



WRITING PROGRESSION



	Beginning Writer		Early Writer	Developing Writer	Moderately Fluent Writer		Fluent Writer	Experienced Writer	Independent Writer
	22-36 months	30-50 months	40-60 months	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
CLEP WRITING CRITERIA OF EACH SCALE	<p>Writers are not yet able to transcribe text. They talk about ideas that they would like to commit to writing. Still in early stages of understanding how language is written down. Exploring and experimenting with mark making. Marks develop into letters. Dictate ideas to an adult who records them.</p>		<p>Confidence is gained in using writing for a range of purposes. Draw on their language seeing it written down. Willing to have a go at independent writing and develop understanding for alphabet. Writing can be read back with more consistency.</p>	<p>Can write simple sentences and represent sounds phonetically and know a number of words that are exceptions to the phonics rules. Begin to write with greater independence including simple adjectives and conjunctions to expand writing. Handwriting becomes consistent with size.</p>	<p>Children write with more confidence and begin to develop ideas at greater length. Ideas are rehearsed and refined. Language is developed to match the reader, and suit the purpose. An understanding of the need for different forms and layouts is evident for the different types of writing. Writing becomes more extensive. Writers experiment with a range of sentence structures and consider the grammatical elements of adverbs and conjunctions. Tense use becomes consistent and a wider range of punctuation is used. Spelling choices become accurate using the correct grapheme – phoneme correspondences</p>		<p>Capable writers who are growing in independence and can write for a range of purposes. Writing is inspired by reading. Language choices are made with the audience in mind. Stamina for writing is evident. Children evidence how they can improve their work. A greater range of punctuation is used.</p>	<p>Writers are confident and enjoy writing in different genres. They are developing a personal voice within their writing. The mood and tone of the writing is set. Writing is organised into paragraphs with coherence and varying vocabulary choices. Punctuation is used consistently and for effect. Handwriting is legible and developed as their own.</p>	<p>Writers are self-motivated and can write at length. Ideas are refined and personal. Personal style is developed. Pupils have a solid understanding of the genres and can shape their writing without specific teaching of features. Children can draft, redraft and publish their writing. Sophisticated punctuation is used for effect. Language is used for effect or to clarify meaning.</p>
WRITING TRANSCRIPTION SPELLING DEVELOPMENT MATTERS	<p><i>Develop phonological awareness, so that they can:</i></p> <ul style="list-style-type: none"> spot and suggest rhymes count or clap syllables in a word recognise words with the same initial sound, such as money and mother <p><i>Use some of their print and letter knowledge in their early writing Write some or all of their name</i></p>		<p>ELG: Writing Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p><i>Spell words by identifying the sounds and then writing the sound with letter/s</i></p>	<ul style="list-style-type: none"> Spell words containing each of the 40+ phonemes already taught Spell common exception words Spell the days of the week Name the letters of the alphabet in order Use letter names to distinguish between alternative spellings of the same sounds Use the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs Use the prefix un- -use -ing - er and -est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] Apply simple spelling rules and guidance, as listed in English Appendix 1 Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far 	<p>Spell words by:</p> <ul style="list-style-type: none"> Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly Learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones. Learning to spell common exception words Learning to spell more words with contracted forms Learning the possessive apostrophe (singular) [for example, the girl's book] Distinguishing between homophones and near-homophones Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly Apply spelling rules and guidance as listed in English Appendix 1 Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far 	<ul style="list-style-type: none"> Use further prefixes and suffixes and understand how to add them (English Appendix 1) Spell further homophones Spell words that are often misspelt (English Appendix 1) Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] Use the first two or three letters of a word to check its spelling in a dictionary Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far 	<ul style="list-style-type: none"> Use further prefixes and suffixes and understand the guidance for adding them Spell some words with 'silent' letters [for example, knight, psalm, solemn] Continue to distinguish between homophones and other words which are often confused Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 Use dictionaries to check the spelling and meaning of words Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary Use a thesaurus 		



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WRITING TRANSCRIPTION HANDWRITING DEVELOPMENT MATTERS	<p>Copy finger movements and other gestures</p> <p>Enjoy drawing freely</p> <p>Add some marks to their drawings, which give meaning/</p> <p>Make marks on their picture to stand for their name</p>		<p>ELG: Fine Motor Skills</p> <ul style="list-style-type: none"> hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. <p>ELG: Writing</p> <ul style="list-style-type: none"> Write recognisable letter, most of which are correctly formed. Write simple phrases and sentences that can be read by others. <p><i>Form lower-case and capital letters correctly</i></p> <p><i>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop</i></p>	<ul style="list-style-type: none"> Sit correctly at a table, holding a pencil comfortably and correctly begin to form lower-case letters in the correct direction, starting and finishing in the right place form capital letters -form digits 0-9 understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these 	<ul style="list-style-type: none"> Form lower-case letters of the correct size relative to one another start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters use spacing between words that reflects the size of the letters 		<ul style="list-style-type: none"> Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]. 	<ul style="list-style-type: none"> Write legibly, fluently and with increasing speed by: Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters Choosing the writing implement that is best suited for a task. 	
WRITING COMPOSITION DEVELOPMENT MATTERS		Write some letters accurately	Write short sentences with words with known sound-letter correspondences using a capital letter and full stop	<ul style="list-style-type: none"> Write sentences by: -saying out loud what they are going to write about composing a sentence orally before writing it sequencing sentences to form short narratives re-reading what they have written to check that it makes sense discuss what they have written with the teacher or other pupils read aloud their writing clearly enough to be heard by their peers and the teacher 	<p>Develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> writing narratives about personal experiences and those of others (real and fictional) writing about real events writing poetry writing for different purposes consider what they are going to write before beginning by: planning or saying out loud what they are going to write about writing down ideas and/or key words, including new vocabulary encapsulating what they want to say, sentence by sentence make simple additions, revisions and corrections to their own writing by: evaluating their writing with the teacher and other pupils re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] read aloud what they have written with appropriate intonation to make the meaning clear. 	<p>Plan their writing by:</p> <ul style="list-style-type: none"> discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas Draft and write by: composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) organising paragraphs around a theme in narratives, creating settings, characters and plot in non-narrative material, using simple organisational devices [for example, headings and sub-headings] Evaluate and edit by: assessing the effectiveness of their own and others' writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences proof-read for spelling and punctuation errors read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. 	<p>Plan their writing by:</p> <ul style="list-style-type: none"> Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own noting and developing initial ideas, drawing on reading and research where necessary in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed Draft and write by: selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action precising longer passages using a wide range of devices to build cohesion within and across paragraph using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] Evaluate and edit by: assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ensuring the consistent and correct use of tense throughout a piece of writing ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register proof-read for spelling and punctuation errors perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear 		



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Writing Genres and Purposes	Beginning Writer		Early Writer	Developing Writer	Moderately Fluent Writer		Fluent Writer	Experienced Writer	Independent Writer
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Writing to entertain			Simple sentences	Short narratives - sequencing stories Poetry	Narratives - personal experiences and those of others Poetry	Narratives – creating settings, character and plot; introducing dialogue Poetry Descriptions	Narratives - describing the setting, character and atmosphere, integrating dialogue to convey character and advance action Poetry Descriptions		
Writing to inform			Labells	Recounts - writing about real events Instruction	Recounts - writing about real events Instruction	Non-chronological reports using organisational devices (headings, sub-headings, paragraphs)		Non-chronological reports using organisational devices (bullet points and underlining in addition to headings, sub-headings, paragraphs)	
Writing to persuade						Letters Reviews	Speeches Letters Brochures		
Writing to discuss									Balanced Arguments
	Beginning Writer		Early Writer	Developing Writer	Moderately Fluent Writer		Fluent Writer	Experienced Writer	Independent Writer
	22-36m	30-50m	40-60m	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
WRITING VOCABULARY, GRAMMAR AND PUNCTUATION				Develop their understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> leaving spaces between words joining words and joining clauses using and beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' learning the grammar for year 1 in English Appendix 2 use the grammatical terminology in English Appendix 2 in discussing their writing 	Develop their understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) Learn how to use: <ul style="list-style-type: none"> sentences with different forms: statement, question, exclamation, command expanded noun phrases to describe and specify [for example, the blue butterfly] the present and past tenses correctly and consistently including the progressive form subordination (using when, if, that, or because) and co-ordination (using or, and, or but) the grammar for year 2 in English Appendix 2 some features of written Standard English use and understand the grammatical terminology in English Appendix 2 in discussing their writing. 	Develop their understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although using the present perfect form of verbs in contrast to the past tense choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition using conjunctions, adverbs and prepositions to express time and cause using fronted adverbials learning the grammar for years 3 and 4 in English Appendix 2 Indicate grammatical and other features by: <ul style="list-style-type: none"> using commas after fronted adverbials indicating possession by using the possessive apostrophe with plural nouns using and punctuating direct speech use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading 	Develop their understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms using passive verbs to affect the presentation of information in a sentence using the perfect form of verbs to mark relationships of time and cause using expanded noun phrases to convey complicated information concisely using modal verbs or adverbs to indicate degrees of possibility using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun learning the grammar for years 5 and 6 in English Appendix 2 Indicate grammatical and other features by: <ul style="list-style-type: none"> using commas to clarify meaning or avoid ambiguity in writing using hyphens to avoid ambiguity using brackets, dashes or commas to indicate parenthesis using semi-colons, colons or dashes to mark boundaries between independent clauses using a colon to introduce a list punctuating bullet points consistently use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading. 		



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OVERVIEW OF VOCABULARY, GRAMMA AND PUNCTUATION (YEAR 1-6 ONLY)				<p>Regular plural noun suffixes –s or –es (for example, dog, dogs, wish, wishes), including the effects of these suffixes on the meaning of the noun</p> <p>Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper)</p> <p>How the prefix un- changes the meaning of verbs and adjectives (negation, for example, unkind or undoing: untie to boat)</p> <p>How words can combine to make sentences</p> <p>Joining words and joining clauses using and</p> <p>Sequencing sentences to form short narratives</p> <p>Separation of words with spaces</p> <p>Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Capital letters for names and for the personal pronoun I</p>		<p>Formation of nouns using a range of prefixes (e.g. super-, anti-, auto-)</p> <p>Use of the forms a and an according to whether the next word begins with a consonant or a vowel (e.g. a rock, an open box)</p> <p>Word families based on common words, showing how words are related in form and meaning (e.g. solve, solution, solver, dissolve, insoluble)</p> <p>Expressing time, place and cause using conjunctions (e.g. when before, after, while, so, because), adverbs (e.g. then, next, soon, therefore), or prepositions (e.g. before, after, during, in, because of)</p> <p>Introduction to paragraphs as way to group material</p> <p>Headings and sub-headings to aid presentation</p> <p>Use of the present perfect form of verbs instead of the simple past, e.g. He has gone out to play contrasted with He went out to play</p> <p>Introduction to inverted commas to punctuate direct speech</p>	<p>The grammatical difference between plural and possessives -s</p> <p>Standard English forms verbs inflections instead of local spoken forms (for example, we were instead of we was, or I did instead of I done)</p> <p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)</p> <p>Fronted adverbials (e.g. Later that day, I heard the bad news.)</p> <p>Use of paragraphs to organise ideas around a theme</p> <p>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p> <p>Use of inverted commas and other punctuation to indicate direct speech (e.g. a comma after the reporting clause: end punctuation with inverted commas: The conductor shouted, "Sit down!")</p> <p>Apostrophes to mark plural possession (e.g. the girl's name, the girls' names)</p> <p>Use of commas after fronted adverbials</p>	<p>Converting nouns or adjectives into verbs using suffixes (-ate, -ise, -ify)</p> <p>Verb prefixes (dis-, de-, mis-, over-, re-)</p> <p>Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun</p> <p>Indicating degrees of possibility using adverbs (perhaps, surely) or modal verbs (might, should, will, must)</p> <p>Devices to build cohesion within a paragraph (e.g. then, after, that, this, firstly)</p> <p>Linking ideas across paragraphs using adverbials of time, (later) place (nearby) and number (secondly) or tense choices (he had seen her before</p> <p>Brackets, dashes or commas to indicate parenthesis</p> <p>Use of commas to clarify meaning or avoid ambiguity</p>	<p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. find out – discover; ask for – request; go in – enter)</p> <p>How words are related by meaning as synonyms and antonyms (e.g. big, little, large)</p> <p>Use of the passive to affect the presentation of information in a sentence (e.g. I broke the window in the greenhouse versus The window in the greenhouse was broken (by me))</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing, (the use of question tags: He's your friend, isn't he? or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech.)</p> <p>Linking ideas across paragraphs using a wider range of cohesive devices; repetition of a word or phrase, grammatical connections, (e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence) and ellipsis</p> <p>Layout devices (e.g. headings, sub-headings, columns, bullets, or tables, to structure text)</p> <p>Use of semi-colon, colon and dash to mark the boundary between independent clauses (e.g. It's raining; I'm fed up)</p> <p>Use the colon to introduce a list and use of semi-colons within lists</p> <p>Punctuation of bullet points to list information</p> <p>How hyphens can be used to avoid ambiguity (e.g. man eating shark versus man-eating shark, or recover versus re-cover)</p>
	Grammatical Terminology Introduced			<p>Full stop</p> <p>Capital Letter</p> <p>Sentence</p>	<p>letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark</p>	<p>noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past and present), apostrophe, comma</p>	<p>preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas</p>	<p>determiner, pronoun, possessive pronoun, adverbial,</p>	<p>modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity</p>