

Writing Skills	Early Stage 1	Stage 1	Stage 2	Stage 3
Audience	Talks about the person to whom they are writing a message	Create an appropriate relationship with the reader	Reveal values and attitude Acknowledge wider audience	Appeal to reason, emotions and/or cultural values Subvert expectations (challenge readers' values)
Text Structure	Identifies a word, letter, space Identifies a sentence Identifies some stages in a variety of text types	Writes short, connected and sequenced texts to narrate events or convey meaning	Introduction with clear position statement Body with reasons and detailed supporting evidence Conclusion that reinforces the writer's position	Introduction with clear position statement Body with reasons and detailed supporting evidence Conclusion that reinforces the writer's position
Ideas	Chooses words to label drawings Draws on personal experience and imaginary topics in writing activities	Ideas that benefit whole group Ideas for and against the issue	Reflection on the wider world/universe A refutation of other positions or opinions Explaining cause and effect	Reflection on the wider world/universe A refutation of other positions or opinions Explaining cause and effect
Persuasive Devices	Discuss and clarify meaning of 'statement of positions' and 'arguments'	Assertive language; directions or commands (beginning with a verb) (don't let this happen)	Direct appeal; words that include the audience and imply they have an interest in the topic (you, use, we, our) Emotional appeal; words that appeal to the emotions such as stirring patriotic feelings (it was a proud moment for our great country when) Persuasive words; strongly, positive, negative, emotional or colourful words or phrases	Humour– witty use of words such as puns and images or amusing stories or situations (don't be a drip when it comes to using water) Statistics and facts Tone; the manner or style of the language in the text (casual, friendly, aggressive, formal, positive) Expert quotes; statements by expert people to give a point.
Vocabulary	Introduce terms such as 'rhythm', 'rhyme' and 'repetition' and exemplify regularly to ensure understanding words that rhyme	Technical; habitat, life expectancy, politician, global warming, financial crisis	Precise word groups; duty of care, quick-minded person, a positive impact on society Figurative language, e.g alliteration, metaphor, simile, personification	Modal groups; it would seem that , it is unlikely that Nominalisations; probability, likelihood, short sightedness
Cohesion	Focus on accurate sequencing of events with teacher providing scaffolding through comments, questions, photographs, pictures	Word associations Connectives, however, although, therefore, additionally, instead, even though, finally	Word associations Connectives, however, although, therefore, additionally, instead, even though, finally	Referring words, ellipsis, text connectives, substitutions and word associations that enhance meaning
Paragraphing	Listen to narratives with a simple structure of orientation, complication and resolution		Paragraphs that are deliberately structured to pace and direct the reader's attention	Paragraphs that are deliberately structured to pace and direct the reader's attention
Sentence structure	Identifies beginning, capital letter, full stop, question mark and exclamation mark	Create sentences to accompany diagrams and images	Use a variety of sentences including; clause type and patterns, dependent clause position, length and rhythm, increased elaboration and extension, stylistically appropriate choices	Use a variety of sentences including; clause type and patterns, dependent clause position, length and rhythm, increased elaboration and extension, stylistically appropriate choices