**SICLE LANGUAGE LEARNING PROGRESSION – WRITING**

**WRITING MILESTONE 1**

Learners communicate personal meanings through drawings, symbols and attempted reproduction of letters, words or characters.

**RELATED TOPIC CONTENT & CONCEPTS**

**Communication Repertoires**
- choose a topic to draw or write about
- share drawings, pictures or writing with parents, teachers or peers
- ask and answer questions about a drawing or piece of writing
- assign meaning to scribble, symbols, copied letters, words or characters
- attempt to copy or write own name
- write a caption or a label for a picture
- talk about people, actions and ideas from writing or drawing
- identify and talk about characters and actions from a literary text
- draw pictures that reflect a basic story sequence
- contribute ideas, words, or sentences to a class or group shared story

**Cultural and language understanding**
- identify intended audience/reader for their writing
- identify writing topic/subject matter of interest to audience/reader
- know writing and drawing are different
- become aware that letters/characters correspond to sounds
- understand print is used to convey meaning
- give reasons for writing
- identify environmental print in home language, e.g. wall posters
- distinguish between home language and English scripts
- understand book print conventions, e.g. hold book correctly, find book start and end, recognise cover and title, turn pages, distinguish text from illustration

**Language produced**
- **Text**
  - scribble, marks, symbols and pseudo-words that look like writing
  - phrases, sentence fragments
  - simple one-two word captions, labels
- **Grammar**
  - noun group with single adjective eg pretty cat
  - common adjectives to describe attributes, feelings eg happy, nice
  - personal and possessive pronouns eg I, me, mine, you, your
  - common adverbs of time eg today, tomorrow
- **Vocabulary**
  - key writing terminology, e.g. word, letter, character, sentence, space, full stop
  - common content words related to people and relationships, e.g. family, friends
  - common content words related to everyday actions, objects in home and school contexts, e.g.

**Orthography**
- understand home language script differs from English script
- recognise correct directionality in writing
- attempt to write letters/characters/words correctly along/above/below the line
- recognise the spacing patterns/requirements of the writing system
- understand words are spelt the same way each time
- begin to see a relationship between writing and sounds
- begin to recognise visual/ideographic features of characters and character components
- form recognisable letters, characters or numbers
- use a learnt stroke order to write letters or characters
- spell some simple familiar words. e.g. CVV words, hat, dog
- recognise punctuation is important in writing

**Written texts**
- **Interactive**
  - bilingual captions
  - letters
- **Informative**
  - topic drawing/picture
  - bilingual labels, signs
- **Persuasive**
- **Narrative**
  - story drawings/paintings
- **Imaginative**

**Strategies**
- watch others write
- point and name letters/characters from a list or set
- write scribble, pseudo-letters and words as a message
- attempt to copy what the teacher or others write
- attempt to copy words, characters, signs, labels or pictures from immediate environment
- practise writing letters or characters, numbers
- may apply some English L1 script conventions, e.g. right to left, letters or symbols
- ask questions about printed words, signs, messages
- collect pictures to write about
- ask for something to be read or written
- concentrate holding and using writing implements with a suitable grip
- try using different writing implements, e.g. crayon, pencil, pen

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SICLE LANGUAGE LEARNING PROGRESSION - WRITING

**LEARNING PATHWAY**
PRIMARY, SECONDARY

**LANGUAGE MODE**
WRITING

**REPERTOIRE PHASE**
ESTABLISHING

**WRITING MILESTONE 2**
Learners communicate personal meanings through writing short simple sentences comprising copied words and phrases based on spoken repertoire

**RELATED TOPIC CONTENT & CONCEPTS**

**Communication Repertoires**
- initiate writing for own purposes
- assign a message to writing and ‘read’ it back
- write or copy well known words or sentences
- write using correct word order or phrase, although not always accurately
- express humour and feelings in writing, e.g. very happy, exciting, boring, wow, yahoo!
- show written work to others
- combine writing and drawing in a text, select images to complement writing
- write a simple caption for a picture
- write two or more ideas which are not obviously related
- write simple sentences based on common spoken patterns e.g. My name is I am ___ years old.
- copy formulaic story beginnings and endings e.g. once upon a time...

**Strategies**
- rely on sound or visual features of words to attempt own spelling
- uses invented spelling of words drawing on key sounds or pronunciation, e.g. ‘bk’ for book
- use ‘chunking’ spelling strategies e.g.
- use a drawing or picture to illustrate writing or provide more detail to a text
- use simple formulae to create texts e.g. “I like...; My family has ...
- use speech-like sentence structures based on simple repetitive patterns
- use oral repertoire or modelled writing to create phrases, sentences
- use familiar grammatical patterns to structure sentences, e.g.
- dictate a spoken text for scribing by another person
- ask for correct work or phrase to use in writing
- copy words, characters, labels, lists or pictures from immediate environment
- imitate text structure and language patterns as models for writing
- reads own writing to check for meaning, accuracy
- practice copying or writing new words or sentences

**Written texts**

**Interactive**
- text messages
- cards e.g. birthday card

**Informative**
- signs, labels
- simple descriptions, procedures
- simple recounts

**Persuasive**
- posters

**Narrative**
- picture book text captions
- simple rhyming poem

**Imaginative**

**Cultural and language understanding**
- give reasons why people write different texts
- recognise beginnings and endings of stories from the structure and book layout or from formulaic openings and closings
- recognise relationship between sound and written form
- begin to show understanding of print conventions, e.g.
- understand key aspects of script system such as letter shapes, size, directionality, word spacing, sentence units
- recognise the difference between familiar text types, e.g.
- shopping list vs. birthday cards

**Orthography**
- recognise print conventions of the home language e.g. direction, spacing, letter formation
- recognise punctuation conventions e.g. capital letters, full stops, question marks
- identify alphabet letters by name and common sounds or key phoneme features
- identify a number of key characters from their visual/ideographic/grapho-phonetic features
- identify letters/characters in different words
- spell words using dominant/first phoneme, e.g. d for dog
- spell words using onset and rime e.g. p-at, c-at
- spell words using CVC and rime e.g. ‘cat’, ‘sad’
- use a preferred hand for writing or drawing
- write letters or numbers consistently the same way

**Language produced**

**Text**
- self-generated words and sentences, copied words
- repetitive modeled sentences
- simple one/two clause, two-three high frequency word sentences, sentence fragments
- simple statements, captions and instructions
- simple bilingual classroom texts/resources, e.g. word memory cards, picture dictionary

**Grammar**
- subject/verb/object pronoun patterns e.g. Marta saw him. He saw Marta.
- simple sentence patterns with sensory verbs e.g. I like ice-cream,
- simple sentence patterns with action verbs e.g. Horses eat hay.
- simple sentence patterns with relating verbs e.g. I am 7 years old; I have two sisters
- verbs or particles marking present and completed action
- noun groups with two descriptors e.g. large, big ball
- noun groups with large quantifiers e.g. A hundred years
- personal and possessive pronouns e.g. I, me, mine, you, yours, they, them, theirs
- common locational prepositions e.g. in, on, at, near, up, down
- simple conjunctions e.g. and, but
- prepositions e.g. for
- negation marker e.g. not
- negation marker with contraction e.g. ‘don’t’, isn’t

**Vocabulary**
- common words relating to family, friends, everyday activities, familiar class routines,
- common action collocations, e.g. go home, eat lunch, play game
- words from word sets related to immediate communicative need, interest or experience,
- e.g. family, school, colours, numbers, days, months
- common descriptive words, colours, size, attributes, feelings – e.g. hot, big, nice
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### SICLE LANGUAGE LEARNING PROGRESSION - WRITING

#### LANGUAGE MODE
- **WRITING**

#### LANGUAGE PATHWAY
- **PRIMARY, SECONDARY**

#### REPertoire PHASE
- **EXPANDING**

#### LEARNING PATHWAY

### WRITING MILESTONE 3
Learners communicate ideas, experiences, to specific audiences through writing short simple texts based on spoken and modelled language showing some basic writing conventions.

### RELATED TOPIC CONTENT & CONCEPTS

#### Language produced
- **Text**
  - sentences showing a simple sequence of ideas, 'run on' sentences, e.g. I went shopping and I bought a... and...
  - texts showing a simple structure or progression, e.g. introduction/ending, observation/comment, opinion/reason
  - short single idea paragraphs or text sections with topic sentences
  - appropriate text formats e.g. headings, illustration
  - simple bilingual classroom texts/resources, e.g. flash cards, word wall, word banks
  - common conjunctions linking sentences, e.g. and, then, but

#### Grammar
- statements, commands, questions
- SVO (direct object) patterns using present or past tense, e.g. we play ball, we played ball
- SVVO (indirect object) patterns mainly using present tense, e.g. give me the ball
- word final stress to convey new information, e.g. teacher gave me a sticker
- simple clause patterns with action verb and adverbial phrase, e.g. we went to zoo, on Saturdays I play soccer
- simple clause patterns with relating verb and adverbial phrase, e.g. He (is) sick at home
- simple clause patterns with sensing verb using action verb and adverbial phrase, e.g. I like dogs.
- recognise culture specific texts e.g. poems, fables, songs

#### Cultural and language understanding
- specify the communicative purpose and intended target audience/reader for a written text
- recognise culture specific texts e.g. poems, fables, songs
- organise text according to purpose and format, e.g. birthday card, instruction
- use familiar layout features to organise writing on a page, e.g. title/headings, margins, illustrations.
- choose suitable ideas and words for the intended audience
- recognise certain devices can be used for effect, e.g. repetition of words, alteration

#### Orthography
- knows all letters by name and their common sounds
- understand key aspects of scripts such as letter/character shape, size, directionality, subscripts, diacritics
- know common letter/character and syllable patterns and the sounds they represent e.g. sh, ch
- recognise and recall common semantic/phonetic character compounds of familiar Chinese words
- write some key Chinese characters according to their visual/ideographic/grapho-phonetic features
- spell words phonetically or with phonetic compounds
- spell CVC word structure blends in three-four letter, high frequency words e.g. star, frog (?)
- mix similar letter/character forms and reverse different letters/characters within words
- use basic sentence boundary punctuation to separate ideas e.g. capital letters, full stop, question/exclamation marks
- begin connected handwriting

#### Written texts

<table>
<thead>
<tr>
<th>Interactive</th>
<th>Informative</th>
<th>Persuasive</th>
<th>Narrative</th>
<th>Imaginative</th>
</tr>
</thead>
<tbody>
<tr>
<td>• notes to home or teacher</td>
<td>• simple recounts</td>
<td>• class/school rules</td>
<td>• story book captions</td>
<td>• simple pattern poems</td>
</tr>
<tr>
<td>• email</td>
<td>• simple procedures</td>
<td>• simple object descriptions</td>
<td>• simple recounts</td>
<td></td>
</tr>
</tbody>
</table>

### Strategies
- plan writing with a particular audience and context in mind
- model writing on other texts, i.e. borrow words, phrases and sentences patterns
- repeat same sentence patterns to generate text e.g. I have a...; Everyday, I...
- attempt spelling by relying on sound or visual features
- begin to scan and review writing within and across sentences for local coherence
- read own writing aloud to check for expression of intended meaning
- write procedural texts based on instructional language, using imperatives, e.g. go, stop, write 'real task' lists and messages, e.g. shopping/to do list, fridge message, Mother’s Day card
- write simple personal texts for different audiences (letters, invitations, cards, text messages)
- provide some detail in writing through illustrations and listing of items
- write ‘real task’ lists and messages, e.g. shopping/to do list, fridge message, Mother Day card
- use simple phrases to express personal opinion, e.g. I think that
- write a simple personal opinion with a supporting reason, e.g. I like him because...
- write a short story incorporating literary formulae, e.g. a long time ago, far, far away
- combine and expand sentences using common conjunctions, e.g. and, then, but
- begin to scan and review writing within and across sentences for local coherence
- read own writing aloud to check for expression of intended meaning
- find words needed for writing from labels, signs, charts, environment, word lists, dictionaries
- record new vocabulary using phonetic spelling
- create vocabulary lists of key content words
- experiment using new words/phrases, punctuation and text layout
- self questioning to guide sentence composition

### Vocabulary
- terminology related to information and literary text types e.g. recipes, descriptions, reports, poems, songs, fable
- topic based word sets for, family, people, events, festivals, personal interests/hobbies, experiences
- everyday activity collocations, e.g., finish homework, read books
- common synonyms and antonyms, e.g. hot/warm/cold, quick/fast/slow
- lexical sets related to communicative need/interest/time, e.g. family, school, colours, numbers, days, months
SICLE LANGUAGE LEARNING PROGRESSION - WRITING

LEARNING PATHWAY

PRIMARY, SECONDARY

LANGUAGE MODE

WRITING

REPERTOIRE PHASE

EXTENDING

WRITING MILESTONE 5
Learners write for real and imagined audiences on familiar topics using a basic repertoire of informative, persuasive and imaginative texts that show some control and flexibility over extended sentence structures, vocabulary and writing conventions.

GLOBAL LEARNING OUTCOMES

Communication

Repertoires
- write informative/persuasive/imaginative texts on familiar topics for home/school audiences
- express elements of personal voice in writing
- write sequenced and factual texts based on personal experience or topic area e.g. excursion recounts, science reports
- support or illustrate informational texts with appropriate formats e.g. diagrams, graphs, tables
- reconstruct a spoken text from listening, notes or discussion, e.g. dictogloss
- make summaries by writing sentences expanded from key words
- incorporate information from another source, e.g. by copying, paraphrasing
- express personal viewpoint using persuasive language
- present a point of view with logical arguments and supporting evidence
- create original narrative with appropriate structure to entertain or teach a moral lesson
- rewrite a narrative from the point of view of a character in the story
- use expressive language to create mood/feeling, describe character emotions/action
- write simple role plays and dramas using basic script conventions
- write poems imitating poetic form, verse and language e.g. simile, alliteration

Strategies
- visualise audience for and readers responses to writing to motivate writing process
- examine authentic texts as proximal goals and models for writing
- confer and cooperate in groups for planning and drafting written texts
- generate ideas before writing, e.g. creating a concept map
- write first draft focusing on meaning rather than accuracy
- vary sentence beginnings for effect e.g. "On a dark and stormy night, I went...."
- review and evaluate sequences of ideas/events/descriptions in writing
- revise draft for overall text coherence and cohesion, i.e. beyond word/sentence level
- use planning strategies to enhance writing, e.g. brainstorming, listing, semantic mapping
- experiment formulating new sentence patterns to express complex ideas
- participate in conferencing and brainstorming as a pre- and post-writing activity

Cultural and language understanding
- consider readers’ topic knowledge/interest for writing
- recognise ways information is presented in written texts
- choose vocabulary and style appropriate to perceived reading level of the audience, e.g. writing for young children
- sustain appropriate register in a text for audience and purpose
- identify appropriate register choice in own writing, e.g. use of slang in formal text
- Identify key differences between spoken and written texts, e.g. organisation and vocabulary choice
- know when to elaborate and exemplify information in writing
- use some colloquial, idiomatic language appropriately in texts
- use some word play and humour in writing, e.g. situational humour, puns
- read own writing to check sense and meaning of sentences
- edit writing for clarity of expression, e.g. by crossing out original word and substituting more effective word

Orthography
- sound most words conventionally
- spell most words correctly
- spell common homophones correctly in context, e.g. hear, here
- spell correct word in context, e.g. pronunciation
- recognise incorrect spelling of a word
- use speech marks to indicate dialogue

RELATED TOPIC CONTENT & CONCEPTS

Language produced

Text
- cohesive paragraphs reflecting distinct ideas
- key stage structures for a range of common text types e.g. classification, description/details in reports; orientation/compilation/resolution in narratives; phenomenon/sequence/causes in an explanation; thesis/support in arguments
- common aspects of formal and informal register/tone appropriate to text type
- appropriate opening and closing sentences within a text or paragraph
- given and new information sentence patterns to link and develop ideas within a text

Grammar
- correct subject-verb agreement
- sentence patterns using relating, action, sensing verbs in sentence patterns with noun groups and adverbials e.g. My sister likes ice cream, the lion ate hungrily, My father yelled when he hit his toe.
- saying and thinking verbs with indirect/reported speech eg The Principal spoke at assembly
- direct or indirect speech appropriate to context eg “She said she was in a hurry”, She said, “I’m in a hurry.”
- different verb tense markers eg present, past, future, continuous – walk, walked, will walk, am willing
- consistent tense within and between sentences
- passive voice e.g. The building was renovated
- increasing range of connectives to express causality, contrast e.g. as a result, consequently, on the other hand, yet
- relative clauses to link ideas with varying accuracy eg “The important festival which happens every year everyone enjoys
- language for classification, emphasis and exemplification eg “It belongs to, it is called; in other words, such as, for instance
- modality to express certainty e.g. definitely, probably, more than likely
- simple conditionals for arguing e.g. “If we don’t care for the planet” “if I had a million dollars…”
- alternate sentence beginnings for emphasis eg Without water, the plants will die
- expanded noun groups with multiple elements such as possessives, quantifiers, describers, classifiers, qualifiers e.g. my three beautiful Burmese cats with sleek brown fur
- adjectives in noun groups with relative clauses eg the boy, who was tired and thirsty, returned home
- appropriate opening and closing sentences within a text

Vocabulary
- appropriate content vocabulary for different topics, descriptive words to enhance effectiveness of writing
- range of synonyms and antonyms in descriptive writing
- set of common specialised words (technical or non-technical terms appropriate to a topic area)
- prefixes and suffixes e.g. disagree, useful
- verbs and adjectives used as abstract nouns (nominalisation) e.g. develop-development; flexible-flexibility

Interactive (or expressive) texts
- blog
- email
- PowerPoint
- personal journal

Informative
- detailed description, procedure
- explanation
- book/film/game review
- summaries

Persuasive
- personal response
- opinion text
- advertisement – print & digital

Narrative
- comic strips, storyboards
- myths, legends, folktales
- character viewpoint in a story
- biographies

Imaginative
- jokes, puns
- poems
- play scripts

RELATED CONTENT

productive
SICLE LANGUAGE LEARNING PROGRESSION - WRITING

**WRITING MILESTONE 6** - WRITING

**LEARNING PATHWAY**

**PRIMARY, SECONDARY**

**LANGUAGE MODE**

**WRITING**

**REPERTOIRE PHASE**

**EXTENDING**

**Communication**

**Repertoires**
- write coherent informative/persuasive/imaginative texts for home/school audiences
- engage in all stages of the writing process – prewriting/drafting/revising/editing/publishing
- use writing for personal self-reflection, e.g. dialogue journals
- express author’s voice in personal and creative texts
- manipulate texts and information in various writing tasks, e.g. text completion/reduction/ transformation, cued writing, guided paraphrase, guided revision
- write reports using information from different sources and referencing sources correctly
- use description and generalization in writing to build specialised knowledge
- sustain a logical written argument leading to a conclusion
- use emotive language or quotations to make argument more forceful
- maintain storyline and characterisation in creative and narrative texts
- use dialogue to convey emotion, develop tension between characters, build suspense
- create stories, exemplars, fables with a moral teaching the values of the target culture
- write dialogues with dramatic conflict between protagonists, e.g. to teach a moral lesson
- write poems based on models using rhythm, rhyme and figurative language

**Strategies**
- engage in collaborative production and publication of multimodal and written texts
- draw on knowledge of the writing process to plan, compose and redraft texts
- use a range of expressions to hedge/qualify statements, e.g. may, might, in my view, I believe
- review own written texts for irrelevant ideas/sentences
- write on the resources of the stronger language to articulate more complex ideas
- evaluate quality of own and others’ writing against the values of the target culture
- plan extended writing, e.g. a project
- read other texts for ideas and models of more sophisticated written expression
- detect errors in own writing using a self-evaluation framework
- revise text at word, sentence or whole text level based on teacher or peer feedback
- use reader responses and audience/teacher feedback and to inform future writing

**Cultural and language understanding**

- shape composition/focus of writing to meet readers’ expectations
- engage readers’ attention/interest at the start of a text
- employ cultural references shared by readers
- express beliefs and values through language choices
- recognise that universal cultural themes can be communicated through different languages, e.g. challenge/endurance, good/evil, love/friendship
- relate arguments to relevant current issues
- select a suitable medium/genre/text type for intended message
- compact written information using nominalization, qualifiers
- use colloquial and idiomatic language for effect
- understand ideas can be expanded and sharpened through careful choice of a range of adverbials
- use figurative language - metaphor/personification/onomatopoeia - and varied verb tenses for dramatic or creative effect

**Language produced**

**Text**
- sustained coherent texts showing clearly organised ideas and information
- texts showing a range of referents to maintain cohesion
- texts showing sub-topic development elaborating points made in previous sentences or paragraphs

**Grammar**
- formulaic expressions signalling transition in the argument of a text eg another point to discuss, yet another problem
- expressions to signal opinion eg it is often argued that, according to
- direct and indirect speech correctly incorporated into a text
- combine a number of ideas into a compound/complex sentence eg while the rain fell, the baby slept and dreamed and the mother watched
- personal, possessive, interrogative, demonstrative and indefinite pronouns eg our, which, this, these, someone
- time expressed using mostly correct past, present, continuous and perfect tense
- mostly correct subject-verb agreement
- sophisticated range of connectives for linking ideas and creating cohesion eg in addition, whereas, alternatively
- varied thematic structure of sentences for effect in literary writing
- given and new structure in information texts
- range of modality words for obligation, certainty, usability, willingness eg, ought to, more than likely, regularly, hope to
- nominalisation for technicality and abstraction eg, growth, germination, analysis, reaction
- accurate use of passive voice
- conditionals to express present, future real, past and future imaginary eg if I drank coffee before bed I wouldn’t sleep well
- expanded noun groups with multiple elements as pre and post modifiers eg demonstratives, possessives, quantifiers, describers, classifiers, comparatives and superlatives, intensifiers and qualifiers
- adverbials of time, place manner, accompaniment and matter eg during this period, towards the village, by train, with Fatima, about the situation

**Orthography**
- connect meaning/sound of Chinese characters with meaning/sound of their components
- use full range of punctuation accurately
- spell complex words correctly using multi-strategy approach (?)

**Written texts**

- interactive (or expressive)
  - webpage, blog, email
  - Powerpoint, multimedia presentation using software e.g. Adobe
- informative
  - recipe book, game instructions
  - description of place of cultural significance
  - explanation
  - review / summary
- persuasive
  - letter to local community newspaper or radio
  - speech, advertisement
  - charity donation request
- narrative
  - fables
  - short story
  - diary entry
  - 1st and 3rd person narratives
- imaginative
  - jokes, puns
  - poems
  - drama scripts
  - reader’s theatre script
  - idioms

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**Imaginative**
- jokes, puns
- poems
- drama scripts
- reader’s theatre script
- idioms

**Vocabulary**
- increasing number of synonyms and antonyms for substituting with common or generic words eg
- hyponyms, e.g. bird, pigeon; rose, flower
- collocations e.g. bread and butter
- mood and feeling through selection of appropriate words e.g. terrified instead of scared, overjoyed instead of happy