

FUNCTIONAL WRITING - INSTRUCTIONS

	EARLY (Developing)	EARLY (Consolidating)	EARLY (Secure)	FIRST (Developing)	FIRST (Consolidating)	FIRST (Secure)	SECOND (Developing)	SECOND (Consolidating)	SECOND (Secure)
Enjoyment and choice	I am learning to make marks and use words on a factual subject during play and learning experiences.			I am learning to choose when it is appropriate to use subject specific vocabulary.			I can use terms and phrases specific to the topic of my writing with increasing confidence.		
				I am learning to use specific vocabulary for effect in my instructions.			I can choose specific language for effect in my instructions.		
	I am learning to include photographs and pictures in my instructions.			I am learning to use some of the conventions of layout for the genre.			I can use the conventions of layout of chosen genre with increasing confidence e.g. diagrams, numbering, title, graphics, etc.		
	I am beginning to understand and participate in role-play surrounding a subject or event.								
Organising and using information Creating texts	I can participate in a discussion about the subject of my instructions.	I can say and understand a sentence which conveys a piece of information relevant to my instructions .	I can write a sentence about one detail of my instructions.	I can write several sentences about the subject of my instructions.	I can include equipment or items needed to complete my set of instructions.			I can organise logically all the information needed to carry out my set of instructions.	
				I can use simple joining words.	I can use a variety of joining words.	I can use joining words consistently.	I can use a variety of joining words effectively.		
							I can vary the sentence structure of my instructions as required.		
							I can include a suitable introduction and closing statement or rounding off.		
							I can adjust the style and tone of my instructions to take account of the reader/audience.		
				I can include one relevant detail in my instructions.	I can write at least two relevant details in my instructions.	I can include sufficient relevant and linked details in instructions.	I can include all of the important information in my instructions.		I can write a set of instructions which is complete with details to clarify if necessary.
	I can recognise a simple set of instructions.		I can put steps of a simple set of instructions in order.	I can select at least two key points and organise these logically.	I can organise my instructions in a logical way .		I can organise the information logically to describe a number of linked actions in my instructions.		
Tools for writing	I can show some control in mark making.	I can produce some recognisable letters of the alphabet.	I can form most upper and lower case letters correctly.						
		I am beginning to make a phonetic attempt to spell key words relevant to my instructions.	I can make a phonetic attempt to spell key words relevant to my instructions.	I can use spelling patterns and rules to make an attempt at spelling unfamiliar words.	I can use spelling patterns and rules to spell unfamiliar words.				
		I can copy key words relevant to my instructions.	I can write simple common words that I have learned.	I can accurately spell words I have learned.	I can use a dictionary to spell unfamiliar words.				I can refer to a dictionary if necessary to spell unfamiliar words.
							I am learning to use a thesaurus where appropriate.	I can use a thesaurus where appropriate.	I can use a thesaurus to support my choice of language.
			I know that English is read from left to right and top to bottom.						
		I am beginning to use capital letters and full stops.	I can accurately punctuate at least one sentence in my report.	I can use a capital letter or full stop to correctly mark more than one sentence.	I can use capital letters and full stops to mark sentences consistently.	I can punctuate most sentences accurately.			

