



Level One

Processes and strategies

- Begin to acquire and use sources of information, processes, and strategies to identify, form, and express ideas.
Has an awareness of the connections between oral, written, and visual language. Uses the sources of information (meaning, structure, and visual and grapho-phonetic information) and prior knowledge to make sense of a range of texts with some confidence. Associates sounds with letter clusters as well as with individual letters. Uses processing and comprehension strategies with some confidence. Is developing the ability to think critically about texts. Is beginning to monitor, self-evaluate, and describe progress.

Purposes and audiences

- Show a developing understanding that texts are shaped for different purposes and audiences.
Recognises that different texts are produced for different purposes. Can identify the purposes of simple texts.

Ideas

- Recognise and identify ideas within and across texts.
Understands that their personal experience can influence the meaning gained from texts. Makes meaning of texts by identifying the ideas and language in them. Makes and supports inferences from texts with some guidance.

Language Features

- Show an initial understanding of how language features are used within and across texts.
Recognises a large bank of high-frequency words. Begins to recognise that oral, written, and visual language features are used for effect. Shows an increasing knowledge of the conventions of text, such as capital letters, full stops, and word order; volume and clarity; and simple symbols.

Structure

- Recognise that the structure and organisation of text is important for making meaning.
Understands that the order and organisation of words, sentences, and images contribute to text meaning. Recognises some text forms and some differences between them.

Processes and strategies

- Begin to acquire and use sources of information, processes, and strategies to identify, form, and express ideas.
Has an awareness of the connections between oral, written, and visual language when creating text. Is able to create texts by using meaning, structure, and visual and grapho-phonetic information with some confidence. Seeks feedback and makes changes to texts. Is becoming reflective about the production of their own texts. Is beginning to monitor, self-evaluate, and describe progress.

Purposes and audiences

- Show a developing understanding of how to shape texts for different audiences and purposes.
Through choice of content, language, and text form, constructs texts that demonstrate some awareness of purpose and audience. Expects the texts they create to be understood and appreciated by others. Is beginning to develop and convey personal voice.

Ideas

- Form and express ideas on a range of topics.
Forms and expresses simple ideas and information, drawing from personal experience and knowledge. Begins to support ideas with some detail.

Language Features

- Use language features, showing an initial understanding of their effect on text meaning and impact.
Uses a range of high-frequency and personal content words. Begins to use oral, written, and visual language features to create meaning and impact. Spells some high-frequency words correctly. Gains increasing control of the conventions of text, such as capital letters, full stops, and word order; volume, clarity, and tone; and simple symbols.

Structure

- Begin to use structure and organisation to communicate meaning in texts.
Uses knowledge of word and sentence order to communicate meaning in simple texts. Begins to sequence ideas and information. Uses simple sentences with some variation in beginnings. May attempt compound and complex sentences.

Level Two

Processes and strategies

- Select and use sources of information, processes, and strategies with increasing confidence to identify, form, and express ideas.
Recognises connections between oral, written, and visual language. Selects and uses the sources of information (meaning, structure, and visual and grapho-phonetic information) and prior knowledge with increasing confidence to make sense of increasingly varied and complex texts. Uses an increasing knowledge of letter clusters, affixes, roots, and compound words to confirm predictions. Uses processing and comprehension strategies with understanding and confidence. Is developing the ability to think critically about texts. Monitors, self-evaluates, and describes progress with some confidence.

Purposes and audiences

- Show a developing understanding of how texts are shaped for different purposes and audiences.
Recognises how texts are constructed for purposes and audiences. Understands that texts are created from a particular point of view.

Ideas

- Show a developing understanding of ideas within, across, and beyond texts.
Uses their personal experience to make meaning from texts. Makes meaning of increasingly complex texts by identifying ideas and language in them. Makes and supports inferences from texts with some independence.

Language Features

- Show an understanding of how language features are used within and across texts.
Recognises a large and increasing bank of high-frequency and topic-specific words. Recognises that oral, written, and visual language features are used for effect. Shows an increasing knowledge of the conventions of text. Knows that authors and illustrators have different voices and styles.

Structure

- Show a developing understanding of structures.
Understands that the order and organisation of words, sentences, paragraphs, and images contribute to text meaning. Recognises an increasing range of text forms and differences between them.

Processes and strategies

- Select and use sources of information, processes, and strategies with increasing confidence to identify, form, and express ideas.
Uses an increasing knowledge of the connections between oral, written, and visual language when creating texts. Creates texts by using meaning, structure, and visual and grapho-phonetic information with increasing confidence. Seeks feedback and makes changes to texts to improve clarity and meaning. Is reflective about the production of texts: monitors, self-evaluates, and describes progress with some confidence.

Purposes and audiences

- Show a developing understanding of how to shape texts for different audiences and purposes.
Through choice of content, language, and text form, constructs texts that demonstrate a developing awareness of audience and purpose. Expects the texts they create to be understood and appreciated by others. Develops and conveys personal voice where appropriate.

Ideas

- Form and express ideas on a range of topics, using supporting details.
Forms and expresses ideas and information with reasonable clarity, often drawing on personal experience and knowledge. Begins to add or delete details and comments, showing some selectivity in the process.

Language features

- Use language features appropriately, showing a developing understanding of their effect.
Uses a large and increasing bank of high-frequency words, topic-specific words, and personal content words. Uses oral, written, and visual language features to create meaning and impact. Spells most high-frequency words correctly and shows some knowledge of common spelling patterns. Gains increasing control of text conventions, including some grammatical conventions.

Structure

- Organise texts using a range of structures.
Uses knowledge of word and sentence order to communicate meaning when creating text. Organises and sequences ideas and information with some confidence. Begins to use a variety of sentence structures, beginnings, and lengths.

Level Three

Processes and strategies

- Integrate sources of information, processes, and strategies with increasing confidence to identify, form, and express ideas.

Recognises and understands the connections between oral, written, and visual language.

Integrates oral, visual, and written sources of information and prior knowledge with increased confidence to make sense of increasingly varied and complex texts.

Uses a range of processing strategies to cross-check meaning and confirm predictions. Is developing the ability to think critically about texts.

Monitors, self-evaluates, and describes progress with increasing confidence.

Purposes and audiences

- Show an understanding of how texts are shaped for different purposes and audiences.

Identifies and understands how texts are constructed for a variety of intentions, situations, and levels of formality and for individuals or groups with varying characteristics and determinants, such as backgrounds, interests, and motivation.

Identifies particular points of view and evaluates the reliability and usefulness of texts.

Ideas

- Show an understanding of ideas, within, across, and beyond texts.

Recognises and identifies ideas within, across, and beyond a range of texts.

Makes meaning of increasingly varied and complex ideas.

Identifies main and subsidiary ideas.

Starts to make connections by thinking about underlying ideas in and between texts.

Makes and supports inferences from texts with increasing independence.

Uses supporting details.

Language Features

- Show an increasing understanding of how language features are used within and across texts.

Has an increasing vocabulary that can be used to make meaning of text.

Identifies oral, written, and visual language features used and recognises their effects.

Shows an increasing knowledge of how a range of text conventions can be used appropriately.

Knows that authors and illustrators have different voices and styles and can identify some of these differences.

Structure

- Show an understanding of text structure.

Understands that the order and organisation of words, sentences, paragraphs, and images contribute to and affect text meaning.

Identifies an increasing range of text forms and recognises some of their features.

Level Four

Processes and strategies

- Integrate sources of information, processes, and strategies confidently to identify, form, and express ideas.

Uses an increasing knowledge of the connections between oral, written, and visual language when creating texts.

Creates a range of texts by integrating oral, written, and visual sources of information with increasing confidence.

Seeks feedback and makes changes to texts to improve clarity and meaning.

Is reflective about the production of their own texts: monitors and self-evaluates progress, articulating what they are learning.

Purposes and audiences

- Show an understanding that texts are shaped for different purposes and audiences.

Through deliberate choice of content, language, and text form, constructs a range of texts that demonstrate an awareness of a variety of intentions, situations, and levels of formality and of individuals or groups with varying characteristics and determinants, such as backgrounds, interests, and motivations.

Conveys and sustains personal voice where appropriate.

Ideas

- Form and communicate ideas on a range of topics.

Forms and expresses ideas and information with increased clarity, often drawing on personal experience and knowledge.

Is able to add or change details and comments, showing some selectivity in the process.

Uses supporting details.

Language Features

- Use language features appropriately, showing an understanding of their effect.

Uses an increasing vocabulary to create meaning.

Uses oral, written, and visual language features to create impact and engage interest.

Demonstrates good understanding of all basic sounds and patterns in written English.

Uses a range of text conventions appropriately, effectively, and with increasing accuracy, including most grammatical conventions.

Structure

- Organise texts, using a range of appropriate and coherent structures.

Organises written ideas into paragraphs with increasing confidence.

Organises and sequences ideas and information with increasing confidence.

Level Four

Processes and strategies

- Integrate sources of information, processes, and strategies confidently to identify, form, and express ideas.

Recognises, understands, and describes the connections between oral, written, and visual language.

Integrates oral, visual, and written sources of information and prior knowledge confidently to make sense of increasingly varied and complex texts.

Uses appropriate processing and comprehension strategies with confidence.

Is developing the ability to think critically about texts.

Monitors, self-evaluates, and describes progress, articulating what they are learning.

Purposes and audiences

- Show an understanding of how texts are shaped for different purposes and audiences.

Identifies and describes how texts are constructed for a variety of intentions, situations, and levels of formality and for individuals or groups with varying characteristics and determinants, such as backgrounds, interests, and motivations.

Identifies particular points of view and evaluates the reliability and usefulness of texts.

Ideas

- Show understandings of ideas within, across, and beyond texts.

Makes meaning of increasingly varied and complex ideas.

Identifies and understands main and subsidiary ideas and the links between them.

Makes connections by thinking about underlying ideas in and between texts and with personal, social, cultural, literary, political, or historical contexts.

Makes and supports inferences from texts with increasing independence.

Uses supporting details.

Language Features

- Show an increased understanding of how language features are used for effect within and across texts.

Has an increasing vocabulary that can be used to make meaning of texts.

Identifies oral, written, and visual features used and recognises their effects.

Shows an increasing knowledge of how a range of text conventions can be used appropriately and effectively.

Structure

- Show an increasing understanding of text structures.

Understands that the order and organisation of words, sentences, paragraphs, and images contribute to and affect text meaning.

Identifies an increasing range of text forms and understands their features.

Level Four

Processes and strategies

- Integrate sources of information, processes, and strategies confidently to identify, form, and express ideas.

Uses an increasing knowledge of the connections between oral, written, and visual language when creating texts.

Creates a range of texts by integrating oral, written, and visual sources of information confidently.

Seeks feedback and makes changes to texts to improve clarity and meaning.

Is reflective about the production of their own texts: monitors and self-evaluates progress, articulating what they are learning.

Purposes and audiences

- Show an understanding of how to shape texts for different purposes and audiences.

Through deliberate choice of content, language, and text form, constructs a range of texts that demonstrate a developing understanding of a variety of intentions, situations, and levels of formality and of individuals or groups with varying characteristics and determinants, such as backgrounds, interests, and motivations.

Ideas

- Form and communicate selected ideas on a range of topics.

Forms and communicates ideas and information clearly and precisely, drawing on a range of sources.

Is able to add or change details and comments showing thoughtful selection in the process.

Uses supporting details.

Language Features

- Use a range of language features appropriately, showing an understanding and appreciation of their effect.

Uses an increasing vocabulary to create precise meaning.

Uses a range of oral, written, and visual features to create meaning and impact and to sustain interest.

Uses a range of text conventions appropriately, effectively, and with increasing accuracy.

Structure

- Organise texts for particular purpose or effect, using a range of appropriate and coherent structures.

Achieves some coherence or wholeness in constructing texts.

Organises and sequences ideas and information for a particular purpose or effect.

Level Five

Processes and strategies

- Integrate sources of information, processes, and strategies to identify, form, and express increasingly sophisticated ideas with confidence and deliberation.
Recognises, understands, and explains the connections between oral, written, and visual language.
Integrates oral, visual, and written sources of information and prior knowledge confidently to make sense of increasingly varied and complex texts.
Uses appropriate processing and comprehension strategies with confidence.
Thinks critically about texts.
Monitors, self-evaluates, and describes progress, articulating what they are learning.

Purposes and audiences

- Show a developed understanding of how texts are shaped for different purposes and audiences.
Identifies and explains how texts are constructed for a variety of intentions, situations, and levels of formality and for individuals or groups with varying characteristics and determinants, such as backgrounds, interests, and motivations.
Identifies particular points of view and evaluates the reliability and usefulness of texts.

Ideas

- Reach understandings about ideas within, across, and beyond texts.
Makes meaning by understanding increasingly comprehensive ideas.
Makes connections by exploring ideas in and between texts and with personal, social, cultural, literary, political, or historical contexts.
Makes and supports inferences from texts with increasing independence.
Incorporates supporting details.

Language Features

- Reach understandings about language features within and across texts.
Has an increasing vocabulary that can be used to make meaning of texts.
Identifies oral, written, and visual language features and understands their effects on text.
Understands how a range of text conventions work together to create meaning and impact.
Uses supporting details.

Structure

- Show a developed understanding of a range of structures.
Identifies and understands the characteristics and conventions of a range of text forms and how they contribute to and affect text meaning.

Processes and strategies

- Integrate sources of information, processes, and strategies to identify, form, and express increasingly sophisticated ideas with confidence and deliberation.
Uses an increasing knowledge of the connections between oral, written, and visual language when creating texts.
Creates a range of increasingly varied and complex texts by integrating oral, written, and visual sources of information.
Seeks feedback and makes changes to texts to improve clarity and meaning.
Is reflective about the production of their own texts: monitors and self-evaluates progress, articulating what they are learning.

Purposes and audiences

- Show a developed understanding of how to shape texts for different audiences and purposes.
Through deliberate choice of content, language, and text form, constructs a range of texts that demonstrate an understanding of a variety of intentions, situations, and levels of formality and of individuals or groups with varying characteristics and determinants, such as backgrounds, interests, and motivations.

Ideas

- Develop and communicate selected ideas on a range of topics.
Develops and communicates ideas, information, and understandings on a range of experiences or in response to texts.
Ideas show an awareness of a range of dimensions or viewpoints.
Develops single ideas by adding detail, linking those ideas to other ideas and details.
Incorporates supporting details.

Language Features

- Select and use a range of language features appropriately for effect.
Uses an increasing vocabulary to create precise meaning.
Uses a wide range of oral, written, and visual language features to create meaning and impact and to sustain interest.
Uses a wide range of text conventions appropriately, effectively, and with increasing accuracy.

Structure

- Organise texts using a range of appropriate, coherent, and effective structures.
Using characteristics and conventions of a range of text forms, organises and develops ideas and information for a particular purpose or effect.

Level Six

Processes and strategies

- Integrate sources of information, processes, and strategies to identify, form, and express increasingly sophisticated ideas with confidence and deliberation.
Recognises, understands, and explains the connections between oral, written, and visual language.
Integrates oral, visual, and written sources of information and prior knowledge confidently to make sense of increasingly varied and complex texts.
Uses appropriate processing and comprehension strategies with confidence.
Thinks critically about texts.
Monitors, self-evaluates, and describes progress, articulating what they are learning.

Purposes and audiences

- Show a developed understanding of how texts are shaped for different purposes and audiences.
Identifies and explains how texts are constructed for a variety of intentions, situations, and levels of formality and for individuals or groups with varying characteristics and determinants, such as backgrounds, interests, and motivations.
Identifies particular points of view and evaluates the reliability and usefulness of texts.

Ideas

- Reach considered understandings about ideas within, across, and beyond texts.
Makes meaning by understanding comprehensive ideas.
Makes connections by interpreting ideas within a text, between texts, and with personal, social, cultural, literary, political, or historical contexts.
Makes and supports inferences from texts with increasing independence.
Incorporates supporting details.

Language Features

- Reach considered understandings about language features within and across texts.
Has an increasing vocabulary that can be used to make meaning of texts.
Identifies a range of oral, written, and visual language features and understands their effects on text.
Understands and interprets how text conventions work together to create meaning and impact.
Incorporates supporting details.

Structure

- Show a developed understanding of a range of structures.
Identifies and understands the characteristics and conventions of a range of text forms and how they contribute to and affect text meaning.

Processes and strategies

- Integrate sources of information, processes, and strategies to identify, form, and express increasingly sophisticated ideas with confidence and deliberation.
Uses an increasing knowledge of connections between oral, written, and visual language when creating texts.
Creates a range of increasingly varied and complex texts by integrating oral, written, and visual sources of information.
Seeks feedback and makes changes to texts to improve clarity and meaning.
Is reflective about the production of their own texts: monitors and self-evaluates progress, articulating what they are learning.

Purposes and audiences

- Show a developed understanding of how to shape texts for different audiences and purposes.
Through deliberate choice of content, language, and text form, constructs a range of texts that demonstrate an understanding of a variety of intentions, situations, and levels of formality and of individuals or groups with varying characteristics and determinants, such as backgrounds, interests, and motivations.

Ideas

- Develop and communicate selected, considered ideas on a range of topics.
Develops and communicates comprehensive ideas, information, and understandings on a range of experiences or in response to texts.
Ideas show a depth and awareness of a range of dimensions or viewpoints.
Works towards creating coherent, planned whole texts by adding details to single ideas or linking those ideas to other ideas and details.
Incorporates supporting details.

Language Features

- Select and use a range of language features appropriately for a variety of effects.
Uses an increasing vocabulary to create precise meaning.
Uses a wide range of oral, written, and visual language features with control to create meaning and impact and to sustain interest.
Uses a wide range of text conventions appropriately, effectively, and with accuracy.

Structure

- Organise texts, using a range of appropriate, coherent, and effective structures.
Using characteristics and conventions of a range of text forms, organises and develops ideas and information for a particular purpose or effect.

Level Seven

Processes and strategies

- Integrate sources of information, processes, and strategies to identify, form, and express increasingly sophisticated ideas with confidence, precision, and refinement.
Recognises, understands, and evaluates the connections between oral, written, and visual language.
Integrates oral, visual, and written sources of information and prior knowledge confidently to make sense of increasingly varied and complex texts.
Uses appropriate processing and comprehension strategies with confidence and discrimination.
Thinks critically about texts.
Monitors, self-evaluates, and describes progress, articulating what they are learning.

Purposes and audiences

- Show a discriminating understanding of how texts are shaped for different purposes and audiences.
Identifies and evaluates how texts are constructed for a variety of intentions, situations, and levels of formality and for individuals or groups with varying characteristics and determinants, such as backgrounds, interests, and motivations.
Identifies particular points of view and evaluates the reliability and usefulness of texts.

Ideas

- Reach developed, considered understandings about ideas within, across, and beyond texts.
Makes meaning by perceptively understanding increasingly sophisticated ideas.
Makes connections by analysing ideas within a text, between texts, and with personal, social, cultural, literary, political, or historical contexts.
Makes and supports inferences from texts independently.
Integrates supporting details.

Language features

- Reach developed, considered understandings about language features within and across texts.
Has an increasing vocabulary that can be used to make meaning of texts.
Identifies a range of increasingly sophisticated oral, written, and visual language features and understands their effects on text.
Understands and analyses how text conventions work together to create meaning and impact.
Integrates supporting details.

Structure

- Show a discriminating understanding of a range of structures.
Identifies, understands, and evaluates the characteristics and conventions of a range of text forms and how they contribute to and affect text meaning.

Processes and strategies

- Integrate sources of information, processes, and strategies to identify, form, and express increasingly sophisticated ideas with confidence, precision, and refinement.
Uses an increasing knowledge of the connections between oral, written, and visual language when creating texts.
Creates a range of increasingly coherent, varied, and complex texts by integrating oral, written, and visual sources of information.
Seeks feedback and makes changes to texts to improve clarity and meaning.
Is reflective about the production of their own texts: monitors and self-evaluates progress, articulating what they are learning.

Purposes and audiences

- Show a discriminating understanding of how to shape texts for different audiences and purposes.
Through deliberate choice of content, language, and text form, constructs a range of texts that demonstrate an understanding and appreciation of a variety of intentions, situations, and levels of formality and of individuals or groups with varying characteristics and determinants, such as backgrounds, interests, and motivations.

Ideas

- Develop, communicate, and sustain selected, considered ideas on a range of topics.
Develops, communicates, and sustains increasingly sophisticated ideas, information, and understandings on a range of experiences or in response to texts.
Ideas show maturity, depth, and awareness of a range of dimensions or viewpoints.
Creates coherent, planned whole texts by adding details to single ideas or linking those ideas to other ideas and details.
Integrates supporting details.

Language features

- Select and integrate a range of language features appropriately for a variety of effects.
Uses an increasing vocabulary to create precise meaning.
Uses a wide range of oral, written, and visual language features fluently and with control to create meaning and impact and to sustain interest.
Uses a wide range of text conventions appropriately, effectively, and with accuracy.

Structure

- Organise texts, using a range of appropriate, coherent, and effective structures with discrimination.
Using characteristics and conventions of a range of text forms with control and refinement, organises and develops ideas and information for a particular purpose or effect.

Level Eight

Processes and strategies

- Integrate sources of information, processes, and strategies to identify, form, and express increasingly sophisticated ideas with confidence, precision, and refinement.
Recognises, understands, and evaluates the connections between oral, written, and visual language.
Integrates oral, visual, and written sources of information and prior knowledge confidently to make sense of increasingly varied and complex texts.
Uses appropriate processing and comprehension strategies with confidence and discrimination.
Thinks critically about texts.
Monitors, self-evaluates, and describes progress, articulating what they are learning.

Purposes and audiences

- Show a discriminating understanding of how texts are shaped for different purposes and audiences.
Identifies and evaluates how texts are constructed for a variety of intentions, situations, and levels of formality and for individuals or groups with varying characteristics and determinants, such as backgrounds, interests, and motivations.
Identifies particular points of view and evaluates the reliability and usefulness of texts.

Ideas

- Reach developed, considered, and insightful understandings about ideas across and beyond texts.
Makes meaning by thinking critically about sophisticated ideas.
Makes connections by evaluating and synthesising ideas within a text, between texts, and with personal, social, cultural, literary, political, or historical contexts.
Makes and supports inferences from texts independently.
Integrates supporting details.

Language features

- Reach developed, considered, and insightful understandings about language features within and across texts.
Has an increasing vocabulary that can be used to make meaning of texts.
Identifies a range of sophisticated oral, written, and visual language features and understands their effects on text.
Understands and evaluates how text conventions work together to create meaning and impact.
Integrates supporting details.

Structure

- Show a discriminating understanding of a range of structures.
Identifies, understands, and evaluates the characteristics and conventions of a range of text forms and how they contribute to and affect text meaning.

Processes and strategies

- Integrate sources of information, processes, and strategies to identify, form, and express increasingly sophisticated ideas with confidence, precision, and refinement.
Uses an increasing knowledge of the connections between oral, written, and visual language when creating texts.
Creates a range of increasingly coherent, varied, and complex texts by integrating oral, written, and visual sources of information.
Seeks feedback and makes changes to texts to improve clarity and meaning.
Is reflective about the production of their own texts: monitors and self-evaluates progress, articulating what they are learning.

Purposes and audiences

- Show a discriminating understanding of how to shape texts for different audiences and purposes.
Through deliberate choice of content, language, and text form, constructs a range of texts that demonstrate an understanding and appreciation of a variety of intentions, situations, and levels of formality and of individuals or groups with varying characteristics and determinants, such as backgrounds, interests, and motivations.

Ideas

- Develop, communicate, and sustain selected, considered, and insightful ideas on a range of topics.
Develops, communicates, and sustains sophisticated ideas, information, and understandings on a range of experiences or in response to texts.
Ideas show innovation, perception, depth, and awareness of a range of dimensions or viewpoints.
Creates coherent, planned whole texts by adding details to single ideas or linking those ideas to other ideas and details.
Integrates supporting details.

Language features

- Select, integrate, and sustain the use of a range of language features appropriately for a variety of effects.
Uses an increasing vocabulary to create precise meaning.
Uses a wide range of oral, written, and visual language features coherently, fluently, and with control to create meaning.
Uses a wide range of text conventions appropriately, effectively, and with accuracy.

Structure

- Organise texts, using a range of appropriate, coherent, and effective structures with discrimination.
Using characteristics and conventions of a range of text forms with control and refinement, organises and develops ideas and information for a particular purpose or effect.