

Progression in Writing at High View

Year 3	Year 4	Year 5
Working Towards the Expected Standard	Working Towards the Expected Standard	Working Towards the Expected Standard
write simple, coherent narratives	write for a range of purposes	write for a range of purposes
write in a range of non-narrative forms	begin to use paragraphs	use paragraphs to organise ideas with support
use the range of punctuation taught up to and including Y2 mostly correctly	create settings, characters in narrative	in narratives, describe settings and characters
use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses	in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings)	in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, bullet points)
spell many common exception words	use the range of punctuation taught up to and including Y2 correctly and some of the punctuation taught in Y3 and Y4	use the range of punctuation taught up to and including Y3 correctly and some of the punctuation taught in Y4 and Y5
use phonic knowledge and other knowledge of spelling to spell many words relating to the KS1 programme of study correctly	spell correctly many words from previous year groups and some words from the year 3/4 spelling list	spell correctly most words from the Y3/Y4 spelling list, and some words from the Y5/Y6 spelling list
form capital letters and lower case letters correctly	write legibly	write legibly
Working at the Expected Standard	Working at the Expected Standard	Working at the Expected Standard
write for a range of real purposes and audiences, beginning to develop an awareness of appropriate language and form	write for a range of real purposes and audiences, with increasing awareness of appropriate language and form	in narratives, describe settings, characters and atmosphere
create settings, characters and plot in narrative	create settings, characters and plot in narrative	begin to convey character and advance the action through dialogue, maintaining a balance of speech and description
use speech punctuation correctly when following modelled writing	use speech punctuation correctly most of the time	select vocabulary and grammatical structures that are appropriate for the audience and purpose (e.g. correct sentence types; tense; a range of verb forms; <u>relative clauses</u>)
use some conjunctions (e.g. and, because, when, even though), adverbs (e.g. often, quickly, very),	use vocabulary and grammatical structures to communicate ideas for the given audience and	use a range of devices to build cohesion within and across paragraphs (e.g. conjunctions, adverbials of

and prepositions (e.g. next to, underneath, with) for cohesion and detail	purpose (e.g. use a range of sentences and begin to vary the position of clauses)	time and place, pronouns, synonyms) in much of their writing
use present and past tense mostly correctly and begin to use other verb forms (e.g. will go, have eaten)	use present and past tenses correctly and include a wider range of verb forms (e.g. we were going; they have been)	use verb tenses consistently and correctly throughout most of their writing
use some conjunctions, adverbs, prepositions and pronouns for cohesion, detail and clarity (e.g. appropriate noun or pronoun to avoid repetition and adverbs to express time and cause)	use the range of punctuation taught up to and including Y4 mostly correctly (e.g. use of apostrophe, commas after adverbials)	use the range of punctuation taught up to and including Y5 mostly correctly (e.g. commas separating clauses; punctuation for parenthesis)
use the range of punctuation taught up to and including Y3 mostly correctly (e.g. apostrophes for possession, commas in lists)	spell correctly words from learning in previous year groups, and most words from the Y3/Y4 spelling list, use phonics and morphology to spell words, begin to check spellings with a dictionary	spell correctly many words from the Y5/Y6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
spell correctly words from previous learning year groups, and some words from the Y3/ Y4 spelling list, using phonic knowledge and morphology to spell words as accurately as possible	write legibly and with increasing fluency, paying attention to size and spacing	maintain legibility in joined handwriting when writing at speed
spell most common exception words	maintain the use of joined handwriting throughout independent writing	
increase the legibility, consistency and quality of handwriting (e.g. by ensuring that downstrokes of letters are parallel and equidistant)		
join letters with diagonal and horizontal strokes where appropriate		

Working at Greater Depth (+all of Working at the Expected Standard)	Working at Greater Depth (+all of Working at the Expected Standard)	Working at Greater Depth (+all of Working at the Expected Standard)
write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing	write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing	write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read to inform the vocabulary and grammar of their writing
use detail and vocabulary to interest and engage the reader	develop character through description, actions and dialogue	develop character through description, actions and dialogue
use paragraphs	begin to make choices about using sentences of different lengths and types	begin to make choices about using sentences of different lengths and types
improve the effect of their writing by making changes when editing (e.g. re-ordering sentences and adapting vocabulary)	improve the effect of their writing by making changes when editing (e.g. re-ordering sentences and adapting vocabulary)	improve the effect of their writing by making changes when editing (e.g. re-ordering sentences and adapting vocabulary)