



Wedge Park Primary School Writing Essential Learnings

Topic	Foundation	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7
Punctuation	<p><u>I can</u> sometimes use full stops in my writing</p> <p><u>I can</u> sometimes use capital letters in my writing</p> <p><u>I can</u> sometimes use a capital letter for the pronoun "I"</p>	<p><u>I can</u> use a capital letter and full stop in every sentence</p>	<p><u>I can</u> use capital letters to show a proper noun</p> <p><u>I can</u> use a comma to separate items in a list</p> <p><u>I can</u> see that I could use an exclamation mark and question mark to show the end of a sentence</p>	<p><u>I can</u> use exclamation marks and question marks correctly</p> <p><u>I can</u> correctly use apostrophes to signal missing letters</p> <p><u>I can</u> correctly use a comma in a compound sentences</p>	<p><u>I can</u> use quotation marks to show dialogue, titles and direct speech</p> <p><u>I can</u> correctly use commas in dialogue</p>	<p><u>I can</u> use apostrophes to signal possession for common and proper nouns</p>	<p><u>I can</u> use commas to separate ideas in complex sentences</p>	<p><u>I can</u> use colon and semi colons to support meaning in complex sentences</p>
Handwriting	<p><u>I can</u> correctly form uppercase and lowercase letters</p> <p><u>I can</u> hold a pencil using the correct grip</p>	<p><u>I can</u> use upper case letters at the start of sentences</p> <p><u>I can</u> use lower case letters unless a capital is required.</p>	<p><u>I can</u> form letters of the same size</p>	<p><u>I can</u> form letters using joined cursive handwriting</p>	<p><u>I can</u> form letters using joined cursive handwriting of a consistent size</p>			
Grammar	<p><u>I can</u> write simple sentences that make sense</p>	<p>I can use simple action verbs</p> <p><u>I can</u> use simple adjectives in my writing</p> <p><u>I can</u> write in past tense (I went to Queensland on the holidays.)</p> <p><u>I can</u> write in future tense (I'm going to go....)</p>	<p><u>I can</u> identify and use noun and verbs to write simple sentences</p> <p><u>I can</u> use pronouns in the correct context - Gender (him, her, your.)</p> <p><u>I can</u> write in present tense (Owls love to....)</p> <p><u>I can</u> use a variety of adjectives (size, shape, colour)</p> <p><u>I can</u> use a variety of time conjunctions such as; before, then and after</p>	<p><u>I can</u> write meaningful sentences using nouns, verbs (doing, thinking, saying, relating), adjectives and adverbs</p> <p><u>I can</u> write compound sentences</p> <p><u>I can</u> use pronoun and verb agreement. For example, we were, I am</p> <p><u>I can</u> use 'a' or 'an' before a noun correctly</p> <p><u>I can</u> use the appropriate verb tense</p> <p><u>I can</u> use and identify features of prepositions</p> <p><u>I can</u> use paragraphs to organise my writing</p>	<p><u>I can</u> use nouns, verbs, adjectives and prepositions to make texts more descriptive</p> <p><u>I can</u> use direct speech (quoted) and indirect speech (reported)</p> <p><u>I can</u> use conjunctions correctly</p> <p><u>I can</u> write compound sentences that use connectives such as because, while, if</p> <p><u>I can</u> write in the given tense to show 1st, 2nd, and 3rd person and their functions</p> <p><u>I can</u> use cohesive ties to construct sentences</p>	<p><u>I can</u> use a variety of nouns, verbs, adjectives and prepositions to elaborate on a person, place or thing</p> <p><u>I can</u> use plural and possessive nouns</p> <p><u>I can</u> understand the difference between main and subordinate clauses</p> <p><u>I can</u> write a complex sentence that has at least one supporting idea</p> <p><u>I can</u> create a complex sentence with an embedded clause</p> <p><u>I can</u> use sentences to introduce my ideas in a logical order</p>	<p><u>I can</u> vary sentence structure and length to elaborate, extend and explain ideas</p> <p><u>I can</u> understand how ideas can be enhanced through choice of verbs, elaborated tenses and a range of adverb groups</p> <p><u>I can</u> use indefinite and relative pronouns (everyone, both; who, whom)</p> <p><u>I can</u> correctly use verbs that are often misused (lie, lay; rise, raise)</p> <p><u>I can</u> use cohesive links to substitute words (e.g look at those <i>apples</i>, can I take the big <i>ones</i>?)</p>	<p><u>I can</u> create a complex sentence with an embedded clause to increase the richness of the writing</p> <p><u>I can</u> choose the most appropriate verbs, adverbs, adjectives and nouns for the genre of writing</p> <p><u>I can</u> write sentences in past, present, future, present perfect, and past perfect tenses</p> <p><u>I can</u> use nouns, verbs, pronouns, adjectives, adverbs and prepositions in agreement and in conventional order within sentences.</p> <p><u>I can</u> write structured complex paragraphs using devices, such as topic sentences, indexes, initial and concluding paragraphs</p>

Text organisation	<p>I can write from left to right and start on a new line</p> <p>I can leave spaces between words</p> <p>I can record information in words/drawings</p> <p>I can write for a specific purpose</p>
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Spelling, Phonics & Word Study

Topic	Foundation	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7
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PHONICS

Early Literacy Concepts	Identify parts of book – title, author, page, cover, illustrator Distinguish between print and picture Understand the purpose of print in Reading & Writing Recognise own name	Recognises one’s name in isolation & in continuous text –use to learn about words						
Phonological Awareness	Segment sentences into words Manipulate phonemes (mat-at, and-hand) Hear and recognise word boundaries Hear and say syllables Hear, say, connect and generate rhyming words (fly, high, buy)	Segment words into phonemes, b-a-t Able to hear & say beginning phonemes (sounds) in a word – run/race, mum/make, and ending – win/fun, get/sit Know what rhymes sound like e.g. cat/hat/mat/flat, in/bin/thin						
Letter knowledge	Distinguish letter forms Identify a word that begins with the sound of each letter Make connections between words by recognising letters (big, bat), letter clusters (meat, heat) and letter sequences	Recognise vowels and consonants Understand special uses of letters -capital letters, initials Understand alphabetical order						
Letter Sound Relationship	Recognise simple CVC words (cat, sun)	<p>Able to write simple CVC words (<i>cat, sun</i>)</p> <p>Able to identify <i>short</i> medial vowel sounds <i>a,e,i,o,u</i>, within a CVC word</p> <p>Long vowel sounds – those which normally sound like the letter name can be represented in many different ways</p>	<p>Recognise and use the full range of consonant letters and letter clusters (<i>st, ch</i>) in beginning, middle and ending positions in words</p> <p>Recognise and use long and short sounds in words</p> <p>Recognise and use vowel sounds with <i>r</i> (<i>car, first, hurt, her, corn, floor, world</i>)</p>	<p>Understand and use all sounds related to various consonants and consonant clusters</p> <p>Understand that some consonant letters represent several different sounds or can be silent (ch-cheese, school, choir)</p> <p>Understand that some</p>	<p>Understand that some consonant sounds can be represented by several different letters or letter clusters (final k by c, que, ke, k, ck; final f by ff, gh)</p> <p>Recognise and use letters that represent the wide variety of vowel sounds (long, short)</p>	<p>Know that some letters have more than one sound Investigate soft <i>c</i> – <i>cinema, circle, Investigate i before e except after c, ie – receive, ceiling</i></p> <p>Understand and use alphabetical order beyond the first letter of a word</p>	<p>Know that some letters have more than one sound Investigate soft <i>c</i> in the middle of words – , <i>lacy, bicycle, cyclone</i></p> <p>Investigate <i>l</i> sound at the end of words <i>le/el/al – little, model, petal</i></p>	

		Split digraph – vowel plus e and the end of of the word - <i>bake, smile, cute</i> , makes the vowel say its name	Recognise and use letters that represent no sound in words (<i>lamb, light</i>) Recognise and use letter combinations that represent long vowel (<i>ai, ay, ee, ea, oa, ow</i>) Split digraph – vowel plus e and the end of of the word - <i>bake, smile, cute</i> , makes the vowel say its name	consonant sounds can be represented by different letters or letter clusters (final k by c, k, ck) Recognise and use vowel sounds in open syllables (CV: ho-tel) Recognise and use vowel sounds in closed syllables (CVC: lem-on)			
Spelling Patterns	Recognise and use a few simple phonograms with a VC pattern (-ad, -ag, -an, -am, -at, -it, -ot, -ed, -in) Recognise that words have letter patterns that are connected to sounds (phonograms and other letter patterns) Recognise and use the CVC pattern (cab, fad, map)	Recognise and use a large number of phonograms with a (VC, CVC, CVCe, VCe) pattern, -ap, -ock, -ut, -ug, -un, -uck, -et, -ed, -en, -ell	Recognise and use a large number of phonograms with a (VC, CVC, CVCe, VCe) pattern, -op, -ob, -ock, -ut, -ug, -un, -uck, -et, -ed, -en, -ell Include 3 letter consonant blends – <i>spr-, spl-, scr-</i>	Recognise and use a large number of phonograms (VC, CVC, CVCe, VCC) pattern, vowels plus r, and -oy, and -ow Notice and use frequently appearing syllable patterns in multisyllable words (-en, -ago, ar, -um, -ble)	Notice and use frequently appearing short vowel patterns that appear in multisyllable words (-ill), -ub, -uc(k), -ud, -uf, -ant, -ang,) Understand that some words have double consonants in the pattern (<i>coffee, address, success</i>)	Notice & use frequently appearing long vowel patterns that appear in multi-syllable words -ate, crater; -ope. antelope; -one, telephone; -oke, spoken; -u, tutor; -ture, furniture Understand words with common letter strings but different pronunciations ie <i>cough, rough, bough</i> Recognise unusual spelling combinations <i>sc (scent, scene), kn (knee)</i>	Notice and use other vowel patterns that appear in multi-syllable words, other than most frequent –(al, always; -au, author, de, decide; -ire, entirely; -ise, revise; Recognise unusual spelling combinations <i>mb (comb, lamb, climb) wh (who), wr (write)</i> Recognise and use more difficult spelling patterns in single syllable words VVCC, VVCe, VCe (-aint, -aise, -eave -edge -ench -ight -aight)

WORD MEANING

Word Meaning	Concept Words Recognise and use concept words (colour names, number words, days of the week) Recognise small words in compound words Use simple compound words (into, football, playground)	Concept Words Recognise and use concept words (months of the year) Sequential language: First, next, then, last, start, beginning, before, end, front, back, behind Compound Words Recognise and use simple compound words (cannot, inside, maybe) Synonyms/Antonyms Recognise and use synonyms (words that mean the same): begin/start, close/shut, fix/mend, earth/world	Compound Words Recognise and use a variety of compound words (into, cannot, inside, maybe, nobody, outside, sunshine, today, together, upset, without, sometimes, something) Synonyms/Antonyms Recognise and use synonyms (words that mean the same): happy/glad, high/tall, jump/leap Recognise and use antonyms (words that mean the opposite): break/fix, stop/start, sad/glad	Compound Words Recognise and use a variety of complex compound words Eg: aeroplane, anyone, skyscraper Synonyms/Antonyms Recognise and use complex synonyms and antonyms. Eg, miniature/little, big/gigantic, minute/enormous Homographs/Homophones Recognise and use homophones (sound the same, spelt differently) eg, there/they're/their,	Compound Words Recognise and use a variety of complex compound words and hyphenated compound words (anybody, anything, well-being, father-in-law) Synonyms/Antonyms Recognise and use synonyms and antonyms. Eg, fix/mend, stop/start Homographs/Homophones Homograph (same spelling, different meaning) eg, well/well Homophones (sound the same, spelt differently) eg,	Compound words Recognise and use a variety of complex compound words and hyphenated compound words (homesick, empty-handed) Acronyms Recognise and use words that are made by combining initials (ANZAC, RSPCA) Word Origins Understand English words come from many different sources (other languages, place names)	Compound words Use compound words as connectives – meanwhile, however, whatever, therefore, nonetheless Acronyms Recognise acronyms pronounced as a word, containing non-initial letters – <i>radar</i> – radio detection and ranging Word Origins Understand that English words come from many different sources, new inventions, technology, current events Words with Latin Roots
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		<p>Recognise and use antonyms (words that are opposite): hot/cold, all/none, little/big, long/short</p> <p>Homographs/Homophones</p> <p>Recognise simple homophones (sound the same, different meaning & spelling): here/hear, there/they're/their)</p>	<p>Homographs/Homophones</p> <p>Recognise and use simple homophones (sound the same, different meaning & spelling): to/too/two, here/hear, blew/blue</p> <p>Recognise and use simple homographs (same spelling, different meaning): bat/bat, wind/wind, well/well</p>	<p>eight/ate, bawl, ball, by/buy/bye</p> <p>Recognise and use homograph (same spelling, different meaning) eg, content/content, duck/duck, present/present</p> <p>Nouns</p> <p>Recognise and use words that represent a person, place or thing</p> <p>Verbs</p> <p>Recognise and use action words (thinking, feeling, doing) : happy, sad, angry</p> <p>Adjectives</p> <p>Recognise and use descriptive words</p>	<p>blue/blew</p> <p>Nouns</p> <p>Recognise and use Proper and Common nouns</p> <p>Verbs</p> <p>Recognise and use a wider variety of action words: confused, anxious, excited</p> <p>Adjectives</p> <p>Recognise and use a wider variety of descriptive words</p> <p>Blended Words (Portmanteau words)</p> <p>Recognise and use words that are blended together, eg, brunch (breakfast/lunch), spork (spoon/fork), smog (smoke/fog)</p>	<p>Understand that many English words have Latin roots –<i>ab</i>, <i>and</i>, <i>bene</i>, <i>cap</i>, <i>dic</i>, <i>duce</i>, <i>equa</i>,</p> <p>Words with Greek Roots</p> <p>Understand that many English words have Greek roots – <i>bio</i>, <i>geo</i>, <i>gram</i>, <i>micro</i>, <i>phon</i>, <i>photo</i>, <i>phys</i>, <i>pol</i>, <i>scope</i>, <i>sphere</i></p>
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WORD STRUCTURE

Syllables	Understand that words can have one, two or more syllables and demonstrate by clapping (a-way, horse, bi-cy-cle)	Understand how vowels appear in syllables (<i>every syllable has a vowel</i>)	Recognise and use syllables in words with double consonants (<i>lad-der</i>), and in words with VV pattern (<i>ri-ot</i>)	Double consonant (<i>lad-der</i>) Open syllable (<i>ho-tel</i>) Closed syllable (<i>lem-on</i>)	Vowel and silent e (<i>hope-ful</i>) Vowel combinations (<i>poi-son</i>) Vowel and r (<i>corn-er</i>) Words with VV pattern (<i>ri-ot</i>)	Sort words into numbers of syllables Consonant and le (<i>ta-ble</i>)	Investigate unstressed vowels/consonants in polysyllabic words ie – <i>vegetable</i> , <i>parliament</i> – <i>Wed-nes-day</i> , <i>parli-a-ment</i> , <i>veg-e-table</i> – <i>Feb-ru-ary</i> , <i>govern-ment</i>)
Plurals		Understand the concept of plurals and plural forms: adding –s (<i>dogs, cats, apples, cans, desks, monkeys</i>); adding –es (<i>when words end in x, ch, sh, s, ss, tch, zz</i>) To know which plurals do not just add ‘s’ in the plural	Understand the concept of plurals and plural forms: adding –s (<i>dogs, cats, apples, cans, desks, monkeys</i>); adding –es (<i>when words end in x, ch, sh, s, ss, tch, zz</i>)	Changing y- to -i and adding -es To know that some words follow patterns in the plural form irregular plurals (<i>foot/feet, goose/geese, man/men, mouse/mice, woman/women</i>)	Adding unusual suffix (<i>ox/oxen, child/student</i>) Investigate words that stay the same in singular and plural ie - <i>deer, lamb</i> Add -es to words that end in consonant and o (<i>heroes, volcanoes</i>) Add -s to words that end in a vowel and o (<i>radios, zeros</i>)	Investigate words ending in vowels other than e and o ie <i>area/s, cello/s, umbrella/s, visa/s, emu/s, radio/s, sonata/s, viola/s, ski/s, pizza/s, sofa/s, kiwi/s</i> Investigate words that stay the same in singular and plural ie - <i>bacteria, spaghetti, sheep</i> ,	Investigate making plurals from words that end in f – <i>calves, wolves, knives, lives, loaves</i> To know that some words follow patterns in the plural form irregular plurals <i>antenna/antennae, mouse/mice, die/dice, formula/formulae</i>
Verb endings		Recognise and use endings that add –s to a verb to make it agree with the subject Recognise and use endings	Recognise and form present & past tense by using endings (<i>es, ed; like/likes/liked</i>); form present tense by adding -ing (<i>liking</i>)	Recognise and form various tenses by adding endings (-es, -ed, -ing, -d) to verbs	Recognise and form various tenses by adding endings (-e, -ful) to verbs	Recognise and use endings; <i>er</i> to a verb to make a noun (<i>read/reader, play/player</i>)	

	that add <i>-ing</i> to a verb to show present tense Recognise and use endings that add <i>-ed</i> to a verb to make it past tense	Recognise and use endings; <i>er</i> to a verb to make a noun (<i>read/reader, play/player</i>), <i>er</i> to a verb that ends with a short vowel and consonant (<i>dig/digger, run/runner</i>), <i>ier</i> to a verb ending in <i>y</i> (<i>carry/carrier</i>)				
Endings for adjectives			Recognise and use endings that show comparisons (<i>-er, -est</i>)	Recognise and use endings for adjectives that add meaning or change the adjective to an adverb (<i>-ly, -ally</i>)	Recognise and use endings for adjectives that add meaning or change the adjective to a noun (<i>-tion, -ible</i> for partial words, <i>-able</i> for whole words) and some exceptions	
Contractions	Recognise and understand contractions with; <i>am (I'm), is (he's)</i>	Recognise and understand contractions with; <i>will (I'll), not (can't)</i>	Recognise and understand contractions with <i>have (could've), would or had (I'd, you'd)</i>			
Possessives		Recognise and use possessives that add an apostrophe and an <i>s</i> to a singular noun (<i>dog/dog's, girl/girl's, boy/boy's</i>)	Recognise and use possessives that add an apostrophe and an <i>s</i> to a singular noun including proper nouns	Recognise and use possessives such as <i>its</i> that does not use an apostrophe, and that a plural possessive like <i>women</i> uses an apostrophe and an <i>s</i> (<i>students/children's; men/men's</i>)		
Adverbs			Recognise and use endings that form adverbs (<i>-ly</i>)	Recognise and use endings that form adverbs (<i>-ally</i>)	Recognise and use adverbs that end in <i>e</i> (keep or drop the <i>e</i> : <i>truly, merely</i> .)	recognise and use adverbs that end in <i>that end in ic; tragically, frantically</i>)
Base words /Prefixes /Suffixes/ Abbreviations	Base Words Remove the ending from a word to make a new word (<i>running/run</i>)	Prefixes Recognise & use common prefixes (<i>re, un</i>)	Suffixes Recognise and use suffixes that change verbs and nouns for different functions (<i>-er, -es, -r, -ing</i>)	Suffixes Recognise and use suffixes that change verbs and nouns for different functions such as (<i>-ily, -able, -ible, -ar, -less</i>) Prefixes Recognise and use common prefixes (<i>re-, un-, im-, in-, il-, dis-, non-, mis-</i>) as well as prefixes that refer to numbers (<i>uni-, bi-, tri-, cent-, dec-, mon-, multi-, cot-, pent-, poly-, quad-, semi-</i>)	Suffixes Recognise and use suffixes that change verbs and nouns for different functions, such as adjectives and adverbs (<i>-ous, -cious, -tious</i>) Prefixes Recognise and use common prefixes (<i>trans-, pre-, en-, em-, inter-, intra-, con-, com-, sub-, super-, mal-, ex-, per-, circum-, in-, ad-, ob-, subj-, com-</i>) Abbreviations Recognise and use abbreviations (<i>State names, weights, Dr, Mr, PhD</i>)	Prefixes Recognise & use assimilated prefixes that change form to match the root word: <i>in-immigrant, illegal, irregular, ad-, address, approach, aggressive, ob- obstruct, opportunity</i> . Abbreviation Recognise & use abbreviation (<i>state names, Snr, Jnr, weights</i>)

GENRES								
Topic	Foundation	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7
Recount	<p><u>I can</u> verbally sequence or draw my recount</p> <p><u>I can</u> write a beginning to my recount</p>	<p><u>I can</u> sequence my written recount</p> <p><u>I can</u> write an ending that includes a personal comment</p>	<p><u>I can</u> sequence my recount using connecting words within my writing</p> <p><u>I can</u> write an ending that links to the sequence of events</p>	<p><u>I can</u> sequence my recount using an orientation, body and conclusion</p> <p><u>I can</u> use a variety of connecting words</p> <p>** See Literary Devices</p>	<p><u>I can</u> write an orientation using descriptive language</p> <p><u>I can</u> sequence events using an orientation, body (which includes significant events) and conclusion</p> <p>** See Literary Devices</p>			
Memoir							<p><u>I can</u> write an orientation to introduce the event and identify the significant moment</p> <p><u>I can</u> write a conclusion that ties the memoir together</p> <p><u>I can</u> include the impact of the significant moment on the writer</p> <p><u>I can</u> use connectives to link moments within the event which indicate time sequence (e.g. Then, later on, before, earlier, eventually)</p> <p>**Craft See below</p>	<p><u>I can</u> write an orientation that grabs the reader's attention, introduce the event and identify the significant moment</p> <p><u>I can</u> write a conclusion that ties the memoir together and leaves the reader with something to consider</p> <p><u>I can</u> consistently use connectives to link moments within the event, which indicates time and place (e.g. At two years old.... Then when I was ?.....)</p> <p>**Craft See below</p>
Narrative		<p><u>I can</u> sequence events in a narrative</p> <p><u>I can</u> write an ending that links to the title and events</p> <p><i>Craft * See Grammar Adjectives Verbs</i></p> <p>** See Literary Devices</p>	<p><u>I can</u> sequence events in a narrative and describe character/s events and setting</p> <p><u>I can</u> write an ending that links to the title and events and where it is resolved</p> <p><i>Craft * See Grammar Adjectives Verbs</i></p> <p>** See Literary Devices</p>	<p><u>I can</u> write a problem and solution</p> <p><u>I can</u> include a plot within my narrative</p> <p><i>Craft * See Grammar 1st or 3rd person Adjectives</i></p> <p>** See Literary Devices</p>	<p><u>I can</u> develop a complex storyline, characters and setting</p> <p>I can use Show not Tell to develop a storyline, characters and setting</p> <p><i>Craft * See Grammar Vocabulary</i></p> <p>** See Literary Devices</p>	<p><u>I can</u> utilise a variety of story beginnings (flash forward, flash back, climax, quotes, questions, starting at the end) to enhance my writing</p> <p><i>Craft * See Grammar Vocabulary choice</i></p> <p>** See Literary Devices</p>	<p><u>I can</u> write using features such as moral, lesson and/or point of view</p> <p><i>Craft * See Grammar Vocabulary</i></p> <p>** See Literary Devices</p>	
Persuasive			<p><u>I can</u> use writing and pictures to support personal view of the topic</p> <p><u>I can</u> write or draw pictures to support my reasons</p> <p><u>I can</u> use simple emotive language to persuade the reader</p>	<p><u>I can</u> write an introduction which includes an opening sentence that states a position</p> <p><u>I can</u> use paragraphs to organise arguments and opinions about a topic</p>	<p><u>I can</u> write an introduction, which clearly states and gives reasons for my point of view</p> <p><u>I can</u> present arguments in logical order with supporting evidence</p> <p><u>I can</u> write a conclusion which restates position</p>	<p><u>I can</u> write an introduction which includes an opening sentence of position with some reasons supported by factual evidence</p> <p><u>I can</u> present arguments beginning with the most persuasive, with supporting evidence that</p>	<p><u>I can</u> write an introduction which includes an opening sentence of position with some reasons supported by factual evidence, previewing the argument</p> <p>** Vocabulary</p>	<p><u>I can</u> write an introduction which includes an opening sentence of position with some reasons supported by factual evidence, previewing the argument using a range of high modality words</p> <p>** Vocabulary</p>

				<p><u>I can</u> write a conclusion that restates the main opinion</p>	<p>and opinion to summarise argument</p> <p><u>I can</u> use evidence to support an argument/opinion</p> <p>I can use persuasive devices such as; rhetorical questions, quotes, modal verbs</p>	<p>elaborates position and influences the reader</p> <p><u>I can</u> use descriptive paragraphs to logically group and organise related arguments and opinions about a chosen topic.</p> <p>I can write a conclusion which re-states position and opinion to summarise argument with emotional plea or recommendation for action</p> <p>** Vocabulary</p>		
Information Text	<p><u>I can</u> use simple labels that link to written or drawn text</p> <p><u>I can</u> include facts about a topic in my writing (four legs, eats hay, lives on a farm)</p> <p>** Increased use of appropriate vocabulary</p>	<p><u>I can</u> use accurate labels to expand information in a visual text</p> <p><u>I can</u> include an increasing range of facts to add further details about a chosen topic (what it eats, moves, looks like, lives-using how, what, where)</p> <p>** Increased use of appropriate vocabulary</p>	<p><u>I can</u> use accurate labels to support the expanded written text</p> <p><u>I can</u> include an increasing range of facts (including use of Tier 3 language related to the topic) to add further details about a chosen topic (what it eats, moves, looks like, lives- using how, what, where)</p> <p>** Increased use of appropriate vocabulary</p>	<p><u>I can</u> use visual texts to support and extend the information in the printed text</p> <p><u>I can</u> include an opening statement to introduce the topic</p> <p><u>I can</u> use paragraphs to organise facts and information about a chosen topic</p> <p><u>I can</u> use headings and subheadings to organise information into logical groupings</p> <p><u>I can</u> include a summary statement.</p>	<p><u>I can</u> include an opening statement to introduce the topic and attempt to classify and define</p> <p><u>I can</u> include a summary statement to conclude the topic</p>	<p><u>I can</u> include an opening statement to introduce the topic and include a classification and/or definition with a brief outline of what is to follow</p> <p><u>I can</u> consistently use descriptive paragraphs to logically group and organise related facts and information about a chosen topic</p> <p><u>I can</u> include a summary statement that adds further information to conclude the report focus.</p>	<p><u>I can</u> include an opening statement to introduce the topic and include a classification and/or definition with an outline that elaborates on what is to follow.</p> <p><u>I can</u> consistently use descriptive paragraphs to logically group, order and organise related facts and information about a chosen topic</p> <p><u>I can</u> include a summary statement and further detail/s to draw all the information together to conclude the report focus</p>	
Explanation-in addition to statement for Information Text					<p><u>I can</u> use cause and effect words to logically organise paragraphs of facts about a chosen topic</p>	<p><u>I can</u> use cause and effect words to sequence and logically organise descriptive paragraphs of facts about a chosen topic</p>	<p><u>I can</u> consistently use cause and effect words to sequence and logically organise descriptive paragraphs of facts about a chosen topic</p>	<p><u>I can</u> use topic and concluding sentences within each paragraph, consistently using cause and effect words to sequence and logically organise paragraphs</p>
Procedure (after level 4 procedure is part of an explanation)	<p><u>I can</u> write the ingredients/resources in a list using a new line and bullet points</p>	<p><u>I can</u> use numbers to indicate the correct sequence of steps and enable the writing to be read clearly</p> <p><u>I can</u> include equipment and materials in separated lists</p> <p><u>I can</u> include simple pictures to provide information to support the written steps</p>	<p><u>I can</u> use appropriate subheadings to separate equipment and materials</p> <p><u>I can</u> include detailed pictures to provide additional information to support the written steps</p> <p><u>I can</u> consistently use detailed action verbs, adverbs and adjectives to describe steps</p>	<p><u>I can</u> use logical sequenced steps indicated by conventions of list making</p> <p><u>I can</u> accurately list all ingredients/materials/quantities/equipment</p> <p>I can accurately use specialise technical Tier 3 vocabulary to add further detail</p> <p><u>I can</u> use a diagram to add more detail to support</p>				

				the information in the procedure				
Transactional	<p>Labels, Lists and Cards</p> <p><u>I can</u> create labels for illustrations that accompany written pieces</p> <p><u>I can</u> write a list appropriate to a purpose in a column</p> <p><u>I can</u> explain that a card is a form of communication between two people</p>	<p>Cards and Invitations</p> <p><u>I can</u> write labels to add important information</p> <p><u>I can</u> write cards that include the receiver and sender</p> <p><u>I can</u> include specific information needed for an invitation</p>	<p>Letters and emails</p> <p><u>I can</u> understand that a letter can be written in a variety of forms</p> <p><u>I can</u> write a friendly letter that has a date, salutation, closing, signature and sometimes a PS.</p> <p><u>I can</u> write an email or postcard that includes a short greeting and relevant information</p>					
Poetry	Repetition / Pattern (I like...)	Pattern Sense String	Colour Syllable Free Verse	Opposites (love/hate) Tongue twisters Free Verse	Cinquain Diamante Free Verse	Ballads Haiku Free Verse	Free Verse Limericks	
Literary Devices <i>** Used across a range of genres</i>	Repetition	Alliteration	Hyperbole (exaggeration) Onomatopoeia	Rhythm and Meter (poetry) Personification	Rhyme Simile Metaphor Quotes	Idiom Rhetorical questions	Pun Flash back Anecdotes	Foreshadowing