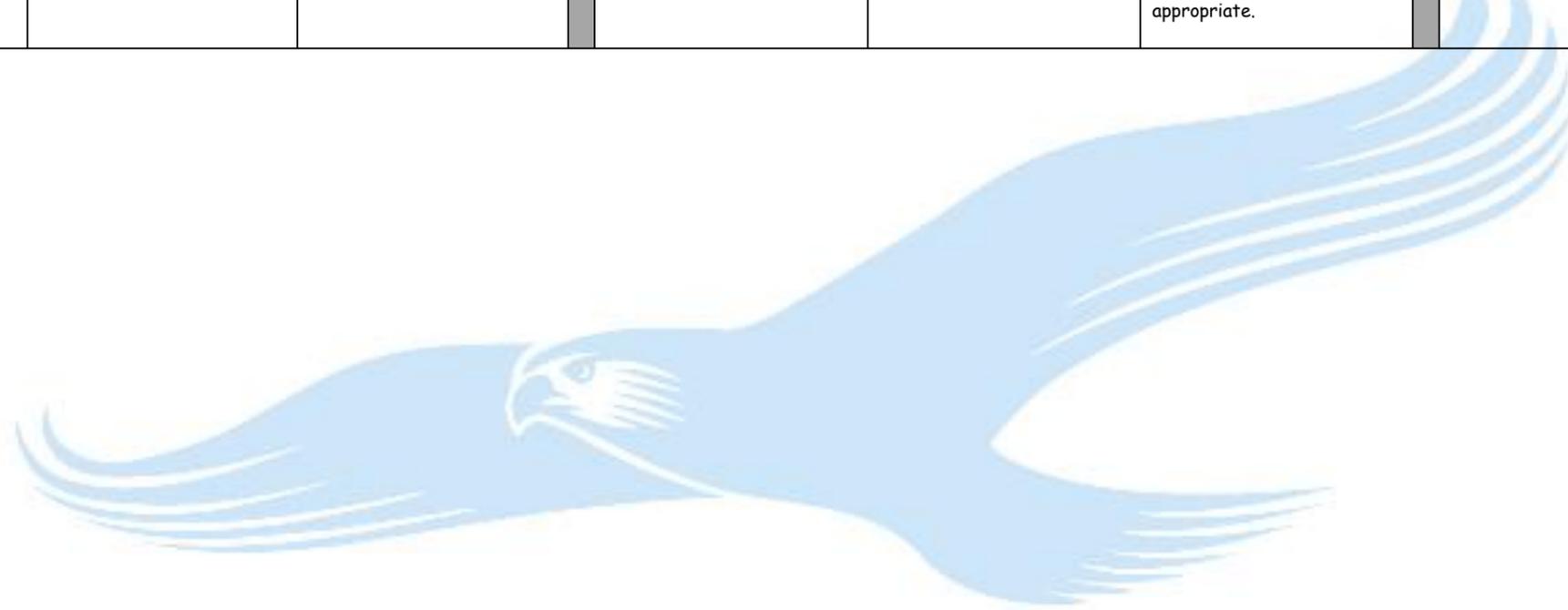


IMAGINATIVE - STORY

	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 story.			I can choose specific language for effect in my story.			
	I am learning to include photographs and pictures in my story.			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 story.	I can say and understand a sentence which conveys a piece of information relevant to my story.	I can write a sentence about the subject of my story.	I can write several sentences about the subject of my story.	I can include at least one paragraph or section break in my story.		I can include more than one paragraph or section break in my story.	I can include several paragraphs or sections in my story.	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 story.		I can vary the sentence lengths in my story as required.	I can vary the structure of my story as required.	
						I can include an appropriate title in my story.	I can include a suitable introduction and closing statement or rounding off.			
						I can adjust the style and tone of my story to suit the reader/audience and engage their emotions.				
	I can retell the main elements of a story.		I can include one relevant detail in my story.	I can write at least two relevant details in my story.	I can include sufficient relevant and linked details in story.	I can include all of the important information in my story including details of setting and scene.		I can write a story which is complete with details to clarify if necessary.		
				I am beginning to use language to convey the feelings and actions of the character in my story.	I can use language to convey the feelings and actions of the character in my story.	I can use language to convey the thoughts and feelings or other important information about the characters in my story.				
						I can establish a context or set of circumstances to explain why my characters felt or acted as he/she did.				
				I can select at least two key points and organise these logically.	I can organise my writing in a logical way to show the central idea.		I can organise the information logically to describe a number of linked actions or events.			
				I am beginning to use language to influence the reader's view of my character.	I can use language to influence the reader's view of my character.		I can use language to persuade, argue, and explore issues etc in my story.			
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 story.	I can make a phonetic attempt to spell key words relevant to my story.	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 story.	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 story.	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 story.	I can use a variety of punctuation including semi colon and colon to support structure and meaning of my story.
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EDUCATION & CHILDREN'S SERVICES