

**Low Level 3 Writer**

This grid is designed to support you in reviewing where a child is with their writing and help you to plan what you might do in order to move their writing forward. Some common features of writing at this level are identified and teaching approaches suggested which will support 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.

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>Writer may be reluctant to write and lack confidence.</li> <li>Writing often runs out of ideas, losing structure as it progresses.</li> <li>Writing is more effective when scaffolded and supported by a teacher.</li> </ul>	<ul style="list-style-type: none"> <li>Writing lacks a clear sense of who will be reading it and why it has been written (audience and purpose).</li> </ul>	<b>Talk for writing</b> <ul style="list-style-type: none"> <li>Demonstrate how to say sentences aloud before writing so that the child understands what they will be writing.</li> <li>Before writing, encourage the child to rehearse what they want to write by saying it aloud so that they have practiced what they will write.</li> <li>Activate the child's knowledge and generate ideas for writing through practical activities, e.g.:               <ul style="list-style-type: none"> <li>➤ watching a football match in role as a journalist with a notebook/ dictaphone to record notes and a digital camera to capture events before writing a newspaper report of the event;</li> <li>➤ interviewing appropriate people for their opinions before using these to help to write a persuasive letter;</li> <li>➤ visiting a place linked to an area of the curriculum or the child's interests before writing a recount;</li> <li>➤ playing and observing a sports activity, taking digital photographs to use in order to support writing instructions of how the game is played for other children to follow.</li> </ul> </li> <li>Generate ideas for writing through the use of drama activities. Show the child how to make writing more engaging for the reader, e.g.:               <ul style="list-style-type: none"> <li>➤ hot seating: have teacher or child work in role as a character so that questions can be</li> </ul> </li> </ul>		<p>Talk for Writing (available spring 2009)</p> <p>Speaking, Listening and Learning: at Key Stage 1 and 2 (<a href="http://www.standards.dcsf.gov.uk/primaryframework/library/Literacy/writing">http://www.standards.dcsf.gov.uk/primaryframework/library/Literacy/writing</a>)</p> <p>Boys' Writing Fliers (<a href="http://www.standards.dcsf.gov.uk/primaryframework/library/Literacy/writing">http://www.standards.dcsf.gov.uk/primaryframework/library/Literacy/writing</a>)</p>

		<p>asked and motives and feelings can be explored;</p> <ul style="list-style-type: none"> <li>➤ freeze frame: physically create a still image of a scene and think about body language, facial expression etc. Take a digital image and annotate this with vocabulary to describe different aspects for use in writing;</li> <li>➤ thought tapping: stop and imagine what a character is thinking at a crucial moment in a text;</li> <li>➤ conscience (decision) alley: when a decision is to be made (e.g. by a character at a critical point in a text or to consider two sides of an argument) jot down thoughts on either side and in role ask the child to consider these before making a final decision about a course of action.</li> <li>• Use music as a stimulus for writing. Listen to a soundtrack or atmospheric music to generate ideas about a setting, characterisation or mood.</li> <li>• Stimulate and collect new vocabulary ideas through the use of visual texts (e.g. paintings, photographs, picture books, ICT texts, games). Jot down successful vocabulary collected during discussions of the visual text and encourage the child to use these ideas when writing.</li> <li>• Use film sequences to help to stimulate ideas and capture new vocabulary for writing. Talk about the setting, characters, use of music and camera angles. Make notes of the child's ideas and use these when writing.</li> <li>• Ensure that writing is real for the child by setting up real contexts for writing with a true sense of audience and purpose. Ensure writing links to aspects of the curriculum or the child's own interests, favourite texts and</li> </ul>		
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		where possible ensure the audience is real (e.g. writing emails to real authors, publishing a report of the school team's netball match on the school website or in a newsletter).		
<ul style="list-style-type: none"> <li>• Writing is set out in sections with content that is generally related.</li> <li>• In some writing content within paragraphs is not clear, making the writing harder to understand.</li> </ul>	<ul style="list-style-type: none"> <li>• Writing demonstrates evidence of structure but this diminishes as the writing progresses.</li> <li>• Writing demonstrates inconsistent organisation of paragraphs and sections of text.</li> </ul>	<ul style="list-style-type: none"> <li>• Read a range of texts and talk about how they are organised. Highlight and annotate parts of texts to show how content is organised in sections and paragraphs.</li> <li>• Using a variety of texts that are familiar to the child, break down the sections and paragraphs of these texts using different visual planning techniques (e.g. organise the events of a recount into a timeline, draw a story map of the events of a narrative, organise persuasive notes for an advertisement into a point and evidence chart). Talk about the sequencing and organisation of these texts.</li> <li>• When reading texts of the same type, identify with the child language and phrases which are appropriate to this text type and add these to visual planners. Talk about how the language helps to structure the text and make it cohesive for the reader. Use these planners and the vocabulary collected to support the child when they are writing.</li> <li>• When planning and writing ensure that you are writing alongside the child. Demonstrate how you organise your writing when planning by thinking aloud, e.g. <b>'Now I've got a timeline of events for the newspaper article, but before I begin to write I want to make sure that each paragraph tells the reader about what happened and I want each paragraph to start clearly. I am going to think about how each will start by looking at some of the language we have jotted down from</b></li> </ul>	<p>Level 3b <i>Identify and comment on features of organisation across different non-fiction texts.</i> (Strand 7/8: understanding and interpreting texts, engaging with and responding to texts)</p> <p>Level 3c <i>Organise ideas and related points into paragraphs.</i> (Strand 9: creating and shaping texts)</p> <p>Level 3b <i>Create paragraphs to link and group information.</i> (Strand 9: creating and shaping texts)</p> <p>Level 3b <i>Consider beginnings of paragraphs and begin use of connectives to help structure text.</i> (Strand 9: creating and</p>	<p>Grammar for Writing (<a href="http://www.standards.dcsf.gov.uk/primary/publications/literacy/63317/">http://www.standards.dcsf.gov.uk/primary/publications/literacy/63317/</a>)</p>

		<p><b>our reading. I want the words I use to start each paragraph help make the order clear for my reader so that they can follow and understand what happened...'</b></p> <ul style="list-style-type: none"> <li>• Use ICT to cut up texts physically (by copying and pasting) or use sticky notes to allow children to order and organise texts into appropriate sections and paragraphs.</li> <li>• Use ICT to edit and explore the structure and cohesion of texts. Highlight words and phrases in texts (e.g. by highlighting, changing font colours, underlining) to demonstrate links between paragraphs.</li> </ul>	shaping texts)	
<ul style="list-style-type: none"> <li>• Writing consists of simple and compound sentences.</li> <li>• Sentences are joined by and, but, because, then and so (e.g. <i>she knew it was safe <b>but</b> when she went out of the jungle she heard the roar again. Cooper ran from Lyndon <b>so</b> he kept on walking</i>).</li> <li>• The writer does not yet write complex sentences.</li> <li>• Sentences are all constructed in a similar way.</li> </ul>	<ul style="list-style-type: none"> <li>• Writing demonstrates limited use of sentence structure.</li> <li>• Mainly use of compound sentences.</li> </ul>	<ul style="list-style-type: none"> <li>• Before writing sentences down practise them by saying them aloud. Talk about how to make the sentence better, and scribe the child's sentences. Whilst scribing, talk about word choices and improvements and add these to the written sentences. Talk about the improvements.</li> <li>• Through reading and talking, provide a range of different types of sentences to explore together. Look at how sentences are made up.</li> <li>• Physically cut up sentences to explore the effects of changing word order. Talk about how the structure of a sentence can make a big difference to the way it gives information and the effect it has on the reader.</li> <li>• Identify sentences from the child's writing to be improved. Talk about how they might be improved to make the meaning clearer, edit them verbally and then amend in writing.</li> <li>• Using examples taken from the child's writing, use mini whiteboards to improve sentence structure, e.g. <i>I miss you all and I am scared on my own</i>. Redraft by changing the conjunction and swapping the clauses around: <i>I am scared on my own because I</i></li> </ul>	<p>Level 3b <i>Use adjectives and adverbs to create variety and add interest for the reader.</i> (Strand 11: sentence structure and punctuation)</p> <p>Level 3b <i>Compose a complex sentence, using a subordinate clause.</i> (Strand 11: sentence structure and punctuation)</p>	<p>Grammar for Writing (<a href="http://www.standards.dcsf.gov.uk/primary/publications/literacy/63317/">http://www.standards.dcsf.gov.uk/primary/publications/literacy/63317/</a>)</p> <p>NLS Grammar for Writing Leaflets (<a href="http://www.standards.dcsf.gov.uk/primary/publications/literacy/63321/">http://www.standards.dcsf.gov.uk/primary/publications/literacy/63321/</a>)</p>

		<p><i>miss you all.</i></p> <ul style="list-style-type: none"> <li>Further extend the structure of the same sentence by using mini whiteboards to explore subordination: <i>Because I miss you all, I am scared on my own.</i> Talk about the effect of the changes made.</li> <li>Talk about how words might be changed/ added to the sentences to improve them further: <i>Because I miss you all terribly, I am frightened on my own.</i> Ask, '<b>How does the reader feel when they read this? What does it tell us about the character/ setting/ situation?</b>'</li> </ul>		
<ul style="list-style-type: none"> <li>Tenses may be switched inappropriately within a piece of writing (e.g. past may switch to present tense).</li> <li>Some word tense endings are incorrect/ missed off (e.g. <i>bark</i> instead of <i>barked</i>, <i>roll</i> instead of <i>rolled</i>).</li> <li>Use of non-standard English may be evident (e.g. <i>the bear's teeth was as shiny as the sun</i>).</li> </ul>	<ul style="list-style-type: none"> <li>Writing demonstrates some inconsistency with use of tenses.</li> <li>Writing demonstrates occasional use of non-standard English.</li> </ul>	<ul style="list-style-type: none"> <li>When reading, draw the child's attention to past tense verbs, including irregular verbs.</li> <li>Play games (e.g. use word cards to manipulate the subject and verb in simple sentences so that they agree: <i>Hurry up, I am leaving now! Hurry up, we are leaving now!</i>)</li> <li>Play simple oral games (e.g. verb tennis, the teacher says the present tense of a verb and the child replies with the past tense or vice versa).</li> <li>Demonstrate to the child, by thinking aloud, how to reread work to check that it makes sense and talk about how to check for consistent tense and correct verb forms, e.g. '<b>Cooper left, that's right he has already done it so Cooper left the house. As he left, past tense for left again, he take his gun. No that can't be right, it is in the past and the past tense of take is took so he took his gun. Cooper left the house, as he left, he took his gun.</b>'</li> <li>Play sentence games to improve sentences (e.g. changing verb tenses, adding more effective past tense verbs within a sentence,</li> </ul>		Grammar for Writing ( <a href="http://www.standards.dcsf.gov.uk/primary/publications/literacy/63317/">http://www.standards.dcsf.gov.uk/primary/publications/literacy/63317/</a> )

<ul style="list-style-type: none"> <li>• Most sentences are marked correctly with capital letters and full stops.</li> <li>• Writing demonstrates some correct use of punctuation marks such as question marks, exclamation marks but this is not consistent across the complete piece of writing.</li> <li>• Some evidence of correct use of commas (e.g. in a list) but incorrect use when marking clauses within sentences.</li> <li>• Some evidence of use of inverted commas to mark speech but full speech punctuation not yet correct (e.g. inverted commas to correctly mark direct speech but comma not used to separate the reporting clause from the direct</li> </ul>	<ul style="list-style-type: none"> <li>• Most sentences are marked correctly with the use of capital letters and full stops.</li> <li>• Different forms of punctuation are used (e.g. question marks, commas in lists, exclamation marks) but their use is sometimes incorrect.</li> <li>• Writing demonstrates limited use of speech punctuation.</li> </ul>	<p>games adapted from Grammar for Writing).</p> <ul style="list-style-type: none"> <li>• When writing alongside the child, show them by thinking aloud how to use punctuation to support meaning and create required effects, e.g. <b>'This part of the story is fast paced and very exciting. I want to contrast the relaxed calm scene that we have created with something frightening and tense. We don't know if the polar bear will catch or harm the dog and the girl. I want to keep my reader on the edge of their seat as it gets more tense with fast-paced short sharp sentences. Suddenly his ears pricked. He heard something. Now I want to ask a question, to hook the reader in. What was it? I need to use a question mark to make the reader aware that it is a question.'</b></li> <li>• Play punctuation games (e.g. use punctuation fans and ask the child to show an identified punctuation mark when they feel it should be used in an oral sentence. Add the changes to a familiar, short piece of writing).</li> <li>• Play games adapted from <i>Grammar for Writing</i>.</li> <li>• Use ICT or the IWB to develop speech punctuation. Annotate visual images with characters' speech in speech bubbles. Work with the child to transfer this into direct speech by modelling the different conventions using ICT tools to highlight and add them accurately (e.g. different fonts, bold font, highlighting, annotating).</li> <li>• Identify sentences from the child's writing to be improved. Talk about how punctuation could be added or changed to make the meaning clearer, amend them verbally and in writing.</li> </ul>		<p>Grammar for Writing (<a href="http://www.standards.dfes.gov.uk/primary/publications/literacy/63317/">http://www.standards.dfes.gov.uk/primary/publications/literacy/63317/</a>)</p> <p>NLS Grammar for Writing Leaflets</p> <p>(<a href="http://www.standards.dcsf.gov.uk/primary/publications/literacy/63321/">http://www.standards.dcsf.gov.uk/primary/publications/literacy/63321/</a>)</p>
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speech: "Cooper go and get your lead" he said to the dog. She shouted "Who's there.").		<ul style="list-style-type: none"> <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 message is effectively conveyed – encourage them to add these changes to their writing.</li> </ul>		
<ul style="list-style-type: none"> <li>The writer attempts to use more interesting vocabulary in their writing (e.g. adjectives: <i>huge, boiling</i>, verbs: <i>crunching, searching</i>).</li> <li>Although attempts are made to use vocabulary appropriate to the task and text type this is inconsistent.</li> <li>Writing shows evidence of use of vocabulary and ideas collected during the writing process.</li> </ul>	<ul style="list-style-type: none"> <li>The writing demonstrates a difficulty in using vocabulary appropriate to text type.</li> </ul>	<ul style="list-style-type: none"> <li>Play word choice games: e.g. pulling alternative words out of a bag, which is the most appropriate for that sentence and why? Cover words in texts that you are reading with the child and consider what word might be suitable. Uncover and discuss the author's choice and child's choices. Talk about the effects of the word choices.</li> <li>When reading with the child talk about and highlight words and phrases which create impact for the reader, e.g. <b>'The author describes the burned hole in the jetty as a blackened hole. She says it was as if the jetty had suddenly grown an eye, black where human eyes were white. I like this description, the story is creepy and unsettling, I can picture the burned hole with the dark, deep water beneath it but I want to know why the author describes it as if it is an eye. I think that it is as if the hole knows something terrible will happen. It is as if the hole is an eye and can see into the future. It makes my spine shiver...'</b></li> <li>When reading with the child talk about who 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. a persuasive leaflet or web page advertising a theme park describes rides as terrifying and exhilarating and rides that leave the</li> </ul>	<p>Level 3c <i>Use a range of adjectives, adverbs, verbs and nouns/noun phrases in writing and consider the impact on the reader.</i> (Strand 11: sentence structure and punctuation)</p> <p>Level 3b <i>Identify writers' choice of language, comment on why writers have chosen specific words and phrases.</i> (Strand 7/8: understanding and interpreting texts, engaging with and responding to texts).</p> <p>Level 3b <i>Use adjectives and adverbs to create variety and add interest for the reader.</i> (Strand 11: sentence</p>	

		<p>visitor breathless with excitement.</p> <ul style="list-style-type: none"> <li>• Encourage and support the child to create a writer's notebook and record exciting and interesting words that they encounter while talking, watching or reading.</li> <li>• Use the vocabulary lists and writer's notebook kept by the child to support the range of vocabulary used by the child when writing (e.g. powerful verbs, surprising adjectives and adverbs).</li> <li>• Play games (e.g. from <i>Grammar for Writing</i>) focusing on building the child's vocabulary choices (adjectives and adverbs), e.g. have an object available such as an old marble or an image. On mini whiteboards see who can come up with different adjectives to describe the object or image. Compare the adjectives and praise unusual or effective words.</li> <li>• When writing alongside the child show them how to choose more effective vocabulary and make choices about language in their writing by demonstrating thinking aloud while you write, e.g. <b>'At the very end of this story there is a wedding and it is a happy time for the characters. I want to describe a perfect summer scene for the wedding in the castle gardens: as the guests entered the grounds the smell of the roses met them. No, I'm not sure about that, I need a better word than smell. We have a better one in our notebooks, <i>aroma</i>. It is a sweet smell and it isn't just the roses that smell lovely, it is the whole garden which is full of flowers. I could describe the flowers as <i>blooms</i>; I think I will add an adjective to describe the blooms, <i>beautiful</i>. Let's look at that... as the guests entered the</b></li> </ul>	structure and punctuation)	
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		<p><b>castle grounds, yes I think I will say the castle grounds, the sweet aroma of beautiful blooms met them...</b></p> <ul style="list-style-type: none"> <li>Identify sentences from the child's writing to be improved. Talk about how words could be added, taken out or changed to maximise the effect on the reader, improve them verbally and amend writing.</li> <li>When writing has been improved, compare the sentences and talk to the child about the effect of the changed vocabulary on the reader, e.g. <b>'When you first wrote this sentence you said that <i>the house was in a wood</i>. Now you have described it by saying <i>the house was surrounded by tall trees</i>. I love the use of the word <i>surrounded</i>, I know now that the house is on its own, it makes me feel that it might be a lonely place...'</b></li> </ul>		
<ul style="list-style-type: none"> <li>Writing often demonstrates that the writer avoids using vocabulary that they find difficult to spell.</li> <li>Common words are mainly spelt correctly although the writer may experience difficulties with particular words (e.g. <i>thay</i>, <i>shoud</i>, <i>sumthink</i>).</li> <li>Common spelling errors include prefixes and suffixes (<i>forgetfull</i>, <i>dissapear</i>,</li> </ul>	<ul style="list-style-type: none"> <li>Writing demonstrates phonetic attempts are made to spell unfamiliar words correctly.</li> </ul>	<ul style="list-style-type: none"> <li>Focus in on spelling particular words with the child. Reactivate their knowledge of these words before writing, e.g. <b>'There is a word that you are finding really tricky at the moment. How are you going to remember to spell it correctly when you write today? Shall we have a go at writing it before we start? That way it won't slow us down...'</b></li> <li>Play spelling games and carry out practical investigations (use <i>Spelling Bank</i> to support).</li> <li>Revisit and teach word spelling patterns causing difficulty (e.g. common suffixes and prefixes: ful, less, dis). Use <i>Spelling Bank</i> to support.</li> <li>Demonstrate how to revisit and correct writing by modelling how to check work for errors. Focus the child's attention on a few</li> </ul>		<p>Spelling Bank (<a href="http://www.standards.dcsf.gov.uk/primaryframework/library/Literacy/writing">http://www.standards.dcsf.gov.uk/primaryframework/library/Literacy/writing</a>)</p> <p>Year 2 and Year 3 Planning Exemplification and Spelling Programme</p>

<p><i>frendley</i>), past tense verb endings (<i>replied</i>, <i>stud</i>).</p> <ul style="list-style-type: none"> <li>• Apostrophes in contractions are sometimes used incorrectly (e.g. <i>didn't</i>, <i>has'nt</i>).</li> </ul>		<p>key spellings only.</p> <ul style="list-style-type: none"> <li>• Show the child how to apply spelling strategies, e.g. 'Think about the word <b><i>didn't</i></b>. It is a shortened version of <b><i>did not</i></b>. Which letter is missing in <b><i>didn't</i></b>? Well, because we don't need to write the letter we do need to add an apostrophe just to show we haven't forgotten that it is a contraction. So we add the apostrophe instead of the o, <b><i>didn't</i></b>...'</li> </ul>		
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