Literacy and English: Development and progression in writing

EARLY

At the start of this phase, learners recognise that print conveys meaning. Initially, they make marks and letter-like symbols, which thay can talk about. As they develop, they use their knowledge of the correspondence between sounds and symbols and the vocabulary they recognise by sight to write words and simple sentences.

Through play and more structured activities they convey experiences and information, express thoughts and feelings and communicate imaginatively through role-play and real contexts.

They are beginning to realise that they can write for a variety of purposes, and that their writing can be kept and read by other people.

FIRST

Learners write for a variety of purposes, including for their own pleasure. They write within different contexts and for different audiences, creating short and extended texts across an increasing range of genres. They convey information, express thoughts, feelings and opinions and communicate imaginatively, through real and relevant contexts.

Learners plan, revise and edit their writing with support and use a range of strategies to formulate and organise ideas. They are beginning to understand that there is a relationship between thinking and writing.

As learners progress they are beginning to use a variety of sentence structures and punctuation to organise their thinking and make meaning clear. They use strategies to spell familiar and unfamiliar words.

They are becoming increasingly aware of the main features of fiction and non-fiction. With support, they are able to identify and apply appropriate conventions to their own writing, taking context, audience and purpose into account.

SECOND

Learners can sustain their writing across an increasing range of genres and contexts, and are developing some insights into the kinds of writing which they prefer. They explore increasingly complex issues, reflect on their own and others' experiences, ideas and viewpoints and provide relevant supporting detail. They are able to demonstrate the need to acknowledge their sources.

As they progress, they plan, revise and edit their writing with increasing independence. They select appropriate strategies to formulate and organise ideas, within a sustained line of thought. Increasingly, across the range of their learning, they create more extended texts, which they are able to discuss with others. They use writing to help clarify their thoughts.

Learners use punctuation, spelling and a variety of sentence structures, with increasing confidence and accuracy, to organise writing, clarify meaning and engage the reader.

Learners recognise which kinds of writing are appropriate for different purposes. They are familiar with the features of fiction and non-fiction genres. Increasingly, they combine conventions from different genres to suit the context, audience and purpose of their writing.

THIRD – FOURTH

Learners sustain writing in more complex contexts with increasing confidence. They make more independent choices when creating texts and use sources judiciously to support this process.

They further develop their strategies for revision and editing to deliver accuracy and clarity in expression, layout, sentence and text structure, making decisions about varying these to create effects, as their purpose and audience require.

Learners broaden the range and complexity of the texts they write across the range of their learning. They become adept at explaining and evaluating concepts and lines of thought; they grow in confidence in communicating and substantiating their thinking about these, using and acknowledging sources appropriately. They comfortably express and develop their own ideas.

Learners' writing becomes more convincing as they explore and experiment with genre conventions, tone and mood. When they are creating fiction, they develop character, dialogue and setting with increasing skill. As they develop their vocabulary and confidence in employing figurative devices, they more readily engage readers.