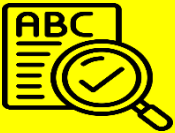


Progress Model: Writing						
	Year 1 <i>Pupils can write sentences that are sequenced to form a short narrative after discussion with a teacher</i>	Year 2 <i>Pupils can write about their own and others' experiences (real and fictional) after discussion with the teacher</i>	Year 3 <i>Pupils can write for a range of purposes and audiences</i>	Year 4 <i>Pupils can write for a range of purposes and audiences</i>	Year 5 <i>Pupils can write for a range of purposes and audiences</i>	Year 6 <i>Pupils can write for a range of purposes and audiences</i>
Vocabulary Grammar and Punctuation 	Independently write simple sentences Begin to use compound sentences Words and clauses are joined using and Spaces left between words Sentences mostly demarcated by capital letters and full stops Sentences sometimes demarcated by exclamation marks and question marks Capital letters are used for people, places, days of the week and personal pronoun I	Some variety of mainly grammatically accurate sentence types as appropriate for given task Writing includes both compound and complex sentences Clauses mostly linked with simple co-ordinators Some use of subordination Sentences usually demarcated with capital letters and full stops Appropriate use of question and exclamation mark Commas used to separate items in a list	A variety of sentence types are used appropriately Use of conjunctions, adverbs and prepositions to express time, place and cause Boundaries correctly identified and demarcated between sentences Use of exclamation Apostrophes to denote singular possession Tense choice generally consistent Some use of adjectives for precision, clarity and impact Expanded noun phrases add relevant detail	Extend variation in sentence structure through a range of openings Wider range of conjunctions Commas used after fronted adverbials Use of inverted commas and other punctuation to denote speech Apostrophe for both singular and plural possession Tense choice appropriate and consistent Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases	Includes complex sentences using relative clauses Relative clauses introduced by the use of an implied (omitted) pronoun Appropriate use of a range of adverbials to link sentences or clauses Sentences punctuated accurately including use of inverted commas and apostrophes Commas used in sentences to avoid ambiguity or clarify meaning Brackets, dashes, commas used to indicate parenthesis	Sentence forms are used securely and appropriately throughout and across texts including the difference between formal and informal speech and writing Passive voice is used to affect the presentation of information in a sentence Use of subjunctive forms such as 'If I were..' A wider range of subordinating conjunctions with possible use of several subordinate clause Wider range of punctuation including colons and semi-colons Use of hyphens to avoid ambiguity

		Apostrophes used to mark contracted forms Apostrophes sometimes used to denote singular possession Tense choice generally consistent Introduction of additional detail through the use of expanded noun phrases		Adjectives used for precision, impact and clarity	Appropriate tense choice is maintained including use of modals Modifiers used to qualify, intensify emphasise	Verb forms are controlled and selected to convey precision of meaning Use of passive voice Expanded noun phrases convey complicated information concisely - use of nominalisation
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Spelling 	Segment and blend words into phonemes representing these by graphemes and spelling some correctly Apply taught rules in Y1 to spell many correctly Use letter names to distinguish between alternative spellings of the same phoneme Adding taught suffixes to spell some words correctly	Segment and blend words into phonemes representing these by graphemes and spelling many correctly Apply taught rules in Y2 to spell many correctly Spelling Y2 common exception words correctly Spell some words with contracted forms correctly Spell some words using the possessive apostrophe correctly Adding taught suffixes to spell some words correctly	Apply taught Y3/4 Spelling rules to spell most words correctly Spelling some/most Y3/4 common exception words correctly Continue to spell most words with contracted forms correctly Continue to place the possessive apostrophe in most words with regular and irregular plurals Spell most homophones correctly Adding taught prefixes and suffixes in Y3/4 to words and spelling most of them correctly	Apply taught Y5/6 Spelling rules to spell most words correctly Spelling most Y5/6 common exception words correctly Continue to spell most words with contracted forms correctly Continue to place the possessive apostrophe in most words with regular and irregular plurals Spell most homophones correctly Adding taught prefixes and suffixes in Y5/6 to words and spelling most of them correctly
Handwriting 	Lower case letters are formed correctly Capital letters and digits are formed correctly Words are correctly spaced	Letters are formed correctly and are of the correct relative size Words are correctly spaced	Writing is increasingly legible and fluent	Writing is legible and fluent

Organisation 	Sentences within texts are sequenced A simple opening and closing Some ideas linked by connecting vocabulary (e.g. through repetition of a connective, subject or pronoun)	Ideas and events sequenced logically Opening and ending usually signalled Related sentences linked by pronouns or simple time conjunctions Some attempt to group and organise related ideas together	Ideas and events are sequenced by using adverbials of time, place and manner A simple opening and ending Simple adverbials/pronouns may link sentences, sections or paragraphs Simple text structure with an attempt to organise related ideas into paragraphs	An appropriate opening and closing which may link Fronted adverbials to contribute to linking of text Cohesion supported through appropriate use of pronoun and noun referencing Paragraphs and/or sections are used to organise ideas around a theme	Information and events developed in depth within some paragraphs and/or sections Devices are used to build cohesion within a paragraph (conjunctions, adverbials and pronoun referencing)	A wider range of devices are used to aid cohesion (repetition of a word or phrase, grammatical connections, ellipsis) Some shaping of paragraphs may be used to highlight or prioritise information, provide chronological links, build tension or interject comment or reflection
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Composition 	Some appropriate word choices help convey information and ideas (the policeman wore a helmet and a badge; the giant had red hair)	Some detail included through adventurous word choice appropriate to task Some awareness of purpose Viewpoint may be indicated by simple comments or actions (the teacher was nice ...apples are good for you)	Some detail/description of events or ideas expanded through vocabulary with some vocabulary selected for effect or appropriateness to task Some awareness of purpose through selection of content and an attempt to interest the reader Features of the text generally appropriate Viewpoint is expressed but may not be maintained	Ideas and events developed through deliberate selection of phrases and vocabulary Writing is clear in purpose and incorporates relevant content to inform/engage the reader Features of text type/genre are appropriate to task Viewpoint is expressed and maintained throughout the text	Vocabulary varied and appropriate to text type and genre. Varied stylistic features may support both purpose and effect Purpose of writing is clear with some effective placing of content to inform/engage the reader Features of selected form are established and maintained Viewpoint is established. Contrasting attitudes/opinions may be presented. Some use of expert comment may be used. Content is balanced between action/dialogue; fact/comment	Ideas and events developed through elaboration, nominalisation and imaginative detail. Vocabulary is varied and precise. A range of stylistic features contribute to the effectiveness of the text Varying levels of formality are adopted according to purpose and audience Established and controlled viewpoint Content is balanced and controlled
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Planning 	Compose a sentence orally before writing.	Plan what they are going to write about, including writing down ideas and/or key words and new vocabulary Sequence what they want to say sentence by sentence.	Use ideas from their own reading and modelled examples to plan their writing. organise their writing into paragraphs around a theme (e.g. 3 paragraphs – beginning middle and end).	Consistently organise their writing into paragraphs around a theme to add cohesion and to aid the reader.	Plan their writing by identifying the audience and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. Consider, when planning narratives, how authors have developed characters and settings in what pupils have read, listened to or seen performed and use these as a basis for structuring their own writing.	Note down and develop initial ideas, drawing on reading and research where necessary. Use appropriate organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining).
Drafting, Proofreading & Editing 	To discuss what they have written with the teacher or other pupils To re-read their writing with an adult to check it makes sense	To re-read sentences to check it makes sense To make simple edits to their sentences suggested by the teacher.	To proof read their own work to check for meaning and correct tense and punctuation, with growing accuracy. To make edits to their vocabulary choices within their writing, suggested by the teacher or themselves.	To proofread consistently making amendments to their own writing correcting grammar, punctuation and spelling To make edits to their vocabulary choices, and phrases within their writing, suggested by the teacher or themselves.	To proofread work removing unnecessary vocabulary or irrelevant detail To proofread their own work and other's assessing the effectiveness of and suggest and make necessary improvements.	Without prompting, will proofread their writing for grammar, spelling and punctuation errors. To make changes to enhance effect or clarify meaning