

## MODULE 2

### Procedural Writing – Setting the Standard Commentaries

#### Task 4: How to build a Snowman (Level 3)

Requirements for Communication – Writing	Progression Statements for Level 3 Writing	Evidence of Level 3 in this Writing Activity
	<b>In a range of specified forms and for specified audiences and purposes, pupils can:</b>	<b>N.B. Not all of the progression statements at a level are necessarily addressed within an activity.</b>
<ul style="list-style-type: none"> <li>talk about, plan and edit work</li> </ul>	<ul style="list-style-type: none"> <li>talk about and plan their writing</li> <li>make improvements to their writing</li> </ul>	<p>The pupil discussed her work with the teacher and her peers. She planned to write using the headings 'You will need:' and 'Method:'</p> <p>The pupil reviewed her work according to the success criteria agreed with the teacher.</p>
<ul style="list-style-type: none"> <li>communicate information, meaning, feelings, imaginings and ideas in a clear and organised way</li> </ul>	<ul style="list-style-type: none"> <li>express thoughts, feelings, ideas and opinions</li> <li>structure and sequence their writing</li> <li>provide supporting detail using an expanding vocabulary</li> </ul>	<p>The pupil has added her own ideas into the piece of procedural writing, for example, 'put 4 stones in a curved shape to make a mouth.'</p> <p>The pupil has correctly sequenced the instructions for 'How to build a snowman'. The structure is coherent and has a clear beginning, middle and end.</p> <p>The pupil has provided a number of examples of supporting detail for example, 'First of all.....make a body and head', and 'After that put three stones in vertically..... to make buttons.'</p>
<ul style="list-style-type: none"> <li>develop, express and present ideas in a variety of forms and formats, using traditional and digital resources, for different audiences and purposes</li> </ul>	<ul style="list-style-type: none"> <li>use the form appropriately</li> </ul>	<p>The pupil has written an appropriate set of instructions and used the headings, 'You will need:' and 'Method:'</p>
<ul style="list-style-type: none"> <li>write with increasing accuracy and proficiency</li> </ul>	<ul style="list-style-type: none"> <li>start sentences in different ways</li> <li>use basic punctuation and grammar accurately</li> <li>spell and write frequently used and topic words correctly</li> <li>produce handwriting which is accurately formed and consistent in use</li> </ul>	<p>The pupil has used different sentence starters appropriate to procedural writing. For example, 'First', 'Then', 'Next', 'After', 'Place' and 'Finally'.</p> <p>The pupil has used capital letters, full stops and an exclamation mark correctly. The pupil has used the imperative form of verbs for example, 'Place', 'put' and 'roll'. The pupil could be encouraged to use a wider range of bossy verbs. The pupil has effectively used positional language throughout the piece for example, 'on top of', 'on both sides' and 'vertically.'</p> <p>The pupil has spelt frequently used words and all words associated with the instructions accurately. For example, 'vertically' and 'curved'.</p> <p>The handwriting is consistent in size and easily read.</p>

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### Procedural Writing – Setting the Standard Commentaries

#### Task 4: How to play Connect Four (Level 4)

Requirements for Communication – Writing	Progression Statements for Level 4 Writing	Evidence of Level 4 in this Writing Activity
	<b>In a range of forms, for different audiences and purposes, pupils can:</b>	<b>N.B. Not all of the progression statements at a level are necessarily addressed within an activity.</b>
<ul style="list-style-type: none"> <li>talk about, plan and edit work</li> </ul>	<ul style="list-style-type: none"> <li>plan and make use of planning</li> <li>check writing to make improvements in accuracy and meaning</li> </ul>	<p>The pupil planned what she was going to write and made use of her plans.</p> <p>Following consultation with her teacher, the pupil made improvements to her work to improve meaning.</p>
<ul style="list-style-type: none"> <li>communicate information, meaning, feelings, imaginings and ideas in a clear and organised way</li> </ul>	<ul style="list-style-type: none"> <li>express thoughts, feelings, ideas and opinions, giving reasons when appropriate</li> <li>structure writing, including using paragraphs</li> <li>express meaning clearly, using an appropriate vocabulary and level of detail</li> </ul>	<p>The pupil expressed her feelings when she wished the players, <i>'Good Luck!'</i></p> <p>The pupil's writing is structured correctly and sequentially giving clear instructions on how to play Connect Four. The pupil has organised her writing so that it flows clearly and is relevant to form.</p> <p>The pupil used appropriate vocabulary and used a range of imperative verbs effectively, for example <i>'place, count, connect and disconnect.'</i></p>
<ul style="list-style-type: none"> <li>develop, express and present ideas in a variety of forms and formats, using traditional and digital resources, for different audiences and purposes</li> </ul>	<ul style="list-style-type: none"> <li>choose from and use a range of forms, as appropriate</li> </ul>	<p>The pupil used the appropriate form for a procedural writing activity. The use of subheadings, <i>'Things you will need'</i> and <i>'How to Play'</i> are used correctly. The instructions are age appropriate for pupils to enable them to play the game.</p>
<ul style="list-style-type: none"> <li>write with increasing accuracy and proficiency</li> </ul>	<ul style="list-style-type: none"> <li>vary word order and use linking words within sentences</li> <li>use a range of punctuation accurately</li> <li>use accurate grammar and spelling on most occasions</li> </ul>	<p>The pupil began the instructions in a variety of ways, sometimes starting with an imperative verb, for example, <i>'Place the grid stand on a table or a carpet, then connect the grid to the stand.'</i></p> <p>The pupil used punctuation, including full stops, commas, apostrophes, exclamation marks and brackets.</p> <p>The pupil has used accurate grammar and spelling throughout the writing.</p>

## MODULE 2

### Procedural Writing – Setting the Standard Commentaries

#### Task 4: How to make Fifteens (Level 5)

Requirements for Communication – Writing	Progression Statements for Level 5 Writing	Evidence of Level 5 in this Writing Activity
	<b>In a range of forms, for different audiences and purposes, including in formal situations, pupils can:</b>	<b>N.B. Not all of the progression statements at a level are necessarily addressed within an activity.</b>
<ul style="list-style-type: none"> <li>talk about, plan and edit work</li> </ul>	<ul style="list-style-type: none"> <li>redraft to improve accuracy and meaning</li> </ul>	The pupil independently made notes during the practical session. After writing the recipe, the pupil assessed his own work, edited and improved it.
<ul style="list-style-type: none"> <li>communicate information, meaning, feelings, imaginings and ideas in a clear and organised way</li> </ul>	<ul style="list-style-type: none"> <li>use precise vocabulary to convey thoughts, ideas, relevant information and to justify opinions</li> <li>structure writing logically and coherently</li> </ul>	<p>The pupil used specific language appropriate to writing a recipe, for example <i>'ensure your mixture has the correct consistency.'</i> The pupil expressed his own opinion through the <i>'Top Tip.'</i></p> <p>The pupil has adhered to the conventions of a recipe. The content is presented in a clear and organised way, for example the format includes the subheadings of <i>'Ingredients'</i>, <i>'Utensils'</i> and <i>'Method'</i>.</p>
<ul style="list-style-type: none"> <li>develop, express and present ideas in a variety of forms and formats, using traditional and digital resources, for different audiences and purposes</li> </ul>	<ul style="list-style-type: none"> <li>match writing to purpose and audience</li> <li>present information effectively, using a formal style where appropriate</li> </ul>	<p>The pupil used the appropriate form for writing a recipe. The audience in mind is other children, for example <i>'Take care when cutting your Fifteens into slices, ask an adult to help you use the knife!'</i> In addition, the pupil has used a diagram and a top tip for the audience.</p> <p>The pupil has mainly written in an appropriate formal style, for example accurately listing the ingredients, the utensils and setting out the method in the correct order.</p>
<ul style="list-style-type: none"> <li>write with increasing accuracy and proficiency</li> </ul>	<ul style="list-style-type: none"> <li>create sentence structures which help to convey meaning</li> <li>use a range of punctuation consistently and accurately</li> <li>use accurate grammar and spelling</li> </ul>	<p>The sentence structure in the method clearly conveys meaning. The pupil has varied sentence length and structure including the use of different clauses, for example <i>'10. Roll the mixture in the coconut until it is fully coated; pat it gently to secure the coconut in place.'</i></p> <p>The pupil began the instructions in a variety of ways usually starting each sentence with an imperative verb.</p> <p>The pupil used accurate punctuation throughout the recipe, for example, full stops, commas, semi-colons, exclamation marks and bullet points.</p> <p>The pupil has written commonly used words accurately throughout, for example <i>'ingredients, marshmallows, condensed'</i> and <i>'cylinder.'</i> The pupil has applied the correct conventions of grammar.</p>