



Progression in Writing

Composition

Statement	Working Towards	Working At	Greater Depth
Year 6: Plan and write:			
Identifies the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.	With prompting, begins to identify the audience and purpose of the writing, using other similar (may need to be provided) writing as models for their own.	Identifies the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.	Independently identifies the audience for and purpose of the writing, selecting from a range of appropriate forms and using a wide range of other similar writing as models for their own.
Makes notes and develops initial ideas, drawing on reading and research where necessary.	Sometimes, drawing on independent reading and research, begins to plan work by making notes and developing initial ideas.	Drawing on independent reading and research, plans work by making notes and developing initial ideas, redrafting if necessary.	Drawing on independent reading and research, plans work by making notes and developing initial ideas, independently redrafting if necessary with a focus on improving effectiveness.
When developing characters and settings for a narrative, the pupil considers, and makes use of, what has been learned from their experience of reading, listening to and watching the work of real authors.	With prompting, uses knowledge and experience gained from reading a range of texts to support with writing descriptions of settings and characters.	Uses knowledge and experience gained from reading a wide range of texts to support with writing descriptions of settings and characters.	Uses knowledge and experience gained from reading a wide range of texts to confidently and imaginatively develop characters and settings.
TAF: WT Write for a range of purposes	TAF: WT Write for a range of purposes	TAF: WA Writes effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)	TAF: GD Writes effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure)
TAF: WA Writes effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first	Begins to Select vocabulary and grammatical structures that reflect what the writing requires	TAF: WA Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using	Consistently and effectively selects vocabulary and grammatical structures that reflect what the writing requires



person in a diary; direct address in instructions and persuasive writing)		passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)	
Year 6: Draft and write:			
TAF: WA Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)	TAF: WT Write for a range of purposes	TAF: WA Writes effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)	TAF: GD Writes effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure)
TAF:GD Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this	Attempts to exercise control over levels of formality	Begins to exercise an assured and conscious control over levels of formality	TAF:GD Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this
TAF: GD Distinguish between the language of speech and writing and choose the appropriate register	Attempts to distinguish between the language of speech and writing	Begins to distinguish between the language of speech and writing and attempts to use the appropriate register	TAF: GD Distinguish between the language of speech and writing and choose the appropriate register
Selects appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. Uses an ambitious vocabulary, generally appropriate to purpose and audience.	Sometimes selects appropriate grammar and vocabulary and is beginning to understand how such choices can change and enhance meaning	Almost always selects appropriate grammar and vocabulary, demonstrating a good understanding how such choices can enhance meaning.	Consistently selects appropriate grammar and vocabulary, demonstrating a deeper understanding how such choices can enhance meaning. Uses an ambitious vocabulary, appropriate to purpose and audience.
TAF: WT In narratives, describe settings and characters	TAF: WT In narratives, describe settings and characters	TAF: WA In narratives, describe settings, characters and atmosphere	Uses creative and imaginative description of settings and convincing characterisation to good effect.
TAF: WT In non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)	TAF: WT In non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)	Uses further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining).	Use a wide range of devices e.g. headings, sub-headings, columns, bullet points, diagrams, charts, graphs, glossary, footnotes, fact boxes, references, index



			to create well organised and presented pieces of work.
TAF: WA In narratives, describe settings, characters and atmosphere	TAF: WT In narratives, describe settings ad characters	TAF: WA In narratives, describe settings, characters and atmosphere	Uses creative and imaginative description of settings and convincing characterisation to good effect.
TAF: WA Integrates dialogue in narratives to convey character and advance the action	Begins to create atmosphere, and increases use of dialogue to convey character and advance the action	TAF: WA Integrates dialogue in narratives to convey character and advance the action	Consistently creates atmosphere, and integrates dialogue to convey character and advance the action to good effect.
Can shape and précis longer passages to adapt material appropriately for selected form.	With support, shape and précis longer passages to adapt material appropriately for selected form.	Shape and Précis longer passages to adapt material, justifying inclusions and exclusions.	Shape and précis longer passages, identifying key ideas and justifying inclusions and exclusions.
TAF: WA Uses a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs	Begins to develop a wider range of devices to build cohesion e.g. including repetition of a word or phrase.	TAF: WA Use increasing range of devices e.g. headings, sub-headings, columns, bullet points, diagrams, charts, graphs, glossary, to improve organisation and presentation of work as well as to structure text and to guide the reader.	Confidently uses a wide range of devices to build cohesion e.g. repetition of a word or phrase, use of more complex grammatical connections (adverbials), in independent writing across a wide range of subjects to good effect.
Uses further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining).	In non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)	Uses further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining).	Use a wide range of devices e.g. headings, sub-headings, columns, bullet points, diagrams, charts, graphs, glossary, footnotes, fact boxes, references, index to create well organised and presented pieces of work.
Year 6: Evaluate and edit:			
Assesses the effectiveness of their own and others' writing.	Either independently or with a partner, evaluates writing against agreed learning outcomes/success criteria, giving appropriate feedback and suggestions for improvement.	Either independently or with a partner, evaluates writing against agreed learning outcomes/success criteria, taking into consideration the audience and giving helpful and meaningful feedback and suggestions for improvement.	Either independently or with a partner, carefully evaluates writing against agreed learning outcomes/success criteria, taking into consideration the audience and giving constructive and detailed feedback for improvement.
Proposes changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.	With prompting, proposes changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.	Independently proposes appropriate changes to vocabulary, grammar and punctuation to enhance effects and	Independently and consistently proposes appropriate changes to vocabulary, grammar and punctuation to successfully



		clarify meaning making changes as necessary to own or others' work.	enhance effects and make changes to own and others' work.
Ensures the consistent and correct use of tense throughout a piece of writing.	Ensures the consistent and correct use of tense throughout a piece of writing, identifying and editing incidents where incorrect tense has been used.	Ensures the consistent and correct use of tense throughout a piece of writing, identifying and editing incidents where incorrect tense has been used and justifying choices where tense is changed for effect.	Ensures the consistent and correct use of tense throughout a piece of writing, identifying and editing incidents where incorrect tense has been used and justifying choices where tense is changed for effect in own and others' work.
Ensures correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing, and choosing the appropriate register	Sometimes, ensures correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing, and choosing the appropriate register.	Ensures correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing, and choosing the appropriate register.	Consistently ensures correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing, and choosing the appropriate register across a range of independent writing. Select verb forms for meaning and effect.
Proof-reads effectively for spelling and punctuation errors.	Identifies and corrects spelling and punctuation errors associated with the Year 5 program of study and some associated with the Year 6 program.	Identifies and corrects many spelling and punctuation errors associated with the Year 6 program of study.	Consistently identifies and corrects most spelling and punctuation errors associated with the Year 6 program of study.

Year 5: Plan and write:

Identifies the audience for and purpose of the writing. Selects the appropriate form and uses other similar writing as a model for their own writing.	EOY6: With prompting, begins to identify the audience and purpose of the writing, using other similar (may need to be provided) writing as models for their own.	EOY6: Identifies the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.	EOY6: Independently identifies the audience for and purpose of the writing, selecting from a range of appropriate forms and using a wide range of other similar writing as models for their own.
---	--	---	--



Makes notes and develops initial ideas, drawing on reading and research where necessary.	EOY6: Sometimes, drawing on independent reading and research, begins to plan work by making notes and developing initial ideas.	EOY6: Drawing on independent reading and research, plans work by making notes and developing initial ideas, redrafting if necessary.	EOY6: Drawing on independent reading and research, plans work by making notes and developing initial ideas, independently redrafting if necessary with a focus on improving effectiveness.
When developing characters and settings for a narrative, the pupil considers what has been learned from their experience of reading, listening to and watching the work of real authors.	EOY6: With prompting, uses knowledge and experience gained from reading a range of texts to support with writing descriptions of settings and characters.	EOY6: Uses knowledge and experience gained from reading a wide range of texts to support with writing descriptions of settings and characters.	EOY6: Uses knowledge and experience gained from reading a wide range of texts to confidently and imaginatively develop characters and settings.
Year 5: Draft and write:			
Selects appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. A reasonably wide vocabulary is often chosen for effect.	EOY6: Sometimes selects appropriate grammar and vocabulary and is beginning to understand how such choices can change and enhance meaning.	Almost always selects appropriate grammar and vocabulary, demonstrating a good understanding how such choices can enhance meaning. Vocabulary is often chosen for effect purpose.	Consistently selects appropriate grammar and vocabulary, demonstrating a deeper understanding how such choices can enhance meaning. A reasonably wide vocabulary is often chosen for effect purpose.
In narratives, describes settings, characters and atmosphere and integrates dialogue to convey character and advance the action.	With additional resources e.g. word bank, working wall, prompt sheet, begins to describe settings, characters and atmosphere. Begins to integrate dialogue to convey character and advance the action.	EOY6: Creates atmosphere, and integrates dialogue to convey character and advance the action.	In narratives, uses wide vocabulary and ambitious word choices to effectively describe settings, characters and atmosphere. Integrates relevant and effective dialogue to convey character and advance the action.
Attempts to precis longer passages.	With support, begins to attempt to precis longer passages.	Attempts to precis longer passages.	Consistently and successfully precis longer passages.
Uses a wide range of devices to build cohesion within and across paragraphs.	EOY6: Uses some cohesive devices within and across sentences and paragraphs.	EOY6: Uses a range of cohesive devices, including adverbials, within and across sentences and paragraphs.	EOY6: Uses a wide range of cohesive devices, including adverbials, within and across sentences and paragraphs across a range of subjects and to good effect.
Uses further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining).	EOY6: Begins to develop the use of further devices e.g. headings, sub-headings, columns, bullet points to	EOY6: Use increasing range of devices e.g. headings, sub-headings, columns, bullet points, diagrams, charts, graphs, glossary, to improve organisation and	EOY6: Use a wide range of devices e.g. headings, sub-headings, columns, bullet points, diagrams, charts, graphs, glossary, footnotes, fact boxes, references, index



	improve organisation and presentation of work.	presentation of work as well as to structure text and to guide the reader.	to create well organised and presented pieces of work.
Year 5: Evaluate and edit:			
Assesses the effectiveness of their own, and others' writing.	EOY6: Either independently or with a partner, evaluates writing against agreed learning outcomes/success criteria, giving appropriate feedback and suggestions for improvement.	EOY6: Either independently or with a partner, evaluates writing against agreed learning outcomes/success criteria, taking into consideration the audience and giving helpful and meaningful feedback and suggestions for improvement.	EOY6: Either independently or with a partner, carefully evaluates writing against agreed learning outcomes/success criteria, taking into consideration the audience and giving constructive and detailed feedback for improvement.
Proposes changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.	EOY6: With prompting, proposes changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.	EOY6: Independently proposes appropriate changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning making changes as necessary to own or others' work.	EOY6: Independently and consistently proposes appropriate changes to vocabulary, grammar and punctuation to successfully enhance effects and make changes to own and others' work.
Ensures the consistent and correct use of tense throughout a piece of writing.	EOY6: Ensures the consistent and correct use of tense throughout a piece of writing, identifying and editing incidents where incorrect tense has been used.	EOY6: Ensures the consistent and correct use of tense throughout a piece of writing, identifying and editing incidents where incorrect tense has been used and justifying choices where tense is changed for effect.	EOY6: Ensures the consistent and correct use of tense throughout a piece of writing, identifying and editing incidents where incorrect tense has been used and justifying choices where tense is changed for effect in own and others' work.
Ensures correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing, and choosing the appropriate register.	EOY6: Sometimes, ensures correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing, and choosing the appropriate register.	EOY6: Ensures correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing, and choosing the appropriate register.	EOY6: Consistently ensures correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing, and choosing the appropriate register across a range of independent writing. Select verb forms for meaning and effect.



Proof-reads for errors in spelling and punctuation.	Identifies and corrects spelling and punctuation errors associated with the Year 4 program of study and some associated with the Year 5 program.	Identifies and corrects many spelling and punctuation errors associated with the Year 5 program of study.	Consistently identifies and corrects most spelling and punctuation errors associated with the Year 5 program of study.
Year 4: Plan and write:			
Discusses writing similar to that which they are planning to write and understands and learns from its structure, vocabulary and grammar.	Identifies some structural, lexical and grammatical features of a piece of writing.	Identifies many structural, lexical and grammatical features of a piece of writing and starts to comment on their use. e.g. 'They've used a paragraph for foxes and another one for badgers; 'I need to use a lot of adjectives and noun phrases in my story' etc.	Identifies a range of structural, lexical and grammatical features in a piece of writing and comments of their function within the piece e.g. 'Having different paragraphs and subheadings makes it clearer what they're writing about', 'the adjectives make it easier to imagine what the labyrinth was like'.
Discusses and records ideas.	Starts to use simple planning devices, often given a scaffold (e.g. story mountain, prompt questions, headings) or highly modelled example. Is likely to use a lot of examples given during teacher modelling.	Discusses and records ideas. Uses simple planning devices, incorporating given examples and their own ideas. Planning shows the learner is starting to consider broad paragraphing and sentence-by-sentence structure e.g. numbered points, more than one icon/drawing.	Confidently discusses ideas, recording effectively in a variety of formats, matched to the genre. Uses simple planning devices to incorporate lots of sentence ideas, assigning these to proposed paragraphs.
Year 4: Draft and write:			
Composes and rehearses sentences orally (including dialogue), progressively building a varied and rich vocabulary, and an increasing range of sentence structures.	Can encapsulate what they want to say in a simple or compound sentence.	Can encapsulate what they want to say in a simple or compound sentence, incorporating targeted features such as ambitious vocabulary or tenses.	Can encapsulate what they want to say in a wider range of sentence structures, incorporating different features often with a sense of purpose.
Organises paragraphs around a theme: paragraphs/ sections help to organise content.	Begins to organise paragraphs around a theme.	Organises paragraphs around a theme: paragraphs/ sections help to organize content.	Successfully organizes paragraphs around a them to organize content and provide coherence.
In narratives creates settings, characters and plot, with some ideas and material developed in detail (e.g. descriptions elaborated by adverbial and expanded noun phrases).	In narratives, attempts to create settings, characters and plot with some ideas and material developed in detail; however, content may be repetitive.	In narratives creates settings, characters and plot, with some ideas and material developed in detail.	In narratives, uses knowledge gained from reading widely to create imaginative settings, characters and plot, with some ideas and material developed in detail.



In non-narrative material, uses simple organisational devices (e.g. headings and sub-headings).	In non-narrative material, uses some simple organisational devices e.g. a heading.	In non-narrative material, uses many organisational devices e.g. heading and subheadings; adverbs to express a chronological order.	In non-narrative material, uses a range of organisational devices are used, ensuring non-narrative writing is clear and logical.
Year 4: Evaluate and edit:			
Assesses the effectiveness of their own and others' writing and suggests improvements.	When prompted, some opportunities are taken to assess writing and make improvements e.g. suggests alternative adjective.	Many opportunities are taken to assess writing and make improvements e.g. introduce a new paragraph, identify spelling errors, add an adverb for greater specificity.	Consistently and independently assesses their own and others writing and makes improvements where necessary.
Proposes changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.	When prompted, is able to propose changes to grammar and vocabulary e.g. corrects use of tense, uses a dictionary or thesaurus to find a better word.	Proposes changes to grammar and vocabulary in order to improve their writing, not just correct it e.g. a better adjective or verb; uses a conjunction to show a causal link between two sentences.	Proposed changes to vocabulary and grammar illustrate an intended purpose and effect e.g. incorporates direct speech in bring the reader closer to the action.
Proof-reads for errors in spelling and punctuation.	Identifies and corrects spelling and punctuation errors associated with the Year 3 program of study and some associated with the Year 4 program.	Identifies and corrects many spelling and punctuation errors associated with the Year 4 program of study.	Consistently identifies and corrects most spelling and punctuation errors associated with the Year 4 program of study.
Reads aloud their own writing, to a group or the whole class, using appropriate intonation and controls the tone and volume, so that the meaning is clear.	Can read their own writing in a clear and audible fashion.	Can read their own writing clearly and audibly, using some intonation at appropriate moments e.g. changes volume for an exclamation mark.	Is consistently clear and audible. Intonation adds to the effect of the piece and clarifies meaning.
Year 3: Plan and write:			
Discusses writing similar to that which they are planning to write and understands and learns from its structure, vocabulary and grammar.	EOY4: Identifies some structural, lexical and grammatical features of a piece of writing.	EOY4: Identifies many structural, lexical and grammatical features of a piece of writing and starts to comment on their use. e.g. 'They've used a paragraph for foxes and another one for badgers; 'I need to use a lot of adjectives and noun phrases in my story' etc.	EOY4: Identifies a range of structural, lexical and grammatical features in a piece of writing and comments of their function within the piece e.g. 'Having different paragraphs and subheadings makes it clearer what they're writing about', 'the adjectives make it easier to imagine what the labyrinth was like'.



Discusses and records ideas.	EOY4: Starts to use simple planning devices, often given a scaffold (e.g. story mountain, prompt questions, headings) or highly modelled example. Is likely to use a lot of examples given during teacher modelling.	EOY4: Discusses and records ideas. Uses simple planning devices, incorporating given examples and their own ideas. Planning shows the learner is starting to consider broad paragraphing and sentence-by-sentence structure e.g. numbered points, more than one icon/drawing.	EOY4: Confidently discusses ideas, recording effectively in a variety of formats, matched to the genre. Uses simple planning devices to incorporate lots of sentence ideas, assigning these to proposed paragraphs.
Year 3: Draft and write:			
Composes and rehearses sentences orally (including dialogue), progressively building a varied and rich vocabulary, and an increasing range of sentence structures.	EOY4: Can encapsulate what they want to say in a simple or compound sentence.	EOY4: Can encapsulate what they want to say in a simple or compound sentence, incorporating targeted features such as ambitious vocabulary or tenses.	EOY4: Can encapsulate what they want to say in a wider range of sentence structures, incorporating different features often with a sense of purpose.
Makes some attempt to define paragraphs by organising ideas with related points placed next to each other. (e.g. one sentence paragraphs, or ideas loosely organised).	Some material is grouped by time, place or theme, although may not be sustained throughout a piece of writing.	On many occasions, material is simply grouped either by time, place or theme, providing a basic structure to a piece of writing.	On most occasions, material is grouped into paragraphs. There may be some attempt at cohesive devices within and between paragraphs.
In narratives creates settings, characters and plot, with some attempt to elaborate on basic information or events (e.g. nouns expanded by simple adjectives).	Setting and character(s) are outlined with some elaboration, but plot is not sustained. Or, plot is sustained but elaboration is not.	Outlines setting and character taking many opportunities to elaborate using e.g. adjectival noun phrases. Plot is sustained.	Uses a range of devices including noun phrases to add detail and interest to a narrative, balancing this with a clear and sustained plot.
In non-narrative material, uses simple organisational devices (e.g. headings and sub-headings).	EOY4: In non-narrative material, uses some simple organisational devices e.g. a heading.	EOY4: In non-narrative material, uses many organisational devices e.g. heading and subheadings; adverbs to express a chronological order.	EOY4: In non-narrative material, uses a range of organisational devices are used, ensuring non-narrative writing is clear and logical.
Year 3: Evaluate and edit:			
Assesses the effectiveness of their own and others' writing and suggests improvements.	EOY4: When prompted, some opportunities are taken to assess writing and make improvements e.g. suggests alternative adjective.	EOY4: Many opportunities are taken to assess writing and make improvements e.g. introduce a new paragraph, identify spelling errors, add an adverb for greater specificity.	EOY4: Consistently and independently assesses their own and others writing and makes improvements where necessary.



Proposes changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.	EOY4: When prompted, is able to propose changes to grammar and vocabulary e.g. corrects use of tense, uses a dictionary or thesaurus to find a better word.	EOY4: Proposes changes to grammar and vocabulary in order to improve their writing, not just correct it e.g. a better adjective or verb; uses a conjunction to show a causal link between two sentences.	EOY4: Proposed changes to vocabulary and grammar illustrate an intended purpose and effect e.g. incorporates direct speech in bring the reader closer to the action.
Proof-reads for spelling and punctuation errors.	Identifies and corrects spelling and punctuation errors associated with the Year 2 program of study and some associated with the Year 3 program.	Identifies and corrects many spelling and punctuation errors associated with the Year 3 program of study.	Consistently identifies and corrects most spelling and punctuation errors associated with the Year 3 program of study.
Reads aloud their own writing, to a group or the whole class, using appropriate intonation, and controls the tone and volume, so that the meaning is clear.	EOY4: Can read their own writing in a clear and audible fashion.	EOY4: Can read their own writing clearly and audibly, using some intonation at appropriate moments e.g. changes volume for an exclamation mark.	EOY4: Is consistently clear and audible. Intonation adds to the effect of the piece and clarifies meaning.
Year 2: Plan and write:			
Plans or says out loud what they are going to write about.	Can say out loud what they are going to write when given additional stimulus e.g. sentence openers.	Can say out loud what they're going to write sentence by sentence.	Can confidently verbalise what they are going to write.
Writes down ideas and/or key words, including new vocabulary.	Plans to include key topic words but vocabulary is otherwise speech-like.	Plans to incorporate appropriate, ambitious vocabulary into their writing.	A conscious effort is made to add ambitious vocabulary to their writing. This typically illustrates a viewpoint.
Encapsulates what they want to say, sentence by sentence.	Can plan a simple text when given a scaffold.	Can plan a simple text encapsulating what they want to say, sentence by sentence	Uses a widening vocabulary to encapsulate what they want to say, sentence by sentence
Year 2: Draft and write:			
Writes narratives about personal experiences and those of others (real and fictional).	Writes with some features of the given form though this may not be sustained.	Writes with many features of the given form over a substantial piece of writing. Includes correct and consistent use of the past and present tense.	Writes with most features of the given form and at length. Correct and consistent use of tense including progressive forms e.g. I was walking/I am thinking...
Writes about real events.	Writes with some features of the given form though this may not be sustained.	Writes with many features of the given form over a substantial piece of writing.	Writes with most features of the given form and at length. Correct and consistent use of tense including



		Includes correct and consistent use of the past and present tense.	progressive forms e.g. I was walking/I am thinking...
Writes poetry.	Writes with some features of the given form though this may not be sustained.	Writes with many features of the given form over a substantial piece of writing. Includes correct and consistent use of the past and present tense.	Writes with most features of the given form and at length. Correct and consistent use of tense including progressive forms e.g. I was walking/I am thinking...
Develops positive attitudes towards, and stamina for, writing, by writing for different purposes.	Writes with some features of the given form though this may not be sustained.	Writes with many features of the given form over a substantial piece of writing. Includes correct and consistent use of the past and present tense.	Writes with most features of the given form and at length. Correct and consistent use of tense including progressive forms e.g. I was walking/I am thinking...
TAF: WT Writes sentences that are sequenced to form a short narrative (real or fictional)	TAF: WT Writes sentences that are sequenced to form a short narrative (real or fictional)	Writes sentences that are sequenced to form a short narrative (real or fictional) with a clear beginning, development and ending.	Writes sentences to form a narrative (real or fictional), maintaining narrative structure (beginning, development & ending) whilst elaborating certain points with description
TAF: WA Write simple, coherent narratives about personal experiences and those of others (real or fictional)	Writes sentences about personal experiences and those of others (real or fictional)	TAF: WA Write simple, coherent narratives about personal experiences and those of others (real or fictional)	Writes longer and coherent narratives about personal experiences and those of others (real or fictional)
TAF: WA Write about real events, recording these simply and clearly	Begin to write about real events	TAF: WA Write about real events, recording these simply and clearly	Write about real events, recording these clearly and with some relevant detail
TAF: GD Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing	Attempts to write for different purposes	Begins to write effectively for different purposes demonstrating some evidence of grammar and vocabulary choices gained from reading	TAF: GD Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing
Year 2: Evaluate and edit:			
Re-reads to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.	Simple additions and amendments can be made with the support of a scaffold or resource e.g. word bank, list of common past or present tense verbs.	Additions and amendments can be made using their knowledge once a focus has been given by the teacher e.g. removes a full stop before a conjunction, corrects a verb in the incorrect tense.	Writing is read and edited independently and as part of the writing process.



Proof-reads to check for errors in spelling, grammar and punctuation.	Simple additions and amendments can be made with the support of a scaffold or resource e.g. word bank, list of common past or present tense verbs.	Additions and amendments can be made using their knowledge once a focus has been given by the teacher e.g. removes a full stop before a conjunction, corrects a verb in the incorrect tense.	Writing is read and edited independently and as part of the writing process.
Reads aloud what they have written with appropriate intonation to make the meaning clear.	Some expression is used to clarify meaning.	Expression is often used to clarify meaning.	Expression is used to good effect to clarify meaning and engage the listener.
TAF: GD Make simple additions, revisions and proof-reading corrections to their own writing	Simple additions and amendments can be made with the support of a scaffold or resource e.g. word bank, list of common past or present tense verbs. scaffold or resource e.g. word bank, list of common past or present tense verbs.	Additions and amendments can be made using their knowledge once a focus has been given by the teacher e.g. removes a full stop before a conjunction, corrects a verb in the incorrect tense.	TAF: GD Make simple additions, revisions and proof-reading corrections to their own writing
Year 1: Plan and write:			
Says out loud what they are going to write about.	With prompting/questioning can say out loud what they are going to write about.	Says out loud what they are going to write about and can provide additional details if prompted.	Can confidently articulate, with relevant details, what they are going to write about.
Composes a sentence orally before writing it.	When prompted, composes a simple sentence orally before writing it.	Composes a sentence orally before writing it, making improvements if prompted.	Composes a sentence orally and makes changes/ improvements before writing it down.
Year 1: Draft and write:			
Sequences sentences to form short narratives.	Writes one or two sentences to form the basis of a short narrative.	Writes a series of simple sentences to form short narratives.	Writes an increasing series of simple sentences to form short narratives.
Year 1: Evaluate and edit:			
Re-reads what they have written to check that it makes sense.	When prompted, can re-read the majority of what they have written.	Re-reads what they have written to check that it makes sense, recognising when it does not.	Re-reads what they have written to check that it makes sense and makes relevant changes in cases where it does not.
Discusses what they have written with the teacher or other pupils.	Reads the majority of what they have written and can answer questions posed by an adult.	Reads what they have written and is able to discuss it with an adult or peer.	Spontaneously reads and actively engages in a discussion on what they have written with a peer or an adult.



Reads aloud their writing clearly enough to be heard by their peers and the teacher.

With encouragement and or prompting can use an appropriate volume when reading to peers and/or an adult.

Uses appropriate volume to clearly read aloud what they have written to peers and/or an adult.

Confidently reads aloud their writing clearly and accurately in front of peers and/or an adult.