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| **Foundation Phase Language, Literacy and Communication Skills Area of Learning** | | | | | |
| **Strand: Writing** | | | | | |
| Elements | Aspects | Reception | Year 1 | Year 2 | Year 3 |
| **Children are able to:** | **Children are able to:** | **Children are able to:** | **Children are able to:** |
| **Organising ideas and information** | **Meaning, purposes,**  **readers** | **mark make or write in response to a variety of stimuli on subjects that are of interest or importance to them including stories and personal experiences**  | **write in response to a variety of stimuli on subjects that are of interest or importance to them, including stories, poems, class activities and personal experiences**  | **extend their response to a variety of stimuli on subjects that are of interest or importance to them, including stories, poems, class activities and personal experiences**  | **use the characteristic features of simple continuous and non-continuous texts in their writing, using imagination where appropriate**  |
| **produce pieces of emergent writing**  | communicate purposefully in writing, *e.g. may be supported by a drawing* | write for different purposes | |  | | --- | | write for different purposes and readers choosing words for variety and interest | |
| convey meaning through pictures and mark making | use pictures, symbols, letters in sequence and familiar words to communicate meaning | write text which makes sense to another reader, which may include details and pictures | |  | | --- | | include relevant details, information or observations in their writing | |
| **orally** compose and dictate a sentence describing events, experiences and pictures to communicate meaning  | talk about what they are going to write | use talk to plan writing | note down ideas to use in writing |
| recognise the alphabetic nature of writing and understand that written symbols have meaning |  |  |  |
| copy and write letters, words and phrases, ***e.g. from the***  ***environment or those modelled by the practitioner***  | write words, phrases and simple sentences and read back own attempts | re-read and improve their writing to ensure that it makes sense | review and improve sections of their work  **proofread and give an opinion about their own written work and that of others; identify ways to improve and begin to edit**  |
| use pictures and symbols to compose writing on-screen | select letters, words and pictures to compose writing on-screen | experiment with different formats and layouts on-screen, using the facility to move text and pictures around easily | use on-screen functions, *e.g. font, colour, cut, paste, size,* to present their work in ways to interest the reader and enhance meaning |

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| **Strand: Writing** | | | | | |
| Elements | Aspects | Reception | Year 1 | Year 2 | Year 3 |
| **Children are able to:** | **Children are able to:** | **Children are able to:** | **Children are able to:** |
| **Organising ideas and information** | **Meaning, purposes,**  **readers** | **use written language within role play and active learning**  | **use written language for different purposes or functions within play and active learning**  | **use written language for different purposes, audiences or functions within play and structured activities**  |  |
| **Organising ideas and information** | **Structure**  **and**  **organisation** | begin to sequence words, signs or symbols appropriately | sequence content correctly, *e.g. instructions, recipes* | follow a structure in their writing with support, *e.g. reports, lists* | use a basic structure for writing |
| contribute to a form modelled by the teacher, *e.g. through shared writing* | follow a form modelled by the teacher | follow and build upon a form modelled by the teacher |  |
|  | **develop the use of a storyline within imaginative writing**  | **refine the use of a storyline within imaginative writing**  |  |
|  | **use a simple plan to support and organise writing, *e.g. story boards, thinking maps***  | organise writing with a beginning, middle and end | write using an introduction to the topic and a conclusion  present processes, event or reports in a clear sequence |
| show understanding of different formats, *e.g. cards, lists, invitations* | understand different types of writing, *e.g. records of events, descriptions, narrative* | use different types of writing appropriate to purpose and reader | use visual information if relevant, *e.g. labelled diagrams* |
| **Writing accurately** | **Language** | **use language associated with writing, *e.g. letter, word, sentence***  | **use language associated with writing, *e.g. question mark, capital letter, exclamation mark***  | understand and use language appropriate to writing, ***e.g. noun, verb, adjective***  | **use nouns, pronouns, adjectives, adverbs, prepositions, connectives and verb tenses in their writing**   use adjectives and adverbs to expand simple sentences and phrases |
|  | use specific words which relate to the topic of their writing | use simple subject-related words appropriately | use vocabulary related to the topic or subject context  **use an increasingly imaginative vocabulary**  |

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| Elements | Aspects | Reception | Year 1 | Year 2 | Year 3 |
| **Children are able to:** | **Children are able to:** | **Children are able to:** | **Children are able to:** |
| **Writing accurately** | **Handwriting**  **Grammar**  **Punctuation**  **Spelling** | hold writing instruments appropriately | form upper- and lower-case letters that are usually clearly shaped and correctly orientated | form upper- and lower-case letters accurately and with consistent size | produce legible handwriting and present work appropriately joining letters in some words. |
| write from left to right |  |  |  |
| discriminate between letters |  |  |  |
| distinguish between upper- and lower-case letters **and show an awareness of full stops**  | use capital letters and full stops with some degree of consistency | use capital letters, full stops and question marks accurately, and sometimes use exclamation marks | use full stops, question marks, exclamation marks and commas for lists |
|  | begin to use connectives to expand a point | use connectives to write compound sentences | use connectives for causation and consequence, *e.g. because, after* |
|  | **use some ordering words, *e.g. first, then***  | use ordering words, *e.g. first, next, then, lastly* |  |
|  |  |  | start sentences in a variety of ways |
|  |  | use standard forms of verbs, *e.g. see/saw, go/went*, and subject–verb agreement, *e.g. I was/we were* | use language appropriate to writing, including standard forms of English  use past tense of verbs consistently, *e.g. consonant doubling before -ed* |
| use correct initial consonant by beginning to apply phonic knowledge | spell some words conventionally, including consonant vowel-consonant and common digraphs, *e.g. th, ck* | use spelling strategies such as segmenting, simple roots and suffixes, *e.g. ing, ed* | spell plural forms, *e.g. -s, -es, -ies*  use strategies including knowledge of word families, roots, morphology and graphic knowledge to spell words, *e.g. most common polysyllabic words* |
| **begin to use spelling strategies such as sound–symbol correspondence and oral segmentation with support such as clapping sounds in vowel-consonant and consonant-vowel-consonant words**  | use spelling strategies such as sound–symbol correspondence and segmenting | **use knowedge of syllables to spell polysyllabic words**  |

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| Elements | Aspects | Reception | Year 1 | Year 2 | Year 3 |
| **Children are able to:** | **Children are able to:** | **Children are able to:** | **Children are able to:** |
| **Writing accurately** | **Handwriting**  **Grammar**  **Punctuation**  **Spelling** | **use spelling support such as phonic mats, flashcards and other resources**  | **use spelling support such as picture dictionaries, spelling mats and other resources**  | **use a dictionary**  |  |
| use familiar and high-frequency words in writing | spell high-frequency words correctly | spell high-frequency words correctly | spell all high-frequency words correctly |
| Welsh-medium statement: show awareness that some sounds change at the beginning of words, *e.g. dau gi, y gath.* | Welsh-medium statement: show awareness that some sounds change at the beginning of words, *e.g. y ferch.* | Welsh-medium statement: use some mutations, that have been practised orally, *e.g. y bêl, fy mag, i dref* |  |
|  |  | Welsh–medium statement: spell some words that use y/u/i, *e.g. tˆy, llun,* and dipthongs, *e.g. coed.* |  |