

## MODULE 2

### Procedural Writing Commentary

## Task 2: How to build a Snowman (Level 2)

Requirements for Communication – Writing	Progression Statements for Level 2 Writing	Evidence of Level 2 in this Writing Activity
	<b>In a limited and specified range of forms, 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 what they are going to write and how they will present their writing</li> <li>make changes in relation to agreed criteria</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>express thoughts, feelings and ideas, from within their experience, using a general vocabulary</li> <li>show a sense of structure and organisation</li> </ul>	<p>The pupil recalled how he had built a snowman and used the pictures to help him express his ideas. Time-related words were used appropriately and he used simple 'bossy verbs' such as 'get' and 'set'.</p> <p>The pupil has made a list of things needed and has organised his writing appropriate to the given form. Words such as first, second, then and next were given to assist with the structure. The pupil has shown elements of level 3 in this aspect of his work e.g. supporting detail has been added such as, '<i>and push some little stones in the face of the snowman.</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>write using a given form</li> </ul>	The pictures on the interactive whiteboard were provided and supported the pupil in using the given form. The pupil also used the shared piece of writing as a guide for his response.
<ul style="list-style-type: none"> <li>write with increasing accuracy and proficiency</li> </ul>	<ul style="list-style-type: none"> <li>use basic punctuation</li> <li>spell and write common and familiar words recognisably</li> <li>produce legible handwriting</li> </ul>	<p>The pupil has used full stops and capital letters throughout the piece.</p> <p>The pupil has spelt all familiar and common words correctly. The word 'skarf' has been spelt recognisably.</p> <p>The pupil's writing can be easily read.</p>