

Year/Grade			ENGLISH PROGRESS MAP: Writing				
			Content and Organisation I can:		Technical Accuracy I can:		
Y7	Y8	Y9	Style and Impact	Organisation	Sentences and Punctuation	Vocabulary	Spelling
		9	-Communicate a range of complex ideas in a compelling and impactful way. -Sustain crafting a wide range of language, structure and sentence structure choices to enhance impact in subtle ways, assuredly matched to audience and purpose.	-Organise and paragraph ideas in a seamless and fluent way. -Use ambitious, inventive and complex techniques to structure writing and create effects.	-Construct a wide range of complex, imaginative sentence structures to achieve complex impacts and craft a distinctive voice. -Use the full range of punctuation with consistent accuracy to achieve complex impacts and contribute to overall style.	Choose precise, extensive and ambitious vocabulary to suit my purpose and often for striking impact.	Spell consistently accurately, including irregular and polysyllabic vocabulary. Errors are rare.
	9	8	-Communicate a range of convincing and complex ideas. -Craft a number of language, structure and sentence structure choices to enhance impact, effectively matched to audience and purpose.	-Effectively organise detailed connected ideas with increasing sophistication. -Integrate discourse markers and structural choices for impact, with increasing sophistication.	-Construct a wide range of complex, imaginative sentence structures to achieve complex impacts. -Use the full range of punctuation with consistent accuracy to achieve complex impacts.		
9	8	7	-Communicate a range of convincing and imaginative ideas. - Craft stylistic choices to create effects and enhance impact.	-Effectively organise detailed connected ideas. -Integrate discourse markers and structural choices to create effects.	-Construct a wide range of sentence structures, often with effects and sometimes impact. -Use the full range of punctuation with consistent accuracy and for a variety of effects.	Choose precise, extensive and ambitious vocabulary to suit my purpose.	Spell with a high level of accuracy, including irregular and polysyllabic vocabulary.
8	7	6	-Effectively communicate developed ideas in a way that would hold the reader's interest. -Consistently match stylistic choices to the form, audience and purpose.	-Organise my writing in a controlled way to create effects. -Paragraphing/structure/linking devices are sometimes used to create effects.	-Construct an increasing variety of sentence structures, often with effects. -Use a wide range of punctuation mostly with success and for a variety of effects.	Choose extensive and ambitious vocabulary, mostly precisely, to suit my purpose.	Spell generally accurately, including a range of irregular and polysyllabic vocabulary.
7	6	5	-Clearly communicate with imaginative detail. -Demonstrate sound awareness of writing for a number of different audiences and styles, both formal and informal. -Ideas, tone and language choices are mostly matched to form, audience and purpose.	-Organise my writing so that it is well-structured. -Consistently use appropriate paragraphs. -Use a range of linking techniques appropriately.	-Construct a variety of sentence structures, sometimes for effect. -Use a range of punctuation mostly with success and sometimes for effect.	Choose increasingly sophisticated vocabulary to suit my purpose.	Spell generally accurately, including a range of polysyllabic vocabulary.
TENSE AND AGREEMENT WILL BE CONSISTENTLY ACCURATE AT THIS GRADE AND ABOVE							
6	5	4	-Clearly communicate ideas, developed with some imaginative detail. -Demonstrate sound awareness of how to write in a number of different purposes and show some awareness of writing for a particular audience. -Some selection of sentences and vocabulary attached to form, purpose and/or audience.	-Organise ideas clearly, likely with a clear beginning and ending. -Consistently use paragraphs, but not always appropriately. -Use more complex connectives, not always appropriately (e.g. subordinating conjunctions).	-Construct a variety of sentence structures using more complex connectives (e.g. subordinating conjunctions) -Use a range of punctuation mostly with success.	Show a wide range of vocabulary with some complexity in my work, with some effective choices.	Spell most common vocabulary accurately with some polysyllabic vocabulary secured.
5	4	3	-Clearly communicate relevant ideas developed with some detail. -Show some awareness of a number of different forms and some purposes. - Show some control over sentence types.	-Put ideas in an order that makes sense. - Use some paragraphs. -Use a range of simple connectives.	-Construct a variety of sentence structures using a range of simple connectives. -Show some control of a wider range of punctuation, with assured control of full stops and commas.	Show a range of common vocabulary in my work with some effective choices.	Spell most common vocabulary accurately.
4	3	2	-Communicate a number of simple relevant ideas. - Show some awareness of the form and purpose of the writing, even if not all the time.	-Put ideas in an order that mostly makes sense. -Show awareness of paragraphing (one-sentence paragraphs) -Use a number of simple connectives within and between paragraphs.	-Construct and succeed with a variety of sentence types using a number of simple connectives. -Show some control of a wider range of punctuation.	Show some range of vocabulary in my work, expanding my choices beyond general words I know.	Usually spell common vocabulary correctly, including words with more than one syllable.
3	2	1	-Produce some simple relevant ideas which someone else could understand. -Use the main features of the type of writing (e.g. letter, article)	-Loosely organise ideas. -Make some links between sentences and ideas. -Use some simple connectives between sentences.	-Attempt a variety of sentence types with simple connectives. -Usually show accurate end of sentence punctuation, with some control of the comma.	Begin to make varied and deliberate word choices in my writing.	Usually spell common vocabulary correctly.
2	1		-Produce some simple relevant ideas on my own. - Use the main features of stories when writing a narrative.	-Loosely organise ideas. - Use some connecting words like 'and'.	-Use mostly simple sentences with simple connecting words. -Display some understanding of full stops, commas and capital letters. -Put most of my words in the right order.	Begin to make deliberate word choices in my writing.	Get some of my spellings accurate in my writing.
1			-Produce some simple relevant ideas with help.	-Write ideas in the order I think of them.	-Join ideas together with 'and' and sometimes put these ideas into sentences. -Use some full stops and capital letters. -Put some of my words in the right order.	Use simple words in my own writing.	Get a few of my spellings accurate in my writing.