## ESF Writing Scope and Sequence

<table>
<thead>
<tr>
<th>Role Play</th>
<th>Experimental</th>
<th>Early</th>
<th>Transitional</th>
<th>Conventional</th>
<th>Beyond Year 6</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Kindergarten</strong></td>
<td><strong>Year 2</strong></td>
<td><strong>Year 4</strong></td>
<td><strong>Year 6</strong></td>
<td><strong>Beyond Year 6</strong></td>
<td></td>
</tr>
</tbody>
</table>

### Use of Texts

- **K1** 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

- **K2** Experiment with familiar forms of writing, e.g. lists, captions, retells,
- Attempt a small range of familiar texts, either teacher-directed or self-selected
- Contribute to shared writing, observing the teacher’s model, asking questions and offering suggestions
- With assistance, find information in texts and record through drawing or writing key words
- Write informally about their own ideas, experiences and feelings

### Notes:
- • = IB Language Scope and Sequence
- - = First Steps Indicators
- * = New Zealand “Literacy Learning Progression”
books
Use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence
Write own name and other things such as labels, captions with increasing accuracy

| Contextual Understanding | K1 State purpose or audience for own writing, e.g. this is a card for Dad | K2 Create illustrations to match their own written text
Identify and talk about characters from literary texts
Attempt to write short sentences in meaningful contexts |
|--------------------------|-------------------------------------------------|-------------------------------------------------|
| K1                      | - Provide reasons why people write, e.g. remember to say thank you  
- Create illustrations to match their own written text  
- Show curiosity and ask questions about written language  
- Express a personal opinion within a written text  
- Talk about how characters and events are represented in literary texts | - Begin to explain the purpose of a piece of writing and the ideas that need to be included  
- Create diagrams to match their own written text  
- Talk about how characters and events and ideas are represented in texts |
| K2                      | - Explain the purpose of a small range of familiar text forms, e.g. advertisements to persuade, jokes are to entertain  
- Imitate the use of simple devices used in texts, e.g. print size, colour  
- Discuss alternatives about how to represent characters or people, events and ideas in familiar texts | - Explain the purpose of a range of familiar text forms  
- Select ideas to include in own text to suit purpose  
- Experiment with the use of devices, e.g. repetition of words or phrases  
- Explain why characters or people, events and ideas are represented in a particular way when composing texts |
| Conventions              | - Discriminate between letters/characters, numbers, symbols and words  
- Demonstrate an awareness of directionality and spacing  
- Demonstrate one-to-one correspondence between written and | - Apply their expanding knowledge of graphemes to write words correctly  
- Spell and use a bank of known words correctly, e.g. spelling patterns, high-frequency words, high-interest words  
- Experiment with words drawn from a  
- Use visual memory to accurately write  
- Use their knowledge of diverse phoneme-grapheme relationships, e.g. ship, chef, ocean, station, special  
- Use visual memory to spell personal vocabulary and high frequency words correctly  
- Vary vocabulary to add  
- Know less common letter patterns and the sounds they represent, e.g. tion, ph  
- Use knowledge of written code patterns to accurately spell high-frequency and familiar words  
- Select vocabulary and supporting details to achieve desired effects  
- Work independently to produce written work that is | - Know and use less common letter patterns correctly, e.g. aisle, reign, information  
- Use standard spelling for most words and use appropriate resources to check spelling  
- Use a range of vocabulary and relevant supporting details to convey meaning and  
- Shows awareness of the many letter patterns that are characteristic of the English spelling system  
- Spell and use a large bank of known words correctly  
- Select vocabulary to create precise meaning  
- Use a range of tools and techniques to produce written work |

- Demonstrate the conventions of written text, e.g. sequence, spacing, directionality  
- Know simple letter patterns and the sounds they represent, e.g. sh, ch, ee  
- Use visual memory to accurately write  
- Use their knowledge of diverse phoneme-grapheme relationships, e.g. ship, chef, ocean, station, special  
- Use visual memory to spell personal vocabulary and high frequency words correctly  
- Vary vocabulary to add  
- Know less common letter patterns and the sounds they represent, e.g. tion, ph  
- Use knowledge of written code patterns to accurately spell high-frequency and familiar words  
- Select vocabulary and supporting details to achieve desired effects  
- Work independently to produce written work that is  
- Know and use less common letter patterns correctly, e.g. aisle, reign, information  
- Use standard spelling for most words and use appropriate resources to check spelling  
- Use a range of vocabulary and relevant supporting details to convey meaning and  
- Shows awareness of the many letter patterns that are characteristic of the English spelling system  
- Spell and use a large bank of known words correctly  
- Select vocabulary to create precise meaning  
- Use a range of tools and techniques to produce written work |
<table>
<thead>
<tr>
<th>Processes and Strategies</th>
<th>K1</th>
<th>K2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Begin to show some control in use of tools and equipment</strong></td>
<td><strong>Copy print from the environment</strong></td>
<td><strong>Begin to demonstrate an awareness of directionality</strong></td>
</tr>
<tr>
<td><strong>Manipulate objects with increasing control</strong></td>
<td><strong>Ask questions about printed words, signs and messages</strong></td>
<td><strong>Use known letters or approximations of letters to represent writing</strong></td>
</tr>
<tr>
<td><strong>Begin to use anti-clockwise movements and re-trace vertical lines</strong></td>
<td><strong>Use letters from own name to generate writing</strong></td>
<td><strong>Write using simple language structures i.e. I like... I see...</strong></td>
</tr>
<tr>
<td><strong>Begin to form recognisable letters</strong></td>
<td><strong>Talk or draw as a means of planning before writing</strong></td>
<td><strong>Demonstrate one to one correspondence between written and spoken word, e.g. word pointing when reading back their own writing</strong></td>
</tr>
<tr>
<td><strong>Talk or draw as a means of planning before writing</strong></td>
<td><strong>Talk or draw as a means of planning before writing</strong></td>
<td><strong>Begin to break the flow of speech into words</strong></td>
</tr>
<tr>
<td><strong>Talk or draw as a means of planning before writing</strong></td>
<td><strong>Talk or draw as a means of planning before writing</strong></td>
<td><strong>Use capital letters and full stops, question marks and exclamation marks correctly</strong></td>
</tr>
<tr>
<td><strong>Talk or organise ideas before writing, e.g. brainstorming, graphic organisers</strong></td>
<td><strong>Begin a limited range of strategies throughout the writing process, e.g. connecting</strong></td>
<td><strong>Use simple and compound sentences, along with some complex sentences, that vary in their beginnings, structures and lengths and are mostly grammatically correct</strong></td>
</tr>
<tr>
<td><strong>Use a limited range of strategies throughout the writing process, e.g. graphophonic and syntactic knowledge when writing, e.g. topic knowledge, sound-symbol relationships</strong></td>
<td><strong>Use a limited range of strategies to spell unknown words</strong></td>
<td><strong>Use simple and compound sentences when writing, e.g. syntactic knowledge when writing, e.g. self-questioning</strong></td>
</tr>
<tr>
<td><strong>Use a limited range of strategies to spell, e.g. sounding out, sight words</strong></td>
<td><strong>Use a dictionary and thesaurus to check accuracy, broaden vocabulary and enrich their writing</strong></td>
<td><strong>Use complex sentences that are grammatically correct</strong></td>
</tr>
<tr>
<td><strong>Use words from the process</strong></td>
<td><strong>Begin to use graphophonic and syntactic knowledge when writing, e.g. world and cultural knowledge, linguistic features</strong></td>
<td><strong>- Write effectively in both first and third person</strong></td>
</tr>
<tr>
<td><strong>Talk or draw as a means of planning before writing</strong></td>
<td><strong>Begin to use graphophonic and syntactic knowledge when writing, e.g. world and cultural knowledge, linguistic features</strong></td>
<td><strong>- 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</strong></td>
</tr>
<tr>
<td><strong>Talk or draw as a means of planning before writing</strong></td>
<td><strong>Use a variety of sources, e.g. literature, media, oral language of peers</strong></td>
<td><strong>- Use basic punctuation that is mostly correct, e.g. when punctuating dialogue</strong></td>
</tr>
<tr>
<td><strong>- Use vocabulary drawn from their reading or other classroom activities</strong></td>
<td><strong>- Use capital letters, full stops, question marks and exclamation marks correctly</strong></td>
<td><strong>- Use appropriate punctuation to support meaning, e.g. hyphen, colon, ellipsis</strong></td>
</tr>
<tr>
<td><strong>- Form all lower-case and upper-case letters correctly with increasing speed and automaticity</strong></td>
<td><strong>- Use simple and compound sentences when writing, e.g. syntactic knowledge when writing, e.g. self-questioning</strong></td>
<td><strong>- Use and punctuate dialogue effectively in texts - Develop a paragraph by writing a topic sentence and include supporting information</strong></td>
</tr>
<tr>
<td><strong>- Use full stops, question marks or exclamation marks to end sentence</strong></td>
<td><strong>- Use simple and compound sentences when writing, e.g. syntactic knowledge when writing, e.g. self-questioning</strong></td>
<td><strong>- 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</strong></td>
</tr>
<tr>
<td><strong>- Use capital letters correctly to begin sentences and for familiar proper names</strong></td>
<td><strong>- Use simple and compound sentences when writing, e.g. syntactic knowledge when writing, e.g. self-questioning</strong></td>
<td><strong>- Write effectively in both first and third person</strong></td>
</tr>
<tr>
<td><strong>- Use simple conjunctsions correctly with subject-verb agreement and non-noun agreement</strong></td>
<td><strong>- Use a range of strategies to spell unknown words</strong></td>
<td><strong>- Use a dictionary and thesaurus to spell unknown words, e.g. using visual memory</strong></td>
</tr>
<tr>
<td><strong>- Use a variety of strategies to spell unknown words</strong></td>
<td><strong>- Use a range of strategies to spell unknown words</strong></td>
<td><strong>- Use a dictionary, thesaurus and/or</strong></td>
</tr>
<tr>
<td><strong>- Use a dictionary and thesaurus to check accuracy, broaden vocabulary and enrich their writing</strong></td>
<td><strong>- Use and punctuate dialogue effectively in texts - Develop a paragraph by writing a topic sentence and include supporting information</strong></td>
<td><strong>- Use appropriate punctuation to support meaning, e.g. hyphen, colon, ellipsis</strong></td>
</tr>
<tr>
<td><strong>- Use appropriate planning aids to plan and organise writing, e.g. flow charts, storyboards</strong></td>
<td><strong>- Use a variety of strategies to spell unknown words</strong></td>
<td><strong>- Use planning, drafting, editing and reviewing processes independently</strong></td>
</tr>
<tr>
<td><strong>- Use planning aids to plan and organise writing, e.g. brainstorming, graphic organisers</strong></td>
<td><strong>- Use planning aids to plan and organise writing, e.g. flow charts, storyboards</strong></td>
<td><strong>- Draw upon semantic, graphophonophic and syntactic knowledge when writing, e.g. world and cultural knowledge, linguistic features</strong></td>
</tr>
<tr>
<td><strong>- Use an increasing range of strategies throughout the writing process, e.g. determining importance</strong></td>
<td><strong>- Use planning aids to plan and organise writing, e.g. flow charts, storyboards</strong></td>
<td><strong>- Select appropriate strategies to use throughout the writing process</strong></td>
</tr>
<tr>
<td><strong>- Draw upon semantic, graphophonophic and syntactic knowledge when writing, e.g. text organisation, word order</strong></td>
<td><strong>- Use an increasing range of strategies throughout the writing process, e.g. determining importance</strong></td>
<td><strong>- Locate, organise, synthesize and present written information obtained from a variety of valid sources, citing sources</strong></td>
</tr>
<tr>
<td><strong>- Use a range of appropriate spelling strategies, e.g. memory aids and rules</strong></td>
<td><strong>- Use planning, drafting, editing and reviewing processes independently</strong></td>
<td><strong>- Independently proofread, edit and revise own writing</strong></td>
</tr>
<tr>
<td><strong>- Use a dictionary and thesaurus to check accuracy, broaden vocabulary and enrich their writing</strong></td>
<td><strong>- Use a variety of strategies to spell unknown words</strong></td>
<td><strong>- Use appropriate punctuation to support meaning, e.g. hyphen, colon, ellipsis</strong></td>
</tr>
<tr>
<td><strong>- Use and punctuate dialogue effectively in texts - Develop a paragraph by writing a topic sentence and include supporting information</strong></td>
<td><strong>- Use a variety of strategies to spell unknown words</strong></td>
<td><strong>- Use planning, drafting, editing and reviewing processes independently</strong></td>
</tr>
<tr>
<td><strong>- Use planning aids to plan and organise writing, e.g. flow charts, storyboards</strong></td>
<td><strong>- Use an increasing range of strategies throughout the writing process, e.g. determining importance</strong></td>
<td><strong>- Draw upon semantic, graphophonophic and syntactic knowledge when writing, e.g. world and cultural knowledge, linguistic features</strong></td>
</tr>
<tr>
<td><strong>- Use planning aids to plan and organise writing, e.g. flow charts, storyboards</strong></td>
<td><strong>- Use an increasing range of strategies throughout the writing process, e.g. determining importance</strong></td>
<td><strong>- Select appropriate strategies to use throughout the writing process</strong></td>
</tr>
<tr>
<td><strong>- Use an increasing range of strategies throughout the writing process, e.g. determining importance</strong></td>
<td><strong>- Use an increasing range of strategies throughout the writing process, e.g. determining importance</strong></td>
<td><strong>- Locate, organise, synthesize and present written information obtained from a variety of valid sources, citing sources</strong></td>
</tr>
<tr>
<td><strong>- Use an increasing range of strategies throughout the writing process, e.g. determining importance</strong></td>
<td><strong>- Use an increasing range of strategies throughout the writing process, e.g. determining importance</strong></td>
<td><strong>- Independently proofread, edit and revise own writing</strong></td>
</tr>
<tr>
<td>K1</td>
<td>Independently makes marks and can say what they write. Writes their own name independently using a capital letter for the first letter of their name. Uses some clearly identifiable letters in their writing. Uses some sounds correctly and in sequence when writing. Experiments with familiar forms of writing e.g. lists, captions, recounts, books Attempts to write short sentences. <strong>K1</strong> Makes marks and talks about who or what the writing is for.</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>K2</td>
<td>Use writing to communicate a message. Experiment with familiar forms of writing, e.g. list, captions, retells Begin to write informally about their own ideas, experiences and feelings using simple sentence structures, e.g. I like, I can Provide reasons why people write, e.g. remember to say thank you Create illustrations to match their own written text Know all letters by name and their common sound Write high frequency and high interest</td>
<td></td>
</tr>
<tr>
<td>K3</td>
<td>Use a dictionary, a thesaurus and word banks to extend their use of language. Proofread their own writing and make some corrections and improvements. Use feedback from teachers and other students to improve their writing. Experiment with various ways to publish texts Use range of texts for a variety of purposes using appropriate structure and features, e.g. headings, diagrams, correct tense Explain the purpose of a range of familiar text forms Experiment with the use of devices, e.g. repetition of words or phrases Spell personal vocabulary and high frequency words correctly Use punctuation correctly, e.g. when punctuating dialogue</td>
<td></td>
</tr>
<tr>
<td>K4</td>
<td>Write range of texts for a variety of purposes, using appropriate structure, features and styles Write independently, demonstrating a personal voice as a writer Explain the purpose and audience of a range of text forms Spell high-frequency and familiar words accurately Select vocabulary and supporting details to achieve desired effects Produce written work that is legible and well-presented Use punctuation to check spelling</td>
<td></td>
</tr>
<tr>
<td>K5</td>
<td>Write using a range of text types, e.g. narrative, instructional, persuasive Compose texts by finding, recording and organising information appropriate to purpose Explain the purpose and audience of a range of text types Recognise and use figurative language to enhance writing, e.g. similes, metaphors, idioms, alliteration Use appropriate resources to check spelling</td>
<td></td>
</tr>
</tbody>
</table>

| Environment in own writing, e.g. word wall | Memory - Decide how own text will be presented | 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 | Use a dictionary, a thesaurus and word banks to extend their use of language. - Proofread their own writing and make some corrections and improvements. - Use feedback from teachers and other students to improve their writing. - Experiment with various ways to publish texts | Check punctuation, variety of sentence starters, spelling and presentation - 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?” - Work with a partner to discuss and improve each other’s work, taking the roles of authors and editors - Plan for and create a published text that reflects the intended purpose and needs of the audience |

| Reporting To Parent | Select appropriate publication formats to enhance audience understanding and impact |

- **K1:**
  - Independently makes marks and can say what they write.
  - Writes their own name independently using a capital letter for the first letter of their name.
  - Uses some clearly identifiable letters in their writing.
  - Uses some sounds correctly and in sequence when writing.
  - Experiments with familiar forms of writing e.g. lists, captions, recounts, books
  - Attempts to write short sentences.

- **K2:**
  - Use writing to communicate a message.
  - Experiment with familiar forms of writing, e.g. list, captions, retells.
  - Begin to write informally about their own ideas, experiences and feelings using simple sentence structures, e.g. I like, I can.
  - Provide reasons why people write, e.g. remember to say thank you.
  - Create illustrations to match their own written text.
  - Know all letters by name and their common sound.
  - Write high frequency and high interest.

- **K3:**
  - Use a dictionary, a thesaurus and word banks to extend their use of language.
  - Proofread their own writing and make some corrections and improvements.
  - Use feedback from teachers and other students to improve their writing.
  - Experiment with various ways to publish texts.

- **K4:**
  - Write range of texts for a variety of purposes using appropriate structure and features, e.g. headings, diagrams, correct tense.
  - Explain the purpose of a range of familiar text forms.
  - Experiment with the use of devices, e.g. repetition of words or phrases.
  - Spell personal vocabulary and high frequency words correctly.
  - Use punctuation correctly, e.g. when punctuating dialogue.

- **K5:**
  - Write using a range of text types, e.g. narrative, instructional, persuasive.
  - Compose texts by finding, recording and organising information appropriate to purpose.
  - Explain the purpose and audience of a range of text types.
  - Recognise and use figurative language to enhance writing, e.g. similes, metaphors, idioms, alliteration.
  - Use appropriate resources to check spelling.
K2 Draws pictures to accompany their mark making.

K1 Shows increasing control when using a writing tool to make marks.

K2 Forms lowercase letters accurately.

K1 Begins to form recognisable letters.

Begins to form recognisable letters.

K1 Shows increasing control when using a writing tool to make marks.

K2 Shows increasing control when using a writing tool to make marks.

Begins to form recognisable letters.

K2 Begins to form recognisable letters.

writes using simple language structures.

K1 Reads back their writing, pointing to each word.

K2 Talks about what they are going to write, before they write.

Uses letters from their own name to generate writing.

K1 Copies print from the environment.

Uses letters from their own name to generate writing.

K2 Talks about what they are going to write, before they write.

writes using simple language structures.

K1 Reads back their writing, pointing to each word.

K2 Talks about what they are going to write, before they write.

Uses letters from their own name to generate writing.

K1 Copies print from the environment.

Uses letters from their own name to generate writing.

K2 Talks about what they are going to write, before they write.

writes using simple language structures.

K1 Reads back their writing, pointing to each word.

K2 Talks about what they are going to write, before they write.

Uses letters from their own name to generate writing.

K1 Copies print from the environment.

Uses letters from their own name to generate writing.

K2 Talks about what they are going to write, before they write.

writes using simple language structures.

K1 Reads back their writing, pointing to each word.

K2 Talks about what they are going to write, before they write.

Uses letters from their own name to generate writing.

K1 Copies print from the environment.

Uses letters from their own name to generate writing.

K2 Talks about what they are going to write, before they write.

writes using simple language structures.

K1 Reads back their writing, pointing to each word.

K2 Talks about what they are going to write, before they write.

Uses letters from their own name to generate writing.

K1 Copies print from the environment.

Uses letters from their own name to generate writing.

K2 Talks about what they are going to write, before they write.

writes using simple language structures.

K1 Reads back their writing, pointing to each word.

K2 Talks about what they are going to write, before they write.

Uses letters from their own name to generate writing.

K1 Copies print from the environment.

Uses letters from their own name to generate writing.

K2 Talks about what they are going to write, before they write.

writes using simple language structures.

K1 Reads back their writing, pointing to each word.

K2 Talks about what they are going to write, before they write.

Uses letters from their own name to generate writing.

K1 Copies print from the environment.

Uses letters from their own name to generate writing.

K2 Talks about what they are going to write, before they write.

writes using simple language structures.

K1 Reads back their writing, pointing to each word.

K2 Talks about what they are going to write, before they write.

Uses letters from their own name to generate writing.

K1 Copies print from the environment.

Uses letters from their own name to generate writing.

K2 Talks about what they are going to write, before they write.

writes using simple language structures.

K1 Reads back their writing, pointing to each word.

K2 Talks about what they are going to write, before they write.

Uses letters from their own name to generate writing.

K1 Copies print from the environment.

Uses letters from their own name to generate writing.

K2 Talks about what they are going to write, before they write.

writes using simple language structures.