

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:
	have a simple purpose for writing, with one or more goals related to the text content (what the text will say).	- 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.	use a range of everyday, highly familiar words and phrases to write simple texts.		- 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.	use basic revision strategies, with support, to edit their writing in response to feedback.
		- 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.	- 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.	- 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.	- 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.	- 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.
	- 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.	- 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>).	- have an extended writing vocabulary related to their personal, work and community tasks - know about the connections between words, including collocations.	- 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.	- 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.	- 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.
	have an audience in mind and consider the appropriateness of the choices they make in relation to that audience.	- 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.	- 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.		- 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.	
		have developed the ability to spell a wide range of unfamiliar, less familiar, or recently learnt words rapidly and accurately.		- 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.		- 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.
	- 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.		have an extensive writing vocabulary of everyday and specialised words that relate to a wide range of topics and contexts.		- 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.	review texts to identify and address problems, add detail or modify the tone.