

Write to Communicate

	PURPOSE AND AUDIENCE PROGRESSION	SPELLING PROGRESSION	VOCABULARY PROGRESSION	LANGUAGE AND TEXT FEATURES PROGRESSION	PLANNING AND COMPOSING PROGRESSION	REVISING AND EDITING PROGRESSION
	MOST ADULTS WILL BE ABLE TO:	MOST ADULTS WILL BE ABLE TO:	MOST ADULTS WILL BE ABLE TO:	MOST ADULTS WILL BE ABLE TO:	MOST ADULTS WILL BE ABLE TO:	MOST ADULTS WILL BE ABLE TO:
	<ul style="list-style-type: none"> have a simple purpose for writing, with one or more goals related to the text content (what the text will say). 	<ul style="list-style-type: none"> have a bank of high-frequency words they can write automatically and accurately have in their spelling bank high-frequency words that have regular spelling patterns and irregular spelling patterns. 	<ul style="list-style-type: none"> use a range of everyday, highly familiar words and phrases to write simple texts. 		<ul style="list-style-type: none"> write single words and simple phrases to convey information in a readable draft use a highly structured template or model to write a simple text on a very familiar topic. 	<ul style="list-style-type: none"> use basic revision strategies, with support, to edit their writing in response to feedback.
		<ul style="list-style-type: none"> have a large bank of words they can write automatically and accurately use reliable strategies for spelling everyday words with some fluency and accuracy have an awareness of the accuracy of their spelling attempts use appropriate levelled dictionaries to check spelling attempts. 	<ul style="list-style-type: none"> have a writing vocabulary that is adequate for communicating meaning in everyday writing tasks add detail to simple sentences, for example, by adding an adjective to a noun. 	<ul style="list-style-type: none"> be able to use basic grammar and punctuation to construct short, simple sentences and compound sentences use punctuation effectively to show where sentences begin and end know and use the basic features of some common text types and visual text forms. 	<ul style="list-style-type: none"> write a short, comprehensible text using simple sentences, with support if necessary use knowledge of text structure to identify and organise a limited number of ideas around a familiar topic. 	<ul style="list-style-type: none"> review and revise their writing by making a few simple changes to the content, based on rereading and feedback make simple corrections to grammar, spelling and punctuation use electronic or print-based tools to help them identify and correct errors.
	<ul style="list-style-type: none"> have purpose-related goals for writing and use them to help plan, compose and revise begin to develop a sense of the audience (the reader) for whom they are writing. 	<ul style="list-style-type: none"> use with confidence strategies for spelling most everyday words with fluency and accuracy use word analysis to spell common three and some four syllable words (for example, <i>hospital</i>, <i>information</i>). 	<ul style="list-style-type: none"> have an extended writing vocabulary related to their personal, work and community tasks know about the connections between words, including collocations. 	<ul style="list-style-type: none"> use effective sentence structures and more complex punctuation to write more complex sentences with detail and elaboration write longer texts that flow well and make sense have and apply a knowledge of the features and structures of a wider range of text types. 	<ul style="list-style-type: none"> use simple planning strategies use knowledge of text structure to organise a limited number of ideas in a few short, well-linked paragraphs with several supporting details and/or examples write a simple, comprehensible text that conforms to an appropriate text type. 	<ul style="list-style-type: none"> review their writing in terms of its appropriateness for the intended audience, its coherence and flow, the word choices, the sentence structure and the structure of the text as a whole make several simple changes to improve the text's coherence and the way the content is organised proofread the text to correct the grammar, spelling and punctuation use appropriate tools to aid proofreading.
	<ul style="list-style-type: none"> have an audience in mind and consider the appropriateness of the choices they make in relation to that audience. 	<ul style="list-style-type: none"> use strategies to spell more specialised words, including words of many syllables, with fluency use knowledge of how more complex words are built (prefix + Latin root + suffix) to spell more advanced words monitor their writing for accuracy and sense. 	<ul style="list-style-type: none"> have a specialised writing vocabulary related to a range of topics know how to select vocabulary that is appropriate to the context know that words can be formed based on roots, prefixes and suffixes, and use this knowledge to extend their writing vocabulary. 		<ul style="list-style-type: none"> use multiple planning strategies use knowledge of text types and their structures to select appropriate text forms and media for the purpose write text with some fluency, using a limited variety of complex sentence structures and rhetorical patterns use strategies to select and incorporate relevant information or ideas from one or more sources have an awareness of voice and know how to adapt their writing to express the voice they choose to use. 	
		<ul style="list-style-type: none"> have developed the ability to spell a wide range of unfamiliar, less familiar, or recently learnt words rapidly and accurately. 		<ul style="list-style-type: none"> use complex sentence and paragraph structures across a wide range of complex texts use a full range of punctuation and discourse markers to communicate meaning structure longer texts by using paragraphs and sub-headings to present information and ideas effectively. 		<ul style="list-style-type: none"> review the text to identify and address any problems, checking that the text meets its purpose and is likely to engage the intended audience proofread the text using appropriate print or computer-based tools.
	<ul style="list-style-type: none"> have a network of goals that relate to the purpose, the audience and the content reflect on their purpose and audience as they compose and revise. 		<ul style="list-style-type: none"> have an extensive writing vocabulary of everyday and specialised words that relate to a wide range of topics and contexts. 		<ul style="list-style-type: none"> select from and use a range of tools (including computer tools) for overall planning and organisation use their knowledge of text types, text structures and media to communicate information or ideas in the most effective ways fluently write extended, coherent texts of various types with appropriate detail, using a variety of sentence and text structures. 	<ul style="list-style-type: none"> review texts to identify and address problems, add detail or modify the tone.