



Christ Church Junior School
Progression of Skills in Writing

Year Three

Working Towards the Expected Standard

THE PUPIL CAN:	
usually use the Brilliant Basics	The writing mainly makes sense
	Basic sentence punctuation
	Letter formation and placement
	Consistent Tense (eg past tense in narrative/present in reports/instructions)
Write for a range of purposes.	Choose the right features of a genre
In narratives:	Describe settings and character using expanded noun phrases
	Begin to integrate dialogue
Uses <i>some</i> cohesive devices within and across sentences and paragraphs.	Use of co-ordinating conjunctions and some use of subordinating conjunctions appropriately
	Beginning to use paragraphs
	In non-narrative writing, some evidence of headings/sub-headings
<i>Some</i> evidence of selecting vocabulary and grammatical structures that reflect the formality of the writing.	Some attempts to use ambitious vocabulary
	Some use of conjunctions, adverbs and prepositions to express time and cause
Use the present tense and past tense mostly correctly and consistently	
Year 2-3 Punctuation used <i>sometimes</i> correctly.	Commas for List
	Apostrophes for contraction
	Apostrophes for singular possession
	Inverted commas/Speech marks
Spell <i>many</i> Y2 common exception words accurately	
Begin to spell correctly <i>some</i> words from the Year 3 / 4 spelling list	
Legible handwriting that forms letters in the correct size in relationship to each other.	
Use spaces between words that are similar to the size of their letters.	
Begin to use the diagonal and horizontal strokes needed to join some letters.	

Working at the Expected Standard

THE PUPIL CAN	
Mostly use the Brilliant Basics	The writing mainly makes sense
	Basic sentence punctuation is growing in consistency
	Letter formation and placement is growing in accuracy
	Consistent Tense (eg past tense in narrative/present in reports/instructions)

Write for a range of purposes and audiences by:	The children begin to use of the right language for the genre
	Beginning to write formally (eg choosing contraction use)
	Some evidence of extended writing (several paragraphs)
In narratives, describe settings and characters	Beginning to use mixed sentence lengths for effect (Longer for build-up, shorter for action)
	Beginning to use expanded noun phrases with pre-modifiers and prepositional phrases
	Beginning to use figurative Language (e.g. similes)
In narratives, integrate dialogue that:	Begins to use different verbs for said
Use a range of cohesive devices within and across sentences and paragraphs	Conjunctions (subordinating & co-ordinating) Use paragraphs to organise ideas Non-fiction: Heading/subheading
Select vocabulary and grammatical structures that reflect the formality of the writing	Beginning to select some ambitious appropriate vocabulary Some evidence of a range of different sentence openers e.g. adverbs, subordinate conjunction, 2 adjectives Using sentences with different forms in their writing (Statements, questions, commands, exclamations) Adverbials to show time, place and manner
Use verb tenses mainly consistently (Past and Present) and correctly throughout the writing (beginning to use present perfect tense and subject verb agreement)	
Year 1-3 Punctuation used <i>mainly</i> correctly	Inverted commas/Speech marks are mostly used correctly Beginning to use commas for clarity (Subordinate Clauses) Use apostrophes for contraction singular Commas in a list
Spell <i>most</i> Year 2 common exception words correctly	
Spell correctly <i>some</i> words from the Year 3 / 4 spelling list	
Improving writing by making additions and revisions	
Begin to use legible joined up handwriting for most letters. (LETTERS RIGHT SIZE LEGIBLE)	

Working at Greater Depth

THE PUPIL CAN:	
Begin to write effectively for a range of purposes and audience by	Maintaining features of the genre throughout the piece
	Selecting the appropriate verb form
	Make vocabulary and grammatical choices for effect
	Drawing independently on what they have read as models for their own writing (e.g. language, structures, characterisation)
Control level of formality e.g. vocabulary choice, use of contractions	
Use the range of punctuation taught Y1-3 <i>mostly</i> correctly (i.e. inverted commas and other punctuation to punctuate direct speech (e.g. a comma after the reporting clause; end punctuation within inverted commas)	

Year Four

The following is not a tick box list moreover be used as a guide as to best fit for a portfolio of writing.

Working Towards the Expected Standard

THE PUPIL CAN:	
usually incorporate the Brilliant Basics	The writing makes sense
	Basic sentence punctuation
	Letter formation and placement
	Consistent Tense
Write for a range of purposes.	Choose the right features of a genre
In narratives:	Describe settings and character using expanded noun phrases Integrate dialogue
Uses <i>some</i> cohesive devices within and across sentences and paragraphs.	Use of subordinating and co-ordinating conjunctions appropriately
	Some use of paragraphs to group related material
	In non-narrative writing, some evidence of headings, sub-headings
<i>Some</i> evidence of selecting vocabulary and grammatical structures that reflect the formality of the writing.	Some attempts to use ambitious vocabulary
	Some evidence of different ways of starting a sentence
Use the the past and present tense including some irregular forms	
Year 2-4 Punctuation sometimes used correctly.	Question marks and exclamation marks
	Commas for List
	Apostrophes for contraction
	Apostrophes for singular possession
	Inverted commas/Speech marks
Commas for clarity (Clauses, fronted adverbials)	
Spelling <i>some</i> year 3-4 words correctly and most common exception words correctly or making phonetically plausible attempts	
Legible handwriting that forms letters in the correct size in relationship to each other.	
Using the diagonal and horizontal strokes needed to join some letters.	

Working at the Expected Standard

THE PUPIL CAN:	
Mostly incorporate the Brilliant Basics	The writing mostly makes sense Basic sentence punctuation is correct the majority of the time. Letter formation and placement is mostly accurate Consistent Tense

Write for a range of purposes and audiences by:	The children choose the right language for the genre Evidence of formal writing where the level of formality has been modelled. Some evidence of extended writing (One page of A4 or more)
In narratives, describe settings, characters and atmosphere	Uses mixed sentence lengths for effect (Longer for build-up, shorter for action)
	Expanded noun phrases with pre-modifiers and prepositional phrases are used across pieces
	Describe setting and character using expanded noun phrases
	Figurative Language (e.g. similes)
In narratives, integrate dialogue that:	Uses different verbs and adverb verb combinations for said
Use a range of cohesive devices within and across sentences and paragraphs	Pronoun or noun to aid cohesion
	Conjunctions (subordinating & co-ordinating)
	Paragraphs to organise ideas
	Non-fiction: Heading/subheading/columns
	Adverbials to show time, place, manner and reason (including fronted)
Select vocabulary and grammatical structures that reflect the formality of the writing	Ambitious appropriate vocabulary
	Range of different sentence openers e.g. -ing starter, fronted adverbial, subordinate conjunction
	Some use of formal Adverbials in appropriate genre/audience (e.g. Moreover)
Use verb tenses mostly consistently and correctly throughout the writing (including some evidence of present perfect tense and subject verb agreement)	
Year 1-4 Punctuation used mainly correctly	Inverted commas/Speech marks are used for punctuation of speech Commas for clarity are mostly consistent and used in a range of sentence types (Clauses, fronted adverbials, Speech) Apostrophes for singular possession and some use of apostrophes for plural possession Commas in a list are used consistently
Spell most words correctly (Year 3-4)/HFW Spelling Patterns that link	
Spell simple homophones and near homophones mostly correctly	
Improving writing by making additions and revisions	
Evidence of legible Joined up handwriting (School Specific for joining-if they left being able to cursive h/w)	

Working at Greater Depth

THE PUPIL CAN:	
Begin to write effectively for a range of purposes and audience by	Maintaining features of the genre throughout the piece
	Selecting the appropriate verb form (including progressive and perfect)
	Make vocabulary and grammatical choices for effect
	Drawing independently on what they have read as models for their own writing (eg language, structures, characterisation)
Control level of formality e.g. vocabulary choice, use of contractions, use of multi-clausal sentences etc.	
Begin to distinguish between the language of speech and writing and choose the appropriate register e.g. in writing dialogue for characters	

Use the range of punctuation taught Y1-4 *mostly* correctly (i.e. inverted commas and other punctuation to punctuate direct speech (e.g. a comma after the reporting clause; end punctuation within inverted commas)

Year Five

The following is not a tick box list moreover be used as a guide as to best fit for a portfolio of writing.

Working Towards the Expected Standard

THE PUPIL CAN:	
usually incorporate the Brilliant Basics	The writing makes sense
	Basic sentence punctuation is in place
	Letter formation and placement
	Consistent Tense
	Subject verb agreement
Begin to write for a range of purposes and audiences	Choose and maintain the right features of a genre
In narratives describe settings, characters and atmosphere:	Describe settings and character using expanded noun phrases
In narratives, integrate dialogue that:	Uses different verbs for said
Begin to use a range of cohesive devices within and across paragraphs	(e.g. conjunctions, adverbials of time and place, pronouns, synonyms)
<i>Some</i> evidence of selecting vocabulary and grammatical structures that reflect what the writing requires.	Some attempts to use ambitious vocabulary appropriately
	Use different ways of starting a sentence for effect
	Begin to use relative clauses
Yr 2-5 punctuation sometimes used correctly	Commas for List
	Apostrophes for contraction
	Apostrophes for singular and plural possession
	Inverted commas/Speech marks
	Commas to clarify meaning or to avoid ambiguity
	Punctuation for parenthesis
Spelling some year Y3/4 words correctly and most common exception words correctly.	
Legible handwriting that forms letters in the correct size in relationship to each other.	
Using the diagonal and horizontal strokes needed to join some letters (evidence of legible joins)	

Working at the Expected Standard

THE PUPIL CAN:	
Mostly incorporate the Brilliant basics	The writing makes sense
	Basic sentence punctuation
	Letter formation and placement
	Consistent Tense
	Subject verb agreement
Write for a range of purposes and audiences by:	Confidently selecting structure, language and organisation of a text depending on audience and purpose
	Chose level of formality for a piece of writing and sustain it across the majority of the work
	Evidence of extended writing (one page of A4 or more)
In narratives, describe settings, characters and atmosphere to consciously engage the reader	Beginning to use single and multi-clause sentence lengths for effect (Longer for build-up, shorter for action)
	Begin to use expanded noun phrases with pre and post-modifiers and prepositional phrases
	Figurative Language (similes/metaphors/personification)
In narratives, integrate dialogue that:	Uses different verbs and adverb verb combinations for said Begins to convey character
Use a range of cohesive, organisation and presentational devices within and across sentences and paragraphs that are relevant to text type eg	Introduce: Pronouns Conjunctions lexical cohesion Paragraphs to organise ideas and suitably linked Non-fiction: Heading/subheading/bullet points/columns Adverbials to show time, place, manner and reason (including fronted)
Select vocabulary and grammatical structures that reflect the formality of the writing	Ambitious appropriate vocabulary and technical/subject specific vocabulary to reflect the formality
	A range of different sentence openers e.g. -ing starter, fronted adverbial, Subordinate conjunction are used
	Formal Adverbials in appropriate genre/audience (e.g. Moreover)
	Use relative clauses beginning with a relative pronoun
Use verb tenses mostly consistently and correctly throughout the writing (including some evidence of perfect tense and subject verb agreement)	Use adverbs and modal verbs to indicate degrees of possibility
Year 1-5 Punctuation used mainly correctly	Inverted commas/Speech marks are accurate
	Commas for clarity (Clauses, fronted adverbials, Speech) and to avoid ambiguity with increasing accuracy
	Apostrophes for singular possession and increasing accuracy when using apostrophes for plural possession
	Use brackets, dashes or commas to begin to indicate parenthesis
	Beginning to use : and ;
Spell correctly <i>most</i> words from the year Y3/4 word list	
Spell correctly <i>some</i> words from the year Y5/6 word list	
Evidence of legible joined up handwriting	
Improve writing by making additions and revisions to vocabulary, grammar and punctuation.	

Working at Greater Depth

THE PUPIL CAN:	
Begin to write effectively for a range of purposes and audience by	Maintaining features of the genre throughout the piece
	Selecting the appropriate verb form (including progressive, perfect and modal)
	Make vocabulary and grammatical choices for effect
	Drawing independently on what they have read as models for their own writing (e.g. literary language, structures, characterisation)
Control and sustain level of formality e.g. vocabulary choice, use of contractions, use of multi-clausal sentences etc.	
Distinguish between the language of speech and writing and choose the appropriate register e.g. in writing dialogue for characters	
Use the range of punctuation taught Y1-5 <i>mostly</i> correctly (e.g. punctuation for parenthesis)	

Year Six

Working Towards the Expected Standard

THE PUPIL CAN:	
Use paragraphs to organise ideas	
In narratives, describing settings and characters	
In non-narrative writing use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)	
using mostly correctly:	capital letters
	full stops
	question marks
	commas for lists
	apostrophes for contraction
Spelling most words correctly (years 3 and 4)	
Spelling some words correctly (years 5 and 6)*	
Write legibly	

Working At the Expected Standard

THE PUPIL CAN:	
Mostly incorporate the Brilliant basics	The writing makes sense
	Basic sentence punctuation
	Letter formation and placement
	Consistent Tense
	Subject verb agreement
Write for a range of purposes and audiences by:	The pupil can write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)
	Evidence of extended writing (one page of A4 or more). Narratives may be structured into chapters
In narratives, describe settings, characters and atmosphere to consciously engage the reader	use single and multi-clause sentence lengths for effect (Longer for build-up, shorter for action)
	use expanded noun phrases with pre and post-modifiers and prepositional phrases
	In narratives, describe settings, characters and atmosphere
	Figurative Language is used effectively. Its use is considered with the flow and context of the piece. (similes/metaphors/personification)
	In narratives, integrate dialogue that: Uses different verbs and adverb verb combinations for said
In narratives, integrate dialogue that:	Integrate dialogue in narratives to convey character and advance the action
Use a range of cohesive, organisation and presentational devices within and across sentences and paragraphs that are relevant to text type eg	<ul style="list-style-type: none"> • Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs • Use the following skills with increasing fluency and effect: <ol style="list-style-type: none"> 1. Pronouns 2. Conjunctions 3. lexical cohesion 4. Paragraphs are used to organise ideas and suitably linked 5. Non-fiction: Heading/subheading/bullet points/columns 6. Use adverbials to show time, place, manner and reason (including fronted)
Select vocabulary and grammatical structures that reflect the formality of the writing	Further embed the skills from year 5: <ol style="list-style-type: none"> 1. Ambitious appropriate vocabulary and technical/subject specific vocabulary to reflect the formality 2. A range of different sentence openers e.g. -ing starter, fronted adverbial, Subordinate conjunction are used. 3. Formal Adverbials in appropriate genre/audience (e.g. Moreover) 4. Use relative clauses beginning with a relative pronoun
	Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)

Use verb tenses mostly consistently and correctly throughout the writing (including some evidence of perfect tense and subject verb agreement)	Use verb tenses consistently and correctly throughout their writing (including some evidence of perfect tense and subject verb agreement)
Year 1-5 Punctuation used mainly correctly	Inverted commas/Speech marks are accurate
	Apostrophes for contracted words and for possession with singular and plural nouns
	Brackets, dashes or commas to indicate parenthesis
	Commas to clarify meaning and avoid ambiguity are accurate.
	Use of colons and semi-colons where appropriate.
Spell correctly most words from the year 5 / year 6 spelling list,* and use a dictionary to check the spelling of uncommon or more ambitious vocabulary	
Maintain legibility in joined handwriting when writing at speed.2	
Improve writing by making additions and revisions to vocabulary, grammar and punctuation.	

THE PUPIL CAN:

The pupil can write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing):

In narratives, describe settings, characters and atmosphere

Integrate dialogue in narratives to convey character and advance the action

Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)

Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs

Use verb tenses consistently and correctly throughout their writing

Use the range of punctuation taught at key stage 2 mostly correctly^ (e.g. inverted commas and other punctuation to indicate direct speech)

- Capital letters for the start of sentences
 - Proper nouns and the pronoun 'I'
- Full stops, question marks and exclamation marks at the end of sentences
- Commas in lists and after fronted adverbials;
- Inverted commas to show direct speech with other punctuation
- Apostrophes for contracted words (e.g. I will = I'll) and for possession with singular and plural nouns (e.g. Will's money and the boys' football shirts)
- Brackets, dashes or commas to indicate parenthesis
- Commas to clarify meaning and avoid ambiguity.

Spell correctly most words from the year 5 / year 6 spelling list,* and use a dictionary to check the spelling of uncommon or more ambitious vocabulary

Maintain legibility in joined handwriting when writing at speed.2

Working At the Greater Depth Standard

THE PUPIL CAN:
Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure):
Distinguish between the language of speech and writing ³ and choose the appropriate register
Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this
Use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity. [^]