

Progression in Writing – Christ Church C of E Primary



	EYFS	1	2	3	4	5	6
Phonics	Phonics – to spell words up to phase 4 following ELS SSP	Spell words up to phase 5 following ELS SSP	Year 2 spellings (Appendix 1 English National Curriculum) Y2 follow ELS spellings	Spell some words correctly (year 3 and 4 list) ELS word Knowledge	Spell most words correctly (year 3 and 4 list) ELS word Knowledge	Spell some words correctly (year 5 and 6 list)	Spell most words correctly (year 5 and 6 list) Cover all spelling rules for Y6
Handwriting	<p>Writing</p> <ul style="list-style-type: none"> Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. 	All letters are the same size Capital letters are larger Ascenders and descenders are positioned appropriately Writing is legible To join handwriting	Neat cursive handwriting by end of Summer Term	Neat cursive handwriting- additional support where needed	Maintain legibility, fluency and speed in handwriting through choosing whether or not to join specific letters.	Maintain legibility, fluency and speed in handwriting through choosing whether or not to join specific letters.	Maintain legibility, fluency and speed in handwriting through choosing whether or not to join specific letters.
Punctuation	<ul style="list-style-type: none"> Write simple phrases and sentences that can be read by others. 	All sentences are punctuated appropriately with capital letters and full stops Use a capital letter for the word 'I' Use capital letters for names, days of the week and places Use question marks and explanation marks	Full stops, capital letters, question marks and exclamation marks used correctly Use commas for a list Use apostrophe to shorten words- don't, can't	Use inverted commas to punctuate direct speech Use the comma to separate clauses in complex sentences where the subordinate clause appears first, e.g. Although it was raining, we decided not to take our coats.	Use apostrophes for singular and plural possession e.g. the dog's bone and the dogs' bones. Use inverted commas and other punctuation to indicate direct speech e.g. The tour guide announced, "Be back here at four o'clock."	Create and punctuate sentences using simile starters, e.g. Like a fish out of water, she conversed awkwardly with the other guests. Demarcate complex sentences using commas in order to clarify meaning. Use commas to avoid ambiguity, e.g. 'Let's eat Grandma.' and 'Let's eat, Grandma.' Identify and use commas to indicate parenthesis, e.g. The house, lonely and abandoned, teetered on the edge of the cliff. Identify and use brackets to indicate parenthesis, e.g. in formal writing: The Cheetah (Acinonyx jubatus) inhabits open grassland in Africa. Identify and use dashes to	Uses mostly correctly: <ul style="list-style-type: none"> ☒ inverted commas ☒ commas for clarity ☒ punctuation for parenthesis Making some correct use of: <ul style="list-style-type: none"> ☒ semi-colons ☒ Dashes ☒ Colons ☒ Hyphens

						indicate parenthesis, e.g. in less formal writing: The cake was lovely – delicious in fact –so I had another slice.	
Sentence structure		<p>Use simple conjunctions</p> <p>Use 's' and 'es' for more than one (plural)</p> <p>Tell you what I am writing about</p>	<p>Use great verbs and adjectives</p> <p>Use past tense for stories, recounts and historical reports</p> <p>Use time words: when, while, as, after, before</p> <p>Use reason words: because, so, if, unless</p>	<p>Understand main and subordinate clauses</p> <p>Complex sentences using: if, while, since, after, before, so, although, until, in case</p> <p>Use prepositions for where above, below, beneath, within</p> <p>Use ly adverbs</p> <p>Use inverted commas</p> <p>Use had and have with verbs</p> <p>Use a or an depending on whether the word begins with a vowel or consonant</p> <p>Collect words with prefix super, anti, auto</p>	<p>Organise work into paragraphs</p> <p>Use fronted adverbials</p> <p>Create complex sentences (remember commas)</p> <p>Correctly punctuate speech</p> <p>Use pronouns</p> <p>Use noun phrases</p> <p>Use standard English</p> <p>Use apostrophes correctly</p>	<p>Use complex sentences using relative clauses</p> <p>Use fronted adverbials</p> <p>Use simile starters</p> <p>Use commas to help with meaning</p> <p>Use modal verbs – might, could, should, shall, will, must</p> <p>Use devices to make links with paragraphs - firstly, then, presently, subsequently</p> <p>Link ideas across paragraphs with adverbials for time, place and numbers</p> <p>Use brackets and dashes</p>	<p>Use a variety of clause structures to create compound and complex sentences</p> <p>Creating atmosphere, and integrating dialogue to convey character and advance the action</p> <p>Selecting vocabulary and grammatical structures that reflect the level of formality required mostly correctly</p> <p>Use a range of cohesive devices, including adverbials, within and across sentences and paragraphs</p> <p>Use passive and modal verbs mostly appropriately</p> <p>Use a wide range of clause structures, sometimes varying their position within the sentence</p> <p>Use adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision</p> <p>Manage shifts between levels of formality through selecting vocabulary precisely and by manipulating grammatical structures</p> <p>Select verb forms for meaning and effect</p>