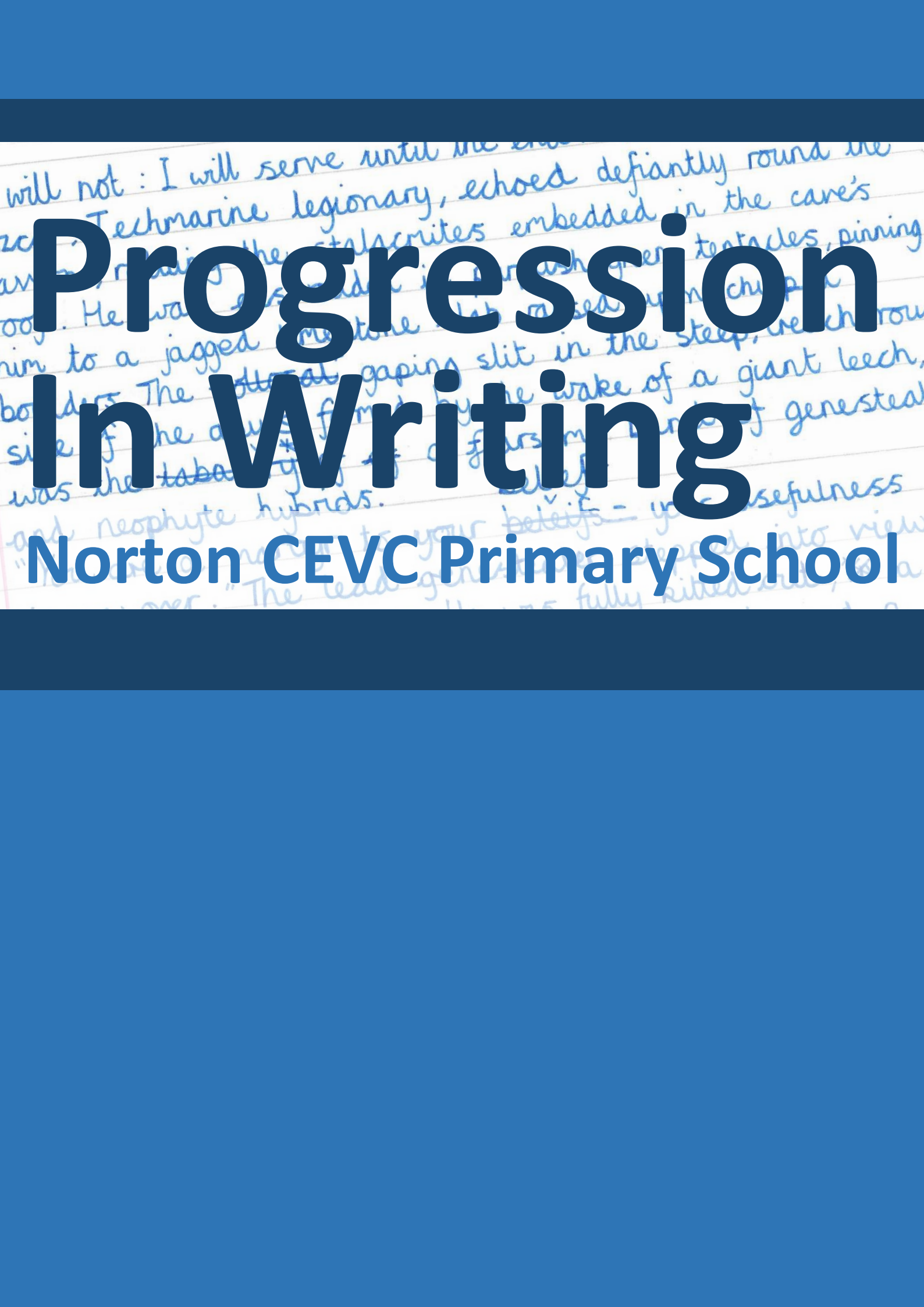




will not : I will serve until the end
Techmarine legionary, echoed defiantly round the
He was... the stalagmites embedded in the cave's
to a jagged... gap in the steep, weath-
The... wake of a giant leech,
the... of fears... of genesteal
neophyte hybrids.
to your beliefs - your usefulness
The leading... fully killed...

Progression In Writing

Norton CEVC Primary School

The following document provides exemplification of writing through the school.

Each term, children complete the same independent writing task, which is assessed by their teachers. Sample judgements are then moderated by the staff as a whole. These assessed pieces are used in conjunction with the child's class work to inform the assessment level which is shared with parents.

Apart from an identical teaching input across the school, the children from Early Years to Year 6 carry out this task independently.

Presented here are examples of how the children's writing develops across the year, along with a commentary which aims to set out how specifically each piece of writing matches the year group's assessment criteria.

We hope it will provide a useful insight into what is expected for each child.

will not : I will serve until the end
Techmarine legionary, echoed defiantly round the
cave, along the stalactites embedded in the cave's
roof. He was surrounded by purplish-green tentacles, pinning
him to a jagged limestone slab raised upon chipped
blocks. The colossal, gaping slit in the steep, treacherous
side of the abyss formed by the wake of a giant leech,
was the starting point of a fierce band of genestealer
and neophyte hybrids.
"You are a martyr to your beliefs - your usefulness
over." The lead genestealer stepped into view
fully kitted out; ~~as~~ a

Year 1 Writing

'Fantastic Creatures'

Independent Writing: Autumn 1st Half Term



It has horns.

It has feet in legs.

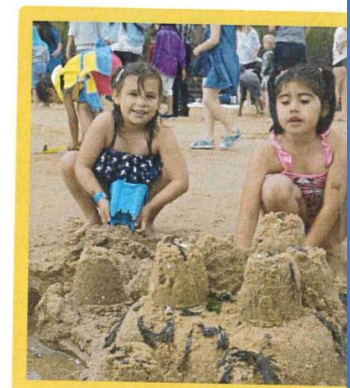
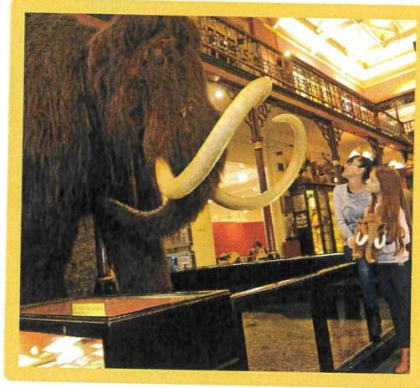
It has free nibbels.

Characteristics of Year 1 writing evidenced:

- The use of simple sentence structures, which show an awareness of finger spacing, capital letters at the start of sentences, full stops at the end of sentences.
- Lower case and capital letters are correctly formed, starting and finishing in the correct place with a degree of consistency.
- The child was able to read their own writing to check it made sense.
- Use of -s to form regular plurals

'A great day'

Independent Writing: Autumn 2 2023



I went to The
legowland with
and mi mum ~~my~~ my
and had ~~my~~ bot me
sum ~~toys~~ toys.
I went to the
houglof legow.

Characteristics of Year 1 writing evidenced:

- The use of simple sentence structures, which show an awareness of finger spacing, capital letters at the start of sentences, full stops at the end of sentences.
- Lower case and capital letters are mostly correctly formed, starting and finishing in the correct place with a degree of consistency.
- The child was able to read their own writing to check it made sense.
- Most Y1 Common Exception words spelt correctly: I, to, the, and, me (mi for my; sum for some)

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side of the abyss formed by the wake of a giant leech,
was the testimony of a former band of genestealer
and neophyte hybrids.
"You are a martyr to your beliefs - your usefulness
over." The lead genestealer stepped into view
fully kitted out; ~~as~~ a

Year 2 Writing

'Fantastic Creatures'

Independent Writing: Autumn 1st Half Term



One day a long time ago...
There it was scalley and grey. It has horns
to it hosse. There were to eary on each
sied. It has verry smooove ears.
It look verry skerre. I tucht it but
it was verre kind. In a verry skere
Woods. It was Lark and skarey. The
Sloop was sandee. We cod on a
avencher to spah. We leted lots of
peopeu cam on the dragon. We drop them
were they wantid to go on holiday.
They play lots of gams togera.
The gertt girl sleep with the ~~dr~~a
dragon. The ~~dr~~dragon sleeps with
her. her mummy avenchlea + sand at
abat the dragon. they went to the
wayer park togera. they went to the
playgrand together. they went iskating
to geter.

Characteristics of Year 2 writing evidenced:

- Emergent narrative, showing a basic understanding of past/present.
- Most sentences demarcated with capital letters and full stops
- Correct spellings of many words and plausible attempts at others (verry, skarey, iskating, playground, smooove, avencher, avenchlea etc).
- Most lower case and capital letters formed correctly, starting and finishing in the right place; handwriting shows consistency
- Changes have been made independently by the child
- Spacing between words reflects the size of the letters

Next steps:

- Join clauses with coordination (eg, and, but, so) and some subordination (when, because, as, if, that)
- Narrative will become more coherent

'A great day'

Independent Writing: Autumn 2 2023



In the summer holidays I went
to Spain. firstly I went to
there. I had a pool. I went
in the pool. I went on
a sunbather. Then I
went biking. So no one I didn't
want to go biking.
But in the end he did
go biking. When I got
to the beach I
had my friend of houses
with my friend and a
sister. Then I went
in the sea. In
the sea there were
waves splashing at my.
After that I went
to a jinnormus waterpark.
I went on a pirate
ship. In the pirate ship
there were water slides
coming at it.
Before that we water
for fun. We water
for fun. We water
in the small pool.
It was still fun.
We water a while a long
time but they can soon any.

When the wuthers had
 cum we went in hah
 that we spread water x it was
 really fun. after we
 had lunch. We had
 a sosidag. Then we had
 went winter a cave
 that you could swim
 in. Then we cam
 at with lots of
 water on are heat
 Then we split up
 because lots of us wanted
 to do difrent things.
 So we did some
 people went back
 on the ship and
 some people wanted
 to go in the
 Kave again.

Characteristics of Year 2 writing evidenced:

- Emergent narrative, showing a basic understanding of past/present.
- Most sentences demarcated with capital letters and full stops
- Correct spellings of many words and plausible attempts at others (very, skarey, iskating, playground, smooove, avencher, avenchlea etc).
- Most lower case and capital letters formed correctly, starting and finishing in the right place; handwriting shows consistency
- Changes have been made independently by the child
- Spacing between words reflects the size of the letters

Next steps:

- Join clauses with coordination (eg, and, but, so) and some subordination (when, because, as, if, that)
- Narrative will become more coherent

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him to a jagged limestone slab raised upon chipped
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side of the abyss formed by the wake of a giant leech,
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and neophyte hybrids.
"You are a martyr to your beliefs - your usefulness
over." The lead genestealer stepped into view
fully kitted out; ~~the~~ a

Year 3 Writing

'Fantastic Creatures'

Independent Writing: Autumn 1st Half Term



Once upon a time in a far away land there there was a princess called snowflake. It was wandering in the woods when suddenly I heard a rustling in the trees. So I decided to have a look. When I looked I saw a tiny small baby dragon. It had green slimy scales. I blinked and thought I was dreaming. but I was not so I adopted the baby dragon. But as the dragon grew up he got meaner and meaner. Until he grew up into a adult. But then she found out there was a piece of glass in his foot. I called a doctor and they pulled it out. So then they both flew home together. the end.

Characteristics of Year 3 writing evidenced:

- Writing shows an understanding of purpose and audience: '...suddenly I heard a rustling in the trees'; 'I blinked and thought I was dreaming';
- Awareness of structure of different text types (phrases used to move the narrative onwards): 'Once upon a time...', '...when suddenly...' 'as the dragon grew up...'
- Some ambitious word choices: 'rustled', 'wandering', 'adopted'
- Child is beginning to create characters and plot in this narrative: '...a tiny small baby dragon. It had green scales...as the dragon grew up he got meaner and meaner'
- Some use of subordination with subordinating conjunctions: '...when I looked', 'as the dragon grew up', 'until he grew up'.
- Some prefix and suffix words spelt correctly: rustling, decided, wandering

'A great day'

Independent Writing: Autumn 2 2023



On Friday Aftnoon I went
to ~~centurparts~~. First ~~wea~~ when
I got there I went to bed.
In the morning I went to the
waterpark. My ^{cyclone} favrite slide there
was the ~~sichlon~~ and the rap-
ids. before that we went to
the panake house. I had a
choclatt base panake. A chocol-
et glacte. Ice-cream. Chocklet
sause. and flour. on it. after
that I saw santa clause. And
then I had lunch after lunch
I went rock climbing and I
got half way up a wall. Then
I went to a resitrant for ~~tin~~
dinner. I played pool at the
resitrant and I ~~one~~ own

Characteristics of Year 3 writing evidenced:

- Writing shows an understanding of the structure of different text types : 'On Friday afternoon,' 'In the morning', 'Before that', 'Then', 'After that'

Next steps:

- Use a greater range of conjunctions to join ideas in a sentence (as, because, when, if, while etc)
- Use a fuller range of punctuation: ! ? Commas for lists
- Use a neat, joined handwriting style
- Independently proofread and check for errors (eg pancake and panake; afternoon and after)
- Start to organise ideas into sections or paragraphs

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side of the abyss formed by the wake of a giant leech,
was the doorway of a few some band of genestealer
and neophyte hybrids.
"You are a martyr to your beliefs - your usefulness
over." The lead genestealer stepped into view
fully kitted out; ~~as~~ a

Monday 9th October 2023

'Fantastic Creatures'

Independent Writing: Autumn 1st Half Term



Once in a faraway
land there was a working hat
this place where you go
on secret missions and
there was a mission
that surprised me. It started
like this. A Master told
that I needed to go and
find this creature and

bring it back. So I decided that I need to bring some
things with me ~~there~~ the things were a secret notebook and
a very sharp sword. When I got everything that I needed
I set off on the first place I had to go to a
mountain called Mount Tall because it is very tall. //
When I got there put on my invisibility cloak on. Then I saw
what I was looking for those two people they are 54
and I asked them this "Where is the volcano known
as Erupter?" "We don't know they replied in a snark.
Oh yes YOU DO Then I raised my sword then finally
they screamed "Over the rivers and you will soon find the
volcano." My ears hurt after that I thought but I'll still
keep going. // When I got to the rivers that led all the
way to the volcano I stopped for a snack my lunch was
some chips with ketchup and a burger I got from the
burger van so I ate that for a bit when I finished
I kept going on my journey the river was gleaming
like blue.

I nearly got to the volcano when I heard a roar I saw the monster. It's eyes were red ~~slashing~~ at me and it's skin was all scaly. Then I realised it was charging me so the I ran I ran as fast as my legs could carry me. When I did so the creature jumped in front of me my heart was pounding so fast it was hard to breathe. I could smell the blood and it's breath. But surprisingly it spoke and this is what it said. Don't be afraid I only want to be your friend. I breathed in relief. Then I don't know how this happened but it stretched it's hand and touched me. I felt like the next thing just happened automatically my hand stretched out and hugged the beast and then we went back to my job and he had a much happier life. And that was my story I wanted to share with you thanks for reading ~~bye~~ bye.

Characteristics of Year 4 writing evidenced:

- Writing uses a consistent and appropriate narrative structure
- Although not all parts are fully developed, writing evidences a clear beginning, middle and end
- Character description is well-developed: '...they replied with a smirk'; '...my heart was pounding so fast it was hard to breathe'; 'I could smell the blood and its breath' etc
- The past tense is consistently used throughout this narrative
- Some expanded noun phrases are used: 'a faraway land', 'secret missions', 'the volcano known as erupter', 'everything that I needed'...
- Some spellings with prefixes and suffixes spelt correctly: replied, automatically, finally, hugged, realised, missions; common homephones (there, where) spelt correctly
- Handwriting is neat, fluent and mostly joined

Next steps:

- Writing needs to be organised into paragraphs around a theme
- Writing needs to exhibit the use of fronted adverbials: 'As quick as a flash, ...'; 'Through the trees, ...'; 'Silently, ...'
- Writing needs to show a greater range of the punctuation introduced in previous years: ? ! Commas to mark clauses, commas for lists)
- Writing lacks proofreading – many sentences run together without punctuation

Thursday 30th November 2023

'A great day'

Independent Writing: Autumn 2 2023



Today was my great day!

First me my brother and sister and parents had breakfast it was pancakes. I love them. On my pancake I had biscuits and nutella. When I took a bite I felt that glorious taste of yummiest. ✓ Lovely!

After that we went to the library. When we got there mummy signed in for the whole day I was so excited by this. ✓

Then I sped on to the selection of books there were big books small books scary scary fierce and romantic there were all kinds of books. I settled in and started to read. ✓

After a bit my brother came across and said "would you like to come and get some cake?" "Yes please I shouted!" ✓

We went to level seven everyone was sitting down on the sofa eating He's your bit daddy wried! "Thank you" I said in a fabulous expression on my face. ✓

When we finished I went back downstairs. I sat down on the very comfy chair it was blue and yellow my favourite colours. ✓

Characteristics of Year 4 writing evidenced:

- Non-fiction recount of a 'great day' uses a consistent and appropriate structure
- Writing is organised into paragraphs
- Past tense is consistently applied throughout this piece
- Fronted adverbials are used as cohesive devices to link and structure ideas: 'First... ; After that... ; When we got there... ; After a bit... ; When we finished...
- Expanded noun phrases are used to add detail: '...a fabulous expression on my face'; '...that glorious taste of yumminess'
- (Inconsistent) Use of inverted commas to mark direct speech
- Some words with suffixes and prefixes spelt correctly: romantic, fabulous, expression
- Words from the Year 3 and 4 National Curriculum Word List spelt correctly: first, after, whole, brother, across, favourite, colours
- Use of coordinating and subordinating conjunctions (when, so, and,

Next steps:

- Use commas to mark fronted adverbials
- Proof read to identify the sentences which run together

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side of the abyss formed by the wake of a giant leech,
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Year 5 Writing

Friday 6th October 2023



Once upon a time there was a little girl called Evelyn. Evelyn was just a nine year old girl but she had something magical that changed her life forever! Evelyn, who absolutely loved collecting figurines, loved fantasy stuff. She had loads of fantasy books and she loved dragon stories. Now lets get started on the main part of the story.

"Evelyn!" said her mother one morning. "Yeah?" "Come downstairs please I need to speak to you." "Ok" said Evelyn and she ran down she almost tripped over. "I need to speak to you."

"Suprise?" I love supries! She said. This isn't a suprise this is serious! Shouted Mum.

"Oh Sorry Ma I won't do it again!" begged Evelyn.

"Anyway, we are moving house!" said Mum.

"WHAT?!" said Evelyn really shocked.

"Yes!!" said Mum sounding excited as she said really quickly.

"What?" said Evelyn sounding quite sad.

"Well what about some fresh air?" said Mum.

"Ok I'll go to the woods." said Evelyn and then out she went.

When she got in the woods, she saw a little mushroom guy.

"AHH!" screamed the mushroom and ran away.

"Wait!" said Evelyn. That mushroom guy was really small & cute. had a big mushroom on top of his head and was really cute.

Characteristics of Year 5 writing evidenced:

- Writing shows an awareness of audience, and the structure of the text is carefully managed. Handwriting is clear, joined and legible
- Characters are described to consciously engage the reader: 'Evelyn, who absolutely loved collecting figurines, ...'; '...begged Evelyn.'
- Dialogue is used with increasing confidence
- Ideas are organised into clear sections/paragraphs
- Linking words/phrases used between sentences/paragraphs: 'When she got to the woods, ...'; 'Evelyn', said her mother one morning'.
- Use of a relative clause: 'Evelyn, who absolutely loved collecting figurines, ...'
- Modal verb used to indicate degrees of possibility/probability: '...won't...'
- Full range of punctuation from previous year groups exhibited (? ! , " ")
- Commas used to indicate parenthesis, '...', who absolutely loved collecting, ...'

'A great day'

Independent Writing: Autumn 2 2023



Today im going to talk about my great day! So my great day is in a place called Center Parks. Center Parks is a place where you can do loads of fun activities. My favourite activite might be swimming in the massive sea pool. That pool has loads of big slides and my favourite slide might be the cyclone. The cyclone is only for ages 9-16 and it is so fun! It has this really big drop that goes 16mph its so fast! Heres what I did in a day. I woke up and had a nice warm shower. Then my mum made delicious pancakes these pancakes were so nice! Then we went on our bikes and headed to ^{Archery} Archery! Before I carry on, I want to tell you something! My dad works at Center Parks & Lunden forest! Anyway, ~~Archery~~ Archery was really fun. I got to hold a real bow and arrow! Before we got to shoot the instructor told us how to use a bow and arrow and not to touch the arrows. Then we got to do the fun activities with the arrows! And then we headed for lunch ~~the~~ which was a yummy burger at ~~the~~ HUCKS! Hucks is a ~~p~~ restaurant with delicious food! My other favourite restaurant is the sports cafe with TVs to watch football! My dad stares at the TV all the time! It is a bit annoying ~~the~~ though because when we try to talk to him he ignores us! It is a bit funny though! And thats all I have about my perfect day! Bye!!!

Further characteristics of Year 5 writing evidenced:

- Correct spelling of words featuring prefixes and suffixes: activities, favourite, instructor,
- Subordination: 'Before I go on, ...'; It is a bit annoying though *because* when we

Next steps:

- Correct spelling of words on the Year 5 & 6 National Curriculum Word List, ie more ambitious use of vocabulary
- Paragraphs are clearly demarked

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cave, the stalactites embedded in the cave's
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over." The lead genestealer stepped into view
fully kitted out; ~~the~~ a

Year 6 Writing

'Fantastic Creatures'

Independent Writing: Autumn 1st Half Term



The Goblin

Once upon a time, there was a boy called Anderson, he loved reading, every night he would lay in his bed reading all night long. After he had finished the Lord of the Ring series, something strange was happening to the last book. It was shaking, jumping about but then. It exploded! ~~A Goblin~~ A Goblin popped out looking confused. It looked as if it was the first time seeing the real world, even though it looked like an adult. It ran away like a bullet into the deepest ditch in the country, but Anderson didn't see this because he was ^{keeping out of sight} ~~hiding~~ away under the covers.

After this happened, Anderson knew he had to find it since his mother didn't believe him and thought he had a bad dream. So the adventure ^{commence} begins. The first place he checked was ^{the} bushes, even though he was tented to look inside the ditch. He wanted to do this because the Saffrey lines were ripped and terred.

At the end of looking, his ~~stare~~ stamina was low. But then! He heard a voice ~~saying~~ saying 'come down, you have a very nice ring you've got'. Anderson had a ring on ^{*} that his grandpa gave him before he passed. So he pered over the ditch. BOOM! He got pulled in. There was no way out now. Or was there? ... great way to end and build tension!

* ~~so~~ his finger, which was very precious to him,

Characteristics of Year 6 writing evidenced:

- Writing appropriate to purpose and audience
- Attempts to select vocabulary that reflects the level of formality required: commence, stamina, tempted
- Attempts to select grammatical structures: relative clause ‘..Anderson had a ring on, which was very precious to him, that his grandpa gave him before he passed’.
- Writing employs different cohesive devices, within and across sentences and paragraphs: ‘After he had finished The Lord of the Rings series, ...’; ‘The first place he checked...’; ‘So the adventure commence[d]’
- Use of passive voice: He got pulled in’
- A range of punctuation used for effect, mostly accurately: ! ? , ...
- Use of commas for clarity: ‘It was shaking, jumping about...’
- Punctuation for parenthesis: ‘..Anderson had a ring on, which was very precious to him, that his grandpa gave him before he passed’.
- Legibility, fluency and speed of handwriting maintained

Next steps:

- Use of semi-colons and colons
- Use a wider range of clause structures, sometimes varying their position within a sentence
- Evidence of correctly-spelt words from the National Curriculum Year 5 & 6 Word List
- Deliberate attempts to build atmosphere, and integrate dialogue to convey character and enhance the action

'A great day'

Independent Writing: Autumn 2 2023



In February 2023 I would like to tell my magnificent week's story. We had went through all of the endless Swedish airport security and left the cramped airport and booked the private minibus not knowing so much about how long it would take to arrive at the scenic mountains of France. Surprisingly, it took 1 and a half hours to get to the Alps (these are the French mountains). It then was another 2 hours and we had reached the hotel. Taking in the scenic view we walked through the double glass doors. The day endlessly dragged on we were tired when finally we had sorted our skis, our boots and other things we went to the bar. To my liking we could have all the drinks we could want. On the first day we were shivered so dropped in our cosy beds.

In the morning we wandered to the lift and scanned the map for good half an hour minutes later, we were standing in the middle of a glistening snowy. We were amazed by all the sweet and savory tastes. But we had to go to the ski club. We went got dressed in coats and put on our skis and were ready we already had knowledge but needed more. Luckily, we were split like butter into two groups. We were speeding down bumpy slopes with the generous wind knowing at my gate. We even did a red slope and went through ice tunnels. So I think we were in the advanced group, with me quite hard.

My favourite part was the crash's. One time we had just gone the ski lift up a slope and were going down and in a single file line and we were cornered our way through a tunnel and one person fell over and 4 more people fell over him it was so funny. But a memory that I would never forget was eating a ^{crispy} waffle on top of a peak in France and then quickly speeding down a 50° mountain side. But on the last day when every one else who were going home we got to have a whole slope to our selves. With all our gear we speed down a long slope.

Characteristics of Year 6 writing evidenced:

- Writing appropriate to audience and purpose
- Well-constructed paragraphs
- Writing creates a sense of atmosphere: 'On the first day we were shattered so dropped on our cosy beds'; '... speeding down bumpy slopes with the wind gnawing at my face...'
- Use of a greater range of cohesive devices including adverbials, within and across sentences and paragraphs: Unsurprisingly, ...; Taking in the scenic view, we...; On the first day, ...; A few minutes later,...; Luckily...
- Use of passive voice: '...we were split like butter...'
- Use of modal verbs: '...how long it would take to arrive...'; '...we could have all the drinks we could want'; But a memory I would never forget...'
- Use of a wider range of clause structures: 'Taking in the scenic view, we...'; To my liking, we could...'; 'Unsurprisingly, ...'
- Some higher level punctuation: commas for clauses; brackets for parenthesis

Next steps:

- Use of semi-colon and colon
- Use commas to mark fronted adverbial phrases