

## Foundation Phase Outcome 5 and Outcome 6

*What has changed and what remains the same*

# Literacy, Language and Communication

## *Writing Strand*

This comparison document has been produced to highlight what has changed and what has remained the same

The document pulls together the Foundation Phase Framework, the old 2008 outcomes, the new 2017 outcomes and the non-statutory Foundation Phase Profile exemplars (these are intended to support the assessment of pupils)

**Green highlighting** indicates a change at Outcome 5 and where this features in the curriculum

**Yellow highlighting** indicates a change at Outcome 6 and where this features in the curriculum

# Foundation Phase Framework, Outcome 5 and Outcome 6 with examples from Profile document Writing strand of LLC

## YEAR 2 – FOUNDATION PHASE FRAMEWORK (Statutory)

LNf statements in normal text, Extended skills ▲

### LLC areas for learning in bold

Children are able to:

- Form upper- and lower-case letters accurately and with consistent size
- Use spelling strategies such as segmenting, simple roots and suffixes, e.g. ing, ed
- Use knowledge of syllables to spell polysyllabic words
- Spell high frequency words correctly
- Use connectives to write compound sentences
- Use capital letters, full stops and question marks accurately, and sometimes use exclamation marks
- Understand and use language appropriate to writing, e.g. noun, verb, adjective
- Use standard forms of verbs, e.g. see/saw, go/went, and subject verb agreement, e.g. I was/ we were
- Write text which makes sense to another reader, which may include details and pictures
- Follow and build upon a form modelled by the teacher
- Use different types of writing appropriate to purpose and reader
- Write for different purposes
- ◊ Use written language for different purposes, audience or functions within play and structured activities
- Organise writing with a beginning, middle and end

## OUTCOMES 2008

## OUTCOMES 2017 (Profile examples in italics)

### OUTCOME 5

In handwriting letters are accurately formed and consistent in size

Simple words are usually spelt correctly and where there are inaccuracies, the alternative is phonically plausible

Ideas are often developed in a sequence of connected sentences, and capital letters and full stops are used with some degree of consistency

Their writing communicates meaning

### OUTCOME 5

Children form upper-and lower-case letters accurately, with consistent size and orientation

*(forming letters correctly and with consistent size and orientation the majority of the time. Errors will be infrequent at this stage)*

They use their knowledge of syllables to spell high frequency and polysyllabic words including some simple suffixes

*(Using spelling strategies such as segmenting, simple roots and suffixes, e.g. –ing, ed. Polysyllabic words are usually spelled correctly)*

They use connectives, ordering words, expressive punctuation and simple grammar accurately when writing

*(Using connectives consistently where appropriate, e.g. I was going to play with Hannah but she is poorly. They will use ordering words including first, next, then; lastly their use of simple grammar includes standard forms of some verbs, e.g. see/saw, go/went, and subject-verb agreement, e.g. I was/ we were. Expressive punctuation includes swapping full stops for exclamation marks and question marks where appropriate)*

They use written language for different audiences, building on a form modelled by an adult, and can

- Re-read and improve their writing to ensure that it makes sense
- Follow a structure in their writing with support, e.g. reports, lists
- Refine the use of storyline within imaginative writing
- Use talk to plan writing
- ◊ Extend their responses to a variety of stimuli on subjects that are of interest or importance to them, including stories, poems, class activities and personal experiences
- Experiment with different formats and layouts on-screen, using the facilities to move text and pictures around easily
- Use simple subject-related words appropriately
- Use ordering words, e.g. first, next, then, lastly
- ◊ Use a dictionary
- Welsh-medium statement: use some mutations, that have been practised orally, e.g. y bêl, fy mag, i'r dref
- Welsh-medium statement; spell some words that use y/u/i, e.g. tŷ, llun, and diphthongs e.g. coed.

They use appropriate and interesting vocabulary showing some awareness of the reader

## OUTCOME 6

They produce legible writing

Spelling is usually accurate

Punctuation is generally accurate

Words chosen for variety, interest and effect

The basic grammatical structure of sentences is usually correct

sequence and structure content correctly and extend their writing

*(build upon formats modelled by an adult, e.g. extending creative writing after seeing the introduction modelled. They extend their response to a variety of stimuli. Children will experiment with different forms showing an awareness of audience, using different types of writing, appropriate vocabulary and layouts of a particular form.)*

They use talk to plan and re-read and improve their writing to ensure it makes sense.

*(Discussing or explaining what they are planning, e.g. talking about their proposed storyline or content, including details of beginning, middle and end. They will read their own writing and improve on it.)*

## OUTCOME 6

Children produce legible handwriting which is consistent with handwriting modelled by an adult

*(forming letters correctly and consistently, that are legible to most readers. They will be able to produce appropriate handwriting modelled by a practitioner.)*

They use strategies to spell high frequency, polysyllabic and plural words correctly

*(using strategies including knowledge of word families, roots, morphology and graphic knowledge to spell most common polysyllabic words and all high-frequency words correctly. This will include some plural forms, e.g. -s, -es, -ies.)*

They start sentences in a variety of ways, using connectives for causation, and using different types of words and punctuation correctly

*(Varying the start of sentences they write, e.g. My friend Vicky..., When I went to... They will also use connectives including 'because' and 'after' and use nouns, pronouns, adjectives, adverbs, prepositions, connectives and verb tenses in their writing. Punctuation will include full stops,*

Their writing is often organised, imaginative and clear  
The main features of different forms of writing are used appropriately

*exclamation marks, question marks and commas for lists.)*

They use the characteristic features of a wide range of forms creatively in their writing, adapting to the audience

*(independently writing in a range of formats, showing understanding of which format is appropriate and also using formats creatively, e.g. a news report of a historical event. Features of formats such as imaginative writing, sequencing, layout and appropriate vocabulary will be used correctly more often than not.)*

They use talk to plan and organise their writing, showing awareness of the audience, reflecting on their work and improving on it

*(Compose text that makes sense to another reader, re-reading their work and improving it to ensure it makes sense.)*