



Assessing the Cross-Curricular Skills



Northern Ireland
Curriculum

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

Writing

(Non-statutory guidance)

Web Version



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:	
<ul style="list-style-type: none"> talk about, plan and edit work; 	<ul style="list-style-type: none"> talk about what they are going to write; Pupils talk to the teacher or peers about what they wish to communicate in writing. 	
<ul style="list-style-type: none"> communicate information, meaning, feelings, imaginings and ideas in a clear and organised way; 	<ul style="list-style-type: none"> express thoughts, feelings and ideas, from within their experience, using symbols, pictures, words, phrases and simple sentences; Pupils use symbols, pictures, words, phrases or simple sentences to communicate their message. 	
<ul style="list-style-type: none"> develop, express and present ideas in a variety of forms and formats, using traditional and digital resources, for different audiences and purposes; 		
<ul style="list-style-type: none"> write with increasing accuracy and proficiency. 	<ul style="list-style-type: none"> write words using sound-symbol correspondence; Pupils attempt to write words using their knowledge of the sounds letters represent. write personal and familiar words; Pupils can write words which they frequently see and use, for example their own name, a pet's name and words in environmental print. 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:
<ul style="list-style-type: none"> talk about what they are going to write and how they will present their writing; Pupils talk to the teacher or peers about what they wish to communicate and which form they will use. They can discuss the use of writing prompts appropriate to the task, for example how to make a... make changes in relation to agreed criteria; Pupils revisit and focus on a particular aspect that has been agreed as important within the writing and check it, making changes where appropriate, for example begin sentences with a capital letter and end with a full stop. 	<ul style="list-style-type: none"> talk about and plan their writing; Pupils can plan using writing prompts and make some attempt to reflect the planning in their writing. make improvements to their writing; Pupils can make changes to improve their work relevant to learning intentions and success criteria.
<ul style="list-style-type: none"> express thoughts, feelings and ideas, from within their experience, using a general vocabulary; Pupils can write, for example, a simple recount from their personal experience using relevant vocabulary to say what they think and how they feel. show a sense of structure and organisation; Pupils can organise their writing appropriate to the genre, for example when writing a simple report on an animal that includes classification, description, habitat, behaviour and a concluding comment. 	<ul style="list-style-type: none"> express thoughts, feelings, ideas and opinions; Pupils can communicate their thoughts, feelings, ideas and opinions about topics outside their own direct experience, for example when writing about a day in the life of a passenger emigrating to America during Famine times. structure and sequence their writing; Pupils can structure writing appropriate to the genre, for example a beginning, middle and end within a narrative. provide supporting detail using an expanding vocabulary; Pupils use language which provides further explanation and description, making their writing more informative or interesting for the reader.
<ul style="list-style-type: none"> write using a given form; 	<ul style="list-style-type: none"> use the form appropriately; Pupils can write appropriately in the given form meeting the requirements of the success criteria, for example a letter, list, diary, story etc.
<ul style="list-style-type: none"> use basic punctuation; Pupils use capital letters and full stops. spell and write common and familiar words recognisably; Pupils write so that common and familiar words that are not spelled correctly can still be read and understood because they are phonetically plausible, for example, <i>phone</i> written as <i>fone</i>. produce legible handwriting. Pupils show control over the physical process of writing and write so that their work can be easily read. 	<ul style="list-style-type: none"> start sentences in different ways; Pupils can vary the beginnings of sentences to make the writing more interesting and to avoid repetition. 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. 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. produce handwriting which is accurately formed and consistent in size.

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:	
<ul style="list-style-type: none"> talk about, plan and edit work; 	<ul style="list-style-type: none"> talk about and plan their writing; Pupils can plan using writing prompts and make some attempt to reflect the planning in their writing. make improvements to their writing; Pupils can make changes to improve their work relevant to learning intentions and success criteria. 	
<ul style="list-style-type: none"> communicate information, meaning, feelings, imaginings and ideas in a clear and organised way; 	<ul style="list-style-type: none"> express thoughts, feelings, ideas and opinions; Pupils can communicate their thoughts, feelings, ideas and opinions about topics outside their own direct experience, for example when writing about a day in the life of a passenger emigrating to America during Famine times. structure and sequence their writing; Pupils can structure writing appropriate to the genre, for example a beginning, middle and end within a narrative. provide supporting detail using an expanding vocabulary; Pupils use language which provides further explanation and description, making their writing more informative or interesting for the reader. 	
<ul style="list-style-type: none"> develop, express and present ideas in a variety of forms and formats, using traditional and digital resources, for different audiences and purposes; 	<ul style="list-style-type: none"> use the form appropriately; Pupils can write appropriately in the given form meeting the requirements of the success criteria, for example a letter, list, diary, story etc. 	
<ul style="list-style-type: none"> write with increasing accuracy and proficiency. 	<ul style="list-style-type: none"> start sentences in different ways; Pupils can vary the beginnings of sentences to make the writing more interesting and to avoid repetition. 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. 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. produce handwriting which is accurately formed and consistent in size. 	

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:
<ul style="list-style-type: none"> plan and make use of planning; Pupils can plan their writing and refer to the plan throughout. check writing to make improvements in accuracy and meaning; Pupils can improve their writing, taking account of feedback and reflecting on the accuracy of the content, meaning, spelling, punctuation and grammar. 	<ul style="list-style-type: none"> redraft to improve accuracy and meaning; Pupils are able to redraft their work, taking account of feedback and making improvements to spelling, punctuation, grammar and expression. Improvements to structure and content may also be evident.
<ul style="list-style-type: none"> express thoughts, feelings, ideas and opinions, giving reasons when appropriate; structure writing, including using paragraphs; Pupils can organise their writing so that it flows clearly and is relevant to the form and genre throughout. express meaning clearly, using an appropriate vocabulary and level of detail; 	<ul style="list-style-type: none"> use precise vocabulary to convey thoughts, ideas, relevant information and to justify opinions; Pupils can select vocabulary/subject specific language to clearly convey thoughts, ideas and other relevant information or to back up their opinions. structure writing logically and coherently; Pupils can compose a piece of writing in which the content is presented in a clear, organised way with appropriate use of paragraphing. This is likely to be an extended piece of writing that explicitly has an introduction, a main body of text and a conclusion, while adhering to the conventions of the chosen form.
<ul style="list-style-type: none"> 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, for example letter, email, note or blog. 	<ul style="list-style-type: none"> match writing to purpose and audience; Pupils can present their writing in an appropriate form and use language in a way that clearly recognises the purpose of the writing task and the audience for which it is intended. For example, when writing a story intended for younger children they use suitable structure, language and illustrations. present information effectively, using a formal style where appropriate; Pupils can present information in a way that is appropriate to the task. They can write an extended piece, sustaining the style throughout, for example when writing a formal letter of complaint to an MP about the lack of facilities for young people in their area.
<ul style="list-style-type: none"> vary word order and use linking words within sentences; use a range of punctuation accurately; Pupils extend their use of punctuation to include commas, apostrophes and speech marks. use accurate grammar and spelling on most occasions. Pupils can use tenses appropriately within the chosen form of writing. They can spell the majority of commonly used words. 	<ul style="list-style-type: none"> create sentence structures which help to convey meaning; Pupils can vary sentence length and structure so that the message of each sentence is clear within the text, for example when using different clauses. use a range of punctuation consistently and accurately; Pupils can choose and use a range of commonly used punctuation accurately and consistently in a way that clearly supports the meaning of the writing. use accurate grammar and spelling. Pupils can spell commonly used words and a number of more unfamiliar words accurately. Pupils can apply conventions of grammar.

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:
<ul style="list-style-type: none"> talk about, plan and edit work; 	<ul style="list-style-type: none"> redraft to improve accuracy and meaning; Pupils are able to redraft their work, taking account of feedback and making improvements to spelling, punctuation, grammar and expression. Improvements to structure and content may also be evident. 	
<ul style="list-style-type: none"> communicate information, meaning, feelings, imaginings and ideas in a clear and organised way; 	<ul style="list-style-type: none"> use precise vocabulary to convey thoughts, ideas, relevant information and to justify opinions; Pupils can select vocabulary/subject specific language to clearly convey thoughts, ideas and other relevant information or to back up their opinions. structure writing logically and coherently; Pupils can compose a piece of writing in which the content is presented in a clear, organised way with appropriate use of paragraphing. This is likely to be an extended piece of writing that explicitly has an introduction, a main body of text and a conclusion, while adhering to the conventions of the chosen form. 	
<ul style="list-style-type: none"> develop, express and present ideas in a variety of forms and formats, using traditional and digital resources, for different audiences and purposes; 	<ul style="list-style-type: none"> match writing to purpose and audience; Pupils can present their writing in an appropriate form and use language in a way that clearly recognises the purpose of the writing task and the audience for which it is intended. For example, when writing a story intended for younger children they use suitable structure, language and illustrations. present information effectively, using a formal style where appropriate; Pupils can present information in a way that is appropriate to the task. They can write an extended piece, sustaining the style throughout, for example when writing a formal letter of complaint to an MP about the lack of facilities for young people in their area. 	
<ul style="list-style-type: none"> write with increasing accuracy and proficiency. 	<ul style="list-style-type: none"> create sentence structures which help to convey meaning; Pupils can vary sentence length and structure so that the message of each sentence is clear within the text, for example when using different clauses. use a range of punctuation consistently and accurately; Pupils can choose and use a range of commonly used punctuation accurately and consistently in a way that clearly supports the meaning of the writing. use accurate grammar and spelling. Pupils can spell commonly used words and a number of more unfamiliar words accurately. Pupils can apply conventions of 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:
<ul style="list-style-type: none"> redraft writing for effect; Pupils can redraft their work independently, justifying their choice of language and structure. 	<ul style="list-style-type: none"> make discriminating choices about language in order to create impact; Pupils can, within the editing process, create an impact on the reader/audience by consciously selecting and using particular words and phrases.
<ul style="list-style-type: none"> communicate ideas, information and opinions in a sustained and developed way; Pupils can use structure for deliberate effect. They expand on their ideas and opinions, sustaining a focus and maintaining the interest of the audience. They can occasionally use sophisticated vocabulary. make use of information and evidence to support ideas and opinions; Pupils can use information as evidence to support points of view, for example using statistics on obesity rates to endorse a healthy diet in a health promotion leaflet. 	<ul style="list-style-type: none"> communicate complex ideas and opinions in a sustained and developed way; Pupils can use structure for deliberate effect. They can expand complex ideas and opinions, sustaining a focus and engaging the interest of the audience. They can use sophisticated vocabulary when conveying complex ideas and opinions and their work shows flair, for example when writing a satirical article for inclusion in a publication. 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 message, for example integrating obesity statistics from WHO website into an argument persuading the reader that healthy eating is essential.
<ul style="list-style-type: none"> organise and present writing for deliberate effect; Pupils can present information in a way that creates a specific effect on the audience, for example when writing a newspaper article about the effects of a natural disaster on the people living in a developing country. use appropriate style and tone; Pupils can make decisions 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, for example by using language emotively in a radio advertisement to raise money for victims of an earthquake. 	<ul style="list-style-type: none"> match style, tone and presentation to create an impact; Pupils can produce text that is striking by matching and manipulating style, tone and presentation, for example when writing a sensitive magazine article on the ethical implications of using animals in scientific research.
<ul style="list-style-type: none"> create sentence structures which convey meaning clearly; Pupils can deliberately vary sentence length and structure to create a desired effect or to support the meaning of their writing. Their writing will show clarity and syntax will be accurate. use punctuation for effect. Pupils can accurately spell commonly used words and a number of more sophisticated words. Pupils can apply conventions of grammar. Pupils can use punctuation accurately and consistently to create effect, for example using brackets for humour, 'the man was handsome (or so he thought!)'. 	<ul style="list-style-type: none"> create complex sentences for impact; Pupils can deliberately vary sentence length and structure to create impact or to enhance the meaning of their writing, for example using a selection of short sentences to create tension in writing. use punctuation for effect. Pupils can use punctuation accurately and consistently to create impact. For example, accurately using a range of punctuation such as ellipses, semi-colons and commas to create tension or pace.

Definition of terms

Explicit meaning

Precisely and clearly expressed ideas and information which leave nothing open to inference.

Implicit meaning

A suggested message within a text which requires deduction, for example within a fairy tale or a parable.

Genre

A type of text, classified according to specific language features, for example Narrative or Report.

Form

A text within a genre that is structured to take account of intended purpose and audience, for example a postcard or diary within the Recount genre; a recipe or a set of instructions within the Procedural genre.