

Writes with a convincing individual voice using text and sentences structures that contribute to meaning and purpose.

**Before writing** you can:

- Discuss the writing task, its purpose and the type of writing that will be needed. Talk about whether the usual conventions of this type of writing might be adapted to make the writing more original.

**During writing** you can:

- Talk to the writer about how they are building up their paragraphs, and ask them to explain how they are linking their sentences together.
- Ask if the writer is using the full range of punctuation to help make meaning clear.

**After writing** you can:

- Ask pupils to read their first draft aloud, and ask them to identify where they have attempted to meet their targets.
- Praise and reward any positive achievement and progress, but focus particularly on any aspects of the writing where the writer's individual voice is evident.

Writes confidently with relevance and detail, choosing appropriately from a range of styles and forms and showing a clear understanding of audience and purpose.

**Before writing** you can:

- Remind the writer about his or her personal targets, and ask them to be explained to you.
- Discuss the purpose and intended reader for the writing. Ask the writer what style of writing they will need to use.

**During writing** you can:

- Talk to the writer about how they are building up their paragraphs and ask them to explain how they are linking their paragraphs together.
- Focus on one or two words and ask if the writer could have been more precise/stylistically appropriate (e.g. formal/informal/ambitious/vivid).

**After writing** you can:

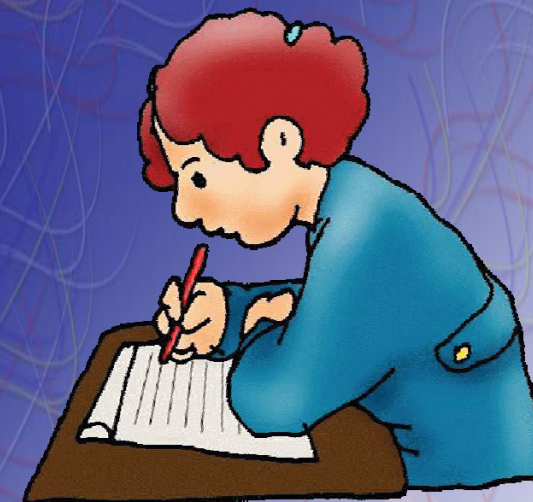
- Read a first draft and see whether the writer has focused on his or her targets.
- Discuss the effect on you as the reader.
- Praise/reward any positive achievements and progress focusing particularly on the way they were able to work independently, quickly and confidently.



## Fleetwood Sports College

*"Achievement for all through personal best"*

What is your child's current English level?  
Ask them, or look at their latest report.



Developing your child's  
writing potential

Parental Support Material

How to help your child move  
on to the next level

| <p style="text-align: center;">The developing writer<br/>Key Stage 3 – below level 4      GCSE - below grade D</p> <p style="text-align: center;">Communicates clearly in sound basic sentences, beginning to adopt a viewpoint and establish a clear purpose.</p>   | <p style="text-align: center;">The competent writer<br/>Key Stage 3 – level 4      GCSE – Grade D</p> <p style="text-align: center;">Writes with increasing relevance and details with a wider range of sentences and the ability to organise whole texts in straightforward ways.</p>  | <p style="text-align: center;">The active writer<br/>Key Stage 3 – level 5      GCSE – Grade C</p> <p style="text-align: center;">Takes control over language, beginning to choose words for effect and make conscious decisions about how to shape whole texts and individual sentences.</p>   |
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| <p><b>Before writing</b> you can:</p> <ul style="list-style-type: none"> <li>Remind the writer of his/her writing target.</li> <li>Ask the writer how they like to plan their writing. Ask them to tell you what they are doing while they do a spider diagram, bullet points or whatever their chosen style of planning is.</li> <li>Encourage the writer to get started. Developing writers may need plenty of encouragement, so show a lot of interest in the topic and confidence in their ability to do the task.</li> </ul> <p><b>During writing</b> you can:</p> <ul style="list-style-type: none"> <li>Suggest the writer could join some sentences together. Ask how that could be done.</li> <li>Ask them to think if they could improve certain sentences by choosing a more powerful word.</li> <li>Suggest, if necessary, that the writer could add more detail. Help the writer to think of more detail by asking questions.</li> </ul> <p><b>After writing</b> you can:</p> <ul style="list-style-type: none"> <li>Use plenty of praise, focusing particularly on specific parts of the writing where the writer has made progress towards a target.</li> <li>Help the writer to check spelling. Where there are errors in commonly used words discuss an idea for how they could remember these words in future.</li> <li>Point out a particular word that the writer has chosen and praise it because it is either precise or has a powerful impact.</li> </ul> | <p><b>Before writing</b> you can</p> <ul style="list-style-type: none"> <li>Remind about targets.</li> <li>Ask the writer to talk through with you how the writing will be organised.</li> </ul> <p><b>During writing</b> you can:</p> <ul style="list-style-type: none"> <li>Ask the writer to say some sentences out loud before writing. If all the sentences are written in very much the same way, encourage variation in length and structure.</li> <li>Ask the writer to explain why they have chosen a certain word and ask if there are alternatives that might be better.</li> </ul> <p><b>After writing</b> you can:</p> <ul style="list-style-type: none"> <li>Read a first draft and see whether the writer has focused on his or her targets.</li> <li>Praise/reward any positive achievements and progress.</li> </ul> | <p><b>Before writing</b> you can:</p> <ul style="list-style-type: none"> <li>Remind the student of his/her writing target.</li> <li>Ask the student to plan his/her work with you, explaining their planning, saying who the piece of writing is for, what form it will take, and what its purpose is.</li> </ul> <p><b>During writing</b> you can:</p> <ul style="list-style-type: none"> <li>Suggest the writer uses a dictionary or thesaurus to select more vivid or more precise vocabulary.</li> <li>Ask the writer to tell you how they are trying to make links between their paragraphs.</li> <li>Ask the writer to tell you how the style of their writing is appropriate to its purpose and intended reader.</li> </ul> <p><b>After writing</b> you can:</p> <ul style="list-style-type: none"> <li>Ask the writer to check what they have done against their target.</li> <li>Praise positive achievement and ask the writer to identify areas they want to develop in their own work.</li> </ul> |