

Tracking Writing Progression Towards National Standards

Writing	Year 1 Is able to...	Year 2 Is able to...	Year 3 Is able to...	Year 4 Is able to...	Year 5 Is able to...	Year 6 Is able to...
<p>PD1</p> <p>Variety of texts produced for different audiences and purposes</p>	<p>...can write sentences independently for a variety of audiences and purposes.</p>	<p>...produce a variety of written pieces for different purposes and audiences with increasing stamina.</p> <p>...use some features of Standard English.</p>	<p>... produce a variety of written pieces for different purposes and audiences. Some features of the chosen form will be evident.</p>	<p>...produce a variety of written pieces for different purposes and audiences, showing and maintaining some features of the chosen or given form</p>	<p>...produce a variety of written pieces for different purposes and audiences, mostly maintaining the appropriate form.</p> <p>...in narratives begins to describe setting, characters and atmosphere integrating dialogue to convey character and move the action on.</p>	<p>...produce a variety of written pieces for different purposes and audiences, maintaining the appropriate form.</p> <p>...in narratives can describe setting, characters and atmosphere integrating dialogue to convey character and move the action on.</p> <p>... précis longer passages</p>
<p>PD2</p> <p>Grammatically accurate sentences</p>	<p>... sometimes write in grammatically accurate sentences, generally using a subject – verb – object structure.</p>	<p>... produce grammatically accurate sentences with different forms and functions. Pupils' writing should show mostly accurate use of different tenses, different levels of detail (using adjectives, adverbs and expanded noun phrases), variation in tenses, including progressive forms, and accurate handling of co-ordination and subordination.</p>	<p>... write a variety of grammatically accurate sentences having different structures and functions, with consistent use of past and present tense, including progressive forms.</p>	<p>... use a range of conjunctions to produce a variety of accurate sentences of more than one clause, together with adjectives and noun phrases to add detail</p>	<p>... write in grammatically accurate sentences, with a variety of forms and functions. Most irregular verbs will be correctly inflected. Relative clauses and fronted adverbials will be used to vary structures.</p>	<p>... write in grammatically accurate sentences of all types and structures; use expanded noun phrases, relative clauses, modal verbs and perfect forms; correctly and appropriately use both active and passive voice</p>
<p>PD3</p>	<p>...show some use of capital letters and full</p>	<p>... use punctuation generally correctly,</p>	<p>...use a range of punctuation</p>	<p>...use capital letters, full stops,</p>	<p>...use a range of punctuation</p>	<p>... use a wide range of punctuation, almost</p>

Accurate punctuation	stops to demarcate sentences; some use of capital letters for names of people, places and days of the week.	including full stops, capital letters, question marks and exclamation marks with occasionally accurate use of commas in lists and apostrophes.	accurately, including apostrophes for possession and contraction and commas to separate clauses	exclamation marks question marks and apostrophes mostly appropriately. Some use of inverted commas to indicate direct speech.	accurately, including commas for different purposes, possessive apostrophes and markers for direct speech.	always correctly.
PD4 Organise texts	... sometimes use a title and/or clearly signal the end of a piece of writing	...show some awareness that writing may be divided into sections (e.g. through the use of titles, headings or spaces between groups of sentences)	... sometimes divide writing into sections that are helpful to a reader e.g. paragraphs, headings and sub-headings	... organise writing in sections and show awareness of devices that promote successful text organisation e.g. consistently separating themes or ideas through the use of paragraphs, headings and sub-headings.	... ensure that paragraphs or sections of writing are linked through the use of cohesive devices.	... demonstrate in writing the use of devices promoting coherence and cohesion e.g. there are links within and between paragraphs and, where appropriate, discourse markers that help readers to locate information or follow a line of argument
PD5 Vocabulary (both orally and through written work)	...make simple, appropriate word choices to convey meaning.  ...use adjectives and some expanded noun phrases for description.  ...use and for joining words and clauses.  ...use and understand age – appropriate grammar terminology (see Appendix 2 +glossary) to discuss their writing.	...make some adventurous word choices.  ...use adjectives, adverbs and expanded noun phrases to describe and specify.	...choose some words for effect or occasion.  ...use adjectives, adverbs and expanded noun phrases to describe and specify with some confidence	...make some adventurous and apt word choices.  ...use nouns and noun phrases, modified by adjectives, adverbs and other nouns confidently and consistently to add detail.	...make deliberate vocabulary choices.  ...use nouns and noun phrases modified by adjectives, adverbs, other nouns and prepositional phrases to expand and develop ideas, information and description.	...choose vocabulary for effect and amend vocabulary to suit the level of formality  ...use expanded noun phrases to convey complicated information concisely  ...use modal verbs and adverbs to indicate degrees of possibility, probability and certainty

<p>PD6</p> <p>Spelling (from Appendix 1)</p> <p>Grammar (from Appendix 2)</p>	<p>... has met the majority of the statutory requirements in spelling in appendix 1.</p> <p>... has met the majority of the statutory requirements in grammar in appendix 2.</p> <p>... is working at phase 5 or above (or equivalent)</p>	<p>... has met the majority of the statutory requirements in spelling in appendix 1.</p> <p>... has met the majority of the statutory requirements in grammar in appendix 2.</p> <p>... is working in phase 6 or above (or equivalent)</p>	<p>... has met the majority of the statutory requirements in spelling in appendix 1.</p> <p>... has met the majority of the statutory requirements in grammar in appendix 2</p>	<p>... has met the majority of the statutory requirements in spelling in appendix 1.</p> <p>... has met the majority of the statutory requirements in grammar in appendix 2.</p>	<p>... has met the majority of the statutory requirements in spelling in appendix 1.</p> <p>... has met the majority of the statutory requirements in grammar in appendix 2.</p>	<p>... has met the majority of the statutory requirements in spelling in appendix 1.</p> <p>... has met the majority of the statutory requirements in grammar in appendix 2.</p>
<p>PD7</p> <p>Handwriting</p>	<p>...hold a pencil comfortably and correctly.</p> <p>.....begin to form and orientate lower case letters accurately.</p> <p>...form and orientate capital letters and digits 0 to 9</p>	<p>...form and orientate lower case letters accurately, starting and finishing in the correct place.</p> <p>...maintain some consistency in the size and spacing of digits and letters throughout pieces of writing.</p> <p>...use spacing appropriately between words.</p>	<p>...write in a legible style, showing accuracy and consistent letter formation, sometimes using diagonal and horizontal joins.</p>	<p>...write in a legible style, consistently using diagonal and horizontal joins.</p>	<p>...write fluently and begin to adopt a personal style.</p>	<p>...write fluently and legibly at efficient speed.</p> <p>...adopt and maintain a personal style.</p> <p>...make choices of style to reflect the purpose of a task.</p>
<p>PD8</p> <p>Evidence of (re)drafting and proof reading</p>	<p>...plan by saying out loud what the writing will be about.</p> <p>...discuss their own writing with others.</p> <p>...with support, re-read their own writing to check that what is written makes sense.</p>	<p>...gather and write down ideas and key words.</p> <p>...evaluate their own word choices, grammar and punctuation through discussion with others.</p>	<p>...gather and write down ideas and key words from a wide range of sources.</p> <p>...evaluate their own writing according to purpose, the effectiveness of word choice, grammar and</p>	<p>...make some clear choices of grammar and vocabulary.</p> <p>...evaluate the effectiveness of their own and others' writing</p> <p>...suggest improvements to</p>	<p>...make clear choices about vocabulary and sentence structure.</p> <p>...evaluate the effectiveness of their own and others' writing to propose changes to grammar and vocabulary to</p>	<p>...make clear, appropriate choices of grammar and vocabulary to clarify and enhance meaning.</p> <p>...evaluate and edit own and others' writing to make appropriate changes</p>

		...with support, re-read their own writing to check for meaning, grammar and spelling errors.	punctuation. ...make simple additions, corrections and revisions, often without prompting.	grammar and vocabulary. ...proof-read for spelling and punctuation errors.	improve consistency. ...proof-read for spelling and punctuation errors.	to enhance effects and clarify meaning. ...proof-read to ensure accuracy of spelling and punctuation.
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