

National
Curriculum Levelling
Explained
Parents Handbook



Writing

What do levels mean in writing?

Below is an overview of the kind of things children can do when they are working at each level. The levels are broken into sub-levels.

Working towards Level 1c

Write imaginative, interesting and thoughtful texts

I can sometimes write about a simple message. (a single event/idea)

I can read my work back to you.

Produce texts which are appropriate to task, reader and purpose

I can write short clauses. (a cat sat)

Organise and present whole texts effectively, sequencing and structuring information, ideas and events

My writing is organised into words with spaces.

Construct paragraphs and use cohesion between paragraphs

I am beginning to put ideas together. (the cat is black, the cat is fat)

Vary sentences for clarity, purpose and effect

I can write phrases or words to represent a sentence. (a big dog)

Write with technical accuracy of syntax and punctuation in phrases, clauses and sentences

My writing goes from left to right.

Select appropriate and effective vocabulary

Some of my letters are recognisable.

Use correct spelling, handwriting and presentation

recognise and use some letter blends. (th, sh, st, tr)



Working towards Level 1b

Write imaginative, interesting and thoughtful texts

My writing shows a simple message.

I am beginning to use descriptive words (feeling, size, colour)

Produce texts which are appropriate to task, reader and purpose

My writing can be read by my teacher. (word meaning surmised)

Organise and present whole texts effectively, sequencing and structuring information, ideas and events

I am able to follow a writing task with support.

Construct paragraphs and use cohesion between paragraphs

I am able to write two or more phrases about an idea or event.

Vary sentences for clarity, purpose and effect

I am beginning to use 'and' in a sentence or phrase.

Write with technical accuracy of syntax and punctuation in phrases, clauses and sentences

With support, I will have a subject and verb in my sentence or clause. (the dog ran down the road)

Select appropriate and effective vocabulary

I am able to choose the right word to give the correct meaning. (the snow is cold)

Some of my letters are recognisable.

Use correct spelling, handwriting and presentation

I recognise and can use all my initial letter sounds.

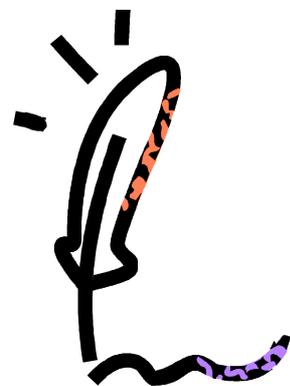
Some of my letters are formed correctly.

Working towards Level 1a

Write imaginative, interesting and thoughtful texts

I can include basic information and ideas in my writing.

I use some descriptive words (size, colour, feelings) in my writing.



Produce texts which are appropriate to task, reader and purpose

My writing can generally be read and understood.

I am beginning to use imperative verbs (bossy) in their correct place.

I can write a letter 'to mum' and end with 'from ...'.

Organise and present whole texts effectively, sequencing and structuring information, ideas and events

I can link together a few events but not always in the correct order.

I can start a story with 'One day', 'Once upon a time'.

Construct paragraphs and use cohesion between paragraphs

I can link my ideas together.

I have started to use pronouns. (Sam went to the shop. **He** got a toy.)



Vary sentences for clarity, purpose and effect

I can write most of my work in simple sentences.

Some of my sentences begin with a capital letter.

Write with technical accuracy of syntax and punctuation in phrases, clauses and sentences

Some of my capital letters are used correctly.

I am sometimes able to use full stops.

Select appropriate and effective vocabulary

I will choose the correct words to show what I mean.

Use correct spelling, handwriting and presentation

I am trying to make my writing the same size.

I can spell some high frequency words correctly. (the, and, for, me)

I am beginning to use some spelling patterns to help me spell. (at, all, it, an)

Working towards Level 2c

Write imaginative, interesting and thoughtful texts

I can write about more than one character in my stories.

My writing has more than one idea.

Produce texts which are appropriate to task, reader and purpose

I have a purpose for my writing and know who will be reading my finished work.

Organise and present whole texts effectively, sequencing and structuring information, ideas and events

I am trying to give my writing a clear beginning.

My writing shows the use of time connectives like then and now.

Some of my writing shows that I have remembered an ending.

Construct paragraphs and use cohesion between paragraphs

I have been able to group my ideas together sensibly. (cat – furry tail, green eyes, black and white)

Vary sentences for clarity, purpose and effect

I can write in sentences with some connective words like and.

Write with technical accuracy of syntax and punctuation in phrases, clauses and sentences

I remember to use capital letters to start some of my sentences.

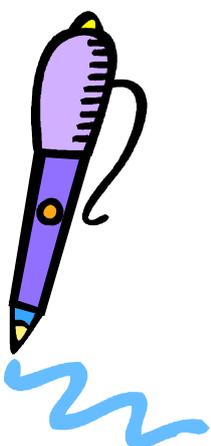
I understand why question marks and exclamation marks are used.

My sentences contain a subject and a verb. (The **girl walked.**)

Select appropriate and effective vocabulary

I can use words to help me describe an object or person.

I am beginning to find interesting and exciting words to use.



Use correct spelling, handwriting and presentation

I know how to use upper and lower case letters correctly some of the time.

I can spell high frequency words generally correctly.

I can sound out simple words and spell them correctly most of the time.

I have remembered to use finger spaces between words.

Working towards Level 2b

Write imaginative, interesting and thoughtful texts

I am beginning to use describing words in my sentences.

I think carefully about the beginning of my writing and try to interest anyone who will be reading my writing.

Produce texts which are appropriate to task, reader and purpose

I can tell you who will be reading my writing and why.

I am beginning to write for different purposes. (story, report, instructions)

I can check my writing and make sure it will make sense.

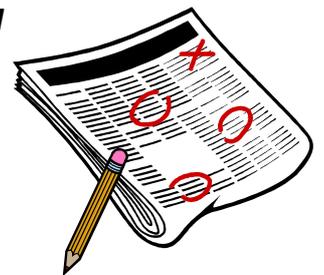
I am able to group my ideas together in logical sequence.

Organise and present whole texts effectively, sequencing and structuring information, ideas and events

I am able to write interesting beginnings to my stories.

I try to give the end of my stories a sensible finish.

I use time connective phrases. (after that, the next day, a bit later)



Construct paragraphs and use cohesion between paragraphs

My ideas are grouped together in my writing using pronouns. (The cat had a long furry tail. **He** liked to chase mice.)

Vary sentences for clarity, purpose and effect

I can use different ways to start a sentence. (Suddenly..., After a while..., Just then...)

I am starting to make my sentences longer by using connectives (and, but, then)

Write with technical accuracy of syntax and punctuation in phrases, clauses and sentences

I use capital letters when I am writing the names of people and places.

I am able to use a question mark at the end of a question.

Select appropriate and effective vocabulary

I try to use new words in my writing.

I have started to use more adventurous words in my descriptions.

I can use descriptive phrases.

Use correct spelling, handwriting and presentation

Most of the time I use upper and lower case letters correctly.

Most of my letters are formed correctly.

I know and am able to write correctly tall letters and those that fall below the line. (g, p, q)



Working towards Level 2a

Write imaginative, interesting and thoughtful texts

I am able to use traditional and modern examples of beginnings in the opening parts of my writing.

My descriptions are clear and give the reader a picture of what I am describing.

The events or actions in my writing show how a character feels. (She was scared.)

Produce texts which are appropriate to task, reader and purpose

I understand and am beginning to use different structures for different types of writing.

I am able to use the correct style for a particular piece of writing most of the time. (diagrams, sequenced steps, bullet points)

I can use imperative or 'bossy' verbs appropriately.

Organise and present whole texts effectively, sequencing and structuring information, ideas and events

In my non-fiction writing, I have included headings, numbering or bullet points.

I try hard to make my story beginnings exciting and interesting.

I plan my stories to have a clear sequence of events.

I think about and write a good ending to my stories.

Construct paragraphs and use cohesion between paragraphs

I try to show clearly links between ideas and events.

I group my ideas together in sections.

I try not to jump backwards and forwards with my ideas.

Vary sentences for clarity, purpose and effect

I can write in the first person. (I, we)

I can write in the third person and not get mixed up. (she, he, they)

I can write in the past tense. (She **ran** down the road.)

I can write in the present tense. (She **is running** down the road.)

Write with technical accuracy of syntax and punctuation in phrases, clauses and sentences

I nearly always use capital letters and full stops correctly.

I am able to use question marks and exclamation marks correctly most of the time.

I am starting to understand and use commas in a list correctly.

Select appropriate and effective vocabulary

I am able to use some 'wow' words in my writing. (suddenly, fantastic, dangerously, amazing)

I make a good choice of adjectives to match the nouns I use. (I had a **delicious** dinner.)

Use correct spelling, handwriting and presentation

I am able to use the four basic handwriting joins. (f, l, o, a)

I can spell high frequency words correctly. (they, for, because, some)

I am beginning to recognise and use spelling patterns to spell more complex words.

Working towards Level 3c

Write imaginative, interesting and thoughtful texts

I am beginning to use adjectives with my nouns.

Throughout my writing, I try to keep my writing interesting and use my imagination.



I try to have at least two good ideas in the middle of my writing.
I try to build up a picture of my characters.

Produce texts which are appropriate to task, reader and purpose

I am beginning to develop detail in my ideas.
I try to give more detail to my characters and events.
I am able to show the important parts in my non-fiction writing.
I am sometimes able to use formal and informal language in my writing.

Organise and present whole texts effectively, sequencing and structuring information, ideas and events

I am beginning to use sub-headings in my non-fiction writing.
My stories show a beginning, middle and end.

Construct paragraphs and use cohesion between paragraphs

I am aware of and can recognise paragraphs.
I have started to group my ideas into paragraphs - not always accurately.

Vary sentences for clarity, purpose and effect

I can write in complete sentences that contain a subject and verb.
Some of my sentences have connectives and clauses.

Write with technical accuracy of syntax and punctuation in phrases, clauses and sentences

My writing shows the correct use of capital letters, full stops, question marks and exclamation marks.
I can use commas in a list accurately.
I am beginning to use speech marks.



Select appropriate and effective vocabulary

I try to use a variety of words and avoid repeating the same ones.
I give objects and places their correct names. (dog/Labrador)

Use correct spelling, handwriting and presentation

I am able to use a dictionary to help me with my spellings.
I can use different strategies to help me spell words.
I recognise and am beginning to use spelling patterns to help me spell accurately.

recognise and am able to use prefixes and suffixes.



Working towards Level 3b

Write imaginative, interesting and thoughtful texts

I am able to use a wider and more interesting range of adjectives more frequently.

My descriptions help to give the reader a clear picture of how my story is unfolding.

My writing is precise and will make sense to the reader.

I am starting to add humour or suspense to my writing.

I am able to use powerful verbs and am beginning to use adverbs.

I am beginning to write about how my characters feel.

Produce texts which are appropriate to task, reader and purpose

I am able to re-read my writing and identify one or two changes that need to be made.

I am able to use the correct language feature for most of my writing. (formal/informal)

I understand and am beginning to use particular structures for different types of writing. (sequenced steps, beginning/middle/end)

I can take notes and use the information when writing.

Organise and present whole texts effectively, sequencing and structuring information, ideas and events

My stories and non-fiction writing have sequence and order.

The ends of my stories bring everything to a conclusion.

I can put my non-fiction writing into a correct sequence.

I plan and order my stories correctly.

Construct paragraphs and use cohesion between paragraphs

I try to use connectives to help link paragraphs. (next, then, however)

Vary sentences for clarity, purpose and effect

I try to use a range of interesting ways to begin my sentences.

I can write a complete piece of writing in the first person. (I, we)

I can write a complete piece of writing in the third person. (them, they, their)

I am beginning to write complex sentences using a main and subordinate clause. (two verbs)

Write with technical accuracy of syntax and punctuation in phrases, clauses and sentences

I check my work and can identify mistakes in my punctuation.

I understand and sometimes use possession apostrophes correctly.
(Mary's shoes)

I generally use an apostrophe where a letter has been omitted.

Select appropriate and effective vocabulary

I use adverbs and adjectives to give my work interest and detail.

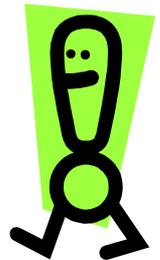
In my writing, I try to use new words I have discovered.

Use correct spelling, handwriting and presentation

I have neat, joined-up handwriting.

My letters are formed and joined correctly most of the time.

I know and use some rules and conventions in spelling. ('i before e except after c')



Working towards Level 3a

Write imaginative, interesting and thoughtful texts

I am able to use a range of adjectives and adverbs in my writing.

I can write from different characters' points of view and record their feelings.

My writing can contain humour or suspense.

I use my imagination to describe places and events.

Produce texts which are appropriate to task, reader and purpose

I am able to choose the correct style of writing to fit the purpose.
(poems, lists, letters)

In non-fiction writing, I am able to set out my viewpoint clearly to help persuade the reader.

My language feature is correct for the type of writing I am doing.
(imperative verbs, persuasive, informative)
I am able to develop ideas consistently.

Organise and present whole texts effectively, sequencing and structuring information, ideas and events

I am able to begin my stories with a descriptive setting.
My stories have good structure with well thought out endings.
I sequence my writing correctly and group my ideas into logical order.
I am beginning to use conjunctions to link my ideas. (next, while, therefore)

Construct paragraphs and use cohesion between paragraphs

I generally have a good idea of how to group my work correctly into paragraphs.

Vary sentences for clarity, purpose and effect

I am regularly using more complex sentences with one or more subordinate clauses in them.
I try hard to put detail and interesting words into my sentences.
I am able to write in the correct tense for a piece of writing. (past, present, future)
I am starting to vary the structure and length of my sentences.



Write with technical accuracy of syntax and punctuation in phrases, clauses and sentences

I can use apostrophes for two word contractions. (don't, it's)
I make accurate use of possession apostrophes.
I can use speech marks to show the words spoken by a character.

Select appropriate and effective vocabulary

I am able to use a wide vocabulary to help my work be interesting, informative, entertaining and appropriate.
I can use powerful verbs to add impact.

signalling them clearly.

I am beginning to create subordinate plots to be woven into my main plot.

Organise and present whole texts effectively, sequencing and structuring information, ideas and events

In my non-chronological writing, I introduce, develop and conclude paragraphs appropriately.

In my closing statements, I am able to refer back to the starting points.

Construct paragraphs and use cohesion between paragraphs

My paragraphs are varied in length and structure.

My final paragraphs offer an appropriate summary and/or appeal to the reader.

Vary sentences for clarity, purpose and effect

I am able to use modal verbs in sentences. (the girl **should** be, **would** be, **could** be)

Write with technical accuracy of syntax and punctuation in phrases, clauses and sentences

I use a full range of punctuation to convey and clarify meaning.

I use punctuation for effect. (No! Stop!)

Select appropriate and effective vocabulary

My writing includes a range of figurative language to enhance narrative.

Use correct spelling, handwriting and presentation

I am a confident and accurate speller of easy, unfamiliar and complex words.

Working towards Level 5a

Write imaginative, interesting and thoughtful texts

I can elaborate on various viewpoints whilst maintaining consistency.

I can gather ideas and material and make the most appropriate and effective choice from them.



I know and use the correct structure for dialogue.

Select appropriate and effective vocabulary

I am able to select and use specific vocabulary for a particular piece of writing.

I try to use similes and metaphors to create a powerful image.

Use correct spelling, handwriting and presentation

I can spell words with unstressed vowels. (vegetables, ideas, caution)

I am able to use prefixes and suffixes confidently.

I am beginning to recognise and spell homophones correctly. (hear, here)

Working towards Level 4b

Write imaginative, interesting and thoughtful texts

I make my characters interesting by giving them emotions.

I try to vary my approach when writing so that I maintain the interest of the reader.

When writing, I will use information from different sources.

Sometimes my descriptions are expanded by the use of noun phrases (long, swishy tail)

Produce texts which are appropriate to task, reader and purpose

I am able to use formal writing for letters and complaints.

I am independently able to use the correct format for different types of writing most of the time. (instructions, arguments, letters)

I will use self, teacher and peer evaluation/comments when editing my work.

My reports and formal letters follow a time sequence.



Organise and present whole texts effectively, sequencing and structuring information, ideas and events

Points of view are set out clearly and precisely.

I am beginning to use 'flashbacks' or 'time shifts'.

Construct paragraphs and use cohesion between paragraphs

I use paragraphs to show a change in time, scene, action, mood or person.

Vary sentences for clarity, purpose and effect

I am able to review and reorder sentences to maximise their effect.
I am able to make good use of subordinate connectives. (if, when, because)

Write with technical accuracy of syntax and punctuation in phrases, clauses and sentences

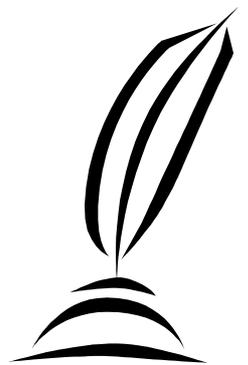
I am able to use commas and ellipses effectively. (, / ...)

Select appropriate and effective vocabulary

I make good use of the thesaurus.
I try to find the most precise words for a piece of text.

Use correct spelling, handwriting and presentation

My spelling is mostly accurate, including more complex words.
My writing is neat, legible and joined.
I can spell common homophones correctly (their/there/they're)



Working towards Level 4a

Write imaginative, interesting and thoughtful texts

My character descriptions include facial expression and tone of voice.
My descriptions are expanded by the use of adverbial phrases. (very quickly a vortex appeared, slowly walking down the road)
My descriptions are expanded by the use of noun phrases. (a glimpse of silver light)
I am able to confidently use metaphors, similes and powerful verbs.
The dialogue I use between characters helps to develop their relationship.
Any viewpoints expressed are consistent with the character I am writing about.

Use correct spelling, handwriting and presentation

I am able to use a range of strategies to spell unfamiliar words.

I have developed a consistent, neat, legible and joined handwriting style.

Working towards Level 4c

Write imaginative, interesting and thoughtful texts

I can check my work and add extra description.

My settings are described in detail.

I develop action and dialogue between my characters.

Produce texts which are appropriate to task, reader and purpose

I can independently recognise and know when to use formal and informal language.

Organise and present whole texts effectively, sequencing and structuring information, ideas and events

I can use a variety of openings to my story. (dialogue, traditional, action)

I am able to set out a report like a newspaper article. (headings, sub-headings, columns)

I am able to set out clearly two sides of an argument.

Construct paragraphs and use cohesion between paragraphs

My work shows good use of paragraphs to group ideas or events.

Vary sentences for clarity, purpose and effect

My sentences show variety. (questions, direct speech, short and complex)

I can use short sentences effectively to speed up action sequences. (His words exploded.)

Write with technical accuracy of syntax and punctuation in phrases, clauses and sentences

I have a good understanding of words that can be abbreviated. (etc, Rd, Mr, Dr)

Produce texts which are appropriate to task, reader and purpose

When writing, I am very aware of the audience who will be reading my work and I try to maintain their interest.

I try to present a balance when writing from different viewpoints.

I can use a wide range of imperative verbs effectively. (decrease, conserve, shred)

I am consistently able to use the correct format for different types of writing (instructions, arguments, letters).

Organise and present whole texts effectively, sequencing and structuring information, ideas and events

I am able to present points of view in a precise, consistent and persuasive manner.

Opening and closing sentences and statements in my writing help to link ideas effectively.

Construct paragraphs and use cohesion between paragraphs

I am able to use paragraphs regularly and consistently.

My paragraphs have a main idea that is then elaborated upon.

I make good use of time connectives. (next, firstly, meanwhile)

Vary sentences for clarity, purpose and effect

I understand how to make effective use of a variety of sentence and phrase lengths to ensure impact. (complex sentences for description, short sentences to create tension)

Write with technical accuracy of syntax and punctuation in phrases, clauses and sentences

I can use the correct punctuation to clarify meaning in sentences.

I understand and am beginning to use a range of punctuation correctly. (ellipses, hyphens, brackets, colons, semi-colons)

Select appropriate and effective vocabulary

I use powerful verbs effectively to add tension and to deepen readers' understanding.

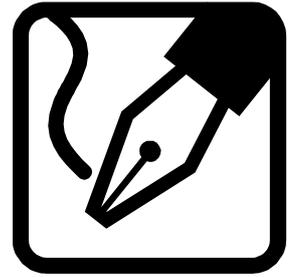
I am able to develop distinctive vocabulary or dialect for a character.

Use correct spelling, handwriting and presentation

I am able to use a precise range of strategies to spell most words correctly.

I am sometimes able to use different handwriting styles for different purposes in a range of media.

I have a consistent, personal and legible handwriting style.



Working towards Level 5c

Write imaginative, interesting and thoughtful texts

My ideas and material are developed through imaginative detail.

I am able to show feelings through the images I develop rather than a direct statement ('show' not 'tell' sentences). (The girl was unhappy. / Sadness was in her eyes while her lips quivered.)

Through the pace and the settings in my writing, I am able to create mood and atmosphere.

My characters' dialogue and reported speech help to move my story on.

I understand that viewpoints need to be consistent and I am beginning to do this in my writing.

Produce texts which are appropriate to task, reader and purpose

I select and use the appropriate language and presentational features to clearly establish context and purpose.

I am able to adapt my writing to suit a particular audience. (instructions for child/adult)

I am beginning to use literacy features effectively in my writing. (personification, alliteration, idioms)

Organise and present whole texts effectively, sequencing and structuring information, ideas and events

I can structure my writing appropriately in a range of genres.

I am able to use a range of techniques to engage the reader.

I am able to choose appropriately between standard English, colloquialism or dialect, according to the formality of the writing.

Construct paragraphs and use cohesion between paragraphs

My writing is organised into a planned and coherent series of paragraphs.

I am able to use at least three different constructions to begin my sentences.

I can use a wide and varied range of connectives.

Vary sentences for clarity, purpose and effect

I can use a wide range of connectives to clarify the relationship between ideas. (furthermore, nevertheless, on the other hand)

I can position a clause to achieve a specific effect. (The boy ran down the road in a desperate hurry. / In a desperate hurry, the boy ran down the road.)

Write with technical accuracy of syntax and punctuation in phrases, clauses and sentences

I use a full range of punctuation appropriately.

Select appropriate and effective vocabulary

I am able to use precise and adventurous vocabulary for effect.

Use correct spelling, handwriting and presentation

I am able to use a range of styles of handwriting for different purposes.



Working towards Level 5b

Write imaginative, interesting and thoughtful texts

I am able to weave dialogue, action and description through my stories. Through careful selection of words and sentence structure, I am able to avoid repetition and superfluous statements.

When writing non-fiction, I am confident in the structure and information I need to convey.

I am beginning to elaborate upon my viewpoints.

Produce texts which are appropriate to task, reader and purpose

I can use flashbacks and time shifts confidently in my narrative writing,

I maintain the appropriate writing style in a range of genres.

Produce texts which are appropriate to task, reader and purpose

I make effective use of flashbacks and time shifts in my narrative writing. My choice of vocabulary is both precise and effective for the context in which I am writing.

Organise and present whole texts effectively, sequencing and structuring information, ideas and events

I can show links between my paragraphs.

Construct paragraphs and use cohesion between paragraphs

The beginning and end of my paragraphs make logical links to each other. (The opening sentence refers back to the previous paragraph's content.)

Vary sentences for clarity, purpose and effect

I can use embedded subordinate clauses for economy of expression.

Write with technical accuracy of syntax and punctuation in phrases, clauses and sentences

I am confident in using a full range of punctuation effectively.

Select appropriate and effective vocabulary

I have chosen vocabulary purposefully so as to sustain interest.

Use correct spelling, handwriting and presentation

I am a confident and accurate speller of easy, unfamiliar and complex words.

