

Scope and Sequence For Primary Writing K – Early 3 (adapted from PM Writing)

| Knowledge and Skills | Emergent | Early | Developing | Consolidating |
|---------------------------|---|---|---|---|
| Purpose of Writing | Displays emerging awareness that print conveys message Understands writing differs from drawing when expressing ideas and thoughts Participates in the shared writing of everyday topics and simple observations | Understands that written text convey ideas and information With support is able to identify the purpose of known text types on familiar topics With support is able to construct short text on everyday topics | Understands that written text convey ideas and information for a social purpose Understands the purpose of a range of known text types on everyday topics Constructs short simple texts on a familiar topic for a specific purpose | Understanding of audience and social purpose when writing familiar text Discusses how language choices and organizational structures of text reflect the writing purpose Is able to construct a range of known text types independently for a specific purpose |
| Writing Process | Displays an awareness of basic concepts about print when attempting to write (left to right, spacing) Offers ideas and information in more complex ways in modelled and shared writing Discusses own writing, displaying an understanding that written words convey a static message | With support prepares a plan in pictorial and simple note form prior to writing Shares ideas before, during and after modelled and shared writing Uses a simple checklist to guide reviewing and editing of own writing (may need some support) | Discuss, plans and organizes ideas prior to writing using graphic organizer Shares ideas and offers constructive feedback in small group and class shared writing (revising/editing) Reviews and edits own writing with growing confidence and understanding using editing and revising tools | Applies understanding of how to plan, draft, edit and rewrite prior to publishing Share planning with a partner and uses feedback to improve writing Independently and competently reviews and edits own writing of familiar text types to improve clarity |
| Text Structure | Identifies words that indicate basic structural elements of Recounts (who, where and when) during modelled and shared writing With support verbalizes and writes a single sentence about a personal experience, observation or description Illustrates text to include key structural elements of who and where | Displays and understanding of the main structural elements of Recounts and Descriptions and a growing understanding of information and narratives Understand the purpose of basic language features and transfers this into own writing (capital, period, spacing) Adds details to illustrations that support the meaning of their text | Displays an understanding of the main structural elements of four main text types: narrative, information, exposition, explanation Uses a range of language structures to enhance meaning (adjectives, adverbs, adverbial phrases) Adds details to writing to clarify the meaning of the text | Displays a understanding of the main structural elements of six main text types; narrative, information, exposition, explanation, procedural, description Uses an increasing range of language features to enhance meaning e.g.verb types(action, relating, saying, sensing) and verb tenses Adds a variety of detail to writing that clarifies and extends meaning |
| Sentence Structure | Writes using a mixture of letters, symbols and scribbles With support writes a simple sentence that includes one verb (Here is my cat.) Writes a sentence independently using sentence patterns modelled by the teacher Uses known vocabulary repeatedly | Writes a simple sentence with one verb group (I went to the zoo.) With support writes three or more successive sentences that make sense Uses known and new vocabulary from oral discussions and class resources | Writes mainly simple sentences that include one verb group and some compound sentences Writes several sentences about related information, joining clauses with basic conjunctions Uses a range of known vocabulary and descriptive language to improve meaning | Writes simple, compound and some complex sentence structures Uses a variety of text connectives to join clauses and to form links between sentences Uses a wider range of vocabulary and descriptive language to extend meaning |
| Spelling | Recognizes some letter names and some sound symbol relationships and attempts to use them in their writing Uses groups of letters and or random shapes to represent words (may use only consonants) Writes own name and five or more familiar words correctly With guidance uses alphabet cards and vocabulary charts when writing | Spells 20 high frequency words and some interest words correctly Uses sound symbol relationships to spell some words correctly Spells unknown words phonetically when writing (combination of consonants and vowels) Uses vocabulary charts, word walls and word books when writing (may need guidance) | Spells a growing number of high frequency words and interest words correctly Uses knowledge of sound symbol relationships to spell many unknown words accurately Use familiar letter patterns to spell unknown words Uses simple dictionaries, specific topic lists to check and correct errors in own writing | Spells most high frequency words and text specific words correctly Effectively uses knowledge of sound symbol relationships to spell unknown words correctly Uses a variety of language patterns to spell regular and irregular words Identifies own spelling errors and uses classroom resources independently for correction |
| Punctuation | Displays some awareness of capital letters and periods during modelled and shared writing Recognizes capitals and periods With support begins to use a capital letter at the beginning of a sentence and for proper nouns | Displays an awareness of the purpose of capital letters and periods in modelled shared writing Often uses capitals and periods correctly Is aware of and can discuss the purpose of questions marks and exclamation marks and sometimes uses in their writing | Displays an understanding of capital letters, periods and commas Is aware of and discusses the purpose of question, exclamation marks and apostrophes Consistently uses capital letters, periods and question marks correctly Is beginning to use commas, question marks and apostrophes for contractions with some accuracy | Displays an understanding of the purpose of basic punctuation Use most basic punctuation correctly Understands and is beginning to use quotation marks |