

## Progression in Writing at High View

Year 4	Year 5	Year 6
<b>Working Towards the Expected Standard</b>	<b>Working Towards the Expected Standard</b>	<b>Working Towards the Expected Standard</b>
write for a range of purposes	write for a range of purposes	write for a range of purposes
begin to use paragraphs	use paragraphs to organise ideas with support	use paragraphs to organise ideas
create settings, characters in narrative	in narratives, describe settings and characters	in narratives, describe settings and characters
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)	in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)
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 capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly 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	spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list
write legibly	write legibly	write legibly
<b>Working at the Expected Standard</b>	<b>Working at the Expected Standard</b>	<b>Working at the Expected Standard</b>
write for a range of real purposes and audiences, with increasing awareness of appropriate language and form	in narratives, describe settings, characters and atmosphere	write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. 1st person in a diary; direct address in instructions and persuasion)
create settings, characters and plot in narrative	begin to convey character and advance the action through dialogue, maintaining a balance of speech and description	in narratives, describe settings, characters and atmosphere
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> )	integrate dialogue in narratives to convey character and advance the action
use vocabulary and grammatical structures to communicate ideas for the given audience and purpose (e.g. use a range of sentences and begin to vary the position of clauses)	use a range of devices to build cohesion within and across paragraphs (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) in much of their writing	select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using <u>contracted forms in dialogues</u> in

		narrative; using <u>passive verbs</u> to affect how information is presented; using <u>modal verbs</u> to suggest degrees of possibility)
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 verb tenses consistently and correctly throughout most of their writing	use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
use present and past tenses correctly and include a wider range of verb forms (e.g. we were going; they have been)	use the range of punctuation taught up to and including Y5 mostly correctly (e.g. commas separating clauses; punctuation for parenthesis)	use verb tenses consistently and correctly throughout their writing
use the range of punctuation taught up to and including Y4 mostly correctly (e.g. use of apostrophe, commas after adverbials)	spell correctly many words from the Y5/Y6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary	use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech)
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	maintain legibility in joined handwriting when writing at speed	spell correctly most words from the year 5 / year 6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
write legibly and with increasing fluency, paying attention to size and spacing		maintain legibility in joined handwriting when writing at speed
maintain the use of joined handwriting throughout independent writing		

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 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	write 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)
develop character through description, actions and dialogue	develop character through description, actions and dialogue	distinguish between the language of speech and writing and choose the appropriate register
begin to make choices about using sentences of different lengths and types	begin to make choices about using sentences of different lengths and types	exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this
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)	use the range of punctuation taught at Key Stage 2 correctly (e.g. ; -:) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity