FUNCTIONAL - POSTER/LEAFLET

	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 leaflet/poster.		I can choose specific language for effect in my leaflet/poster.		
	I am learning to include photographs and pictures in my leaflet/poster.			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 leaflet/poster.	I can say and understand a sentence which conveys a piece of information relevant to my leaflet/poster.	I can write a phrase about the subject of my leaflet/poster.	I can write several phrases about the subject of my leaflet/poster.	I can include at least one graphic and one phrase in my poster.		I can include at least one graphic and two phrases in my poster.	I can include several graphics or phrases as appropriate in my poster.	I can include graphics or phrases as appropriate in my poster.
					I can include at least one section break in my leaflet.		I can include more than one paragraph or section break in my leaflet.	I can include several paragraphs or sections in my leaflet.	I can use paragraphs and sections accurately to separate ideas.
				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 am beginning to vary the sentence lengths in my leaflet.		I can vary the sentence lengths in my leaflet as required.	I can vary the structure of my leaflet as required.
					I can include an appropriate title in my leaflet.	I can include a suitable introduction and closing statement or rounding off.			
						I can adjust the style and tone of my leaflet as appropriate to the reader/audience to promote understanding.			
			I can include one relevant detail in my leaflet/poster.	I can write at least two relevant details in my leaflet/poster.	I can include sufficient relevant and linked details in leaflet/poster.	I can include all of the important information in my leaflet/poster.			I can create a leaflet/poster which is complete with details to clarify if necessary.
				I can select at least two key points and organise these logically.	I can organise my writing/graphics in a logical way to show the central idea.		I can organise the information logically for the purpose of my leaflet/poster.		
						I am beginning to convey information to persuade the reader as appropriate.	I can convey information to share my opinion/persuade the reader as appropriate.	I can convey information to persuade, argue, and explore issues etc in order to influence my reader as appropriate.	
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 leaflet/poster.	I can make a phonetic attempt to spell key words relevant to my leaflet/poster.	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 leaflet/poster.	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 leaflet.	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.		
						I am beginning to use commas, question marks and bullet points where appropriate.	I can use commas, question marks and bullet points where appropriate.	I can use semi-colon and colon if appropriate in my leaflet.	I can use a variety of punctuation including semi colon and colon to support structure and meaning of my leaflet.