The Learning Progression Framework for ENGLISH LANGUAGE (WRITING SKILLS)

Writing – ATM 1	Writing – ATM 2	Writing – ATM 3	Writing – ATM 4	Writing – ATM 5	Writing – ATM 6	Writing – ATM 7	Writing – ATM 8
Learning Outcomes							
Content							
Completing blanks in short texts to convey simple information centred around objects, people and actions	Writing short texts to convey simple but limited information, ideas and personal experiences on familiar topics	Writing short texts to convey simple information, ideas and personal experiences on familiar topics	Writing short texts to convey simple information, ideas, personal experiences and opinions on familiar topics with some elaboration	Writing texts to convey simple information, ideas, personal experiences and opinions on familiar topics with some elaboration	Writing texts to convey information, ideas, personal experiences and opinions on familiar topics with elaboration	Writing texts to convey information, ideas, personal experiences and opinions on familiar and less familiar topics with elaboration	Writing texts to convey information, ideas, personal experiences and opinions on familiar and less familiar topics with substantial elaboration
Organisation							
Putting words under appropriate headings/ topics	Putting ideas about a topic in sentences	Linking ideas quite coherently in a short text, or showing an awareness of overall organisation of ideas	Linking ideas quite coherently in a short text, and showing an awareness of overall organisation of ideas	Linking ideas quite coherently in some parts of a text, and showing some overall organisation of ideas	Linking ideas quite coherently throughout the text, and showing appropriate overall organisation of ideas	Linking ideas coherently throughout the text, and showing appropriate overall organisation of ideas	Linking ideas coherently throughout the text, and showing effective overall organisation of ideas
Language and style							
Using some simple words quite appropriately, and showing an awareness of some simple formats	Using some simple language forms and functions, and simple formats quite appropriately	Using simple language forms and functions, and simple formats quite appropriately and accurately	Using a small range of quite appropriate and accurate language forms and functions, and showing an awareness of tone, style, register and features of some text types	Using a range of quite appropriate and accurate language forms and functions, and quite appropriate tone, style, register and features of some text types	Using a range of generally appropriate and accurate language forms and functions, and generally appropriate tone, style, register and features of some text types	Using a wide range of generally appropriate and accurate language forms and functions, and generally appropriate tone, style, register and features of a range of text types	Using a wide range of appropriate and accurate language forms and functions, and appropriate tone, style, register and features of a range of text types

Underlying Principles

1. Language development strategies, generic skills, and positive values and attitudes are essential to English Language learning and form an integral part of the learning-teaching-assessment cycle.

2. The meaningfulness and appropriateness of the written texts to the context, purpose and audience are implicit in and apply across all the learning outcomes.

3. The development of writing strategies does not readily lend itself to descriptions of the learning outcomes in terms of eight attainment milestones, for example,
   - writing legibly (preferably being able to use both print and cursive scripts),
   - generating ideas by brainstorming or seeking and selecting information and ideas from different sources,
   - using knowledge of letter-sound relationships to spell words,
   - asking questions to clarify and seek information for correction,
   - editing drafts by correcting errors in language (e.g. spelling, punctuation and grammar items) with or without using references,
   - revising drafts by adding, deleting, substituting or linking ideas, and
   - reflecting on own writing based on feedback from teachers or peers.

   Teachers are expected to help learners develop these strategies with increasing sophistication.

4. Teacher support is essential to helping learners express and organise their ideas during the learning and teaching process. As learners progress, the amount of support provided is gradually reduced to promote learner independence.

ATM = Attainment Milestone

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Content							
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Pointers *Learners can, for example,* • complete formulaic expressions in greeting cards and birthday cards • label familiar objects and animals • write captions for drawings about their likes and dislikes	Pointers *Learners can, for example,* • write brief descriptions of objects, people, places or events • write simple signs • give a brief ending to simple stories	Pointers *Learners can, for example,* • write and reply to short and simple letters to share personal experiences • write short and simple descriptions of objects, people, places and events • write short and simple stories	Pointers *Learners can, for example,* • write and reply to simple letters to share personal experiences • write simple descriptions of objects, people, places and events with some details • write simple stories	Pointers *Learners can, for example,* • write some formal letters to make simple requests and enquiries • write a range of simple texts to describe, recount, record, explain and propose with some supporting details • write stories with a setting, a simple plot and simple characterisation	Pointers *Learners can, for example,* • write some formal letters to make requests and applications with supporting details • write a range of texts to describe, recount, record, explain, propose and summarise with supporting details • write stories with a clear setting, and some development of plot and characters	Pointers *Learners can, for example,* • write formal letters for a range of purposes quite effectively • write a range of texts to describe, recount, record, explain, propose, summarise, review, compare and contrast with supporting details quite effectively • write stories with a clear setting, and development of plot and characters to achieve the purpose quite effectively	Pointers *Learners can, for example,* • write formal letters for a range of purposes effectively • write a range of texts for various purposes with supporting details effectively • write stories with a clear setting, a well-developed plot and good characterisation to achieve the purpose effectively

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Organisation							
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Pointers *Learners can, for example,* • list out their favourite things under different categories (e.g. toys, food)	Pointers *Learners can, for example,* • name people or things followed by some descriptions about them	Pointers *Learners can, for example,* • establish links using some simple cohesive devices (e.g. simple connectives, pronouns) with some consistency • arrange ideas in a short text using simple and limited means (e.g. sequencing events chronologically) to show a generally clear focus	Pointers *Learners can, for example,* • establish links using a small range of cohesive devices with some consistency • arrange ideas in a short text using simple means (e.g. providing illustrations or explanations) to show a generally clear focus • structure the text using paragraphs, including a brief introductory and/or concluding statement	Pointers *Learners can, for example,* • establish links within some paragraphs using a range of cohesive devices with some consistency • arrange ideas in some paragraphs using different means (e.g. using topic sentences, providing justification, providing resolutions to problems in stories) to show a generally clear focus • structure the text using paragraphs, including an introduction, body and/or conclusion	Pointers *Learners can, for example,* • establish links within and across paragraphs using a range of cohesive devices with some consistency • arrange ideas within and across paragraphs using different means (e.g. summarising, creating climax in stories) to show a generally clear focus • structure the text quite coherently using an organisational framework (e.g. introduction, body and conclusion)	Pointers *Learners can, for example,* • establish strong links within and across paragraphs using a range of cohesive devices with consistency • arrange ideas within and across paragraphs using different means (e.g. using comparison and contrast, creating suspense in stories) to show a clear focus • structure the text coherently using an organisational framework (e.g. an introduction that sufficiently orients the reader to the topic, a body with a clear focus, and a conclusion that restates the topic)	Pointers *Learners can, for example,* • establish strong links within and across paragraphs using a wide range of cohesive devices with consistency • arrange ideas within and across paragraphs using different means effectively to engage the readers throughout the text • structure the text effectively using an organisational framework (e.g. an introduction that effectively orients the reader to the topic, a body with a clear focus and logical progression of ideas, and a conclusion that effectively reinforces the topic)

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Language and style							
Using some simple words quite appropriately, and showing an awareness of some simple formats	**Using some simple language forms and functions, and simple formats quite appropriately**	**Using simple language forms and functions, and simple formats quite appropriately and accurately**	**Using a small range of quite appropriate and accurate language forms and functions, and showing an awareness of tone, style, register and features of some text types**	**Using a range of quite appropriate and accurate language forms and functions, and quite appropriate tone, style, register and features of some text types**	**Using a range of generally appropriate and accurate language forms and functions, and generally appropriate tone, style, register and features of some text types**	**Using a wide range of generally appropriate and accurate language forms and functions, and generally appropriate tone, style, register and features of a range of text types**	**Using a wide range of appropriate and accurate language forms and functions, and appropriate tone, style, register and features of a range of text types**
Pointers *Learners can, for example,* • use mainly formulaic expressions, single words or short phrases from school texts, with some words correctly spelt • put the name of the sender and recipient in appropriate places in greeting cards • write capital and small letters with consistency in size and shape	Pointers *Learners can, for example,* • use a range of formulaic expressions, and some simple vocabulary on familiar topics, with some words correctly spelt • use some simple adjectives to describe things and feelings with some consistency • use mainly simple present tense to describe present states and habitual actions with some consistency • use imperatives to express obligations and prohibitions with some consistency • use line breaks and ordering (e.g. numbers, bullets) in listing • use some common punctuation marks and capitalisation with some accuracy	Pointers *Learners can, for example,* • use a small range of simple vocabulary on familiar topics, with some accuracy in spelling and word collocation • use a small range of adjectives to describe things and feelings with some consistency • use a small range of adverbs to describe time and manner with some consistency • use simple present, simple past (mainly familiar verb forms), present continuous and future tenses with some consistency • use modals for some communicative functions (e.g. talk about abilities, obligations and prohibitions) with some consistency • use appropriate salutation and closing in simple letters • use most of the common punctuation marks with some accuracy	Pointers *Learners can, for example,* • use a small range of vocabulary on familiar topics, with most words correctly spelt and some word collocations correct • use a range of adjectives/ adjective phrases to describe and compare with some consistency • use a small range of adverbs/ adverbial clauses for some communicative functions (e.g. concession, purpose) with some consistency • use a small range of tenses with some consistency • use modals for some communicative functions with consistency • show an awareness of using some stylistic features (e.g. use dialogues in stories to create interest) to support the purpose of text • use common punctuation marks with accuracy	Pointers *Learners can, for example,* • use a range of vocabulary on familiar topics, with most words correctly spelt and some word collocations correct • use a range of adverbs/ adverbial clauses for various communicative functions with some consistency • use a range of tenses and the passive voice with some consistency • use modals for a range of communicative functions with some consistency • use some stylistic features (e.g. use headings and sub-headings to clarify presentation) to support the purpose of text with some consistency	Pointers *Learners can, for example,* • use a range of vocabulary on familiar topics, with most words correctly spelt, word collocations generally correct, and some good choice of words • use a range of adverbs/ adverbial clauses for various communicative functions with consistency • use a range of tenses with consistency and the passive voice with some consistency • use modals for a range of communicative functions with consistency • use some stylistic features to support the purpose of text with consistency	Pointers *Learners can, for example,* • use a wide range of vocabulary on familiar and less familiar topics, with words correctly spelt, word collocations correct, and some good choice of words • use a range of tenses and the passive voice with consistency • use a range of stylistic features (e.g. use images in poetry, rhetorical questions in arguments) to support the purpose of text with consistency	Pointers *Learners can, for example,* • use a wide range of vocabulary on familiar and less familiar topics, with words correctly spelt, word collocations correct, and good choice of words • use various tenses and the passive voice for various purposes with consistency • use a range of stylistic features effectively to support the purpose of text