

## Level 2C Writer Grid

This grid is designed to support you in reviewing where a child is with their writing and to help you to plan what you might do in order to move the child's writing forward.

Some common features of writing at this level are identified to support you in reviewing the child's writing. The teaching approaches will aid you in identifying the next steps you may wish to take during one-to-one tutoring sessions in order to impact on key aspects of writing. One-to-one tuition exemplar plans provide more specific guidance on the structure and content of individual sessions.

The following documents can be accessed by going to [www.standards.dcsf.gov.uk/nationalstrategies](http://www.standards.dcsf.gov.uk/nationalstrategies) and searching for the references provided.

Features of writing	Examples of common misconceptions	Key teaching approaches/strategies to support the writer	Pupil writing targets	Resources
<ul style="list-style-type: none"> <li>The writer finds it difficult to begin to write and to know what to write.</li> <li>Writing is short.</li> <li>The child finds it difficult to generate ideas even when supported.</li> </ul>	<ul style="list-style-type: none"> <li>Writing lacks interesting ideas to engage the reader.</li> </ul>	<p><b>Talk for writing</b></p> <ul style="list-style-type: none"> <li>Help the child to generate ideas for the content of their writing through discussion, role-play and practical activities (e.g. growing things).</li> <li>Use drama activities to make writing more engaging for the reader and show the child how to use the ideas generated when writing, e.g. <ul style="list-style-type: none"> <li>simple role-play: teacher and child act out events in stories, sequence simple actions for procedural texts;</li> <li>hot seating: have child work in role as a character so that actions and feelings can be explored and used to improve writing;</li> <li>magic box: produce an interesting item from the box and use this to stimulate ideas for writing (e.g. shell, button, marble or wand);</li> <li>writing boxes: gather around three items linked to a subject or topic to generate ideas for story telling (e.g. bottle, invitation and mirror) and ask questions: <b>Who might these belong to? What was in the bottle? What might we see if we look into the mirror? How are these objects related?</b></li> <li>small-world play to develop and generate ideas for writing (e.g. a space-themed box with objects that might link to space).</li> </ul> </li> <li>Use pictures from simple texts to collect ideas for writing (e.g. on sticky notes jot down words that describe a setting – return to these when writing).</li> <li>Introduce and collect new words through use of visual texts (e.g. picture books, photographs, comics, ICT texts, paintings) to increase the child's vocabulary choices. Talk about images and jot down effective vocabulary for use in writing.</li> </ul>		<p>Speaking, Listening and Learning: at Key Stage 1 and 2 (ref code: 163-2004)</p> <p>Boys' Writing Fliers (ref code: 1170-2005G)</p> <p>Talk for Writing (00467-2008DVD-EN; available online Spring 2009)</p>

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		<ul style="list-style-type: none"> <li>Help the child to capture and use new words for writing by using film sequences. Talk about events and settings and make note of the child's ideas for writing.</li> <li>Demonstrate how to say sentences aloud before writing so that the child understands what they are being encouraged to do.</li> <li>Before writing, always encourage the child to rehearse what they want to write aloud so that they are not trying to make it up as they go along.</li> </ul>		
<ul style="list-style-type: none"> <li>The writing shows some evidence of a basic structure (e.g. it may have a beginning and end) but is often jumbled.</li> <li>There are no paragraph or section breaks.</li> </ul>	<ul style="list-style-type: none"> <li>Difficulty in organising content of writing.</li> <li>Writing lacks logical sequencing of ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Read a range of simple texts and talk about how they are organised. Talk about how content is organised into sections.</li> <li>Using texts that the child is familiar with, break down the sections into topics which summarise what each section is about (e.g. animals' habitat, food, etc).</li> <li>Use visual planning techniques (e.g. a spidergram for a non-chronological report, story maps for narratives). Use the visual plans to aid oral retellings.</li> <li>Demonstrate how to organise writing when planning by thinking aloud, e.g. <b>'We're writing a non-chronological report about tigers. We have collected all sorts of information about them. I want to think about the kinds of information I have and how that information can be grouped to make a non-chronological report. First we need to look at what the information we have is about...'</b></li> <li>Use practical activities that allow children to physically order texts into appropriate sections (e.g. use sticky notes to organise content under different headings).</li> </ul>	<p>Level 2b</p> <p><i>Use basic sequencing of ideas or material, using connecting words and phrases making sure the layout is clear to the reader.</i></p> <p>(Strand 10: text structure and organisation)</p>	<p>Grammar for Writing (ref code: 0107-2000)</p> <p>Developing Early Writing (ref code: 0055-2001)</p>

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<ul style="list-style-type: none"> <li>Writing has several spelling errors.</li> <li>Common words are often spelt incorrectly (e.g. <i>whent</i>, <i>verey</i>, <i>peple</i>).</li> </ul>	<ul style="list-style-type: none"> <li>Writing demonstrates difficulties in spelling (including common words) which interrupt writing fluency.</li> </ul>	<ul style="list-style-type: none"> <li>Revisit and teach word spelling patterns that cause difficulty (e.g. long vowels: /ae/, /ee/, /ie/, /oe/, /ue/ through adding 'ing' to words, play – playing, cry – crying).</li> <li>Before writing remind the child of words they are working on or that are used often, e.g. <ul style="list-style-type: none"> <li><b>'Remember you are really trying to spell the word <i>said</i> correctly and you now know how to spell it. Let's have a go at trying it out before we start writing.'</b></li> <li><b>'In this piece of writing I will definitely be using the word <i>castle</i>. Can we write it here to help us?'</b></li> </ul> </li> <li>Teach key spelling rules (e.g. making nouns plural). Use Spelling Bank to support.</li> <li>Model how to revisit and correct writing by demonstrating how to check work for errors. Focus the child's attention on a few key spellings that they have been working on.</li> <li>Show the child how to apply spelling strategies, e.g. <b>'Think about the word <i>unhappy</i>. We can break that word down: <i>un</i> – how do you spell that? You know how to spell <i>happy</i>; can you write that down for me?'</b></li> <li>Before writing remind the child of appropriate vocabulary choices that have been discussed and noted on word lists (e.g. sparkly, bright).</li> <li>Use look, copy, cover, write, check, mnemonics or other spelling strategies to support the child in learning to correct errors. Model these strategies with them often so that they are looking closely at words.</li> </ul>		<p>Spelling Bank (ref code: 0086/2001)</p> <p>Year 2 and Year 3 Planning Exemplification and Spelling Programme</p>

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<ul style="list-style-type: none"> <li>Writing is often a series of simple sentences joined together without punctuation (e.g. <i>sumwon halp me I am stuc get me out get me out</i>).</li> </ul>	<ul style="list-style-type: none"> <li>Use of different sentence structure is very limited (e.g. overuse of short simple sentences, any longer sentences are usually joined by <i>and</i> or <i>but</i>).</li> </ul>	<ul style="list-style-type: none"> <li>Before writing sentences, practise them by saying them aloud. Talk about how to improve the sentence, while the teacher writes down the child's oral sentence.</li> <li>Through reading and talking, provide different sentences to explore together and look at how sentences are made up. Break sentences down to look at how they make meaning clear and explore what makes them better or more interesting.</li> <li>Identify sentences to be improved from the child's writing. Talk about how they might be improved to make the meaning clear. Amend them verbally and in writing.</li> <li>Using examples taken from the child's writing, use mini whiteboards to improve sentences, e.g. <i>The man was in hosptall the boy went to sey him</i>. Redraft with the child to explore how by adding conjunctions it might be improved: <i>The man was in hospital so the boy went to see him</i>.</li> <li>Talk about word classes and further improve the sentence: <ul style="list-style-type: none"> <li>by thinking about using particular nouns: <i>Mr Singh was in hospital so Kirpal went to see him</i>;</li> <li>by improving verbs: <i>Mr Singh was in hospital so Kirpal decided to visit him</i>, including adjectives where appropriate.</li> </ul> <p>Talk to the child about how these changes improve the sentence for the reader.</p> </li> <li>Play sentence games (e.g. action verbs: suggest an action and ask the child to find different ways of performing it and describe the action such as walking, crawling, etc). Use Grammar for Writing to help.</li> </ul>	<p>Level 2c</p> <p>Use conjunctions to join compound sentences.</p> <p>(Strand 11: sentence structure and punctuation)</p>	<p>Grammar for Writing (ref code: 0107-2000)</p>

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<ul style="list-style-type: none"> <li>Few sentences are marked with capital letters or full stops.</li> <li>Other forms of punctuation (exclamation marks, commas) are attempted incorrectly.</li> </ul>	<ul style="list-style-type: none"> <li>Writing demonstrates inconsistent and limited use of a range of punctuation.</li> </ul>	<ul style="list-style-type: none"> <li>When writing alongside the child show them, by thinking aloud, how to use simple punctuation to support meaning and mark sentences, e.g. <b>'It was a warm sunny day. That is my first sentence so I must remember to start the first word with a capital letter, so I write...'</b></li> <li>Play practical punctuation games, e.g. use sticky notes with a large full stop and capital letter or punctuation fans and ask the child to show these when they feel it should be used in an oral sentence. Then add to a familiar, short piece of writing to show where sentences start and end.</li> <li>Use actions when practising sentences verbally to show physically that the sentence starts with a capital letter and ends with a full stop.</li> <li>Use games adapted from Grammar for Writing.</li> <li>Identify suitable sentences to be improved from the child's writing. Talk about how punctuation could be added or changed to make the meaning clear. Amend them verbally and in writing (e.g. by adding question marks for questions).</li> <li>Support the child to reread their work aloud and check that it makes sense. Talk about where punctuation might be added or changed so that the writing is clear to the reader.</li> </ul>	<p>Level 2b</p> <p><i>Use question marks, exclamation marks and commas in a list with some accuracy.</i></p> <p>(Strand 11: sentence structure and punctuation)</p>	<p>Grammar for Writing (ref code: 0107-2000)</p>

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<ul style="list-style-type: none"> <li>Some words are missed out which makes understanding writing more difficult.</li> <li>The writer uses the same words in their writing because they have a limited vocabulary.</li> <li>Writing shows that the writer relies on words used by the teacher during the writing process.</li> </ul>	<ul style="list-style-type: none"> <li>The writer has a limited vocabulary which restricts choices for writing.</li> </ul>	<ul style="list-style-type: none"> <li>When reading with the child talk about words which are effective, e.g. <b>'The author has used the word <i>shimmering</i> to describe the water. I really like the use of the adjective <i>shimmering</i>: if I close my eyes I can see the light from the sun shining on the water, I think the sun is shining and it is a warm day.'</b></li> <li>When reading with the child, talk about whom the writing is for and why it was written (audience and purpose). Talk about how words are used to help to achieve the writer's intended impact on the reader, e.g. <b>'This place is frightening and dark. Can you find a word in this sentence that shows us this is a place that is scary?'</b></li> <li>Use word banks developed with the child through talk for writing activities to support the child's range of vocabulary use in writing (e.g. alternative words for <i>said</i>, <i>went</i>, <i>looked</i>, etc).</li> <li>Play games (e.g. from Grammar for Writing) focusing on improving word choices to make better sentences by changing words (nouns, adjectives, verbs), adding words in, adding words on at the beginning, at the end, e.g. <i>the boy went outside</i> may become <i>Andrew dashed into the back garden</i>.</li> <li>Support the child to create a 'magpie' list of exciting and interesting words that they encounter while talking, watching or reading.</li> <li>When writing alongside the child, show them how to choose interesting words and make choices about words in their writing by thinking aloud while you write, e.g. <b>'My character's dog is lost so she is really unhappy. I want the reader to know this so I am going to tell the reader but I don't want to use the word <i>sad</i> – we have collected some much better words than this. I am going to use the word <i>heartbroken</i>, <i>Shereen</i> was <i>heartbroken</i>. I am going to show the reader she is heartbroken by adding another sentence. When I am incredibly sad I have a cry. I'll tell my reader she is crying to show just how sad she is...'</b></li> <li>When writing has been improved, compare the sentences and talk</li> </ul>	<p>Level 2b</p> <p><i>Demonstrate use of adventurous word choices and detail to engage the reader.</i></p> <p>(Strand 9: creating and shaping texts)</p>	

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		<p>to the child about the effect of the changed vocabulary on the reader, e.g. '<b>Your new sentence says, <i>the fierce lion roared and the mouse shook.</i> I'm really pleased with your use of the word <i>shook</i>; I know that the mouse must be frightened. You have used an adjective <i>fierce</i> to describe the lion too and this shows me that he is unfriendly and very angry...</b>'</p> <ul style="list-style-type: none"> <li>• Work with the child to recognise poor word choices (e.g. adding adjectives to describe nouns, use of particular nouns in non-fiction writing).</li> </ul>		