

Purpose of profiles

- Provide a broad set of examples of what learners can do at each step.
 - Individual learners will have differing gaps in their knowledge and strategies
 - Learners may have strengths in particular areas that are higher than the step they are on
- Provide a comparison between realistic expectations of learners at each step and course demands.

Write to communicate

Step One Profile

Purpose and Audience, Spelling, Vocabulary, Planning and Composing, Revising and Editing

I write shopping lists, to-do lists and notes with simple details e.g. location and time of an appointment.

I can spell words like *the, are, has, have was, were* and *you*.

I know how to write the word *cat*, c-a-t so *mat* must be m-a-t.

I don't email much but can when I need to.

I know to start a sentence with a capital letter and end with a full stop.



Some forms are okay; I can fill in a bank deposit slip for familiar amounts.

I write simple phrases in birthday cards, and in other greeting cards.

I want to know if what I have written is right!

Write to communicate

Step Two Profile Purpose and Audience, Spelling, Vocabulary, Language and Text Features, Planning and Composing, Revising and Editing

It's good to talk about what I want to write first and then jot down ideas.

At home, I've started writing a diary – personal thoughts and ideas mainly.

I am beginning to use adjectives and adverbs.

I know when a word doesn't look right e.g. *through* and *though*, *where* and *were*.



At work, we've got job sheets. I tick some boxes and write in a few words. They are fairly quick to do.

I write simple sentences, with support if necessary.

I read what I've written to fix up spelling and check capital letters, full stops and question marks.

I've got a dictionary to check my spelling. I think that learning longer words next is a good idea – words of three or four syllables like *information* and *hospital*.

Write to communicate

Step Three Profile Purpose and Audience, Spelling, Vocabulary, Language and Text Features, Planning and Composing, Revising and Editing

I am pretty clear about why I am writing and who I am writing for...

... if I'm presenting on PowerPoint, I'll use bullet points and graphs.

I like to plan my writing. I might use mind-maps or brainstorm with my mates. I get my ideas down on paper and organise them.

I can write two or three linked paragraphs. I know how to add supporting details and/or examples



I proofread to check spelling, punctuation and grammar and sometimes select a better word or expression.

I have strategies to spell longer words like *information* and *hospital*. But then, there's always Google!

I check if my writing flows by reading my work aloud.

Write to communicate

Step Four Profile

Purpose and Audience, Spelling, Vocabulary, Language and Text Features, Planning and Composing, Revising and Editing

I think about my audience as I write.

My knowledge of academic words is increasing. Specialised and technical words are easier to spell if you know how to break them up into syllables and know about prefixes, root words and suffixes.

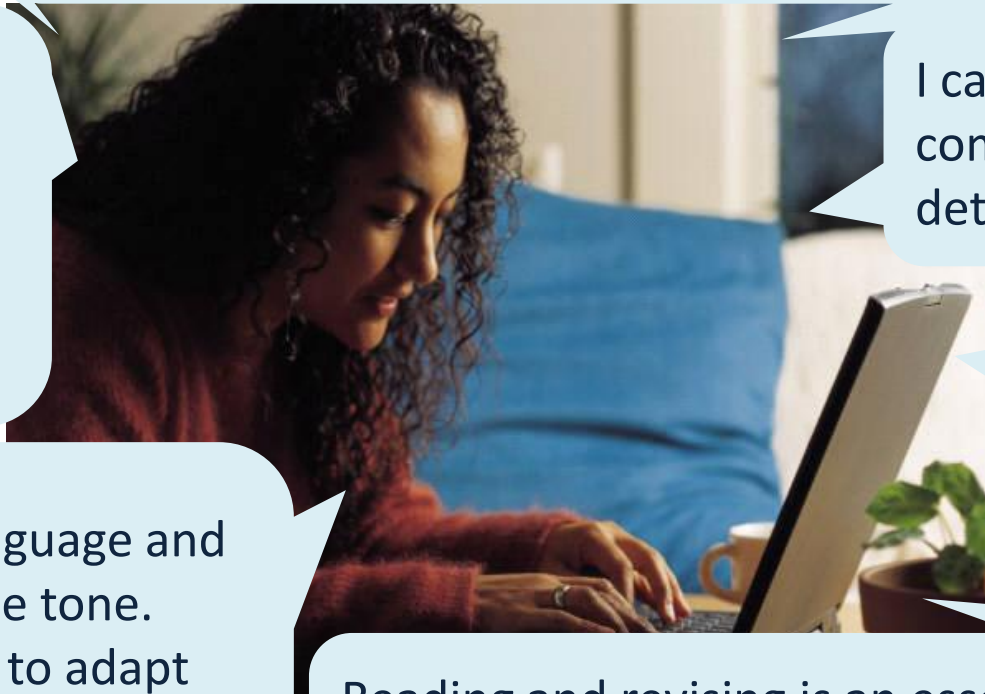
I understand that there are different types of writing like essays, reports and summaries.

I can use both simple and complex sentences to add detail and elaborate.

My choice of language and structure sets the tone. I also know how to adapt my writing style to express the voice I choose to use.

I know how to punctuate; I use commas, colons and semi-colons, too!

Reading and revising is an essential part of writing. Sometimes I change words, reorganise sentences or shift paragraphs around so it all sounds better.



Write to communicate

Step Five Profile Purpose and Audience, Spelling, Vocabulary, Language and Text Features, Planning and Composing, Revising and Editing

I know who I am writing for, and choose my language and tone to suit.

I know how to spell a wide range of academic and specialised words, and use strategies such as spelling patterns, sounds and visual memory to spell new words.

I love being able to elaborate, add interesting detail and be precise. The magic of words!

I know how to set out my assignments: introduction, body, conclusion, with coherent paragraphing and accurate referencing.

I use headings and subheadings in my essays.

I make time to revise and edit. Peer-editing is also helpful.



Write to communicate

Step Six Profile Purpose and Audience, Spelling, Vocabulary, Language and Text Features, Planning and Composing, Revising and Editing

There's value in knowing my audience. I know to write with the reader in mind.

I can structure longer texts with headings and sub-headings, and know how to present ideas and information effectively.

I can use simple sentences to explain quite difficult concepts.

I can write extended, coherent text and know how to format in-text graphs and tables when necessary.



I 'm pretty good at writing proposals, reports and other assignments. I understand the language and format expected. I know when to use bullet-pointed lists and in-text referencing, how to paraphrase and how to put together a good summary. Still, it all takes time!

Choice of words is everything. When I review my work to add details and check the tone, I find that changing some words or expressions can make a world of difference!