

# The Writing Scale





# The Writing Scale

## What are the Reading and Writing Scales?

The Reading and Writing Scales describe the journeys that children make in order to become literate. We have distilled the complex and individual patterns of progress into, what we hope, are accessible and informative scales.

The purpose of the scales is to help teachers to understand what progression looks like in reading and writing. We have designed this publication to illustrate how schools can provide an environment that supports children's development as readers and writers and to suggest some next steps that teachers can plan in order to take children into the next phase of their development. The pedagogy underpinning the scales and the Next Steps is grounded in a coherent theory of children's language and literacy development, exemplified by the research element of this document, a review of current relevant research.

We are very clear that these are progression and not summative assessment scales. They are designed to support and develop teacher subject knowledge in literacy development, not to set out a linear sequence of targets that children need to reach in order to move to the next phase.

By publishing the scales we hope to support teacher subject knowledge in the development of reading and writing, providing a tool that will help strengthen teacher understanding. If used correctly, this publication will enable schools to recognise and document children's very different learning styles within a common framework and to plan for varying needs of individual children.

## How to use this publication

There are several parts to this publication:

### ■ The Reading and Writing scales

There is one scale for reading and one for writing. Each scale offers a description of the observable behaviours of pupils at different stages. Teachers will be able to think about where on the scales they could place the children that they teach. Once they have thought about this they will be able to see what is the next set of observable behaviours they are likely to see if the child is progressing with reading and writing. Using one of the scales to reflect on the attainment of children in their class will give teachers a clear idea about what to look for in day to day assessment and the key areas they need to plan for next. Every child will have a different journey through these scales. Their starting points and their rate and pattern of progression will depend on many factors including their prior experience, their interests and their learning preferences.

### ■ The 'Next Steps'

For each of the 'points' on the scale we have also described the provision, practice and pedagogy a teacher would want to plan for in order to help the child move forward in their literacy. We have designed this section to be used alongside the scale. Once the teacher has observed the child's behaviour and worked out where on the scale the child is, they will be able to work out where there are gaps in learning and then look at the next steps to support future planning.

### ■ The Research and Reading

These scales are underpinned by well-evidenced research. In the Research and Reading section we have outlined the evidence that supports this work. By using this section, teachers will be able to access the theory and evidence that underpins learning and teaching in reading and writing, enabling them to develop their understanding of why, when and how different practices can be most effective.

## How this publication came about

This publication was created by a task group consisting of staff from the Centre for Literacy in Primary Education (CLPE) and representatives from United Kingdom Literacy Association (UKLA), English and Media Centre (EMC), National Association for Advisors in English (NAAE) and the National Association for the Teaching of English (NATE). Over the course of a year, the group worked to create a framework that built on the CLPE reading and writing scales, originally developed as part of the widely used Primary Language Record. The group's aim was to create and pilot a rich framework for teachers to help them identify each pupil's current stage, analyse progress and consider the next steps. Our motivation was, among other things, to help to ensure that any sort of end of Key Stage performance descriptors become more meaningful and to help teachers develop practice that was drawn from established research about children's literacy development.

At each stage of the work the scales were trialled with a group of ten primary schools who were part of the Power of Reading Plus programme. The practitioners attending the project used the scales in school, shared them with other staff and collected evidence about their efficacy and accuracy. All this evidence was fed back into the work of the steering group. This was followed with a wider trial with all 600 teachers who are part of the Power of Reading project. We are collecting the evidence from this group of teachers which will enable us to exemplify the scales in due course.

We are keen to develop the scales to have the widest possible audience and applicability. We are working with the English and Media Centre to trial the scales in Key Stage Three and to develop ways in which they can be used in a secondary as well as a primary environment.

## The history of the reading and writing scales

For over forty years CLPE has pioneered approaches to formative, observation-based assessment in literacy and developed The Primary Language Record (PLR) and then The Primary Learning Record. These assessment records were developed between 1985-87 by Myra Barrs and her colleagues with large numbers of teachers working in multilingual inner London primary schools. The PLR was almost immediately recommended by the Cox Committee, which developed the English National Curriculum, as a model for a national system of recordkeeping. It went on to influence language and literacy records in all parts of the UK and become an accepted means of assessment for the English National Curriculum. The PLR was accompanied by four five-point scales, two in reading and two in writing. These enabled teachers to assess and monitor children's progress in the primary school. The thinking about learning and assessment behind these original scales forms the core principles and approach behind our revised scales and this publication.



# CLPE Writing Scale

## Dependence to Independence

Learning to write, like learning to read, is a journey from dependence to independence. Attainment in writing is intrinsically linked to the reading culture of the classroom and school. A programme of reading high quality texts aloud and the opportunity to explore a wide variety of texts and genres will enable children to become increasingly aware of purpose, audience, form, voice, written language structures and rhythms, generic markers, language registers and conventions. These form the foundations of a child's later understanding of written language systems.

Spoken language is the first and most important resource that young writers have. Children need to have a wide experience of story, knowledge of written language and how this works and knowledge of how print works as a means of communication. Young children can compose long before they can transcribe and many teaching approaches at this stage focus on easing the burden of transcription and enabling children to compose more freely. Therefore, initially a child needs the help and support of another person, usually an adult, in order to write conventionally. This support can be gradually withdrawn as transcription becomes easier and the child increases in independence, finding their voice as a writer.

Progress and development will be multi-dimensional. Some kinds of progress will be in the area of composition, and other kinds will relate mainly to transcription. Inexperienced writers who are still struggling with transcription may also need support with developing spelling skills – moving from the phonetic stage to gaining increasing control of standard spelling – and gaining better control of handwriting. As children become more experienced writers, adults will need to use approaches which encourage children's independence as writers; exploring form, voice, awareness of audience and the needs of the reader. Children will need to explore a wide variety of forms and styles, as well as having ample time to work on their writing – thus increasing their ability and stamina to manage extended texts. Adults should model and demonstrate how written language works as a means of communication. Children need to explore different ways and means of composing and publishing writing, including digital and multi-modal texts, related to purpose and audience.

Spelling and grammar, linked to language and form, should be taught, modelled and explored as an integral part of the writing curriculum.





Beginning  
Writer

Early  
Writer

Developing  
Writer

Moderately  
Fluent Writer

Stage	Describing the Child's Writing Behaviours
<p><b>Beginning Writer</b></p>	<p>The main feature of this stage is that writers are not yet able to transcribe text conventionally. They may be able to talk about ideas that they would like to commit to writing, but are still at an early stage of understanding how language is written down and need support with transcription.</p> <p>They may be exploring and experimenting with mark making in a variety of forms. Marks are made to show ideas and children start to ascribe meaning to these. At the beginning marks may be large, circular and random. This develops into more letter-like shapes which may be interspersed with number-like shapes and drawing.</p> <p>Children at this stage can express ideas in simple sentences, though these may not always be complete and may use such grammatical over generalisations as 'I brought a toy to school'. They have awareness that their voice is important for expressing and communicating needs and ideas to others.</p> <p>Children may be composing by trying out ideas through talk and dictating their ideas for writing to a facilitating adult or digitally recording their spoken ideas. They may also have some strategies for writing independently (e.g. drawing, mark making, copying, inventing own code).</p> <p>Older children at this stage may either appear to be reluctant to write or alternatively seek constant support and reassurance. Their experience as writers may be limited; they may be composing orally with confidence but be reluctant to write or avoid taking risks with transcription. Such writers need a great deal of support with developing their own texts (which are often brief) and with the writing demands of the classroom.</p> <p>In terms of composition, some children may be able to compose sentences orally that exceed their transcriptional abilities, whilst others require support with structuring their ideas and composing sentences orally prior to writing. Ideas for writing may be limited by their own range of experience and their lack of exposure to language and high quality texts.</p> <p>Transcriptional ability in this stage may be broad. Children may rely mainly on phonetic spelling strategies and memorised words, with few self-help strategies. Some children at this stage may have gaps in their phonic knowledge. They may still be writing in memorised letter strings, may not yet be making grapheme-phoneme correspondences and may seldom use punctuation to mark meaning. Some others may only hear initial and other predominant sounds in words.</p>
<p><b>Early Writer</b></p>	<p>Early writers are gaining confidence in using writing conventionally for a range of personal purposes (e.g. messages, notices, role-play). They can draw on their experiences of seeing language written down (e.g. in shared writing or as part of role-play) and demonstrate more understanding of the alphabetic nature of the English writing system. Children at this stage are willing to have a go at writing independently, using a few early strategies for spelling (e.g. use of initial letters, some known words, using letter strings as 'place holders'), so that writing can be read back more consistently.</p> <p>Children at this stage have a developing awareness of the fact that print carries meaning and make efforts to write with purpose e.g. in writing as part of role-play. They are able to speak in simple and compound sentences, ready for transcription. As their confidence increases, they are able to write more than one sentence and begin to join sentences with simple joining words such as 'and' and 'but'. They may use their oral language structures in their writing and so need support in developing appropriate written structures. Ideas for writing at this stage may be simple, based on direct experience or inspired by reading.</p> <p>At the beginning of this stage, children may write strings of legible letters of a more consistent size, including those in their name, and start to show a greater awareness of how writing works. As grapheme-phoneme correspondences develop, children start to represent known sounds, particularly at the beginning and end of words, and may start to write familiar words such as their name and other words of personal importance. Children at this stage may still mix upper and lower case, reverse letters and may not yet have developed an awareness of spacing between words. They begin to experiment with simple punctuation.</p> <p>Older children at this stage may still be at the phonetic stage of spelling where words are written as they sound. At the later stages, they may write sentences that no longer require mediation, with spaces between words and using simple punctuation. However, they continue to need support with writing across the curriculum. And their writing may lack detail and description to draw the reader in and help them to make meaning.</p> <p>Their handwriting is becoming increasingly legible at this stage and they may be exploring the use of simple punctuation.</p>
<p><b>Developing Writer</b></p>	<p>Developing writers can write simple sentences without the need for mediation, as they are able to represent sounds phonetically and know an increasing number of words that are exceptions to phonic rules. They are increasingly confident, writing independently within a familiar range of genres (e.g. letters, lists, brief narratives), but still need support with extending and developing writing.</p> <p>Children at this stage are able to rehearse their ideas orally prior to writing, expanding on ideas and adding detail and description. They draw on models from reading in structuring and developing their own texts. They are aware of the need to add description to their writing, using simple adjectives to expand noun phrases. They use an increasing range of common conjunctions, such as <i>and</i>, <i>but</i>, <i>so</i> and <i>because</i> to develop, link or expand ideas.</p> <p>These children may show awareness of alternative representations for phonemes, although these may not always be accurately represented in spelling. They develop strategies for spelling (e.g. known words, phonetically based invented spellings), that enable texts to be read by others.</p> <p>They are aware of the need for spaces between words and use simple punctuation such as capital letters and full stops and commas in lists. Their handwriting becomes of a consistent size and letters are generally formed correctly.</p> <p>They can read back their own texts consistently, checking for sense and meaning and are able to edit with support where necessary.</p> <p>Older writers at this stage write confidently in familiar genres (e.g. simple narratives) and try out different forms of writing, drawing on experience of the models available across other genres. They mainly use language and sentence structures that are close to speech and still need support with the writing demands of the curriculum.</p> <p>They display a greater awareness of the visual structures and patterns of words to move towards greater accuracy in spelling. Spellings of familiar words are generally correct and attempts at unfamiliar spellings reveal a widening range of strategies.</p> <p>They use sentence punctuation more consistently, including full stops and capital letters and may use question marks, exclamation marks and commas in lists. They may also experiment with speech punctuation.</p> <p>Handwriting is usually consistent and legible and they may be experimenting with joined handwriting.</p>
<p><b>Moderately Fluent Writer</b></p>	<p>Moderately fluent writers are writing more confidently and developing ideas at greater length in a few familiar forms. They have a growing ability to structure these texts and are willing to experiment with a wider range of writing.</p> <p>Children at this stage continue to rehearse and refine ideas prior to writing, through talk, drama and role-play, to ensure an authentic voice and appropriate language structures. They show a greater awareness of the reader by adjusting and developing language and content to suit the purpose and audience of the writing and help the reader to visualise. This may include the use of expanded noun phrases and precise vocabulary for effect or to add description.</p> <p>They are able to shape writing in familiar genres confidently, drawing on their experience of reading. They demonstrate control over the conventions of writing and can develop and shape a variety of text types across narrative, non-fiction and poetry. They create developed pieces of writing, shaped and supported by planning structures such as notes, storymaps, storyboards, concept maps etc. They have an understanding of the different forms and layouts needed for different types of writing.</p> <p>They begin to write more extensively. They explore and experiment with a wider range of sentence structures, thinking carefully about how to extend and join parts of their texts using appropriate adverbs and connectives. Tenses are consistent and a wider range of punctuation is used appropriately, such as exclamation marks and question marks to support meaning. In addition children use inverted commas to demarcate direct speech. They read back their writing and, with support, revise their own texts to link and develop ideas coherently.</p> <p>Children's spelling is becoming much more accurate, with a wider range of exception words correctly spelt. They also have an awareness of a greater range of grapheme-phoneme correspondences, of words that contain these and of the basic rules for their use, which may be based on analogy. Advanced words may still be spelt phonetically. They draw on a wider range of strategies in spelling (e.g. common letter strings, awareness of visual patterns, as well as phonetically based spellings).</p> <p>Older writers at this stage are increasingly willing to take risks with both composition and transcription. They may find it difficult to sustain initial efforts over longer pieces of writing and may not be able to develop writing over a piece, losing momentum or cohesion towards the middle or not being able to draw writing to a satisfying conclusion.</p>



Fluent  
Writer

Experienced  
Writer

Independent  
Writer

Mature  
Independent  
Writer

Stage	Describing the Child's Writing Behaviours
<p><b>Fluent Writer</b></p>	<p>Fluent writers are capable writers, who are growing in independence and using writing for a wider range of purposes – expressive, informational and imaginative. Inspired by a range of reading, children at this stage begin to plan for an audience and are beginning to consider the appropriateness of language and style and to shape their language with a considered reader or audience in mind.</p> <p>Children at this stage often choose to write over longer periods. They can write more extensively and their writing is appropriate to the purpose and audience. They write about their experiences and interests and begin to think about their audience and adapt their tone accordingly. Their narratives have clear structures, include a clear beginning, middle and end and involve more elaborate descriptions and details, often through the use of adverbial clauses. In non-fiction writing, they show how meaning can be enhanced through details, explanations, and examples.</p> <p>They have embedded skills and write automatically, no longer struggling with the physical process of writing and are able to develop a far greater stamina for writing. They begin to organise writing into sections for clarity.</p> <p>Their writing shows increasing attention to the visual patterns in spelling, which is generally accurate, with plausible attempts at unknown or increasingly difficult words. Common errors may include misspelling of homophones and inaccuracies in using apostrophes for contractions. Children work confidently with response and editing partners to show how their writing could be improved for the reader and for sense, through spelling and punctuation as well as word choice.</p> <p>They use a greater range of punctuation: building on knowledge established in earlier stages, they now use commas to demarcate clauses, are increasing in confidence in their use of speech-related punctuation and are punctuating texts for meaning more consistently.</p>
<p><b>Experienced Writer</b></p>	<p>Experienced writers are confident students who enjoy writing in different genres, and are developing personal voices. Their writing may show marked influences of texts that have been read.</p> <p>As students' writing becomes more confident and complex, they begin to set an appropriate mood and tone for their pieces. Sentence length and structure are varied for effect and transitional phrases are used appropriately and successfully to ensure fluency.</p> <p>Students' writing at this stage is securely organised within paragraphs, which are connected coherently with a varying choice of vocabulary and structures suitable to the purpose, audience and genre.</p> <p>Students at this stage use standard forms more consistently. They use written language in more deliberate ways to make meanings more explicit. They still need support in sustaining long pieces of writing or expressing complex meanings.</p> <p>They draw on a range of effective strategies for spelling, using a wider range of rules and patterns. They know and apply more infrequent representations of common sounds such as /g/ in league, /k/ in antique and include the correct use of more complex prefixes and suffixes such as variation of /-tion/.</p> <p>They use a wider range of punctuation consistently and devices such as ellipsis to create a specific effect on the reader. When re-reading, responding and editing their writing, students provide examples, add reasons, and delete for clarification. Their editing is more advanced, and they find most of their own grammar, spelling, capitalisation, and punctuation errors.</p> <p>They have developed their own legible style of handwriting.</p>
<p><b>Independent Writer</b></p>	<p>Independent writers are self-motivated, can write at length and are beginning to use writing to refine their own ideas. They are developing their own style and range as writers, but may still need support with the structuring of more complex narrative and non-narrative forms. In understanding the purpose and audience of their writing, they can select the appropriate form and style.</p> <p>Students at this stage have a wide experience of writing across a range of genres and can write at length; shaping and developing writing across a wide range of genres, without first needing explicit teaching of genre features. Having a broad range of experience across different types of writing, they now choose and use language and features that are most appropriate and effective for the purpose and audience of their writing.</p> <p>They are able to follow the process of drafting, redrafting and publishing, enhancing writing to meet the needs of the reader, as they edit and respond to their own writing. They use a range of techniques to enhance reader response such as varied sentence structures, précis longer passages to enhance readability, using dialogue to shape characters and advance action and using a range of adverbials to improve cohesion. They use more sophisticated punctuation such as semi-colons, colons and hyphens, commas and brackets for parenthesis to improve readability or for effect.</p> <p>They have sufficient experience from reading and extensive exploration of a range of texts across genres to form an understanding and appreciation of how language functions and how best to use this to inform their choices when writing.</p> <p>Students show an ability to discriminate between formal and informal voice, and choose the appropriate voice to suit the purpose and audience.</p> <p>They use standard spelling consistently including the use of silent letters and draw on effective self-help strategies when challenged by unknown words. They are increasingly able to use punctuation, including paragraphing effectively, to organise texts.</p> <p>They are likely to reflect on their writing and revise texts for the reader, choosing language for effect or to clarify meanings.</p>
<p><b>Mature, Independent Writer</b></p>	<p>Mature, independent writers are highly competent and developed writers, who have a recognisable voice and use writing as a tool for thinking. They make conscious decisions about appropriate forms and styles of writing, drawing on a wide experience of reading. They may show marked preferences for writing in particular genres.</p> <p>Students at this stage can communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. There is a skilfully controlled overall structure, with paragraphs and grammatical features used to support coherence and cohesion. Paragraphs are fluently linked to ensure flow. They use Standard English consistently and appropriately and have a secure control of complex grammatical structures.</p> <p>They are able to craft texts with the reader in mind and reflect critically on their own writing. They are able to manipulate and control their writing to achieve intent as a writer for effect on the reader. They have an ambitious vocabulary, which is used convincingly for purpose and effect. An assured use of sentence structures relates to purpose and audience and supports coherence and cohesion to achieve particular effects is evident in their writing.</p> <p>Students exhibit control of voice to affect presentation of information in their writing.</p> <p>They achieve accuracy in spelling and a full range of punctuation for clarity or emphasis. They have legible, consistent handwriting that can be maintained across contexts and when writing at speed.</p>

Stage	Describing the Child's Writing Behaviours
<b>Beginning Writer</b>	<p>The main feature of this stage is that writers are not yet able to transcribe text conventionally. They may be able to talk about ideas that they would like to commit to writing, but are still at an early stage of understanding how language is written down and need support with transcription.</p> <p>They may be exploring and experimenting with mark making in a variety of forms. Marks are made to show ideas and children start to ascribe meaning to these. At the beginning marks may be large, circular and random. This develops into more letter-like shapes which may be interspersed with number-like shapes and drawing.</p> <p>Children at this stage can express ideas in simple sentences, though these may not always be complete and may use such grammatical over generalisations as 'I bringed a toy to school'. They have awareness that their voice is important for expressing and communicating needs and ideas to others.</p> <p>Children may be composing by trying out ideas through talk and dictating their ideas for writing to a facilitating adult or digitally recording their spoken ideas. They may also have some strategies for writing independently (e.g. drawing, mark making, copying, inventing own code).</p> <p>Older children at this stage may either appear to be reluctant to write or alternatively seek constant support and reassurance. Their experience as writers may be limited; they may be composing orally with confidence but be reluctant to write or avoid taking risks with transcription. Such writers need a great deal of support with developing their own texts (which are often brief) and with the writing demands of the classroom.</p> <p>In terms of composition, some children may be able to compose sentences orally that exceed their transcriptional abilities, whilst others require support with structuring their ideas and composing sentences orally prior to writing. Ideas for writing may be limited by their own range of experience and their lack of exposure to language and high quality texts.</p> <p>Transcriptional ability in this stage may be broad. Children may rely mainly on phonetic spelling strategies and memorised words, with few self-help strategies. Some children at this stage may have gaps in their phonic knowledge. They may still be writing in memorised letter strings, may not yet be making grapheme-phoneme correspondences and may seldom use punctuation to mark meaning. Some others may only hear initial and other predominant sounds in words.</p>

**Dependence**

**Independence**



## Supporting the Beginning Writer to develop independence as a writer – next steps

Develop close links between home and school to encourage positive, purposeful writing experiences where children can witness writing taking place and being valued in a range of real life contexts; gaining early knowledge of the writing system. Provision for writing contexts can be fine-tuned following dialogue with parents to establish a child's approaches to mark making, how much of the process has been absorbed and where interests lie.

Create a rich language and literacy environment that demonstrates the written word in all its forms throughout the continuous provision; that reflects the cultural, social and linguistic diversity of the children, as well as introducing a world beyond the familiar. Read aloud high quality picture books and other texts daily which provide exposure to rich examples of writing, illustration and rhythms and patterns of language. Read aloud traditional tales with strong narrative structures, supporting a class culture of oral storytelling. Commit to paper the stories that children tell you, acting as a scribe so that fresh and vivid narratives can reach a wider audience.

Ensure secure book knowledge amongst adults so that they are able to draw on core texts that link to interests, extend play, stimulate talk and inspire writing. Enable children to respond to texts through role-play and revisit and re-enact using small world play, puppets or story props.

Create opportunities for children to engage in sustained, talk rich activities in which you can model, clarify, recast and enrich vocabulary and oral sentence structure, including the use of conjunctions to support and develop ideas. Provide peer models for talk as well as employing 'pole bridge talk' (vocalising thoughts, ideas and internal speech) when playing alongside children to demonstrate 'thinking aloud' and how that can progress to the conventions of a written sentence.

Ensure that children can observe and mimic adults modelling writing to record ideas in a variety of ways, showing how writing looks and what it is used for. Provide real and imaginary contexts in which children will be motivated to make marks or write independently.

Provide a range of models and experiences for physical writing development and to develop gross and fine motor control, e.g. *experimenting with arm movements with climbing and swinging, digging and pouring, work with streamers or scarves, play dough, threading, tweezer work.*

Create an appealing writing area which is well stocked with relevant, high quality resources that reflect children's interests and approaches to writing; paper varied in size, colour, texture or design, as well as a range of envelopes and stationery; homemade books and bookmaking materials such as, *staplers, glue, variety of tape, erasers, rulers, scissors.* Children should have access to a wide range of tools and implements which support their growing control of their mark making, e.g. *using fingers and tools in foam and gloop, sand and sticks, painting indoors and out, water on the ground, mark making on steamy windows and a range of writing implements on large and small scale media.* Helpful resources which attach meaning to writing should be consistently available e.g. *name cards, alphabet friezes, labels, captions for photographs.* Include the use of digital resources which allow children to capture and communicate their thoughts, beyond their transcriptional ability.

Plan activities regularly which develop early phonological awareness. Prepare children for tuning in to and making the sounds in words through activities that support children's discrimination of environmental and instrumental sounds, playing with voice sounds and alliteration and eventually beginning to blend and segment orally. Plan a curriculum rich in rhythm and rhyme, linking percussion activities to syllabification; the building blocks for later success in spelling.

Respond with genuine interest to children's ideas and oral storytelling, motivating them to take personal experiences into writing. Make careful and regular observations of mark making to help children decide when they are ready to move to letter formation, sound/symbol correspondences and smaller scale writing opportunities.

When working with older readers at this stage, the following points are also important:

Careful assessment and observation of the older child's attitude and approach to writing will determine the next steps. Ensure these children see adults writing publically, demonstrating writing as a worthwhile activity and modelling strategies such as trial and error and positive attitudes towards risk taking.

Read aloud a range of high quality, age appropriate texts to enable older children to hear authorial voice and tune in to the rhythm and grammatical structures within language. Read to the punctuation to show what impact this has on the way we read and our understanding. Use texts as leads into writing and enable children to write about topics that appeal and motivate: personal experiences, interests and fascinations. Provide models of writing that are shaped by purpose and audience.

Act as scribe for a child lacking confidence or demonstrating reluctance, whilst allowing them to maintain control of content. Use drama to enable children to take on real or imaginary roles leading to a broad range of writing opportunities. Writing in role can be especially enabling for older children experiencing difficulties in writing as anxieties around technical aspects of writing may be less emphatic when hidden behind the mask of the role. Plan for collaboration and co-operative writing experiences which engender a sense of security and offer an opportunity to contribute to a sustained piece of writing without undue demands on handwriting or writing stamina. Allow children to use alternative methods to recoding writing such as audio recording, dictation or having a scribe.

Plan a programme of phonics teaching around a rich reading curriculum, following careful analysis of gaps in early phonological development. Ensure children are well able to discriminate between sounds and link these and voice sounds to those they hear and say in words. In shared reading, help children to focus on the detail of the print and, using their knowledge of letter-sound relationships, to read unfamiliar words. Support children to read new words by analogy with words they know and demonstrate this through writing activities.

Create a dialogue around writing, responding to children's achievement and being sensitive to their varying levels of confidence and capability. Respond as a real reader, commenting on content, helping child to recognise what the reader appreciates and why.

Stage	Describing the Child's Writing Behaviours
<b>Early Writer</b>	<p>Early writers are gaining confidence in using writing conventionally for a range of personal purposes (e.g. messages, notices, role-play). They can draw on their experiences of seeing language written down (e.g. in shared writing or as part of role-play) and demonstrate more understanding of the alphabetic nature of the English writing system. Children at this stage are willing to have a go at writing independently, using a few early strategies for spelling (e.g. use of initial letters, some known words, using letter strings as 'place holders'), so that writing can be read back more consistently.</p> <p>Children at this stage have a developing awareness of the fact that print carries meaning and make efforts to write with purpose e.g. in writing as part of role-play. They are able to speak in simple and compound sentences, ready for transcription. As their confidence increases, they are able to write more than one sentence and begin to join sentences with simple joining words such as 'and' and 'but'. They may use their oral language structures in their writing and so need support in developing appropriate written structures. Ideas for writing at this stage may be simple, based on direct experience or inspired by reading.</p> <p>At the beginning of this stage, children may write strings of legible letters of a more consistent size, including those in their name, and start to show a greater awareness of how writing works. As grapheme-phoneme correspondences develop, children start to represent known sounds, particularly at the beginning and end of words, and may start to write familiar words such as their name and other words of personal importance. Children at this stage may still mix upper and lower case, reverse letters and may not yet have developed an awareness of spacing between words. They begin to experiment with simple punctuation.</p> <p>Older children at this stage may still be at the phonetic stage of spelling where words are written as they sound. At the later stages, they may write sentences that no longer require mediation, with spaces between words and using simple punctuation. However, they continue to need support with writing across the curriculum. And their writing may lack detail and description to draw the reader in and help them to make meaning.</p> <p>Their handwriting is becoming increasingly legible at this stage and they may be exploring the use of simple punctuation.</p>

**Dependence**

**Independence**



## Supporting the Early Writer in developing independence as a writer – next steps

Ensure the written word is held in high esteem during school events and make strong links to the wider reading community, e.g. home, pre-schools, bookshops, libraries.

Create a print rich environment that reflects the cultural, social and linguistic diversity of the children and where writing, by adults and children for a range of purposes, is demonstrated e.g. *messages, notes, labels, captions, self-made books, instructions etc.* Provide continuous access to a reading environment stocked with high-quality texts, introducing them to differing voices through a range of factual, instructional, persuasive and imaginative literature. Encourage children to draw on models from reading in structuring and developing their own texts.

Plan a curriculum rich in rhyme, song and story to support their growing knowledge of how language works. Read texts aloud for pleasure and purpose, and engage children in group performance reading so that they can appreciate the impact of word choice and punctuation on readers and audience. Encourage children to talk about words that are of interest and make a display or record of these words.

In creating a writing area, take account of individual approaches to writing and make provision for children who demonstrate different abilities and preferences about where and how they write. Ensure there are opportunities for sensory aspects of writing; listing known letters and numbers; administrative aspects – sticking envelopes, stapling pages, etc.; long periods of concentration; perseverance with spelling or handwriting.

Plan provision that allows for a community of writers, solitary writing and collaboration. Provide opportunities for children to communicate to known others, through messages, notes, invitations and letters, as well as developing awareness of and writing for unknown readers, e.g. stories, signs or posters. Plan contexts for writing that draw on knowledge of children's interests and fascinations and offer leads from familiar books or shared experiences. Motivate children to see the purpose in writing for real or imagined audiences e.g. *making own books, signs, labels and captions.* Have children's writing on display in communal areas.

Model writing frequently for and alongside children, talking more fully about the process of writing to record for a wide range of purposes. Encourage children to bring drawing and writing into play activities as a means of recording and provide them with purposeful contexts in which to write regularly. Develop the innate need to create narratives based on first hand experiences in and out of school by supporting children to retell and imitate style and structure in others' writing - including established authors. Continue to act as scribe to commit these to paper for wider readership, empowering children to develop, link and extend ideas, using simple and compound sentences.

Plan a talk-rich curriculum that enables children to engage in drama, role-play, re-enactment, recount, instruction, debate and discussion, providing stimulus and structures for writing. Provide strong role models for talk (peers and adults) and contexts that create opportunities for clarification, recasting, and enrichment of vocabulary and oral grammar structures. Model how to rehearse their ideas orally prior to writing, expanding on ideas and adding detail and description. Ensure children have the skills and opportunities (e.g. keyboard skills) to publish their writing in a wider variety of forms.

Teach and model letter formation as well as regular, high quality and relevant teaching of phonics, within a rich reading programme, to introduce children to the basic code. Encourage children to hear and say sounds in the order they occur, to help them write and spell in their everyday writing. Take an interest in alternative spellings where they occur, always modelling correct spellings in shared writing. Display words that are exceptions to phonic rules and interesting vocabulary in response to listening to children, embedding them in meaningful contexts and modelling how to access them when writing.

Respond to children's writing as a real reader, motivating them to write independently. Make careful and regular observations and attend to patterns in error in mark making to set priorities. Establish dialogue with children to help them recognise successes and to decide when they feel ready to write without mediation.

When working with older readers at this stage, the following points are also important:

Older writers at this stage will need careful observation to establish how much of the writing process has been absorbed and to set priorities from the broad range of writing competence and skills.

Illustrate a broad range of writing types and styles by establishing routines that enable children to browse and read a range of high quality texts and reflect their interests and heritage. Regularly read aloud age appropriate books that engage the children through interest, strong characterisation, themes or illustration. Emphasise the nuances of language in reading aloud, impact of punctuation and effective word choices. Use stories as leads in to drama whereby the child can take on the role of a character, preparing them to write from their viewpoint. Provide real or imagined audiences for writing, broadening their readership, including exploration of digital platforms like blogs, emails, or interactive texts.

In their own writing, adults should model letter formation and demonstrate the use of phonics as an aid to spelling. Encourage children to hear and say more sounds in the order they occur to help them to write and spell in their own writing. Identify and investigate words containing alternative spellings within a rich reading programme. Support children to read new words by analogy with words they know and demonstrate this through writing activities.

Write publicly alongside older children, modelling the pleasure and purpose in writing as well as the strategies adopted in overcoming difficulties. Make accessible and model using supportive resources as well as encouraging children to draw on known texts to enrich language. Develop routines for collaborative writing that motivate children to persevere and sustain their writing through shared ideas and language experience.

Respond to older children's writing as a real reader, discussing effective elements and contextualising next steps in terms of impact on the reader, such as playing around with or expanding sentence structure, punctuation or enriching with detail and description. Encourage children to read aloud their writing or present it in homemade books to engage a wider audience.

Stage	Describing the Child's Writing Behaviours
<b>Developing Writer</b>	<p>Developing writers can write simple sentences without the need for mediation, as they are able to represent sounds phonetically and know an increasing number of words that are exceptions to phonic rules. They are increasingly confident, writing independently within a familiar range of genres (e.g. letters, lists, brief narratives), but still need support with extending and developing writing.</p> <p>Children at this stage are able to rehearse their ideas orally prior to writing, expanding on ideas and adding detail and description. They draw on models from reading in structuring and developing their own texts. They are aware of the need to add description to their writing, using simple adjectives to expand noun phrases. They use an increasing range of common conjunctions, such as <i>and</i>, <i>but</i>, <i>so</i> and <i>because</i> to develop, link or expand ideas.</p> <p>These children may show awareness of alternative representations for phonemes, although these may not always be accurately represented in spelling. They develop strategies for spelling (e.g. known words, phonetically based invented spellings), that enable texts to be read by others.</p> <p>They are aware of the need for spaces between words and use simple punctuation such as capital letters and full stops and commas in lists. Their handwriting becomes of a consistent size and letters are generally formed correctly.</p> <p>They can read back their own texts consistently, checking for sense and meaning and are able to edit with support where necessary.</p> <p>Older writers at this stage write confidently in familiar genres (e.g. simple narratives) and try out different forms of writing, drawing on experience of the models available across other genres. They mainly use language and sentence structures that are close to speech and still need support with the writing demands of the curriculum.</p> <p>They display a greater awareness of the visual structures and patterns of words to move towards greater accuracy in spelling. Spellings of familiar words are generally correct and attempts at unfamiliar spellings reveal a widening range of strategies.</p> <p>They use sentence punctuation more consistently, including full stops and capital letters and may use question marks, exclamation marks and commas in lists. They may also experiment with speech punctuation.</p> <p>Handwriting is usually consistent and legible and they may be experimenting with joined handwriting.</p>

**Dependence**

**Independence**



## Supporting the Developing Writer to develop independence as a writer – next steps

Ensure the written word is held in high esteem and focus during school events and make strong links to the wider reading community, e.g. home, pre-schools, bookshops, libraries.

Create a print rich environment where writing by adults and children for a range of purposes is displayed. Establish routines for browsing and free reading within a reading environment stocked with high-quality texts. Read out loud a range of literature which explores different narrative structures and have a good knowledge of poetry appropriate to the age of the children. Use high quality texts as models for writing in a range of forms and discuss, and make explicit, features and important compositional elements of the writing.

Establish routines that allow for community of writers, solitary writing and collaboration.

Ensure continuous access to helpful resources to support their developing abilities. Provide opportunities for children to write freely for their own learning, to engage in dialogue with others or for creative purposes. Allow this writing to be free of judgement.

Continue to develop oracy to stimulate and inform a wide range of writing through drama, role-play, re-enactment, recount, instruction, debate and discussion, enabling children to take on voice. Provide opportunities for children to explore different kinds of voice and language structures.

Plan for children to write for real audiences, driving commitment in independent writers. Broaden awareness of known and unknown readership and the impact on content and writing style. Model writing across the curriculum for a range of different purposes and across a range of forms, including digital ones, e.g. *instruction writing in science, design technology, explanations or recounts in geography or history and newspaper and non-chronological reports across areas of learning.*

Talk through the writing process when sharing writing - modelling thinking about what to write before writing sentence by sentence and using appropriate strategies for transcribing during writing. Model reading through writing to check for sense and meaning or to improve after writing.

Through modelling, demonstrate how to explore and experiment with a wider range of sentence structures - thinking carefully about how to extend and join parts of their texts using appropriate adverbs and conjunctions as well as modelling appropriate letter formation, spelling strategies and punctuation.

Teach high quality, regular and relevant phonics, within a rich reading programme, to introduce children to the more complex code and to the use of analogy, rules and patterns that help them to become successful spellers.

Respond to writing as a reader, encouraging children to consider their own and others' writing more critically in terms of impact on known and unknown readership.

Embed the study of grammar, punctuation and spelling patterns through a rich reading curriculum and make accessible useful vocabulary generated through listening to and discussing books or experiences with children.

Allow opportunities for children to draw on their own imagination whilst writing, by continuing to embed playful approaches such as through small world play and role-play. Include opportunities for children to undertake free writing and consider the use of writing journals for children's self-initiated writing.

Feed back on writing as a genuine reader and engage in formal and informal conferences with children to discuss successes and next steps. Provide writing journals in which children can choose writing topics and write freely without judgement.

When working with older readers at this stage, the following points are also important:

Ensure older children have access to and hear high quality texts read aloud, providing strong models of language and enriching vocabulary to influence their own writing. Expand repertoire and experience of writing forms to which they can respond critically in terms of style and impact on them as readers. Model how to emulate these open and flexible frameworks in collaborative writing, building stamina and an ethos of co-operative editing.

Use drama and role-play to enable older children to assume voice, leading to a strongly imagined writing in role, whether for purposes of storytelling, recount, instruction, or debate and discussion. Plan writing tasks that are relevant and authentic with content shaped by audience and purpose. Model using strong oral sentence structure as rehearsal for writing and continue to write publically alongside children to demonstrate process, strategies and attitudes.



Stage	Describing the Child's Writing Behaviours
<b>Moderately Fluent Writer</b>	<p>Moderately fluent writers are writing more confidently and developing ideas at greater length in a few familiar forms. They have a growing ability to structure these texts and are willing to experiment with a wider range of writing.</p> <p>Children at this stage continue to rehearse and refine ideas prior to writing, through talk, drama and role-play, to ensure an authentic voice and appropriate language structures. They show a greater awareness of the reader by adjusting and developing language and content to suit the purpose and audience of the writing and help the reader to visualise. This may include the use of expanded noun phrases and precise vocabulary for effect or to add description.</p> <p>They are able to shape writing in familiar genres confidently, drawing on their experience of reading. They demonstrate control over the conventions of writing and can develop and shape a variety of text types across narrative, non-fiction and poetry. They create developed pieces of writing, shaped and supported by planning structures such as notes, storymaps, storyboards, concept maps etc. They have an understanding of the different forms and layouts needed for different types of writing.</p> <p>They begin to write more extensively. They explore and experiment with a wider range of sentence structures, thinking carefully about how to extend and join parts of their texts using appropriate adverbs and connectives. Tenses are consistent and a wider range of punctuation is used appropriately, such as exclamation marks and question marks to support meaning. In addition children use inverted commas to demarcate direct speech. They read back their writing and, with support, revise their own texts to link and develop ideas coherently.</p> <p>Children's spelling is becoming much more accurate, with a wider range of exception words correctly spelt. They also have an awareness of a greater range of grapheme-phoneme correspondences, of words that contain these and of the basic rules for their use, which may be based on analogy. Advanced words may still be spelt phonetically. They draw on a wider range of strategies in spelling (e.g. common letter strings, awareness of visual patterns, as well as phonetically based spellings).</p> <p>Older writers at this stage are increasingly willing to take risks with both composition and transcription. They may find it difficult to sustain initial efforts over longer pieces of writing and may not be able to develop writing over a piece, losing momentum or cohesion towards the middle or not being able to draw writing to a satisfying conclusion.</p>

**Dependence**

**Independence**



## Supporting the Moderately Fluent Writer to develop independence as a writer – next steps

Continue to model writing across the curriculum, planning tasks that are relevant and authentic with content shaped by audience and purpose. Demonstrate how to plan more extensive writing by writing down key ideas and vocabulary, before sequencing writing in a series of sentences, structuring into sections where relevant.

Talk about and model the correct use of tense and style for different pieces of writing and explore the ways words are formed in different tenses. Model a greater range of sentence types and appropriate punctuation such as statements, questions, exclamations and commands to extend children's ability to engage with the reader and convey appropriate meaning. Model correct letter formation, including the use of appropriate joins to extend and improve children's own handwriting.

Regular teaching of spelling should be a part of the curriculum, including looking for and analysing patterns in words gleaned from shared texts and collating word banks and lists to illustrate spelling patterns and rules such as homophones, common prefixes and suffixes.

Adults should encourage an investigative approach to spelling, collecting and classifying words by their spelling patterns and drawing analogies between words to help children to understand different spellings of the same sounds. This should be evident in the displays in the environment and also in class and individual word/spelling logs or vowel dictionaries. Children need ready access to simple dictionaries and thesauri to use during and after writing and adults should model how to navigate and use these.

Provide opportunities to write for different purposes and in different contexts supporting them to develop their awareness of the reader and the fundamental function of writing as a means of communication and expression.

Ensure there is time in the curriculum for children to explore and develop imaginative ideas for writing and to write creatively. Encourage children to explore ideas prior to writing through art, role-play, movement, work with puppets, figures and storyboxes and provide opportunities to write independently to develop these ideas into writing. Provide writing journals for children to explore and develop their own compositions.

In shaping and responding to writing, help children to move from implicit to explicit knowledge about the writing process and the use of language through judicious use of comments and questions. Model the planning, drafting, responding, revising and editing process in shared and collaborative writing to demonstrate strengthening all parts of the writing, starting with response to structure and impact on the reader and later polishing with proofreading and editing. Plan opportunities for bookmaking, publishing (in both print and digital formats) and performance to bring pieces to a wider audience and create pride in finished pieces.

When working with older readers at this stage, the following points are also important:

Respond to the writing of older children with genuine interest and plan to teach explicitly a specific area of need, e.g. develop skills and knowledge, exploration of meanings, stylistic effects, grammatical features, spelling patterns, punctuation points and handwriting formations.

Encourage older children to work co-operatively to take risks in their writing and develop experience and pleasure in producing sustained pieces. Ensure children read freely to support spelling and hear books read aloud to deepen understanding of authorial voice. Plan opportunities to respond to and edit their own work and the work of others through the use of response and editing partners and the differences between these should be made clear. Plan opportunities for bookmaking, publishing and performance to bring pieces to a wider audience and create pride in finished pieces.

Stage	Describing the Child's Writing Behaviours
<b>Fluent Writer</b>	<p>Fluent writers are capable writers, who are growing in independence and using writing for a wider range of purposes – expressive, informational and imaginative. Inspired by a range of reading, children at this stage begin to plan for an audience and are beginning to consider the appropriateness of language and style and to shape their language with a considered reader or audience in mind.</p> <p>Children at this stage often choose to write over longer periods. They can write more extensively and their writing is appropriate to the purpose and audience. They write about their experiences and interests and begin to think about their audience and adapt their tone accordingly. Their narratives have clear structures, include a clear beginning, middle and end and involve more elaborate descriptions and details, often through the use of adverbial clauses. In non-fiction writing, they show how meaning can be enhanced through details, explanations, and examples.</p> <p>They have embedded skills and write automatically, no longer struggling with the physical process of writing and are able to develop a far greater stamina for writing. They begin to organise writing into sections for clarity.</p> <p>Their writing shows increasing attention to the visual patterns in spelling, which is generally accurate, with plausible attempts at unknown or increasingly difficult words. Common errors may include misspelling of homophones and inaccuracies in using apostrophes for contractions. Children work confidently with response and editing partners to show how their writing could be improved for the reader and for sense, through spelling and punctuation as well as word choice.</p> <p>They use a greater range of punctuation: building on knowledge established in earlier stages, they now use commas to demarcate clauses, are increasing in confidence in their use of speech-related punctuation and are punctuating texts for meaning more consistently.</p>



## Supporting the Fluent Writer to develop independence as a writer – next steps

Plan for authentic writing tasks for both known and unknown readership, shaped by a rich programme of reading aloud, free voluntary reading and shared experiences. Ask children to respond to texts more critically, feeding in to a deeper understanding of author intent. Use real or imagined stimulus for oral rehearsal, enabling children to assume authentic voice in more strongly imagined roles; writing for information, instruction, storytelling, recount, persuasion, debate and discussion.

Model and demonstrate the finer points of composition across the curriculum and in English lessons. This should include thinking about the piece of writing as a whole (purpose, audience, initial ideas), and then how to break this down into manageable sections for composition; including how to organise the writing into paragraphs or sections.

Provide opportunities for children to make choices about the forms in which they write and begin to think about the impact such choices have on their readers.

Ensure children have sustained time to shape writing both collaboratively and individually. Provide opportunities for children to present and distribute their written work through bookmaking, wall displays, posters, blogs, emails, web publishing, reading aloud, and performance, including opportunities to engage in multimodal design. Provide children with the opportunities and skills to engage in writing in a wide variety of formats, including film and digital texts. Provide regular time and space for children to write freely and imaginatively.

Use and study high quality texts exploring how authors use language to link sentences, sections or paragraphs (including the use of simple adverbials), expand meaning and description, begin to use more complex sentence structures and model this in shared writing. Demonstrate how to balance speech and narrative. Engage children in co-operative writing to develop ideas, skills and writing style within the security of a large group and to maintain momentum for writing.

Model correct letter formation, including the use of appropriate joins to extend and improve children's own handwriting. Ensure children are taught to touch type to improve writing fluency of digital texts.

Regular teaching of spelling should be a part of the curriculum, including looking for and analysing patterns in words gleaned from shared texts and collating word banks and lists to illustrate spelling patterns and rules such as homophones, common prefixes and suffixes.

Children need to have ready access to dictionaries and thesauri at an appropriate level and adults should model how these should be used whilst and after writing. Class and individual word/spelling logs or alternative grapheme dictionaries support this investigative approach.

Encourage children to listen and respond to respect each other's point of view, or justify choices, in co-operative writing activities in readiness for peer review and response partnerships. Teach how to use a response partner approach to help them think about how to make their writing more effective for the reader, for example, adding extra detail, improving cohesion, removing extraneous information, making parts more succinct, adding dialogue. Model how to use editing partners to help them to correct misconceptions in spelling, punctuation, consistent use of tense, extra or omitted words.

Stage	Describing the Child's Writing Behaviours
<b>Experienced Writer</b>	<p>Experienced writers are confident students who enjoy writing in different genres, and are developing personal voices. Their writing may show marked influences of texts that have been read.</p> <p>As students' writing becomes more confident and complex, they begin to set an appropriate mood and tone for their pieces. Sentence length and structure are varied for effect and transitional phrases are used appropriately and successfully to ensure fluency.</p> <p>Students' writing at this stage is securely organised within paragraphs, which are connected coherently with a varying choice of vocabulary and structures suitable to the purpose, audience and genre.</p> <p>Students at this stage use standard forms more consistently. They use written language in more deliberate ways to make meanings more explicit. They still need support in sustaining long pieces of writing or expressing complex meanings.</p> <p>They draw on a range of effective strategies for spelling, using a wider range of rules and patterns. They know and apply more infrequent representations of common sounds such as /g/ in league, /k/ in antique and include the correct use of more complex prefixes and suffixes such as variation of /-tion/.</p> <p>They use a wider range of punctuation consistently and devices such as ellipsis to create a specific effect on the reader. When re-reading, responding and editing their writing, students provide examples, add reasons, and delete for clarification. Their editing is more advanced, and they find most of their own grammar, spelling, capitalisation, and punctuation errors.</p> <p>They have developed their own legible style of handwriting.</p>



## Supporting the Experienced Writer to develop independence as a writer – next steps

Plan opportunities for children to explore and hear a range of high quality texts read aloud, including multimodal texts, and plan for critical discussion that allows children to reflect on effects on the reader created by the writer and how these have come about. Make provision for children to read high quality texts to develop competence in forms and purpose for their own writing.

Provide a language-rich environment, focusing on effective vocabulary and ways language is used for effect by writers in order to support children's growing understanding and enrichment of language, vocabulary, sentence structure and composition. Continue to use imaginative approaches in art, drama and oracy to help shape and craft a range of written forms. Demonstrate how writing can then be used to prepare for a well honed oral presentation or performance.

Introduce and plan for children to write in a range of forms in authentic contexts with clear purpose and readership. Provide opportunity for children to present and distribute their written work through bookmaking, wall displays, posters, blogs, emails, web publishing, reading aloud, film, multimodal texts and performance.

Plan learning experiences where they take part in text marking exercises to show how language, vocabulary, punctuation and sentence structure have been used to shape, describe and enhance cohesion.

Model the use of digital and printed thesauri to enhance vocabulary choices and dictionaries and spellcheckers to support children to become precise in their spelling. Encourage the use of spelling journals within a rich reading programme.

Provide sustained periods of time for children to plan, draft, redraft and polish work, in order to give satisfaction or pleasure to writer and reader. Increase opportunities for self-directed writing. Plan for the regular use of response partners, including an adult audience, to support children in considering the effect of their writing and how best to make appropriate enhancements to choices of language, vocabulary, sentence structure and form followed by proofreading. Use appropriate technology to support editing and layout as well as continuing to teach touch typing skills to enhance fluency and presentation.

Stage	Describing the Child's Writing Behaviours
<b>Independent Writer</b>	<p>Independent writers are self-motivated, can write at length and are beginning to use writing to refine their own ideas. They are developing their own style and range as writers, but may still need support with the structuring of more complex narrative and non-narrative forms. In understanding the purpose and audience of their writing, they can select the appropriate form and style.</p> <p>Students at this stage have a wide experience of writing across a range of genres and can write at length; shaping and developing writing across a wide range of genres, without first needing explicit teaching of genre features. Having a broad range of experience across different types of writing, they now choose and use language and features that are most appropriate and effective for the purpose and audience of their writing.</p> <p>They are able to follow the process of drafting, redrafting and publishing, enhancing writing to meet the needs of the reader, as they edit and respond to their own writing. They use a range of techniques to enhance reader response such as varied sentence structures, précising longer passages to enhance readability, using dialogue to shape characters and advance action and using a range of adverbials to improve cohesion. They use more sophisticated punctuation such as semi-colons, colons and hyphens, commas and brackets for parenthesis to improve readability or for effect.</p> <p>They have sufficient experience from reading and extensive exploration of a range of texts across genres to form an understanding and appreciation of how language functions and how best to use this to inform their choices when writing.</p> <p>Students show an ability to discriminate between formal and informal voice, and choose the appropriate voice to suit the purpose and audience.</p> <p>They use standard spelling consistently including the use of silent letters and draw on effective self-help strategies when challenged by unknown words. They are increasingly able to use punctuation, including paragraphing effectively, to organise texts.</p> <p>They are likely to reflect on their writing and revise texts for the reader, choosing language for effect or to clarify meanings.</p>



## Supporting the Independent Writer to continue their development as a writer – next steps

Encourage reading for pleasure across a range of forms and styles to explore writer intent and how texts are crafted with a specific reader in mind. Explore writing journals in their different forms, including those of known authors to explore the process different writers undertake. Visits from authors will help to make the process meaningful for children.

Encourage writing for pleasure across the full range of forms, helping children to develop a personal style and voice. Use drama and oracy to stimulate real and imagined contexts for writing and provide opportunity for children to have their writing read aloud, performed or dramatised, then discussed and polished further.

Across all writing, model and demonstrate the tone, style and register to match the purpose, form and audience of specific pieces of writing so that children are confident to deploy these in their own writing for maximum impact on the reader. Model how to use a wide range of punctuation to create specific effects on the reader.

Develop book talk to deepen reader response and explore the effect that the author has created on the reader.

Explore high level and precise vocabulary, ensuring that children develop a sophisticated understanding of context-specific vocabulary and why it has been used to achieve impact or broaden reader understanding or development.

Give children the opportunities for extended writing, including self directed writing, which can be revisited, redrafted, edited and refined, using peer response and self assessment.

Stage	Describing the Child's Writing Behaviours
<b>Mature Independent Writer</b>	<p>Mature, independent writers are highly competent and developed writers, who have a recognisable voice and use writing as a tool for thinking. They make conscious decisions about appropriate forms and styles of writing, drawing on a wide experience of reading. They may show marked preferences for writing in particular genres.</p> <p>Students at this stage can communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. There is a skilfully controlled overall structure, with paragraphs and grammatical features used to support coherence and cohesion. Paragraphs are fluently linked to ensure flow. They use Standard English consistently and appropriately and have a secure control of complex grammatical structures.</p> <p>They are able to craft texts with the reader in mind and reflect critically on their own writing. They are able to manipulate and control their writing to achieve intent as a writer for effect on the reader. They have an ambitious vocabulary, which is used convincingly for purpose and effect. An assured use of sentence structures relates to purpose and audience and supports coherence and cohesion to achieve particular effects is evident in their writing.</p> <p>Students exhibit control of voice to affect presentation of information in their writing.</p> <p>They achieve accuracy in spelling and a full range of punctuation for clarity or emphasis. They have legible, consistent handwriting that can be maintained across contexts and when writing at speed.</p>



## Supporting the Mature Independent Writer to continue their development as a writer – next steps

Provide opportunity for children to shape sustained pieces of writing, in the full range of forms, in collaboration with others and individually. Encourage the development and manipulation of appropriate tone and style to captivate reader interest and create cohesion.

Ensure distribution of formal and informal writing is wide ranging, in printed and digital formats, and that opportunities are taken to encourage reader interactivity and response.

Create an ethos of critical thinking around writing written by published authors and themselves. Encourage children to keep creative or free writing journals in which they can explore a range of ideas privately and hone personal style and voice. Provide opportunity for written dialogue or critical response to take place at other times.

Model the skill of controlling the overall structure of writing through paragraphs and grammatical features to support coherence and cohesion and achieve a range of effects.



# Research Towards a Comprehensive Pedagogy for Reading and Writing

## Introduction

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In this section we indicate the research that underpins the approach we have taken in these reading and writing scales and the accompanying 'next steps' pedagogy, pointing to the sources of evidence they are based on. So the section is intended to help teachers to develop their understanding of why, when and how different practices are productive.

We recognise that literacy teaching is a passionately contested area. The discourses surrounding teaching children to read and write are constituted by widely differing views from a range of disciplines about the nature of language and its acquisition. These lead to differing pedagogic and assessment practices. Moreover, disputes about literacy pedagogy often emanate from fundamental differences over the approaches to researching the best ways to teach reading and writing: arguments continue to rage over the validity of different research methods used to investigate literacy practice (Rassool 1999).

We have adopted an approach to research that is at once both rigorous and wide-ranging. The studies we draw on are concerned with reading and writing as making meaning from coherent text. The vast majority concern real children reading and writing texts in authentic circumstances – not word lists in laboratories. They are focused on successful children, teachers and schools. Some of these informing studies are rooted in psychology, some in linguistics and some in sociolinguistics. But all incorporate a view of reading and writing as essentially concerned with making meaning.

We consider that the work of Luke and Freebody has been particularly helpful in clarifying what it is that children have to learn to become fully literate. They argue that to become a successful reader and writer, an individual needs to develop and sustain the means to play four related roles: code breaker, meaning-maker, text-user, and text critic. This is the conception of literacy learning that informs our approach (Luke and Freebody, 1999).

The research we draw on does not lead us to a neat sequential train of activities, but it does establish important principles.

- All children come to school with a range of experience of literacy, including digital and media text, much of it framed by popular culture.
- Establishing strong two-way links between home and school substantially aids all literacy learning; reading is particularly sensitive to parental influence.
- The 'basics' of literacy learning involve an awareness of what it is to be literate, and a familiarity with the language of books, as well as knowledge of the alphabet and the sound/symbol relations of the orthographic code.
- Approaches to reading and writing that both balance and integrate technical concerns with attention to the making of meanings that are interesting to the learner are more successful than those that focus on technical matters alone.
- Teachers who tailor their teaching to the needs of individual children, drawing on their understanding of the children's backgrounds and experiences, as well as close monitoring of their progress, are more successful than those who impose uniformity.
- Learning to read and learning to write are interdependent processes: making links between reading and writing help both forward.

The reading and writing scales, along with the 'next steps' materials embody these principles and offer a holistic and comprehensive approach to the teaching of reading and writing. They give teachers a framework to conceptualise and discuss the progression learners make, one that is fully rounded and accompanied by a wide spectrum of sound strategies to ensure progression.

In the rest of this section we set out these and other principles, together with references to the research from which they derive.

## References

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Luke, A. and Freebody, P. (1999) Further notes on the 4 resources model. *Practically Primary* 4, 2. 5-8.

Rassool, N. (1999) *Literacy for Sustainable Development in the Age of Information*. Clevedon: Multilingual Matters.

# Key principles derived from research evidence

## Reading and writing together

**All children come to school with a range of experience of literacy, including digital and media text, much of it framed by popular culture.** (Heath, 1983; Moll et al., 1992; Dyson, 2001, 2003; Millard, 2003; Marsh et al., 2005; Marsh, 2005; Kendeou et al., 2008; Wohlwend, 2009; Levy, 2009; Ofcom, 2011)

**Establishing strong two-way links between home and school substantially aids all literacy learning; reading is particularly sensitive to parental influence.** (Tizard et al., 1982; Topping, 1991; Close, 2001; Sénéchal and Lefevre, 2002; Aram and Levin, 2004; Nutbrown et al., 2005; Levy, 2011; Mullis et al., 2012)

**The 'basics' of literacy learning involve an awareness of what it is to be literate, and a familiarity with the language of books, as well as knowledge of the alphabet and the sound/symbol relations of the orthographic code.** (Clay, 1972; Wells, 1981a; Bussis et al., 1985; Solsken, 1993; Raban and Coates, 2004; Pressley, 2006; Davis, 2013)

**Approaches to the teaching of reading and writing that both balance and integrate technical concerns with attention to the making of meaning are more successful than those that focus on technical matters alone.** (Medwell et al., 1998; Wray et al., 2000; Taylor and Pearson, 2002; Berninger et al., 2003; Hall and Harding, 2003; Pressley, 2006; Torgerson et al., 2006; Shapiro and Solity, 2008; Parr and Limbrick, 2010; Wolfe, 2013)

**Teachers who tailor their teaching to the needs of individual children, drawing on understanding of the children's background and experiences, as well as close monitoring of their progress, are more successful teachers of literacy than those who impose uniformity.** (Medwell et al., 1998; Pressley et al., 2001; Allington et al., 2002; Dyson, 2003; Comber and Kamler, 2004; Belfiore et al., 2005)

**Learning to read and learning to write are interdependent processes: making links between reading and writing help both forward.** (Smith, 1982; Cairney, 1990; Tierney and Shanahan, 1991; Sipe, 1993; Calkins, 1994; Barrs and Cork, 2001; Pantaleo, 2007; Manak, 2011; Ofsted, 2011)

**Children tend to make a good start in learning to read and write where their teachers model and share the processes of reading and writing.** (Wheldall and Entwistle, 1988; Campbell, 1989; Clay, 1991; Geekie et al., 1999; Fisher, 2002; Cremin et al., 2010)

**Encouraging and supporting wide and copious reading, including non-fiction and poetry, yields benefits for writing as well as reading.** (Cairney, 1990; Frater, 2001; Pantaleo, 2007; Ofsted, 2011)

**Both reading and writing poetry create opportunities to enrich children's awareness and knowledge of language** (Dias and Hayhoe, 1988; Andrews, 1991; Dymoke et al., 2015)

**Listening and responding to engaging, substantial texts, that are read aloud with skill, enhances children's command of written language, improving their writing as well as their reading.** (Fodor, 1966; Cohen, 1968; Elley, 1989; Dombey, 1994; Vivas, 1996; Rosenhouse et al., 1997; Sipe, 2000; Barrs and Cork, 2001; Hepburn et al., 2010; Manak, 2011)

**Engaging children in reading and writing on subjects of interest to them is, especially for boys, more productive than ignoring their interests.** (Anderson et al. 1988; Guthrie et al., 1996; Wigfield and Guthrie, 1997; Cunningham and Stanovich, 1998; Cunningham and Allington, 1999; Cremin et al., 2006; Nixon and Comber, 2006; Walsh, 2007; Teale and Gambrell, 2007; Taboada et al., 2009; Rowe and Neitzel, 2010; Bearne et al., 2011; Mahiri and Maniates, 2014)

**Children are more likely to engage in reading and writing in classrooms rich in inviting displays, interesting texts and a variety of writing materials.** (Morrow, 1990; Sulzby and Teale, 1991; Neumann and Roskos, 1992; Gunn et al., 1995; Roskos and Neumann, 2001)

**A classroom culture in which teacher and children collaborate to construct high-level meanings through talk significantly improves the learning of reading and writing.** (Nystrand et al. 1997; Corden, 2000; Alexander, 2000; Dombey, 2003; Taylor et al., 2003; Pressley, 2006; Bitter et al., 2009; Feigenbaum, 2010; Fisher et al., 2010; Peterson and Taylor, 2012; Wolfe, 2013; Cremin et al., 2014)

**Children have the power, especially where they are trained in group work, to help each other move forward in their literacy learning.** (Palincsar and Brown, 1984; Topping, 1991; King and Robinson, 1995; Chinn et al., 2001; Nystrand, 2006; Mercer and Littleton, 2007; Savage and Pompey, 2008; Aukerman, 2007; Murphy et al., 2009)

**Engaging in drama and dramatic play has a positive effect on learners' achievements in reading and writing, giving greater meaning to reading and enabling learners to produce written work with greater depth, power and detail.** (Morrow, 1990; Vukelich, 1994; Roskos, 2000; Barrs and Cork, 2001; Crumpler and Schneider, 2002; Paley, 2004; Fleming et al., 2004; Cremin et al., 2006)

**Children's delight in playing with rhyme, rhythm and tune contributes to their learning of the sounds, structures and meanings of language and to its symbolic use in both reading and writing.** (Maclean et al., 1987; Bryant et al., 1989; Opie, 1993; Goswami, 1999; Grugeon, 1999; Cumming, 2007; Coyne et al., 2012)

**Reading and writing in the 21st century involves iconic as well as verbal text, making different demands on the learner.** (Gee, 2000; Marsh and Millard, 2000; Kress, 2003, 2012; Bearne and Marsh, 2008; Maine, 2015)

**Digital texts have a key role to play in school reading and writing.** (EPPI 2003; Lenhart et al., 2008; Carrington and Robinson, 2009; Clark and Dugdale, 2009; Waller, 2010)

## Reducing the gender gap

**Schools where boys read and write well have, in addition to the features itemised above and below, a school and classroom culture where:**

- **intellectual, cultural and aesthetic accomplishments by boys are recognised,**
- **value is placed on succinctness as much as elaboration, and logical thought as much as expressiveness,**
- **there is enthusiasm for, access to and expertise in ICT.**

(Moss, 2000; Ofsted, 2003; Safford et al., 2004; Younger and Warrington, 2005; Andrews et al., 2009; Clark and Dugdale, 2009; Clark, 2012)

## Bilingual literacy learners

**Language diversity is a resource and an opportunity for learning for all pupils, as knowledge and understanding of other languages can enhance learning of English and literacy.** (Cummins, 2001; Torres-Guzmán et al. 2002; Kenner et al., 2008; Almaguer and Esquierdo, 2013; Conteh, 2015)

**As do monolingual children, bilingual children learn most effectively when there is a focus on meaning and understanding.** (Cummins, 1986; Bialystok, 1997; Drury, 2007)

## Word identification in reading

**The identification of words in fluent reading involves a combination of ‘bottom-up’ and ‘top-down’ processes in which neither side predominates.** (Cattell, 1886; Rumelhart, 1976; Pressley, 2006; Strauss et al., 2009)

**Both synthetic and analytic phonics have a part to play in literacy learning and teaching.** (Brown and Deavers, 1999; Ehri et al., 2001; Juel and Minden-Cupp, 2001; Ziegler and Goswami, 2005; Coyne et al., 2012)

**Phonics is not sufficient on its own to teach children to read and write English, with its complex spelling patterns.** (Sampson, 1985; Torgerson et al., 2006; Strauss and Altwerger, 2007; Davis, 2013)

**When they meet more complex words, children learning to read English successfully tend not to restrict themselves to a synthetic phonic approach, but to use a wider range of strategies.** (Brown and Deavers 1999; Goodman et al., 2005; Coyne et al., 2012)

**Children use fundamentally different processes to identify words as they make progress in learning to read.** (Clay, 1972; Bussis et al., 1985; Frith, 1985; Wolf, 2008)

## Reading comprehension

**Fluent readers use a range of strategies to foster and monitor comprehension, making connections between what they know and what is presented in the text.** (Palincsar and Brown, 1984; Pressley, 2006; Anderson and Pearson, 1984; Dole et al., 1991; National Reading Panel, 2000; Dignath et al., 2008)

**Teaching comprehension from the earliest years in school makes a significant difference to children’s effectiveness as readers** (Raphael and Pearson, 1985; Mallett, 1992; Mallett, 2002; Berninger et al., 2003; Paris and Stahl, 2005; Tennent, 2015; Oakhill et al. 2014)

## Grammar, spelling, handwriting and punctuation

**Children’s talk demonstrates their implicit command of grammar and develops through putting language to use, as they make sense of the world around them.** (Halliday, 1975; Wells, 1981b; Fletcher and Garman, 1986; Deacon, 1998)

**Explicit knowledge of grammar may improve children’s writing, if taught in the context of the teaching of writing.** (Williams, 1995; Hunt, 2001; Myhill et al., 2012)

**Encouraging invented spelling in the early stages helps children get their words down on paper.** (Peters, 1970; Bissex, 1980; Gentry, 1982; Treiman, 1994; Levin and Aram, 2013)

**To make progress in spelling, children need to use visual and morphemic approaches as well as ‘sounding words out’.** (Peters, 1970; O’Sullivan and Thomas, 2007; Hilde and Reitsma, 2011; Adoniou, 2014)

**Children benefit from investigating spelling through, for example, mini lessons, classroom word collections, displays and print hunts, focused on words sharing meanings, letter strings, prefixes and suffixes can all help.** (O’Sullivan and Thomas, 2007; Cordewener et al., 2015)

**Children profit from explicit instruction in both a fluent handwriting style and (later) keyboard skills, since those who write more easily tend to write better texts.** (Berninger and Amtmann, 2004; Medwell and Wray, 2007; Connelly et al., 2010)





**As with other technical aspects of literacy learning, handwriting and keyboard skills are best taught in the context of producing meaningful text.** (Berninger and Graham, 1998; Medwell and Wray, 2007)

**In classrooms where writing is purposeful and attention is focused on the effect on the reader, children use a wider variety of punctuation marks and use them more effectively than those in classes where punctuation is learned through rules.** (Calkins, 1980; Hall, 2001)

**The principal criterion used by the most skilled punctuators tends to be semantic: what the mark makes the words mean.** (Hall, 2001)

## Research specific to the teaching of writing

**Children make progress in writing where their teachers engage in writing themselves, sharing experience and expertise with their classes.** (Cremin, 2006; Gannon and Davies, 2007; Yeo, 2007; Andrews, 2008; McKinney and Georgis, 2009; Ofsted, 2009; Cremin and Baker, 2010)

**Children's writing improves when their teachers work with them, demonstrating the process of writing, acting as scribes, response partners, editors and advisors.** (Cremin and Baker, 2010)

**Children who write every day, sometimes for sustained periods, learn to write better than those who do so less often and less substantially.** (Cunningham and Allington, 1999; Berninger et al., 2006; Ofsted, 2011)

**Carefully established writing workshops and/or communities of writers can significantly raise the quantity and quality of children's writing.** (Graves, 1983; Ofsted, 2011; Cremin and Myhill, 2011)

**Different forms, or genres, of writing are best learnt when children write for authentic purposes and engage with authentic audiences.** (Littlefair, 1993; Parr and Limbrick, 2010; Duke et al., 2012; Stagg Peterson, 2014)

## Assessment and literacy learning

**High-stakes accountability testing has consistently been demonstrated to undermine teaching and learning.** (Smith, 1991; Allington and McGill-Franzen, 1995; Morrison and Joan 2002; Rex and Nelson 2004)

**This is particularly true for low-achieving students.** (Harlen and Crick 2003).

**Assessment that purports to measure comprehension but fails to recognise its complexity and the key roles played by prior knowledge and metacognition does not yield useful information.** (Duke and Pearson, 2002; Paris and Stahl, 2005)

**Assessment measures that take into account that people engage in literate practices differently in different contexts yield more useful information than those limited to one context.** (Barrs et al., 1989; Johnston and Costello, 2005).

**Assessment measures that attend to what children can do with different kinds of support as well as what they can do independently yield the most useful information about their next steps in learning.** (Vygotsky, 1962; Goodman et al., 2005)

**Classrooms in which self-assessment is encouraged allow children to regulate their own literacy learning and extend their literacy achievements.** (Harlen and Crick 2003; McDonald & Boud 2003; Johnston and Costello 2005)

## and finally...

**Effective teachers of literacy have developed a coherent philosophy towards literacy, involving substantial attention to meaning, are readers themselves and demonstrate that language and literacy are interesting, pleasurable and purposeful.** (Medwell et al., 1998; Frater, 2000; Cremin et al., 2014)

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# reading and writing scales

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