

# Writing- Standards and Progression

## Able to...

Age	Key Skills	Grammar and Punctuation	Vocabulary and Spelling	Organisation	Imagination	Purpose
3	Distinguish between the different marks they make					
4	Sometimes gives meaning to arks as they draw and paint Ascribes meanings to marks that they see in different places Link sounds to letters, naming and sounding the letters of the alphabet Use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. Write own name and other things such as labels and captions. Attempt to write short sentences in meaningful contexts.					
5 (ELG)	Use phonetic knowledge to write words in ways which match their spoken sounds. Also able to write some common irregular words		Some words are spelt correctly and others are phonetically plausible	Write simple sentences which can be read by themselves and others		
6 (1)	Write, present and broadcast a range of ideas in a wide variety of forms and with awareness of different audiences and purposes; communicate these ideas with accuracy on paper, on screen and through multimodal texts	Write simple phrases Writes with generally correct grammar Begin to use capital letters and full stops	Use key words Spell high frequency words correctly  Attempt unknown spellings using a phonic approach	Use familiar language to show the beginning and end  Paras- write about more than one idea	Choose appropriate words to match the idea Use some descriptive language	Show some awareness of the reader
7 (2) Expected Standard Y2	Pupils' writing is beginning to express their own ideas and sometimes engages the reader's interest with an apt choice of words. In some forms of writing, they try to match the style to the task. While the overall organisation is basic, openings and closings are sometimes successfully managed. Mostly simple sentences are still used, but some variety in sentence openings is now evident. There is some use of punctuation marks apart from a full stop. Use of present and past tense is usually consistent. Pupils are beginning to try out the effect of newly learned words in their own writing.					
Budding Writer	Write, present and broadcast a range of ideas in a wide variety of forms and with awareness of different audiences and purposes; communicate these ideas with accuracy on paper, on screen and through multimodal texts	Vary the way sentences start Connect Ideas Use past and present tense Write grammatically correct sentences Use capital letters and full stops Use question marks, exclamation marks and commas in a list	Use speech like vocabulary Try out some adventurous words Spell high frequency words effectively Spell everyday words with some accuracy Use phonics to help spell unknown words	Sequence ideas with related words, sub headings or line breaks.  Paras- group related information	Use relevant ideas Choose word to match the content Develop the viewpoints of characters. Develop opinions, or questions about events	Use the main features of types of writing Use a style of writing that is appropriate to its purpose.
7 Expected Standard Year 2	<b>Grammar</b> Children working at the expected standard are able to: <ul style="list-style-type: none"> <li>demonstrate familiarity with some word classes and their use, including nouns, verbs, adjectives and adverbs</li> <li>apply this terminology to identify familiar words within each word class when presented in a context</li> <li>recognise different types of sentences, including statements, questions, commands and exclamations</li> <li>write different types of sentences including statements, questions, commands and exclamations when prompted</li> <li>understand that the coordinating conjunctions <i>and</i>, <i>or</i>, <i>but</i></li> </ul>	<b>Punctuation</b> Children working at the expected standard are able to: <ul style="list-style-type: none"> <li>identify and use appropriate end punctuation for demarcating different sentence types (full stop, question mark and exclamation mark)</li> <li>identify and use a capital letter to start a sentence, for names and for the personal pronoun /</li> <li>identify and insert commas in a list of single words</li> <li>use apostrophes to construct simple contracted verb forms from given full forms, using correct spelling</li> <li>Identify the correct use of the apostrophe to denote singular</li> </ul>	<b>Spelling</b> Children working at the expected standard are able to: <ul style="list-style-type: none"> <li>usually accurately spell simple monosyllabic and polysyllabic words, including high-frequency homophones and near-homophones in context</li> <li>Draw on their developing phonological, morphological and lexical awareness to apply the rules and patterns set out in the statutory Appendix 1 of the 2014 national curriculum.</li> </ul>			

	<p>link words and clauses and use them to construct and extend sentences</p> <ul style="list-style-type: none"> <li>• add a subordinate clause to a main clause using a simple subordinating conjunction (e.g. <i>when, if, because, that</i>) when prompted</li> <li>• combine or expand given words to make noun phrases, clauses or sentences</li> <li>• identify the present or past tense forms of familiar, regular verbs and some high-frequency irregular verbs (e.g. <i>has / had</i>)</li> <li>• apply correct endings to regular verb forms to indicate present and past tense, including the progressive form to mark actions in progress (e.g. <i>the lion is running / Ellie was shouting</i>)</li> <li>• demonstrate Standard English subject-verb agreement (e.g. <i>we were</i> as opposed to <i>we was</i>)</li> <li>• identify and select some appropriate language for the context such as formal, informal or Standard English as appropriate</li> <li>• understand that the prefix <i>un-</i> can change the meaning of some words</li> <li>• Use some straightforward suffixes to form nouns and adjectives, including the suffixes <i>-er</i> and <i>-est</i> to form comparative adjectives.</li> </ul>	possession and sometimes use the apostrophe correctly for this purpose.				
8	Pupils at this stage are beginning to write with a sense of audience and purpose. They are beginning to establish a viewpoint and maintain it in their writing for some of the time. There is an attempt to sequence ideas or material logically.					
(3)	Pupils write mainly in simple sentences with <i>and, but, then and so</i> as the most common connectives. Some straightforward sentences are correctly punctuated with full stops, capital letters and question marks.					
Developing Writer	In most writing, pupils use simple, generally appropriate vocabulary					
	Write, present and broadcast a range of ideas in a wide variety of forms and with awareness of different audiences and purposes; communicate these ideas with accuracy on paper, on screen and through multimodal texts	Try out a mixture of simple and complex sentences Use connectives Use commas within sentences Match verbs to tenses accurately	Attempt adventurous words and phrases Spell more complex words, including compound words, accurately.	Organise ideas with related points next to each other Sequence ideas or information logically Paras- Link ideas within a paragraph Try to show some organisation of paragraphs so that they follow logically	Include relevant information and ideas Elaborate on basic information Adopt a viewpoint and try to maintain it throughout writing	Write so the purpose is clear Make the main features of the type of writing clear to the reader.
9	Pupils' writing is often imaginative and clear and is beginning to be adapted to different readers. In most writing, there is an attempt to organise ideas with some related points paced next to each other. Within paragraphs/sections, pupils attempt to link sentences. There is usually a sense of a beginning and an end to a piece of writing.					
(3+)	Pupils are starting to write longer sentences and sometimes choose from the wider range of connectives that will support this. There is some variation in tenses and verb forms and use of a wider range of punctuation, for example, use of speech marks, although commas may be used inappropriately instead of full stops.					
Developing Writer	Pupils are beginning to use vocabulary for effect.					
	Write, present and broadcast a range of ideas in a wide variety of forms and with awareness of different audiences and purposes; communicate these ideas with accuracy on paper, on screen and through multimodal texts	Try out a mixture of simple and complex sentences Use connectives Use commas within sentences Match verbs to tenses accurately	Attempt adventurous words and phrases Spell more complex words, including compound words, accurately.	Organise ideas with related points next to each other Sequence ideas or information logically Paras- Link ideas within a paragraph Try to show some organisation of paragraphs so that they follow logically	Include relevant information and ideas Elaborate on basic information Adopt a viewpoint and try to maintain it throughout writing	Write so the purpose is clear Make the main features of the type of writing clear to the reader.
10	Pupils who are becoming competent writers have relevant ideas, some of which are developed with some detail. They can usually develop a viewpoint and maintain it most of the time. They are usually clear about the					

<p>(4) Competent writer</p>	<p>purpose of their writing and can sometimes sustain consistently the form and style that matches it. They are beginning to organise their writing by clustering ideas (thematic) or by using a time sequence. These writers often produce work with promise that then tails off. Sentences are beginning to vary in length and structure. There is increasing use of complex sentences with connectives such as If, when, because. Most sentences are correctly demarcated with capital letters and full stops. They are starting to develop the use of commas. The range of their vocabulary is growing and words are sometimes used for effect.</p>					
	<p>Write, present and broadcast a range of ideas in a wide variety of forms and with awareness of different audiences and purposes; communicate these ideas with accuracy on paper, on screen and through multimodal texts</p>	<p>Vary the length, structure and subject of sentences Use subordinating connectives such as when, if and because Ensure that verbs and tenses match Punctuate sentences accurately, including question marks Use speech marks accurately and try other speech communication Use commas in lists accurately and try out their use within sentences</p>	<p>Choose carefully the type of words and phrases used to add interest and detail. Spell most words correctly, including “ly” adverbs Try to use the correct spelling of word with more than one spelling</p>	<p>Group together related events or points Open a piece of writing in a fitting way Link related events in a logical sequence</p>	<p>Choose relevant information or ideas Add detail to descriptions (Using adverbial and noun phrases) Develop viewpoints</p>	<p>Use the main features of a type of writing Adopt a style appropriate to the type of writing</p>
<p>11 (4+) Competent writer</p>	<p>Pupils who are securely established as competent writer can be relied upon to choose relevant content and to develop some aspects of it by adding detail. They establish a straightforward viewpoint and manage to maintain it with good consistency. The writing has clarity of purpose and the main features of the selected form are deployed appropriately, although there is still the possibility of some inconsistencies. The organising principles behind their writing will be simple but usually strong enough to link the openings and the endings. Secure, competent writers sometimes make conscious attempts to vary the length, structure and subject of sentences. Changes of verb tense are now managed without confusion. Complex sentences are used more frequently with the range of connectives that these require. The accuracy of sentence demarcation may decrease a little as sentences become longer and more varied in structure. There is emerging evidence that these writers are beginning to understand the use of commas to mark clause boundaries. Other punctuation such as speech marks and question marks is used. Words are now sometimes chosen deliberately for impact and vocabulary used may be extended beyond the everyday to incorporate specialist words linked to subject matter.</p>					
	<p>Write, present and broadcast a range of ideas in a wide variety of forms and with awareness of different audiences and purposes; communicate these ideas with accuracy on paper, on screen and through multimodal texts</p>	<p>Vary the length, structure and subject of sentences Use subordinating connectives such as when, if and because Ensure that verbs and tenses match Punctuate sentences accurately, including question marks Use speech marks accurately and try other speech communication Use commas in lists accurately and try out their use within sentences</p>	<p>Choose carefully the type of words and phrases used to add interest and detail. Spell most words correctly, including “ly” adverbs Try to use the correct spelling of word with more than one spelling</p>	<p>Group together related events or points Open a piece of writing in a fitting way Link related events in a logical sequence</p>	<p>Choose relevant information or ideas Add detail to descriptions (Using adverbial and noun phrases) Develop viewpoints</p>	<p>Use the main features of a type of writing Adopt a style appropriate to the type of writing</p>
<p>11 Expected Standard-Y6</p>	<p><b>Grammar</b> Children working at the expected standard are able to:</p> <ul style="list-style-type: none"> <li>demonstrate familiarity with a range of word classes and their use, including nouns, verbs, adjectives, conjunctions, pronouns, adverbs, prepositions and determiners;</li> <li>apply this terminology to identify familiar words within each word class when presented in a context;</li> <li>recognise and write different types of sentences, including statements, questions, commands and</li> </ul>		<p><b>Punctuation</b> Children working at the expected standard are able to:</p> <ul style="list-style-type: none"> <li>demarcate sentences accurately, using capital letters and full stops, question marks or exclamation marks as appropriate;</li> <li>Use commas to mark clauses or phrases, including fronted adverbials, (e.g.: <i>The cottage, which had a blue door, looked warm and cosy. Despite these facts, people choose to eat unhealthy food.</i>) but they may not be able to use them consistently;</li> <li>use inverted commas to denote speech and place these</li> </ul>		<p><b>Spelling</b> Children working at the expected standard are able to:</p> <ul style="list-style-type: none"> <li>Spell accurately in general, including polysyllabic words that conform to regular patterns and some common exceptions to these, and less common prefixes and suffixes, for example <i>ir-</i>, <i>il-</i>, <i>-cian</i>, <i>-ous</i>;</li> <li>Spell or select the correct forms of common homophones; and</li> <li>Draw on their phonological, morphological and lexical awareness to apply the common rules and patterns and spell correctly a wide range of words, including those set out in</li> </ul>	

	<ul style="list-style-type: none"> <li>exclamations;</li> <li>demonstrate familiarity with terms relating to a sentence, including subject and object;</li> <li>distinguish between co-ordinating and subordinating conjunctions and use them to link clauses appropriately;</li> <li>identify and use main clauses and subordinate clauses (including relative clauses) in a sentence identify and construct expanded noun phrases for description and concision;</li> <li>Identify and construct fronted adverbial phrases to denote time and place (e.g.: <i>Later that day, I met Tina.</i>);</li> <li>Select pronouns appropriately for clarity and cohesion (e.g.: <b>The children will be visiting the activity centre. They will try all the activities it has to offer.</b>);</li> <li>distinguish between formal and informal varieties of English (e.g.: active / passive, subjunctive) and Standard and non-Standard varieties of English (e.g.: use of <i>I</i> and <i>me</i>);</li> <li>use Standard English and formal or informal structures when appropriate;</li> <li>Select and construct regular and irregular verb forms that express present and past time, including the progressive and perfect forms (e.g.: <i>We are hoping to win. I had swum across the lake.</i>);</li> <li>choose tenses accurately and mostly consistently;</li> <li>ensure that subject and verb agree when using singular and plural nouns in a sentence;</li> <li>Identify the active and passive voice in terms of sentence structure; identify modal verbs to express future time and possibility (e.g.: <i>I might go to the park. They should be home soon.</i>);</li> <li>identify, form and expand contractions accurately;</li> <li>select appropriate synonyms and antonyms for a wide range of words;</li> <li>use prefixes and suffixes to change the meaning of words, for example, to change words into different word classes;</li> <li>Recognise and use words from the same word families.</li> </ul>	<ul style="list-style-type: none"> <li>correctly in relation to internal punctuation;</li> <li>use apostrophes correctly for omission and singular possession, and mostly accurately for plural possession;</li> <li>identify where punctuation is used to indicate parenthesis;</li> <li>Identify colons, semi-colons, single dashes and hyphens but may not be able to use them consistently.</li> </ul>	<p>statutory Appendix 1 of the 2014 national curriculum.</p>			
<p>12 (5) Active writer</p>	<p>Pupils who are becoming active writers have relevant ideas that are developed with some imaginative detail. They are usually clear about the purpose of their writing and are able to write in a form and style that matches it. They are beginning to organise their writing in paragraphs to give it overall structure and are starting to manage the development of their material effectively across the whole text. Sentences usually link together well within paragraphs and show a variety of lengths, structures and subjects. There may be some examples where this variation has been consciously chosen for a particular effect. A wider range of connectives is now used to show the relationships between ideas. There may be a greater use of modal verbs to express shades of meaning. Active writers use a full range of punctuation. Sentence demarcation is mostly reliable but punctuation within sentences often still poses problems, particularly in longer and more ambitious sentences. Some words are chosen for effect and attempts at a wider, more ambitious vocabulary are often successful.</p>					
<p>Write, present and broadcast a range of ideas in a wide variety</p>	<p>Give clarity and emphasis to writing by varying the length,</p>	<p>Use a wide variety of vocabulary Spell most words accurately</p>	<p>Structure information or ideas into clear paragraphs</p>	<p>Include imaginative detail Merge the main features of different</p>	<p>Use the correct style of writing for the purpose</p>	

	of forms and with awareness of different audiences and purposes; communicate these ideas with accuracy on paper, on screen and through multimodal texts	structure and subject of sentences. Use a wide range of connectives to clarify the relationship between ideas Use punctuation including speech punctuation accurately Use commas to mark clauses accurately		Link paragraphs clearly Refer back to earlier parts of the text to add emphasis Use paragraphs to make logical links Make sure that paragraphs link to others but also make sense on their own	types of writing to add extra interest.	Make sure the style of writing maintains the reader's attention
13 Active Writer (6) (Grade E GCSE)	Able to establish an appropriate style for their writing. Because of increasingly confident control over written language, they are able to shape their material appropriately for the form they have chosen. The main purpose of writing is clear and consistent and these writers structure their work into paragraphs which are clearly linked. In addition to these features, a consistent viewpoint and some well-chosen attention to detail mean that active writers are able to maintain the interest of readers throughout the whole text. Paragraphs are built from well-linked sentences with a variation in length, structure and subject. The secure active writer knows that there are choices which can be made when composing sentences and is sometimes able to exercise that choice to good effect – perhaps for emphasis or greater clarity. Active writers can deploy a range of verb forms and connectives to express meanings that are more complex. Punctuation, both at sentence boundaries and within sentences, is usually reliable; where mistakes occur, it will be an ambitious structure. Active writers use a wider vocabulary to match the needs of their subject and make conscious word choices for effect. Inappropriate choices are still possible but will usually be “near misses.”					
14 Reflective Writer (6+) (Grade D GCSE)	Reflective writers are beginning to write with a convincing individual voice, selecting an appropriate level of formality. They can adapt or combine the usual conventions of certain text types in order to create more imaginative and effective pieces of writing. Control over structure across the whole text is becoming more secure. The development of topics within paragraphs is often well-managed so that meaning and purpose are clear. Links between paragraphs is often well managed so that meaning and purpose are clear. Links between paragraphs usually ensure that the development of ideas is clearly signalled to the reader. Reflective writers are becoming increasingly confident in deploying a range of sentences that contribute to the overall effect of their writing. Punctuation within longer sentences is still developing and there may be occasional errors as they are beginning to deploy the full range of punctuation marks					