Writing Progression Across The School

Guidance for teachers - Main principles *

- The writing progression document should be used as a supporting tool for internal school moderation and in reaching teacher assessment judgements. It is not a formative assessment tool and is not intended to guide individual programmes of study, classroom practice or methodology, although may help to identify 'gaps to be addressed'.
- It does not not cover all of the content of the national curriculum.
- Teachers need to base their judgement on a broad range of evidence, which will come from day-to-day work in the classroom. This should include work in curriculum subjects other than the one being assessed, although a pupil's work in that subject alone may provide sufficient evidence to support the judgement.
- A degree of subjectivity is needed when assessing writing and teachers are therfore given some flexibility in reaching a rounded judgement about a pupil's overall attainment in writing.
- Teachers should be confident that pupils have met the standards preceding the one at which they judge them to be working. However, they are not required to have specific evidence for that judgement. A pupil's work which demonstrates that they are meeting a standard is sufficient to show that they are working above preceding standards.
- A pupil's writing should meet all the statements within that standard. However, teachers can use their discretion to ensure that a particular weakness does not prevent an accurate judgement of a pupil's overall attainment.
- If a pupil is judged to have a particular weakness, a teacher may use their professional judgement about whether the pupil has met the standard overall. Teachers must be able to justify their decisions and demonstrate how the child has been supported in addressing this weakness.
- A particular weakness can relate to a part or the whole of a statement (or statements) and may relate to a learning difficulty, but it is not limited to this. Similarly, a learning difficulty does not automatically constitute a particular weakness that would prevent an accurate judgement. The same overall standard must be applied equally to all pupils.

Qualifiers and examples *

Some of the statements within this progression document contain qualifiers ('some', 'many' and 'most') to indicate the extent to which pupils demonstrate the knowledge or skill required. Where qualifiers are used, they have consistent meaning: 'most' indicates that the statement is generally met with only occasional errors; 'many' indicates that the statement is met frequently but not yet consistently; and 'some' indicates that the knowledge or skill is starting to be acquired and is demonstrated correctly on occasion, but is not yet consistent or frequent.

Some of the statements contain examples. These do not dictate the evidence required, but show only how that statement might be met. Teachers should refer to the national curriculum to exemplify the statements, and can use STA's exemplification materials (where applicable for years 2 and 6).

Independent Work **

Pupils' writing, on which teachers base their judgements, must be produced independently by the pupil. However, teachers should keep in mind that the national curriculum states writing can also be produced through discussion with the teacher and peers.

A piece of independent writing may therefore provide evidence of a pupil demonstrating some 'pupil can' statements independently, but not others. For example, a pupil may produce an independent piece of writing that meets many of the statements relating to composition and the use of grammar but does not demonstrate independent spelling. This could be because the teacher has provided the pupil with domain-specific words or corrected their spelling.
Teachers may use success criteria in lessons to help pupils understand what they have learnt and to help them judge whether a pupil has met the objectives for a piece of writing. Using success criteria does not mean that a pupil's writing is not independent. Teachers would simply need to avoid modelling or over scaffolding the expected outcome. Furthermore, using detailed success criteria as a teaching tool for one aspect of writing could still provide independent evidence of other 'pupil can' statements which have not been mentioned.

Writing is likely to be independent if it:

- emerges from a text, topic, visit or curriculum experience in which pupils have had opportunities to discuss and rehearse what is to be written about;
- enables pupils to use their own ideas and provides them with an element of choice – for example, writing from the perspective of a character they have chosen themselves;
- has been edited, if required, by the pupil without the support of the teacher, although this may be in response to self, peer or group evaluation; and/or
- is produced by pupils who have, if required, sought out classroom resources, such as a dictionary or thesaurus, without being prompted to do so by the teacher.

Writing is not independent if it has been:

- modelled or heavily scaffolded;
- copied or paraphrased;
- edited because of direct intervention by a teacher or other adult – for example, when the pupil has been directed to change specific words for greater impact, where incorrect or omitted punctuation has been indicated, or when incorrectly spelt words have been identified by an adult for the pupil to correct;
- produced with the support of electronic aids that automatically provide correct spelling, synonyms, punctuation or predictive text; and/or
- supported by detailed success criteria that specifically direct pupils what to include, or where to include it, in their writing – such as directing them to include specific vocabulary, grammatical features or punctuation.

** Sourced from statutory government guidance, 'Teacher assessment frameworks at the end of key stage 1/2 for 2018/19 onwards'

1 Beginning (Working Towards)				
1Ba	sit correctly at a table holding a pencil comfortably and correctly			
1Bb	begin to form lower-case letters and 0-9 in the correct direction and orientation, starting and finishing in the right place			
1Bc	orientate writing correctly (top to bottom, left to right)			
1Bd	begin to leave finger spaces between words			
1Be	link phonemes to graphemes to write simple CVC words			
1Bf	say out loud what you are going to write about and form it into a sentence			
1Bg	recognise letters and simple words and phrases that are used to convey meaning			
1Bh	use capital letters for your own name and the personal pronoun 'I'			
1Bi	join words/ideas with and e.g. fish AND chips			
1Bj	write simple sentences and phrases			
1Bk	begin to show an awareness of how full stops are used *e.g. the end of a sentence*			
1Bl	read your writing to the teacher so they can understand it			
1Bm	read aloud your writing clearly enough to be heard by your peers and the teacher			
1 Within (Expected)				
1Wa	form most letters with the correct orientation			
1Wb	spell words containing each of the 40+ phonemes already taught			
1Wc	spell most common tricky words			
1Wd	use the spelling rule for adding –s or –es as the plural marker for most nouns and the third person singular marker for verbs			
1We	use the prefix un–			
1Wf	use –ing, –ed, –er and –est where no change is needed in the spelling of root words			
1Wg	write from memory simple sentences dictated by the teacher using sounds to help and writing tricky words			
1Wh	use capital letters for the days of the week and the months of the year			
1Wi	use a capital letter for the names of people, places and the personal pronoun 'I'			
1Wj	use full stops and capital letters in some sentences			
1Wk	question marks or exclamation marks are used in some sentences occasionally **WHAT +!** sentences			
1Wl	begin to use story language, i.e. repetitive phrases and rhythmic language			
1Wm	sequence sentences to form short narratives			
1Wn	sequence ideas appropriately *e.g. stories have a beginning, middle or end or instructions are in the correct order*			
1Wo	begin to link some simple appropriate vocabulary to the context *e.g. once upon a time, happily ever after*			
1Wp	begin to use fronted adverbials appropriate to the context – First, then, next, after that, finally			
1Wq	include some interesting descriptive language *e.g. for appearance, feelings, characters and settings*			
1Wr	sometimes attempt to match sentence structures to purpose			
1Ws	use the grammatical terminology in English Appendix 2 in discussing their writing			
1Wt	writing can generally be read without mediation			
1Wu	re-read what you have written to check that it makes sense			
1 Surpassing (Greater Depth)				
1Sa	form lower case letters correctly			
1Sb	begin to join some letters in a cursive script			
1Sc	use spaces between words that reflect the size of letters			
1Sd	learn to spell all common exception words for year 1			
1Se	plan what you are going to write about			
1Sf	begin to show some features of the chosen genre			
1Sg	group related ideas together and say what you want to write, sentence by sentence			
1Sh	begin to use subordination to show time and reason e.g. when, because			
1Si	use some features of written Standard English *I was/they were he was/you were/It was/*			
1Sj	question marks or exclamation marks are used in some sentences			
1Sk	use a range of connectives to make a compound sentence e.g. **BOYS** sentences			
1Sl	use an 'as a, like a' sentences to show **SIMILES** sentences			
1Sm	use **2A** sentences – adjectives preceding a noun in a compound sentence			
1Sn	use **LIST** sentences - use 3 or 4 adjectives before the noun			
1So	use commas for list **ING** sentences			
1Sp	sustain writing for purpose and audience			

	2 Beginning (Working Towards)			
2Ba	form lower-case letters of the correct size.			
2Bb	form lower-case letters in the correct direction, starting and finishing in the right place			
2Bc	form lower-case letters of the correct size relative to one another in some of their writing			
2Bd	use spaces between words			
2Be	begin to spell common exception words for year 2			
2Bf	segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others			
2Bg	plan what you are going to write about			
2Bh	begin to show some features of the chosen genre			
2Bi	write narratives about personal experiences and those of others (real/fictional/poetry)			
2Bj	write about real events			
2Bk	group related ideas together and say what you want to write, sentence by sentence			
2Bl	use full stops and capital letters in some sentences			
2Bm	question marks or exclamation marks are used in some sentences			
2Bn	begin to use subordination to show time and reason e.g. when, because			
	2 Within (Expected)			
2Wa	write lower case, capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters			
2Wb	use spacing between words that reflects the size of the letters			
2Wc	spell words with contracted forms			
2Wd	segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others			
2We	spell many common exception words			
2Wf	use simple, appropriate text features			
2Wg	show an awareness of paragraphs			
2Wh	use prepositions			
2Wi	begin to choose words for effect			
2Wj	use simple expanded noun phrases to describe and specify **LIST SENTENCES**			
2Wk	use pronouns to avoid repetition			
2Wl	start some sentences in different ways e.g. subjects; pronoun			
2Wm	use sentences with different forms: statement, question, exclamation and command			
2Wn	write simple, coherent narratives about personal experiences and those of others			
2Wo	write about real events, recording these simply and clearly			
2Wp	use full stops, capital letters and question marks mostly correctly			
2Wq	use commas for list **ING, ING, ING SENTENCES**			
2Wr	use or, and, but appropriately			
2Ws	use when, if, that, or because' to subordinate clauses. Use **IF, IF, THEN** sentences			
2Wt	use the present and past tenses correctly and consistently			
2Wu	proof-reading to check for errors in spelling, grammar and punctuation			
	2 Surpassing (Greater Depth)			
2Sa	use the diagonal and horizontal strokes needed to join some letters			
2Sb	spell most common exception words			
2Sc	add suffixes to spell longer words, incl: –ment, –ness, –ful, –less, –ly			
2Sd	use the punctuation taught at key stage 1 mostly correctly			
2Se	plan your writing by discussing and recording ideas			
2Sf	write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing			
2Sg	make adventurous word and language choices appropriate to the style and purpose of the text			
2Sh	structure narrative and non-fiction writing but this may not be balanced			
2Si	use different sentence starters			
2Sj	use conjunctions within sentences **2 PAIRS SENTENCES**			
2Sk	use conjunctions at the beginning of sentences e.g. when, if			
2Sl	distinguish between homophones and near homophones			
2Sm	use determiners a/an correctly			
2Sn	learn the possessive apostrophe (singular) [e.g. the girl's book]			

2So	BOYS sentences – two part sentence			5
2Sp	begin to punctuate speech with inverted commas			
2Sq	use an 'as a, like a' sentences to show SIMILES			
2Sr	make simple additions, revisions and proof-reading corrections to their own writing			

	3 Beginning (Working Towards)			
3Ba	use the diagonal and horizontal strokes to join letters most of the time			
3Bb	plan your writing by discussing and recording ideas			
3Bc	show some attempts to organise and group related ideas together (Paragraphs)			
3Bd	structure narrative and non-fiction writing but this may not be balanced e.g. long beginnings and sudden endings			
3Be	structure non-narrative material, using simple organisational devices			
3Bf	use different sentence starters **VERB, PERSON SENTENCE**			
3Bg	use conjunctions within sentences			
3Bh	use conjunctions at the beginning of sentences e.g. when, if **BOYS sentences**			
3Bi	use commas in lists **ING, ING, ING SENTENCES**			
3Bj	use determiners a/an correctly			
	3 Within (Expected)			
3Wa	use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left not-joined			
3Wb	organise ideas in sections or paragraphs, to distinguish between information, events or processes (*links between paragraphs may be unclear*)			
3Wc	begin to use technical language appropriate to text type			
3Wd	make adventurous word and language choices appropriate to the style and purpose of the text **SHORT SENTENCES 3 ED SENTENCES**			
3We	include a beginning, middle and end in narratives, with events sequenced logically and a resolution included			
3Wf	use adverbs to add detail to actions **DOUBLE LY SENTENCES**			
3Wg	in non-narrative material, use simple organisational devices [for example, headings and sub-headings]			
3Wh	express viewpoint (opinion, attitude, position) but this may not be maintained			
3Wi	use first and third person consistently			
3Wj	choose tense appropriate for the text – type			
3Wk	use commas when listing more detailed ideas **2 PAIRS SENTENCES**			
3Wl	use 'who' and 'that' appropriately			
3Wm	use the present perfect form of verbs in contrast to the past tense			
3Wn	use expanded noun phrases - **AD, SAME AD SENTENCES**			
3Wo	use adverbs and prepositions to express time and cause e.g. after a while, eventually, because, the reason that, so			
3Wp	choose vocabulary to engage the reader			
3Wq	choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition			
3Wr	use and punctuate direct speech			
3Ws	use most determiners correctly			
3Wt	use capital letters correctly			
3Wu	use full stops correctly			
3Wv	use question marks correctly			
3Ww	use commas for lists correctly			
3Wx	use apostrophes for contraction correctly			
3Wy	use colons for lists mostly correctly			
3Wz	use apostrophes for possession mostly correctly			
	3 Surpassing (Greater Depth)			
3Sa	use paragraphs to organise narrative and nonfiction writing			
3Sb	use a range of technical language			
3Sc	use a range of descriptive language **P.C SENTENCES EMOTION WORD, COMMA SENTENCES**			
3Sd	use a range of figurative language **Use AS A LIKE A SENTENCES to show SIMILES**			
3Se	evaluate and edit work			
3Sf	use commas after fronted adverbials e.g., Amazingly, she jumped over a fence **Emotion word, (comma) sentences**			
3Sg	use and punctuate direct speech with inverted commas and other punctuation			
3Sh	indicate possession by using the possessive apostrophe with plural nouns			
3Si	build a progressively varied range of sentence structures, including complex sentences **NOUN, WHICH/WHO/WHERE SENTENCE**			
3Sj	develop characters with some thoughts and feelings			

		4 Beginning (Working Towards)			
4Ba	organise ideas in sections or paragraphs, to distinguish between information, events or processes (*links between paragraphs may be unclear*)				
4Bb	begin to use a range of technical language				
4Bc	use a range of descriptive language **P.C SENTENCES EMOTION WORD, COMMA SENTENCES**				
4Bd	begin to use a range of figurative language – metaphors & personification **Use AS A LIKE A SENTENCES to show SIMILES**				
4Be	make adventurous word and language choices appropriate to the style and purpose of the text **SHORT SENTENCES**				
4Bf	use first and third person consistently				
4Bg	create characters with some thoughts and feelings				
4Bh	use adverbs to start sentences e.g. slowly, carefully, sometime later				
4Bi	use and punctuate direct speech				
4Bj	use expanded noun phrases - **AD, SAME AD SENTENCES**				
4Bk	use a wider range of conjunctions within sentences				
		4 Within (Expected)			
4Wa	use further prefixes and suffixes and understand how to add them				
4Wb	spell further homophones				
4Wc	place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]				
4Wd	use paragraphs to organise narrative and nonfiction writing				
4We	choose vocabulary to add interest **P.C SENTENCES 3 BAD – DASH SENTENCES**				
4Wf	choose vocabulary to add clarity **Description: details sentences**				
4Wg	choose vocabulary to introduce opinion and persuasion **MANY QUESTIONS SENTENCES**				
4Wh	write well-paced events in narratives				
4Wi	build a progressively varied range of sentence structures, including complex sentences **NOUN, WHICH/WHO/WHERE SENTENCE**				
4Wj	write narrative with a build-up and problem/climax towards a defined ending				
4Wk	proof-read for most spelling and most punctuation errors				
4Wl	extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although **BOYS sentences**				
4Wm	use commas after fronted adverbials *eg, Amazingly, she jumped over a fence.* **Emotion word, (comma) sentences**				
4Wn	indicate possession by using the possessive apostrophe with plural nouns				
4Wo	use all determiners correctly **3 ED SENTENCES**				
4Wp	use and punctuate direct and reported speech with inverted commas and other punctuation				
4Wq	use capital letters correctly				
4Wr	use full stops correctly				
4Ws	use question marks correctly				
4Wt	use commas for lists correctly				
4Wu	use apostrophes for contraction correctly				
4Wv	use colons for lists mostly correctly				
		4 Surpassing (Greater Depth)			
4Sa	use paragraphs to signal a change of time, scene, action, mood or person				
4Sb	use a range of connecting words and phrases appropriate to text type				
4Sc	use some appropriate layout features to enhance organisation				
4Sd	select interesting vocabulary to engage the reader				
4Se	select appropriate / technical grammar and vocabulary to interest the reader				
4Sf	show characters' thoughts, feelings and relationships (*'show me don't tell me' and dialogue*) **O.I sentences**				
4Sg	describe settings and create atmosphere (*e.g. dialogue, powerful verbs, short sentences, punctuation [ellipses / exclamation marks.]*) **Irony**				
4Sh	begin to use commas to mark embedded clauses e.g. The pirate, with his cutlass clenched in his teeth, swung onto the ship **Getting worse / getting better**				
4Si	identify the audience for and purpose of the writing				

	5 Beginning (Working Towards)			
5Ba	use some appropriate layout features to enhance organisation			
5Bb	select some interesting vocabulary to engage the reader			
5Bc	use expanded noun phrases to add detail			
5Bd	show characters' thoughts and feelings ('show me don't tell me' and dialogue) *O.I sentences 3_ed sentences (Yr4) Emotion work (Yr4)*			
5Be	create characters with some interaction to reveal feelings			
5Bf	describe settings and create atmosphere. (e.g. dialogue, powerful verbs, short sentences, punctuation [ellipses / exclamation marks.]) *Irony*			
5Bg	use logical conjunctions in addition to those that signal time			
5Bh	use causal conjunctions in addition to those that signal time			
5Bi	extend and develop paragraphs usually around a topic, main point, event or idea			
5Bj	begin to use commas to mark embedded clauses e.g. The pirate, with his cutlass clenched in his teeth, swung onto the ship. *Getting worse / getting better*			
	5 Within (Expected)			
5Wa	identify the audience for and purpose of the writing			
5Wb	spell most words correctly, including common exception words from the year 3 & 4 spelling words			
5Wc	use further organisational and presentational devices to structure text and to guide the reading (for example, headings, bullet points, colon for a list, underlining)			
5Wd	select appropriate / technical grammar and vocabulary to interest the reader			
5We	start sentences in a variety of ways. (Range of fronted adverbials / Position of clauses)			
5Wf	use paragraphs to signal a change of time, scene, action, mood or person			
5Wg	use a range of connecting words and phrases appropriate to text type			
5Wh	use a range of figurative language devices (e.g. similes, metaphors, and personification) *Personification of weather*			
5Wi	ensure correct subject and verb agreement when using singular and plural.			
5Wj	ensure the consistent and correct use of tense throughout a piece of writing			
5Wk	understand and use the grammar for Year 5 in English Appendix 2			
5Wl	use devices to build cohesion within and across paragraphs (adverbials of time, place, number / tense / pronoun use / conjunctions) *The more, the more*			
5Wm	begin to use brackets, dashes or commas to indicate parenthesis. *Object / person sentences*			
5Wn	indicate degrees of possibility using adverbs or modal verbs. *Imagine 3 examples*			
5Wo	use the perfect form of verbs to mark relationships of time and cause			
5Wp	edit, assess and improve their own and others writing by: - proposing changes to vocabulary and grammar (use a thesaurus) - considering purpose and audience. - ensuring tense accuracy			
5Wq	use capital letters correctly			
5Wr	use full stops correctly			
5Ws	use question marks correctly			
5Wt	use commas for lists correctly			
5Wu	use apostrophes for contraction correctly			
5Wv	use apostrophes for possession correctly			
5Ww	use brackets mostly correctly			
5Wx	use dashes for lists mostly correctly			
5Wy	use colons for lists mostly correctly			
	5 Surpassing (Greater Depth)			
5Sa	handwriting is fluent, legible, **joined** and written with increasing speed			
5Sb	manage the development of ideas across the text e.g. closing refers to the opening			
5Sc	use pronouns, adverbials, connectives and subject specific vocabulary to develop cohesion between and within paragraphs. (Across a range of text types.)			
5Sd	**consistently** select vocabulary to reflect shades of meaning			
5Se	prepositional phrases			
5Sf	use colons and semi colons in a list. *Tell: show 3; examples / When; when; when; then.*			

		6 Beginning (Working Towards)				
6Ba	write for a range of purposes					
6Bb	use paragraphs to organise ideas					
6Bc	in narratives, describe settings					
6Bd	in narratives, describe characters					
6Be	in non-narrative writing, use simple devices to structure the writing					
6Bf	use capital letters mostly correctly					
6Bg	use full stops mostly correctly					
6Bh	use question marks mostly correctly					
6Bi	use commas for lists mostly correctly					
6Bj	use apostrophes for contraction mostly correctly					
6Bk	spell correctly most words from the year 3 / year 4 spelling list					
6Bl	spell correctly some words from the year 5 / year 6 spelling list					
6Bm	use legible handwriting					
		6 Within (Expected)				
6Wa	spell correctly most words from the year 5 / year 6 spelling list					
6Wb	maintain legibility in joined handwriting when writing at speed					
6Wc	write effectively for a range of purposes and audiences					
6Wd	select language that shows good awareness of the reader					
6We	in narratives describe atmosphere					
6Wf	integrate dialogue in narratives to convey character and advance the action					
6Wg	select vocabulary that reflect what the writing requires, doing this mostly appropriately					
6Wh	select grammatical structures that reflect what the writing requires, doing this mostly appropriately					
6Wi	use a range of devices to build cohesion (for example, conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs					
6Wj	use a wide range of clause structures, sometimes varying their position within the sentence					
6Wk	use verb tenses consistently and correctly throughout their writing					
6Wl	use capital letters correctly					
6Wm	use full stops correctly					
6Wn	use question marks correctly					
6Wo	use commas for lists correctly					
6Wp	use apostrophes for contraction correctly					
6Wq	use apostrophes for possession correctly					
6Wr	use commas to clarify meaning or avoid ambiguity in writing					
6Ws	use colons mostly correctly					
6Wt	use semicolons mostly correctly					
6Wu	use brackets mostly correctly					
6Wv	use dashes mostly correctly					
		6 Surpassing (Greater Depth)				
6Sa	write effectively for a range of purposes and audiences					
6Sb	select the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure)					
6Sc	distinguish between the language of speech and writing and choose the appropriate register					
6Sd	exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this					
6Se	use the range of punctuation taught at KS2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity					