



Revised Expansion of the Levels of Progression
in Communication across the Curriculum:
Key Stage 3 (Levels 1–7)

Writing

(Non-statutory guidance)



Writing

Key Stage 3 (Levels 1–7)

Purpose of this Document

The following guidance is intended to support teachers in their assessments of pupils in relation to the Levels of Progression for Communication.

This guidance provides more detailed explanation and exemplification of the criteria within the Levels of Progression grids. The examples provided are for illustrative purposes only and will assist teachers by indicating some typical ways in which pupils might demonstrate their competence at a given level.

Writing
Levels 1-7

Requirements for Communication	
Across the curriculum, at a level appropriate to their ability, pupils should be enabled to develop skills in:	
Writing	
Pupils should be enabled to:	
	Level 1
	Pupils can:
1. talk about, plan and edit work;	(a) talk about what they are going to write; Pupils can talk about what they wish to communicate in writing.
2. communicate information, meaning, feelings, imaginings and ideas in a clear and organised way;	(a) express thoughts, feelings and ideas, from within their experience, using symbols, pictures, words, phrases and simple sentences; Pupils can use symbols, pictures, words, phrases or simple sentences to communicate their message.
3. develop, express and present ideas in a variety of forms and formats, using traditional and digital resources, for different audiences and purposes;	
4. write with increasing accuracy and proficiency.	(a) write words using sound-symbol correspondence; Pupils can attempt to write words using their knowledge of the sounds letters represent. (b) write personal and familiar words; Pupils can write words which they frequently see and use. (c) form lower and upper-case letters. Pupils can show some control over the size, shape and orientation of lower and upper case letters.

Level 2	Level 3
In a limited and specified range of forms, pupils can:	In a range of specified forms and for specified audiences and purposes, pupils can:
(a) talk about what they are going to write and how they will present their writing; Pupils can talk about what they wish to communicate and which form they will use. They can discuss the use of writing prompts appropriate to the task. (b) make changes in relation to agreed criteria; Pupils can check a particular aspect of their writing that has been agreed as important and make changes where appropriate.	(a) talk about and plan their writing; Pupils can plan using writing prompts and make some attempt to reflect the planning in their writing. (b) make improvements to their writing; Pupils can make specific changes to improve their work as directed by the teacher.
(a) express thoughts, feelings and ideas, from within their experience, using a general vocabulary; Pupils can write from their own experience using relevant vocabulary. (b) show a sense of structure and organisation; Pupils can organise their writing appropriate to the type of text. They can make use of sentence/ paragraph starters provided.	(a) express thoughts, feelings, ideas and opinions; Pupils can communicate their thoughts, feelings, ideas and opinions about topics outside their own direct experience. (b) structure and sequence their writing; Pupils can structure writing appropriate to the text type. For example, they can write a narrative with a beginning, middle and end. (c) provide supporting detail using an expanding vocabulary; Pupils can use language which provides further explanation and description, making their writing more informative or interesting for the reader.
(a) write using a given form; Pupils can write using a form as directed by the teacher.	(a) use the form appropriately; Pupils can write appropriately in the given form, meeting the requirements of the task outline.
(a) use basic punctuation; Pupils can use capital letters and full stops. (b) spell and write common and familiar words recognisably; Pupils can write so that common and familiar words that are not spelled correctly can still be read and understood because they are phonetically plausible. (c) produce legible handwriting. Pupils can show control over the physical process of writing and write so that their work can be easily read.	(a) start sentences in different ways; Pupils can vary the beginnings of sentences to make the writing more interesting and to avoid repetition. (b) use basic punctuation and grammar accurately; Pupils can use capital letters, full stops, question marks and exclamation marks. Pupils can use basic grammar such as "I was"/"We were". Pupils can write sentences using verbs, nouns, adjectives and adverbs appropriately. (c) spell and write frequently used and topic words correctly; Pupils can use a range of spelling strategies and current phonic knowledge to spell correctly. They know how to use resources to check spelling if necessary. (d) produce handwriting which is accurately formed and consistent in size. Pupils can show control over the formation and size of letters.

Writing

Levels 1-7

Requirements for Communication	
Across the curriculum, at a level appropriate to their ability, pupils should be enabled to develop skills in:	
Writing	
Pupils should be enabled to:	
	Level 3
	In a range of specified forms and for specified audiences and purposes, pupils can:
1. talk about, plan and edit work;	<p>(a) talk about and plan their writing; Pupils can plan using writing prompts and make some attempt to reflect the planning in their writing.</p> <p>(b) make improvements to their writing; Pupils can make specific changes to improve their work as directed by the teacher.</p>
2. communicate information, meaning, feelings, imaginings and ideas in a clear and organised way;	<p>(a) express thoughts, feelings, ideas and opinions; Pupils can communicate their thoughts, feelings, ideas and opinions about topics outside their own direct experience.</p> <p>(b) structure and sequence their writing; Pupils can structure writing appropriate to the text type. For example, they can write a narrative with a beginning, middle and end.</p> <p>(c) provide supporting detail using an expanding vocabulary; Pupils can use language which provides further explanation and description, making their writing more informative or interesting for the reader.</p>
3. develop, express and present ideas in a variety of forms and formats, using traditional and digital resources, for different audiences and purposes;	<p>(a) use the form appropriately; Pupils can write appropriately in the given form, meeting the requirements of the task outline.</p>
4. write with increasing accuracy and proficiency.	<p>(a) start sentences in different ways; Pupils can vary the beginnings of sentences to make the writing more interesting and to avoid repetition.</p> <p>(b) use basic punctuation and grammar accurately; Pupils can use capital letters, full stops, question marks and exclamation marks. Pupils can use basic grammar such as "I was"/"We were". Pupils can write sentences using verbs, nouns, adjectives and adverbs appropriately.</p> <p>(c) spell and write frequently used and topic words correctly; Pupils can use a range of spelling strategies and current phonic knowledge to spell correctly. They know how to use resources to check spelling if necessary.</p> <p>(d) produce handwriting which is accurately formed and consistent in size. Pupils can show control over the formation and size of letters.</p>

Level 4	Level 5
In a range of forms, for different audiences and purposes, pupils can:	In a range of forms, for different audiences and purposes, including in formal situations, pupils can:
<p>(a) plan and make use of planning; Pupils can plan their writing and refer to the plan throughout.</p> <p>(b) check writing to make improvements in accuracy and meaning; Pupils can edit their writing, taking account of feedback and reflecting on the accuracy of the content, meaning, spelling, punctuation and grammar.</p>	<p>(a) redraft to improve accuracy and meaning; Pupils can redraft their work, taking account of general feedback and making improvements to technical accuracy, expression, structure and content where necessary.</p>
<p>(a) express thoughts, feelings, ideas and opinions, giving reasons when appropriate;</p> <p>(b) structure writing, including using paragraphs; Pupils can organise their writing using paragraphs, so that it flows clearly and is relevant to the task.</p> <p>(c) express meaning clearly, using an appropriate vocabulary and level of detail;</p>	<p>(a) use precise vocabulary to convey thoughts, ideas, relevant information and to justify opinions; Pupils can select vocabulary to clearly convey thoughts, feelings, ideas and other relevant information, justifying their opinions as appropriate.</p> <p>(b) structure writing logically and coherently; Pupils can organise their writing clearly, using paragraphs appropriately and adhering to the conventions of the chosen form.</p>
<p>(a) choose from and use a range of forms, as appropriate; Pupils can select and use a form that suits the audience and purpose of their writing.</p>	<p>(a) match writing to purpose and audience; Pupils can select language and use it in a way that is appropriate to form, purpose and audience.</p> <p>(b) present information effectively, using a formal style where appropriate; Pupils can write, sustaining an appropriate style throughout; this is likely to be an extended piece.</p>
<p>(a) vary word order and use linking words within sentences; Pupils can use linking words such as "and" and "but".</p> <p>(b) use a range of punctuation accurately; Pupils can extend their use of punctuation to include commas, apostrophes and speech marks.</p> <p>(c) use accurate grammar and spelling on most occasions. Pupils can use tenses appropriately and spell the majority of commonly used words.</p>	<p>(a) create sentence structures which help to convey meaning; Pupils can vary sentence length and structure, so that the meaning of each sentence is clear.</p> <p>(b) use a range of punctuation consistently and accurately; Pupils can choose and use a range of commonly used punctuation accurately and consistently.</p> <p>(c) use accurate grammar and spelling. Pupils can spell commonly used words and some unfamiliar words accurately. Pupils can use accurate grammar.</p>

Writing
Levels 1-7

Requirements for Communication Across the curriculum, at a level appropriate to their ability, pupils should be enabled to develop skills in: Writing Pupils should be enabled to:		Level 5
		In a range of forms, for different audiences and purposes, including in formal situations, pupils can:
1. talk about, plan and edit work;	(a) redraft to improve accuracy and meaning; Pupils can redraft their work, taking account of general feedback and making improvements to technical accuracy, expression, structure and content where necessary.	
2. communicate information, meaning, feelings, imaginings and ideas in a clear and organised way;	(a) use precise vocabulary to convey thoughts, ideas, relevant information and to justify opinions; Pupils can select vocabulary to clearly convey thoughts, feelings, ideas and other relevant information, justifying their opinions as appropriate. (b) structure writing logically and coherently; Pupils can organise their writing clearly, using paragraphs appropriately and adhering to the conventions of the chosen form.	
3. develop, express and present ideas in a variety of forms and formats, using traditional and digital resources, for different audiences and purposes;	(a) match writing to purpose and audience; Pupils can select language and use it in a way that is appropriate to form, purpose and audience. (b) present information effectively, using a formal style where appropriate; Pupils can write, sustaining an appropriate style throughout; this is likely to be an extended piece.	
4. write with increasing accuracy and proficiency.	(a) create sentence structures which help to convey meaning; Pupils can vary sentence length and structure, so that the meaning of each sentence is clear. (b) use a range of punctuation consistently and accurately; Pupils can choose and use a range of commonly used punctuation accurately and consistently. (c) use accurate grammar and spelling. Pupils can spell commonly used words and some unfamiliar words accurately. Pupils can use accurate grammar.	

Level 6	Level 7
In a range of forms, for different audiences and purposes, including in formal and unfamiliar situations, pupils can:	In a range of forms, for different purposes and in different contexts, including for real audiences and in formal and unfamiliar situations, pupils can:
(a) redraft writing for effect; Pupils can redraft their work independently, making improvements to language and structure, so that their writing has an added effect on the reader.	(a) make discriminating choices about language in order to create impact; Pupils can, when editing work, consciously select and use particular words and phrases to create an impact on the audience.
(a) communicate ideas, information and opinions in a sustained and developed way; Pupils can develop their ideas and opinions, sustaining the focus and maintaining the interest of the audience. They can occasionally use sophisticated vocabulary for deliberate effect. (b) make use of information and evidence to support ideas and opinions;	(a) communicate complex ideas and opinions in a sustained and developed way; Pupils can expand on complex ideas and opinions, sustaining a focus to impact upon and engage the audience. They can use sophisticated vocabulary when conveying complex ideas and opinions. They can use structure for deliberate effect and their writing shows flair. (b) make effective use of information and evidence to support their ideas, analyses and conclusions; Pupils can independently source, and effectively synthesise information and evidence to strengthen their argument.
(a) organise and present writing for deliberate effect; Pupils can organise and present information in a way that creates a specific effect on the audience. (b) use appropriate style and tone; Pupils can make choices about the extent to which their writing should be formal/informal/, objective/subjective, informative/persuasive etc. in relation to audience and purpose. They can also convey their message in an appropriate tone.	(a) match style, tone and presentation to create an impact; Pupils can produce text that is striking by matching and manipulating style and tone and, where appropriate, presentation.
(a) create sentence structures which convey meaning clearly; Pupils can deliberately vary sentence length and structure to create a desired effect or help convey meaning. (b) use punctuation for effect. Pupils can use punctuation accurately and consistently to create deliberate effect.	(a) create complex sentences for impact; Pupils can deliberately vary sentence length and structure to create impact or to enhance the meaning of their writing. (b) use punctuation for effect. Pupils can use punctuation accurately and consistently to create impact.



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