none">• write simple, compound and complex sentences with grammatical accuracy in their writing• use the full range of punctuation in order to clarify meaning, <i>e.g. semicolons, colons and parentheses</i>• use a variety of strategies and resources to spell familiar and unfamiliar vocabulary and subject-specific words correctly• produce fluent and legible handwriting• Welsh-medium statement: write grammatically accurate sentences ensuring that the verb tense and person is correct in context• Welsh-medium statement: use a range of mutations (soft, nasal and aspirate mutations) correctly in context. |

| Literacy – Writing across the curriculum Key Stage 4 | | Year 10 | Year 11 | Extension |
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| Elements | Aspects | Learners are able to: | Learners are able to: | Learners are able to: |
| Organising ideas and information | Meaning, purposes, readers | <ul style="list-style-type: none">• write both extended pieces, which include detailed evidence and information, and shorter pieces which summarise concisely, showing clear awareness of the reader or intended audience and purpose for writing• construct responses that connect and develop ideas to fully cover the topic• plan appropriately to develop writing for a range of different purposes and audiences• use the tools and conventions of ICT creatively and appropriately to communicate effectively in a range of contexts | <ul style="list-style-type: none">• write both extended pieces, which include detailed evidence and information, and shorter pieces which summarise concisely, confidently adapting style and form for the reader or intended audience and purpose for writing• construct detailed responses confidently, connecting and developing ideas to ensure full coverage of topic• plan appropriately to develop writing for a challenging range of different purposes and audiences• use the tools and conventions of ICT creatively and appropriately to communicate in a range of increasingly varied and challenging contexts | <ul style="list-style-type: none">• write showing confident, assured control of a range of forms and styles appropriate to task and purpose• write in an engaging manner, holding the readers’ interest through logical argument, persuasive force or inspired originality• use linguistic and structural features skilfully to sequence texts and achieve coherence• write documents on complex subjects, concisely and clearly, logically and persuasively, including extended texts that communicate information, ideas and opinions effectively and persuasively• use a wide range of accurate sentence structures to ensure clarity• use an advanced vocabulary appropriately and with precision• use correct grammar, punctuation and spelling. |
| | Structure and organisation | <ul style="list-style-type: none">• improve the content, structure and accuracy of their writing through independent review and editing• write independently in an appropriate form with increasing confidence, ensuring content is organised, detailed and relevant, <i>e.g. how best to present opinions, information and explanations</i>• show clear awareness of different readers by selecting from a range of styles and structures, and adapting their use of language• organise writing in an appropriate form, ensuring content is detailed within and between paragraphs or sections | <ul style="list-style-type: none">• improve the content, structure and accuracy of their writing through independent review and editing• write independently in an appropriate form with confidence, ensuring content is organised, detailed and relevant, <i>e.g. to explain a process, convey an argument</i>• show sustained awareness of different readers by selecting from a range of styles and structures, and adapting their use of language confidently• organise writing in an appropriate form, ensuring content is detailed within and between paragraphs or sections, developing and sustaining ideas coherently | |
| Writing accurately | Language | <ul style="list-style-type: none">• use language to convey objectivity and impartiality, acknowledging that there may be more than one viewpoint, <i>e.g. arguably, it can be seen that ...</i>• use a wide range of technical terms, appropriate vocabulary, and expression for different purposes and to create different effects, <i>e.g. to persuade, inform, entertain</i> | <ul style="list-style-type: none">• convey objectivity and impartiality on complex topics using a range of linguistic devices• accurately use a wide range of technical terms, appropriate vocabulary, and expression to reflect the demands of the task and create different effects, <i>e.g. summarising an argument</i> | |
| | Grammar Punctuation Spelling Handwriting | <ul style="list-style-type: none">• vary sentence structures to engage and sustain the reader's interest and write with grammatical accuracy• use the full range of punctuation in order to vary pace, clarify meaning, avoid ambiguity and create deliberate effects• use a variety of strategies and resources to accurately spell an increasing range of familiar, unfamiliar and subject-specific words• present their handwritten or on-screen work effectively, choosing form, images and graphics to enhance meaning• Welsh-medium statement: write grammatically accurate sentences ensuring that the verb tense and person is correct in context• Welsh-medium statement: use a range of mutations (soft, nasal and aspirate mutations) correctly in context. | <ul style="list-style-type: none">• vary sentence structures to engage and sustain the reader's interest and write with grammatical accuracy• use the full range of punctuation in order to vary pace, clarify meaning, avoid ambiguity and create deliberate effects• use a variety of strategies and resources to accurately spell an increasing range of familiar, unfamiliar and subject-specific words• present their handwritten or on-screen work effectively, choosing form, images and graphics to enhance meaning• Welsh-medium statement: write grammatically accurate sentences ensuring that the verb tense and person is correct in context• Welsh-medium statement: use a range of mutations (soft, nasal and aspirate mutations) correctly in context. | |