

**FUNCTIONAL WRITING - REPORT**

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



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