

WEBSITE RESOURCE W15. 3

Scale of Progression in Writing/Composition

An inexperienced writer:	An increasingly assured and experienced writer:
<ul style="list-style-type: none"> • spells familiar and key words correctly using phonics and word recognition • with support, applies a range of strategies in attempting spelling • forms all letters legibly • can write simple sentences that make sense • some correct use of full stops, capital letters, question and exclamation marks • uses direct speech but does not always punctuate it correctly • drafts and redrafts/redesigns with help • from jottings, deliberately chooses words for own poems for variety and interest • with guidance, finds and notes information from texts • adapts, synthesises and expands ideas from a range of sources • enjoys using newly discovered language for poetry • draws on known language and story patterns in independent writing/composition • is beginning to comment independently on own and peers' writing/composition • shows awareness of a reader's needs in sequencing a story or writing non-narrative • uses known poetic structures to write own poems independently, noticing the effects of the language • can write stories with a character/event, beginning, middle and end and some dialogue 	<ul style="list-style-type: none"> • spells familiar words correctly • independently applies a range of strategies in attempting spelling • experiments with a wider range of punctuation • is gaining speed and fluency in handwriting, joining letters where appropriate • writes a variety of sentences using subordination • can identify errors when proof-reading own text • uses reader response to help guide revisions of own text • generates ideas/jots before writing • finds and notes information from familiar text • can use a variety of planning strategies • summarises longer passages of familiar text • chooses to work individually or in a team • comments on and experiments with sound and visual effects in writing • usually makes secure choices of mode for specific readers/listeners/viewers • wants to write to express personal meaning • uses language and structures from different text types for own writing/composition • uses sequenced plans to help shape writing • writes consistently in the third person when narrating events • can write a first-person sustained narrative, including dialogue • uses known layout to write dialogue and playscripts • uses language and story knowledge to create settings and character • sustains stories, incorporating setting and characterisation • shows some awareness of what a reader needs to know • uses time connectives to help structure text • uses paragraphs to organise material

<p>An inexperienced writer:</p> <ul style="list-style-type: none"> • increasingly varies connectives in own writing and is more adventurous with sentence structure • uses time connectives to help structure story sequence • writes consistently in the third person when narrating events • can write a first-person sustained narrative • draws on own imaginative world for expressive texts • with guidance, writes sequenced instructions using diagrams and illustrations • writes longer report of experience, showing features of known non-chronological reports • constructs texts using words and images • uses digital technology to design (multimodal) texts 	<p>An increasingly assured and experienced writer:</p> <p>independently writes non-chronological report (at own level of experience) using information from texts read</p> <ul style="list-style-type: none"> • composes accurate well-sequenced instructions with appropriate diagrams/flowcharts • uses a range of organisational devices and diagrammatic text for presenting sequenced information • tries out different layouts and designs for poetry, fiction and non-fiction texts, using known software as appropriate
<p>A more experienced and almost independent writer:</p> <ul style="list-style-type: none"> • usually spells correctly using a range of strategies • writes fluently and at speed • uses a range of punctuation accurately (most of the time) • with guidance, improves cohesion of written instructions/explanations using known range of organisational devices • sets out direct speech correctly • independently uses sequenced plans/maps or notes to help shape events in stories • in reports, selects and orders information into paragraphs • after modelling, makes short notes, selecting key points from an unfamiliar passage • distinguishes between fact and personal view when using sources • collaborates productively with others over writing/composition • in poetry writing, comments on and experiments with sound, shape and vocabulary 	<p>An experienced and often independent writer:</p> <ul style="list-style-type: none"> • spells correctly most of the time in final drafts • sets achievable targets for presentation, using a fluent and personal style of handwriting or digital technology where appropriate • looks more for content/style/vocabulary when redrafting rather than technical features alone • improves the cohesion of written instructions/explanations using familiar organisational devices • writes grammatically correct sentences • can write direct and reported speech • collaborates well with a partner over writing/composition • with support, can plan, compose and edit reports/explanations modelled on known text • composes text from notes, paying attention to style • can evaluate own writing for its effects on readers • increasingly uses writing as a means of reflection on novels, stories, plays and poems

A more experienced and almost independent writer:	An experienced and often independent writer:
<ul style="list-style-type: none"> • responds helpfully to other people's writing • redrafts and practises poetry for performance • uses language to engage the reader • can select specific style and mode for different readers • gains satisfaction from shaping writing for others to read, showing organisation, imagination and clarity • builds cohesion within and across paragraphs • uses paragraphs to organise narrative • begins to use chapters to organise narrative • independently writes non-chronological report using information from texts read • uses structure drawn from known texts • presents personal point of view in an ordered way • imaginatively extends content from other sources • makes choices about when to compose using words and images and when to write • uses a range of organisational devices and diagrammatic text for presenting sequenced information, instructions or explanations, choosing digital technology or paper as appropriate to the task, purpose and readership 	<ul style="list-style-type: none"> • increasingly experiments with language for effect • usually chooses an appropriate style for writing purpose and readership • comments thoughtfully on own and others' writing/ composition, suggesting improvements • continues to want to write to express personal meaning • with help, begins to use knowledge of story structure and theme to write own versions of known stories • can depict atmosphere, character and setting • begins to use implication to suggest character, mood, theme in writing • writes own poetry showing awareness of language effects, and prepares it for performance • uses known layout to write dialogue and playscripts • presents personal point of view for known and unknown readers • justifies own views in writing • knows how to vary the use of images and words for specific effects • writes clear and concise non-chronological texts • makes considered choices about mode, design and presentational effects for specific purposes/audience

<p>An assured, experienced and independent writer:</p>	<ul style="list-style-type: none"> • independently drafts, edits and proofreads • revises structure of text with purpose and readership in mind • makes wider presentational choices using fluent personal handwriting style or digital technology • works collaboratively in groups for a writing outcome • uses notes, charts, other planning devices to gather ideas • independently organises writing • uses reflective writing to note personal ideas • comments on style and language features in own and other writing/composition • experiments with language, particularly in poetry: sound, shape, rhythm, rhyme and figurative language • uses collaboration and response to further own writing • develops plot with clear events and resolution • finds different ways to resolve the complication created in plot • uses evocative language to create mood/atmosphere • shows awareness of different aspects of character, using language to evoke sympathy or dislike • uses action, direct description or dialogue and indirect suggestion to show character and motivation • varies sequencing to unfold a narrative, e.g. flashback • begins to use implication and allusion to draw a reader into the narrative • constructs coherent multimodal text • writes clear and concise non-chronological texts, including relevant detail • takes account of reader when informing, explaining and presenting ideas/information • writes to persuade the reader by providing examples/reasons • writes reports balancing two opposing sets of ideas • can use a variety of applications of digital technology to present non-fiction texts, e.g. databases and graphics • uses digital technology for all stages of the writing process, making discriminating choices about modes, language and effects for communication
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