



The Federation of St. Edmund's and St. Patrick's R.C. Primary Schools

WRITING PROGRESSION



	RECEPTION	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
SPELLING	Phonics – RWI Set 1/2	To be able to spell all words up to RWI Set 3	Year 2 spellings	Year 3 spellings	Year 4 spellings	Year 5 spellings	Spell most words correctly* (year 5 and 6) Cover all spelling rules for Year 6
HANDWRITING	30-50 MONTHS •Sometimes gives meaning to marks as they draw and paint. •Ascribes meanings to marks that they see in different places.	All letters are the same size Capital letters are larger Ascenders and descenders are positioned appropriately Writing is legible To begin to join handwriting	Neat, cursive handwriting		Maintain legibility, fluency and speed in handwriting through choosing whether or not to join specific letters.		
PUNCTUATION	40-60 MONTHS •Gives meaning to marks they make as they draw, write and paint. •Begins to break the flow of speech into words. •Continues a rhyming string. •Hears and says the initial sound in words. •Can segment the sounds in simple words and blend them together. •Links sounds to letters, naming and sounding the letters of the alphabet. •Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. •Writes own name and other things such as labels, captions. •Attempts to write short sentences in meaningful contexts.	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 (speech marks). 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. <i>the dog's bone and the dogs' bones.</i> Use inverted commas and other punctuation to indicate direct speech e.g. <i>The tour guide announced, "Be back here at four o' clock."</i>	Create and punctuate sentences using simile starters, e.g. <i>Like a fish out of water, she conversed awkwardly with the other guests.</i> Demarcate complex sentences using commas in order to clarify meaning. Use commas to avoid ambiguity, e.g. <i>'Let's eat Grandma.'</i> and <i>'Let's eat, Grandma.'</i> Identify and use commas to indicate parenthesis, e.g. <i>The house, lonely and abandoned, teetered on the edge of the cliff.</i> Identify and use brackets to indicate parenthesis, e.g. in formal writing: <i>The Cheetah (Acinonyx jubatus) inhabits open grassland in Africa.</i> Identify and use dashes to indicate parenthesis, e.g. in less formal writing: <i>The cake was lovely – delicious in fact – so I had another slice.</i>	Uses mostly correctly: • inverted commas • commas for clarity • punctuation for parenthesis Making some correct use of: • semi-colons • Dashes • Colons • Hyphens
SENTENCE STRUCTURE	ELG <i>Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by</i>	Use simple connectives - and Use 's' and 'es' for more than one (plural) Tell you what I am writing about	Use great verbs and adjectives Use past tense for stories, recounts and historical reports Use time words: when, while, as, after, before Use reason words: because, so, if, unless	Understand main and subordinate clauses Complex sentences using: if, while, since, after, before, so, although, until, in case Use prepositions for where- above, below, beneath, within Use ly adverbs Use speech marks Use had and have with verbs Use a or an depending on whether the word begins with a vowel or consonant Collect words with prefix- super, anti, auto	Organise work into paragraphs Use fronted adverbials Create complex sentences (remember commas) Correctly punctuate speech Use pronouns Use noun phrases Use standard English Use apostrophes correctly	Use complex sentences using relative clauses Use fronted adverbials Use simile starters Use commas to help with meaning Use modal verbs – might, could, should, shall, will, must Use devices to make links with paragraphs - firstly, then, presently, subsequently Link ideas across paragraphs with adverbials for time, place and numbers Use brackets and dashes	Use a variety of clause structures to create compound and complex sentences Creating atmosphere, and integrating dialogue to convey character and advance the action Selecting vocabulary and grammatical structures that reflect the level of formality required mostly correctly Use a range of cohesive devices, including adverbials, within and across sentences and paragraphs Use passive and modal verbs mostly appropriately

	<p><i>themselves and others. Some words are spelt correctly, and others are phonetically plausible.</i></p>						<p>Use a wide range of clause structures, sometimes varying their position within the sentence Use adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision Manage shifts between levels of formality through selecting vocabulary precisely and by manipulating grammatical structures Select verb forms for meaning and effect</p>
<p>TEXT TYPES Teachers can choose their chosen text types – they must include a variety of non-fiction, fiction and poetry.</p>	<p>Traditional tales Narrative Non-fiction texts Letters Stories Poetry</p>				<p>Reports Non-fictions – explanation, informative texts Discussion Biography/autobiography Letters Persuasive writing Narrative Poetry Scripts</p>		