

# ESF Writing Scope and Sequence

Phase 1	Phase 2	Phase 3	Phase 4	Phase 5
Role Play	Experimental	Early	Transitional	Conventional
Kindergarten	Year 2	Year 4	Year 6	
Year 1	Year 3	Year 5	Beyond Year 6	

## Notes:

• = IB Language Scope and Sequence

- = First Steps Indicators

▪ = New Zealand “Literacy Learning Progression”

Use of Texts	Kindergarten	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Beyond Year 6
Use of Texts	<p><b>K1</b> Distinguish between different marks they make Sometimes give meanings to marks as they draw, write and paint Choose to write as play, or in informal situations, for example, filling in forms in a pretend post office, writing a menu or wish list for a party Demonstrate awareness that writing and drawing are different Know that print carries a message, but may read writing differently each time Make random marks on paper or screen Make horizontal, circular or linear scribbles with some breaks Write their own name independently</p> <p><b>K2</b> Experiment with familiar forms of writing, e.g. lists, captions, re-tells,</p>	<ul style="list-style-type: none"> <li>- Use writing with the intention of communicating a message</li> <li>• Read their own writing to others, realizing that what they have written remains unchanged</li> <li>- Experiment with familiar forms of writing, e.g. list, captions, retells</li> <li>• Choose to write as play, or in informal situations, e.g. filling in forms in a pretend post office, writing a menu or wish list for a party</li> <li>• Contribute to shared writing, observing the teacher’s writing and making suggestions</li> <li>• Begin to write informally about their own ideas, experiences and feelings using simple sentence structures, e.g. I like, I can</li> </ul>	<ul style="list-style-type: none"> <li>- Attempt a small range of familiar texts, either teacher-directed or self-selected</li> <li>• Contribute to shared writing, asking questions and offering suggestions</li> <li>- With assistance, find information in texts and record through drawing or writing key words</li> <li>• Write informally about their own ideas, experiences and feelings</li> </ul>	<ul style="list-style-type: none"> <li>- Write a small range of familiar texts, either teacher-directed or self-selected</li> <li>- Find information in texts and record it through drawing or writing key words</li> <li>- Innovate on familiar sentences and text patterns</li> <li>• Organise ideas in a logical sequence, e.g. write simple narratives with a beginning, middle and end</li> </ul>	<ul style="list-style-type: none"> <li>• Write a range of texts for a variety of purposes, using forms and structures modelled by the teacher and/or encountered in reading</li> <li>- Attempt to transfer knowledge of text organisation to writing, e.g. includes headings/diagrams in a report</li> <li>- Begin to show evidence of personal voice</li> </ul>	<ul style="list-style-type: none"> <li>• Write for a range of purposes, both creative and informative, using different types of structures and styles according to the purpose of the writing</li> <li>• Write independently demonstrating a personal voice as a writer</li> <li>- Include essential information and brief elaboration or description</li> </ul>	<ul style="list-style-type: none"> <li>• Write using a range of text types in order to communicate, e.g. narrative, instructional, persuasive</li> <li>- Compose texts by finding, recording and organising information appropriate to purpose</li> <li>• Write independently, demonstrating their own voice and style</li> </ul>	<ul style="list-style-type: none"> <li>• Write independently, clearly demonstrating their own voice and style</li> <li>- Compose texts by retrieving, recording and organising information appropriate to purpose and audience</li> <li>- Establish place, time and situation in literary texts</li> <li>- Craft a wide range of texts, demonstrating control over all elements</li> </ul>

	<p>books</p> <p>Use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence</p> <p>Write own name and other things such as labels, captions with increasing accuracy</p>							
<b>Contextual Understanding</b>	<p><b>K1</b> State purpose or audience for own writing, e.g. this is a card for Dad</p> <p><b>K2</b> Create illustrations to match their own written text Identify and talk about characters from literary texts Attempt to write short sentences in meaningful contexts</p>	<ul style="list-style-type: none"> <li>- Provide reasons why people write, e.g. remember to say thank you</li> <li>• Create illustrations to match their own written text</li> <li>• Show curiosity and ask questions about written language</li> <li>- Express a personal opinion within a written text</li> <li>- Talk about how characters and events are represented in literary texts</li> </ul>	<ul style="list-style-type: none"> <li>- Begin to explain the purpose of a piece of writing and the ideas that need to be included</li> <li>• Create diagrams to match their own written text</li> <li>- Talk about how characters or people and events and ideas are represented in texts</li> </ul>	<ul style="list-style-type: none"> <li>- Explain the purpose of a small range of familiar text forms, e.g. advertisements to persuade, jokes are to entertain</li> <li>- Imitate the use of simple devices used in texts, e.g. print size, colour</li> <li>- Discuss alternatives about how to represent characters or people, events and ideas in familiar texts</li> </ul>	<ul style="list-style-type: none"> <li>- Explain the purpose of a range of familiar text forms</li> <li>- Select ideas to include in own text to suit purpose</li> <li>- Experiment with the use of devices, e.g. repetition of words or phrases</li> <li>- Explain why characters or people, events and ideas are represented in a particular way when composing texts</li> </ul>	<ul style="list-style-type: none"> <li>- Explain the purpose and audience of a range of familiar text forms</li> <li>- Select ideas to include in own text to suit purpose and audience</li> <li>- Discuss alternatives about how to represent characters or people, events and ideas when composing texts</li> </ul>	<ul style="list-style-type: none"> <li>- Explain the purpose and audience of a range of text forms</li> <li>- Recognise and use figurative language to enhance writing, e.g. similes, metaphors, idioms, alliteration</li> <li>- Select ways to represent characters or people, events and ideas to create specific effects in texts</li> <li>- Experiment with the use of devices, e.g. repetition of words or phrases</li> </ul>	<ul style="list-style-type: none"> <li>- Explain why a particular text form may be more appropriate to achieve a purpose for an intended audience</li> <li>- Select ways to represent people and ideas to create specific effects in informational texts</li> <li>- Use devices when attempting to influence the reader, e.g. flattery, humour</li> <li>- Adjust the language and ideas to include in own texts to suit purpose and audience</li> </ul>
<b>Conventions</b>	<p><b>K1</b> Experiment with writing using different writing implements and media Differentiate between illustrations and written text Write letters randomly or as strings on the page Draw lines and circles using gross motor movements</p>	<ul style="list-style-type: none"> <li>• Discriminate between letters/characters, numbers, symbols and words</li> <li>- Demonstrate an awareness of directionality and spacing</li> <li>- Demonstrate one-to-one correspondence between written and</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate the conventions of written text, e.g. sequence, spacing, directionality</li> <li>- Know simple letter patterns and the sounds they represent, e.g. sh, ch, ee</li> <li>▪ Use visual memory to accurately write</li> </ul>	<ul style="list-style-type: none"> <li>▪ Apply their expanding knowledge of graphemes to write words correctly</li> <li>• Spell and use a bank of known words correctly, e.g. spelling patterns, high-frequency words, high-interest words</li> <li>- Experiment with words drawn from a</li> </ul>	<ul style="list-style-type: none"> <li>▪ Use their knowledge of diverse phoneme-grapheme relationships, e.g. ship, chef, ocean, station, special</li> <li>▪ Use visual memory to spell personal vocabulary and high frequency words correctly</li> <li>- Vary vocabulary to add</li> </ul>	<ul style="list-style-type: none"> <li>- Know less common letter patterns and the sounds they represent, e.g. tion, ph</li> <li>• Use knowledge of written code patterns to accurately spell high-frequency and familiar words</li> <li>• Select vocabulary and supporting details to achieve desired effects</li> <li>• Work independently to produce written work that is</li> </ul>	<ul style="list-style-type: none"> <li>- Know and use less common letter patterns correctly, e.g. aisle, reign, information</li> <li>• Use standard spelling for most words and use appropriate resources to check spelling</li> <li>• Use a range of vocabulary and relevant supporting details to convey meaning and</li> </ul>	<ul style="list-style-type: none"> <li>- Shows awareness of the many letter patterns that are characteristic of the English spelling system</li> <li>- Spell and use a large bank of known words correctly</li> <li>- Select vocabulary to create precise meaning</li> <li>▪ Use a range of tools and techniques to produce written work</li> </ul>

	<p>Begin to show some control in use of tools and equipment Use one handed tools and equipment Manipulate objects with increasing control Begin to use anti-clockwise movements and re-trace vertical lines Begin to form recognisable letters</p> <p><b>K2</b> Begin to demonstrate an awareness of directionality Use known letters or approximations of letters to represent writing Write using simple language structures i.e. I like... I see... Demonstrate one to one correspondence between written and spoken word, e.g. word pointing when reading back their own writing Begin to break the flow of speech into words</p>	<p>spoken word, e.g. word-pointing when reading back own writing - Know all letters by name and their common sound</p> <ul style="list-style-type: none"> <li>▪ Use visual memory to accurately write some key personal words and some high frequency words</li> <li>▪ Use vocabulary drawn from their own oral language or encountered in their reading or other classroom activities</li> <li>▪ Form all upper-case and lower-case letters and numerals correctly</li> <li>▪ Use capital letters and full stops to begin and end sentences</li> <li>▪ Compose simple sentences</li> </ul>	<p>some key personal words and high frequency words</p> <ul style="list-style-type: none"> <li>▪ Use vocabulary drawn from their reading or other classroom activities</li> <li>▪ Form all lower-case and upper-case letters correctly with increasing speed and automaticity</li> <li>▪ Use full stops, question marks or exclamation marks to end sentence</li> <li>▪ Use capital letters correctly to begin sentences and for familiar proper names</li> <li>▪ Use simple conjunctions correctly with subject-verb agreement and noun-pronoun agreement</li> </ul>	<p>variety of sources, e.g. literature, media, oral language of peers</p> <ul style="list-style-type: none"> <li>• Form letters/characters conventionally and legibly</li> <li>▪ Use capital letters, full stops, question marks and exclamation marks correctly</li> <li>▪ Use simple and compound sentences, varying their beginnings and length</li> </ul>	<p>interest</p> <ul style="list-style-type: none"> <li>- Group related information using conventions of paragraphing</li> <li>▪ Write legibly in a consistent style</li> <li>▪ Use capital letters, full stops, question marks and exclamation marks correctly</li> <li>▪ Use speech marks, commas for lists and apostrophes for contractions correctly most of the time</li> <li>▪ Use mainly simple and compound sentences, along with some complex sentences, that vary in their beginnings, structures and lengths and are mostly grammatically correct</li> <li>• Use increasingly accurate grammatical constructs, e.g. subject/verb agreement</li> </ul>	<p>legible and well-presented</p> <ul style="list-style-type: none"> <li>▪ Use basic punctuation that is mostly correct , e.g. when punctuating dialogue</li> <li>• Organise ideas and paragraphs in logical sequence</li> <li>▪ Use simple and compound sentences that are grammatically correct and have a variety of structures, beginnings and lengths and use some complex sentences that are mostly grammatically correct</li> <li>- Attempt to use passive voice</li> </ul>	<p>create atmosphere and mood</p> <ul style="list-style-type: none"> <li>• Use appropriate punctuation to support meaning, e.g. hyphen colon, ellipsis</li> <li>- Use and punctuate dialogue effectively in texts</li> <li>- Develop a paragraph by writing a topic sentence and include supporting information</li> <li>▪ Consolidate use of simple and compound sentences that are grammatically correct and have a variety of structures, beginnings and lengths and use some complex sentences that are mostly grammatically correct</li> <li>- Write effectively in both first and third person</li> </ul>	<p>that is effectively presented</p> <ul style="list-style-type: none"> <li>• Accurately use less common punctuation marks, e.g. hyphen, colon, semi-colon, brackets, ellipsis</li> <li>▪ Use complex sentences that are grammatically correct</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Processes and Strategies</b></p>	<p><b>K1</b> Copy print from the environment Ask questions about printed words, signs and messages Use letters from own name to generate writing</p> <p><b>K2</b> Voice thoughts before 'writing' Rely upon personal experiences as a stimulus for "writing" Hear and say the initial and final sounds in words when writing Segment the sounds in</p>	<ul style="list-style-type: none"> <li>- Voice thoughts before and during writing</li> <li>• Use their own experience as a stimulus when drawing and writing</li> <li>- Begin to draw upon semantic, graphophonic and syntactic knowledge when writing, e.g. topic knowledge, sound-symbol relationships</li> <li>- Use a limited range of strategies to spell, e.g. sounding out, sight words</li> <li>- Use words from the</li> </ul>	<ul style="list-style-type: none"> <li>- Talk or draw as a means of planning before writing</li> <li>- Use a limited range of strategies throughout the writing process, e.g. connecting</li> <li>- Draw upon semantic, graphophonic and syntactic knowledge when writing, e.g. topic knowledge, sound-symbol relationships</li> <li>- Use a limited range of strategies to spell, e.g. sounding out, sight words, visual</li> </ul>	<ul style="list-style-type: none"> <li>- Talk or draw as a means of planning before writing, e.g. drawing, jotting</li> <li>- Use a small range of strategies throughout the writing process, e.g. self-questioning</li> <li>- Draw upon semantic, graphophonic and syntactic knowledge when writing, e.g. text organisation, word order</li> <li>- Use a small range of strategies to spell unknown words</li> <li>• Use a dictionary and word banks to self-correct spelling errors</li> </ul>	<ul style="list-style-type: none"> <li>- Begin to organise ideas before writing, e.g. brainstorming, graphic organisers</li> <li>- Use an increasing range of strategies throughout the writing process, e.g. creating images</li> <li>- Draw upon semantic, graphophonic and syntactic knowledge when writing, e.g. vocabulary knowledge, text-structure knowledge</li> <li>- Use a range of appropriate spelling strategies, e.g. memory aids and rules</li> </ul>	<ul style="list-style-type: none"> <li>• Use planning aids to plan and organise writing, e.g. flow charts, storyboards</li> <li>- Use an increasing range of strategies throughout the writing process, e.g. determining importance</li> <li>- Draw upon semantic, graphophonic and syntactic knowledge when writing, e.g. vocabulary knowledge, text-structure knowledge</li> <li>- Use an increasing range of strategies to spell unknown words, e.g. using visual memory</li> <li>• Use a dictionary and thesaurus to check accuracy, broaden vocabulary and enrich their writing</li> </ul>	<ul style="list-style-type: none"> <li>- Select appropriate planning aids to plan and organise writing, e.g. cause and effect organiser, flow chart, fishbone</li> <li>- Select appropriate strategies to use throughout the writing process</li> <li>- Draw upon semantic, graphophonic and syntactic knowledge when writing, e.g. vocabulary knowledge, text-structure knowledge</li> <li>- Use a range of strategies to spell unknown words</li> <li>• Use a dictionary, thesaurus and/or</li> </ul>	<ul style="list-style-type: none"> <li>• Use planning, drafting, editing and reviewing processes independently</li> <li>- Draw upon semantic, graphophonic and syntactic knowledge when writing, e.g. world and cultural knowledge, linguistic features</li> <li>- Select appropriate strategies to spell unknown words</li> <li>• Locate, organise, synthesize and present written information obtained from a variety of valid sources, citing sources</li> <li>- Independently proofread, edit and revise own</li> </ul>

	<p>simple words and blend them together when writing</p>	<p>environment in own writing, e.g. word wall</p>	<p>memory - Decide how own text will be presented</p>	<p>and to extend their use of language - Begin to proofread and edit own writing when directed, e.g. deleting words, adding punctuation • Participate in writing conferences and note new learning goals • Publish written work in handwritten form or in digital format</p>	<ul style="list-style-type: none"> <li>• Use a dictionary, a thesaurus and word banks to extend their use of language</li> <li>• Proofread their own writing and make some corrections and improvements</li> <li>• Use feedback from teachers and other students to improve their writing</li> <li>• Experiment with various ways to publish texts</li> </ul>	<ul style="list-style-type: none"> <li>• Check punctuation, variety of sentence starters, spelling and presentation</li> <li>• Realise that writers ask questions of themselves and identify ways to improve their writing, e.g. "Is this what I meant to say?" "Is it relevant?"</li> <li>• Work with a partner to discuss and improve each other's work, taking the roles of authors and editors</li> </ul> <p>- Plan for and create a published text that reflects the intended purpose and needs of the audience</p>	<p>spellchecker confidently and effectively to check accuracy, broaden vocabulary and enrich their writing</p> <ul style="list-style-type: none"> <li>• Locate, organise and present written information obtained from a variety of sources and begin to cite sources</li> <li>• Use planning, drafting, editing and reviewing processes independently and with increasing competence</li> <li>• Critique the writing of peers and offer constructive suggestions</li> <li>• Use a range of tools and techniques to publish and present work effectively</li> </ul>	<p>writing - Select appropriate publication formats to enhance audience understanding and impact</p>
<p>K1 Independently makes marks and can say what they written.</p> <p>Writes their own name independently using a capital letter for the first letter of their name.</p> <p>K2 Uses some clearly identifiable letters in their writing.</p> <p>Uses some sounds correctly and in sequence when writing.</p> <p>Experiments with familiar forms of writing e.g. lists, captions, recounts, books</p> <p>Attempts to write short sentences.</p> <p><b>K1</b> Makes marks and talks about who or what the writing is for.</p>	<p>Use writing to communicate a message</p> <p>Experiment with familiar forms of writing, e.g. list, captions, retells</p> <p>Begin to write informally about their own ideas, experiences and feelings using simple sentence structures, e.g. I like, I can</p> <p><b>Provide reasons why people write, e.g. remember to say thank you</b></p> <p><b>Create illustrations to match their own written text</b></p> <p>Know all letters by name and their common sound</p> <p>Write high frequency and high interest</p>	<p>Attempt to write a small range of familiar texts</p> <p>Write informally about their own ideas, experiences and feelings</p> <p><b>Begin to explain the purpose and ideas in a piece of personal writing</b></p> <p><b>Create diagrams to match their own written text</b></p> <p>Know simple letter patterns and the sounds they represent, e.g. sh, ch, ee</p> <p>Use vocabulary drawn from classroom activities when writing</p> <p>Form all lower-case and upper-case letters correctly with</p>	<p>Write a small range of familiar texts, e.g., Narrative, Recount, Instructions</p> <p>Record information by drawing or writing key words</p> <p>Organise ideas in a logical sequence, e.g., write simple narratives with an orientation, problem and resolution</p> <p><b>Explain the purpose of a small range of familiar text forms, e.g. advertisements are to persuade</b></p> <p>Use spelling patterns to spell words</p> <p>Use a bank of known words correctly, e.g., high-frequency words, high-interest words</p> <p>Form letters</p>	<p>Write range of texts for a variety of purposes using appropriate structure and features, e.g. headings, diagrams, correct tense</p> <p><b>Explain the purpose of a range of familiar text forms</b></p> <p><b>Experiment with the use of devices, e.g. repetition of words or phrases</b></p> <p>Spell personal vocabulary and high frequency words correctly</p> <p>Vary vocabulary to add interest</p> <p>Group related information using conventions of paragraphing</p> <p>Write legibly in a consistent style</p>	<p>Write for a range of purposes, using appropriate structures, features and styles</p> <p>Write independently, demonstrating a personal voice as a writer</p> <p><b>Explain the purpose and audience of a range of text forms</b></p> <p>Spell high-frequency and familiar words accurately</p> <p>Select vocabulary and supporting details to achieve desired effects</p> <p>Produce written work that is legible and well-presented</p> <p>Use punctuation correctly, e.g. when punctuating dialogue</p> <p>Organise ideas and paragraphs in logical sequence</p>	<p>Write using a range of text types, e.g. narrative, instructional, persuasive</p> <p>Compose texts by finding, recording and organising information appropriate to purpose</p> <p>Write independently, demonstrating their own voice and style</p> <p><b>Explain the purpose and audience of a range of text types</b></p> <p><b>Recognise and use figurative language to enhance writing, e.g. similes, metaphors, idioms, alliteration</b></p> <p>Use appropriate resources to check spelling</p> <p>Use a range of vocabulary and relevant supporting details to convey meaning and create atmosphere and mood</p>		

<p><b>K2</b> Draws pictures to accompany their mark making.</p> <p><b>K1</b> Shows increasing control when using a writing tool to make marks.</p> <p>Begins to form recognisable letters.</p> <p>Writes letters randomly or as strings on the page.</p> <p><b>K2</b> Forms lowercase letters accurately.</p> <p>Reads back their writing, pointing to each word.</p> <p>Writes using simple language structures.</p> <p><b>K1</b> Copies print from the environment.</p> <p>Uses letters from their own name to generate writing.</p> <p><b>K2</b> Talks about what they are going to write, before they write.</p> <p>Writes simple words using the sounds they can hear.</p>	<p>words</p> <p>Form all upper-case and lower-case letters and numerals correctly</p> <p>Start to use capital letters and full stops to begin and end sentences</p> <p>Compose simple sentence</p> <p>Use their own experience as a stimulus when drawing and writing</p> <p>Use sounding out and sight words as strategies to spell</p>	<p>increasing speed and automaticity</p> <p>Use full stops or question marks to end sentence</p> <p>Use capital letters correctly to begin sentences and for familiar proper names</p> <p>Use a range of strategies throughout the writing process, e.g. connecting</p> <p>Use a range of strategies to spell, e.g. sounding out, sight words, visual memory</p>	<p>conventionally and legibly</p> <p>Use capital letters, full stops, question marks and exclamation marks correctly</p> <p>Use simple and compound sentences, varying their beginnings and length</p> <p>Use a small range of strategies throughout the writing process, e.g. self-questioning</p> <p>Use a dictionary and word banks to self-correct spelling errors and extend their vocabulary</p> <p>Begin to proofread and edit own writing, e.g. deleting words, adding punctuation</p> <p>Publish written work, handwritten or in digital format</p>	<p>Use speech marks, commas and apostrophes</p> <p>Write simple and compound sentences using accurate grammar</p> <p>Use an increasing range of strategies throughout the writing process, e.g. creating images</p> <p>Use a range of appropriate spelling strategies, e.g. memory aids and rules</p> <p>Use a dictionary, a thesaurus and word banks to extend their vocabulary</p> <p>Proofread their own writing and make some corrections and improvements</p> <p>Experiment with various ways to publish texts</p>	<p>Write simple, compound and complex sentences using accurate grammar</p> <p>Use an increasing range of strategies throughout the writing process, e.g. determining importance</p> <p>Use an increasing range of strategies to spell unknown words, e.g. using visual memory</p> <p>Use a dictionary and thesaurus to check accuracy, broaden vocabulary and enrich their writing</p> <p>Edit punctuation, sentence structure and spelling accurately</p> <p>Plan for and create a published text that reflects the intended purpose and needs of the audience</p>	<p>Use appropriate punctuation to support meaning, e.g. hyphen colon, ellipsis</p> <p>Develop paragraphs by writing a topic sentence and include supporting information</p> <p>Write effectively in both first and third person</p> <p>Select appropriate strategies to use throughout the writing process, e.g., analyzing, synthesizing,</p> <p>Use a range of strategies to spell unknown words</p> <p>Use a dictionary, thesaurus and/or spellchecker confidently and effectively to check accuracy, broaden vocabulary and enrich writing</p> <p>Locate, organise and present written information obtained from a variety of sources</p> <p>Use planning, drafting, editing and reviewing processes independently</p> <p>Use a range of tools and techniques to publish work effectively</p>	
---	--	--	--	---	---	---	--