



St Marys Catholic Primary School

English Skills Progression Map



	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5 and 6
Instruction Writing	<ul style="list-style-type: none"> Title Simple, easy vocabulary Time Adverbials Bossy (Imperative) verbs Numbered points 	<ul style="list-style-type: none"> Title Simple, easy vocabulary Time Adverbials Bossy (Imperative) verbs Numbered points • Written in correct order and make sense Use commas to separate items in a list 	<ul style="list-style-type: none"> Title Time Adverbials Imperative verbs Numbered / Bullet points Labelled diagrams • Written in correct order and make sense Use commas to separate items in a list 	<ul style="list-style-type: none"> Title Time Adverbials Imperative verbs Numbered / Bullet points Labelled diagrams (GD – Labelled alongside imperatives / LA/SEN/EAL – pictorial instructions and captions) Written in the second person Written in correct order and make sense 	<ul style="list-style-type: none"> Title Time Adverbials Imperative verbs Numbered / Bullet points Labelled diagrams (GD) Written in the second person Written in correct order and make sense Adverbs Only necessary detail Appropriate vocabulary related to the subject 	<ul style="list-style-type: none"> Title Subheadings: Equipment / ingredients / instructions / method Time Adverbials Imperative verbs Numbered / Bullet points Labelled diagrams (GD) Adverbs Range of conjunctions to write longer sentences Written in correct order and make sense
Diary Entry	<ul style="list-style-type: none"> Write in first person • Retell the important events that have taken place Simple adjectives to describe feelings Written in chronological order Time adverbials Written in past tense 	<ul style="list-style-type: none"> Write in first person Describe the important events that have taken place Emotive language Use exclamation sentences where appropriate (What a fantastic time we had!) Written in chronological order Time adverbials Informal language / chatty style Written in past tense 	<ul style="list-style-type: none"> Write in first person Describe the important events that have taken place Emotive language Thoughts and feelings • Written in chronological order Time adverbials Informal language / chatty style Written in past tense Include a date at the beginning 	<ul style="list-style-type: none"> Write in first person Describe the important events that have taken place Emotive language Thoughts and feelings • Written in chronological order Time adverbials Informal language / chatty style Written in past tense Include a date at the beginning Appropriate beginning and sign off 	<ul style="list-style-type: none"> Write in first person Describe the important events that have taken place Emotive language Thoughts and feelings Written in chronological order Time and fronted adverbials Informal language / chatty style Written in past tense Include a date at the beginning Appropriate beginning and sign off Paragraphs Commas 	<ul style="list-style-type: none"> Write in first person Describe the important events that have taken place Emotive language Thoughts and feelings Written in chronological order Time and fronted adverbials Informal language / chatty style Written in past tense Include a date at the beginning Appropriate beginning and sign off Paragraphs Commas to separate subordinate clauses

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Story Writing	<ul style="list-style-type: none"> Beginning Middle End Characters Setting Adjectives to describe 	<ul style="list-style-type: none"> Include an opening paragraph which describe characters and setting Include a problem or dilemma Begin to describe the characters feelings and emotions Include simple adjectives and, verbs. Use noun phrases which add detail to description Use coordinating conjunctions to link two main ideas Use exclamation sentences where appropriate (What big eyes you have, Grandma!) Begin to use inverted commas to mark direct speech where appropriate 	<ul style="list-style-type: none"> Include an opening paragraph which describe characters and setting Include a problem or dilemma Describe the characters feelings and emotions Use of inverted commas for speech Include powerful adjectives, verbs and adverbs. Include a some synonyms, similes, metaphors and alliteration Write in paragraphs and include multiclaue sentences Use coordinating conjunctions to link two main ideas Use noun phrases which add detail to description Use the progressive • form for verbs (Goldilocks was walking through the woods) Use exclamation sentences where appropriate (What big eyes you have, Grandma!) Use nouns and pronouns for clarity and cohesion Begin to use inverted commas to mark direct speech where appropriate 	<ul style="list-style-type: none"> Planning Stage - Story Map / Boxed up Interesting start which hooks the reader Include an opening paragraph which describe characters and setting Include a build up to a problem which increases tension. Include a problem or dilemma Describe the characters feelings and emotions Include speech to move the events of the story forward. Use of inverted commas for speech Include powerful adjectives, verbs and adverbs. Include a range of synonyms, similes, metaphors and alliteration Write in paragraphs and include multiclaue sentences Use fronted adverbials to show how / when an event occurs Use subordinate clauses to add detail or context Use nouns and pronouns for clarity and cohesion 	<ul style="list-style-type: none"> Include 4 paragraphs introduces the argument the argument from one point of view the argument from the other point of view the most important argument which gives your opinion. Balanced conclusion Persuasive sentence starters Generalisers Written in 3rd person Include conjunctions to link sentences together Include phrases of debate Include technical vocabulary including facts. Use modal verbs to convey degrees of probability Use of relative clauses to provide supporting detail Use adverbials to provide cohesion 	<ul style="list-style-type: none"> Include 4 paragraphs introduces the argument the argument from one point of view the argument from the other point of view the most important argument which gives your opinion. Balanced conclusion Persuasive sentence starters Generalisers Written in 3rd person • Include conjunctions to link sentences together Include phrases of debate Include technical vocabulary including facts. Use modal verbs to convey degrees of probability Use of relative clauses to provide supporting detail Use adverbials to provide cohesion
Informal Letter	<ul style="list-style-type: none"> Senders address at the top right Dear.... Chatty language Informal ending - from, Best Wishes 	<ul style="list-style-type: none"> Senders address at the top right Dear.... Write a greeting Chatty language Write details Informal ending - from, Best Wishes Use question marks and exclamation marks 	<ul style="list-style-type: none"> Senders address at the top right Dear.... Write a greeting Chatty language Write details Informal ending - from, Best Wishes Use question marks and exclamation marks 	<ul style="list-style-type: none"> Senders address at the top right Date under the address Dear.... Write a greeting Chatty, friendly language Ask questions Write details Informal ending - from, Best Wishes Use question marks and exclamation marks Use paragraphs 	<ul style="list-style-type: none"> Senders address at the top right Date under the address Dear.... Write a greeting Informal language Ask questions Write details Informal ending - from, Best Wishes Use question marks and exclamation marks 	

Non- Chronological Report	<ul style="list-style-type: none"> Title Opening sentence that explains what the report is about Picture / diagram • Sentences linked to the pictures 	<ul style="list-style-type: none"> Written in the present tense and the third person. Use coordinating conjunctions to link two main ideas. Use subordinating conjunctions in the middle of sentences. Information which is factual and accurate. Pictures / diagrams Subheadings Technical vocabulary Use noun phrases which inform Use apostrophes to mark possession 	<ul style="list-style-type: none"> Appropriate use of past and present tense Paragraphs used to group related ideas. Subheadings to label content Opening paragraph that explains what the report is about. Written in the present tense and the third person. Use coordinating conjunctions to link two main ideas. Use subordinating conjunctions in the middle of sentences. Information which is factual and accurate. Pictures / diagrams Use noun phrases which inform Use apostrophes to mark possession 	<ul style="list-style-type: none"> Paragraphs used to group related ideas. Subheadings to label content Opening paragraph that explains what the report is about. Written in the present tense and the third person. Range of adverbials and conjunctions Technical vocabulary. • Information which is factual and accurate. Pictures / diagrams Use of subordinating conjunctions to join clauses, including as openers 	<ul style="list-style-type: none"> Title Paragraphs used to group related ideas. Subheadings to label content Opening paragraph that explains what the report is about. Written in the appropriate tense and the third person. Range of adverbials and conjunctions. Technical vocabulary. Information which is factual and accurate. Pictures / diagrams Use of subordinating conjunctions to join clauses, including as openers 	<ul style="list-style-type: none"> Title Paragraphs used to group related ideas. Subheadings to label content Opening paragraph that explains what the report is about. Written in the appropriate tense and the third person. Range of adverbials and conjunctions. Technical vocabulary. Modal verbs Information which is factual and accurate. Pictures / diagrams Use of subordinating conjunctions to join clauses, including as openers Formal style sometimes using the passive voice
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	Year 3	Year 4	Year 5 and 6
Advert	<ul style="list-style-type: none"> Include a snappy slogan to make the product sound interesting or exciting. Describe the benefits of the product fully Include persuasive language -exaggerate to make the product sound appealing Use of 2nd person 	<ul style="list-style-type: none"> Include a snappy slogan to make the product sound interesting or exciting. Describe the benefits of the product fully – specific and key information Include persuasive language -exaggerate to make the product sound appealing Use of 2nd person 	<ul style="list-style-type: none"> Include a snappy slogan to make the product sound interesting or exciting. Use of Alliteration Describe the benefits of the product fully – specific and key information Modal Verbs

	<ul style="list-style-type: none">• Include noun phrases to add detail and adjectives for positive description• Use imperative verbs to convey urgency• (Buy it today! Listen very carefully...)• Use rhetorical questions to engage the reader• Include informative diagram or picture.	<ul style="list-style-type: none">• Include noun phrases to add detail and adjectives for positive description• Use imperative verbs to convey urgency (Buy it today! Listen very carefully...)• Use rhetorical questions to engage the reader• Include informative diagram or picture• Price (if selling something)	<ul style="list-style-type: none">• Include persuasive language -exaggerate to make the product sound appealing• Use of 2nd person• Include noun phrases to add detail and adjectives for positive description• Use imperative verbs to convey urgency (Buy it today!• Listen very carefully...)• Use rhetorical questions to engage the reader• Include informative diagram or picture• Price (if selling something)
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	Year 3 and 4	Year 5 and 6
Newspaper	<ul style="list-style-type: none"> Catchy headline which may include a pun or alliteration. Write in the past tense and the third person. Chronological order. Orientation - opening paragraph which answers the questions who, what, when and where. Paragraphs which answer the questions why and how. Reorientation - final paragraph which looks ahead to the future. Quotes from eye witness / key person in the report. A picture with a caption. Include emotive and descriptive language. Direct and indirect speech - inverted commas where appropriate Use of relative clauses Use of expanded noun phrases to inform Use of subordinating conjunctions 	<ul style="list-style-type: none"> Catchy headline which may include a pun or alliteration. Write in the past tense and the third person. Chronological order. Orientation - opening paragraph which answers the questions who, what, when and where. Paragraphs which answer the questions why and how. Reorientation - final paragraph which looks ahead to the future. Quotes from eye witness / key person in the report. A picture with a caption. Include unbiased and descriptive language. Direct and indirect speech - inverted commas where appropriate Use of relative clauses Use of expanded noun phrases to inform Use of subordinating conjunctions Picture with a caption
	Year 2	KS2
Checklist for persuasive writing	<ul style="list-style-type: none"> Persuasive texts come in many different forms. Some include advertisements, letters, debates, articles and reports. Their main purpose is to persuade the reader to see an argument from their point of view and change their mind, buy or support something. An introductory paragraph that states the argument Words like Some believe that.. In my opinion.. Therefore.. For this reason... • I feel that.. I am sure that.. Firstly.. Secondly.. Points out the arguments for and against 	<ul style="list-style-type: none"> Persuasive texts come in many different forms. Some include advertisements, letters, debates, articles and reports. Their main purpose is to persuade the reader to see an argument from their point of view and change their mind, buy or support something. An introductory paragraph that states the argument Words like Some believe that.. In my opinion.. Therefore.. Moreover.. For this reason... • I feel that.. Surely..
	<ul style="list-style-type: none"> Facts and statistics Has facts that support the evidence given 	<ul style="list-style-type: none"> I am sure that.. Firstly.. Secondly.. It is certain.. Each paragraph states a reason or opinion and then is followed by 2 or 3 pieces of evidence to support it. Points out the for and against Facts and statistics Has facts that support the evidence given Rhetorical Questions - Ask the reader questions that encourages them to think A strong concluding paragraph that sums up the main argument

Year 5 and 6

<p>Balanced Argument</p>	<ul style="list-style-type: none"> • Include 4 paragraphs • introduces the argument • the argument from one point of view • the argument from the other point of view • the most important argument which gives your opinion • Balanced conclusion • Persuasive sentence starters 	<ul style="list-style-type: none"> • Generalisers • Written in 3rd person • Include conjunctions to link sentences together • Include phrases of debate • Include technical vocabulary including facts. • Use modal verbs to convey degrees of probability • Use of relative clauses to provide supporting detail • Use adverbials to provide cohesion
<p>Formal Letter</p>	<ul style="list-style-type: none"> • Your address at the top of the right hand side of the page. • Their address on the left hand side of the page. • The date on the right hand side of the page, underneath your address. • Dear Sir/Madam or Dear Mr/Miss/Mrs... • Paragraph to explain why you are writing. 	<ul style="list-style-type: none"> • Paragraph to explain the problem • Paragraph to say what you want them to do about it • Concluding paragraph • Yours faithfully / Sincerely followed by your name • Use of adverbials to convey sense of certainty (Surely we can agree...?) • Use of short sentences to emphasis • Use of the subjunctive form for formal structure (If I were you, I would...)
<p>Poem Review</p>	<ul style="list-style-type: none"> • How do you feel about the poem? • The mental pictures you get from the poem • Is poem a narrative poem - that is, a poem that tells a story? • Have you noticed any pattern in the way the verses are written? • How is repetition used? Do any lines repeat themselves - where and why? • The rhyme, including internal rhyme • The sound and rhythm - how does it make you feel? 	<ul style="list-style-type: none"> • Are there any similes, metaphors, word play? • Which words suggest this is not a modern poem? • Which words suggest this is a modern poem? • Which of the poems do you like best and why? • Explain your reasons carefully, copying out some of your favourite words and phrases and saying why you like them. • Begin to use passive voice to maintain impersonal tone • Use relative clauses to provide cohesion across the text • Use expanded noun phrases.

	Key Stage 1	LKS2
Punctuation and Grammar	<p>Writing to entertain (Stories, descriptions, poetry and in-character /role)</p> <ul style="list-style-type: none"> • Past and present tense • Coordinating conjunctions – and, but, so, or, when • Noun phrases • Progressive form for verbs • Exclamation sentences • Adverbials – first, then, next, after, later, the next day,.. • Finger spaces • Capital letters and full stops • Capital letter for first person ‘I’ • Apostrophes to mark contractions • Exclamation marks • Begin to use inverted commas to mark direct speech 	<p>Writing to entertain (Stories, descriptions, poetry and characters / settings)</p> <ul style="list-style-type: none"> • Use of paragraphs to organise in time sequence • Fronted adverbials to show how / when an event occurs. • Expanded noun phrases • Subordinate clauses to add detail or context • Nouns and pronouns for clarity and cohesion • Conjunctions • Use of full punctuation for direct speech, including punctuation within and before inverted commas. • Secure use of apostrophes for possession • Use of commas after fronted adverbials and subordinate clauses • Begin to use dashes for emphasis
	Key Stage 1	UKS2
	<p>Writing to inform (Recount, Letter, instructions)</p> <ul style="list-style-type: none"> • Appropriate use of past and present tense • Use of coordinating conjunctions • Use of subordinating conjunctions • Use of noun phrases which inform • Use of commas to separate items in a list • Use exclamation sentences where appropriate • Use of finger spaces • Use capital letters and full stops • Use of questions mark • Use apostrophes to mark possession 	<p>Writing to entertain (Narrative, descriptions, poetry and characters / settings)</p> <ul style="list-style-type: none"> • Use of paragraphs to organise in time sequence • Subordinate clauses to add detail or context • Use relative clauses to add detail or context • Use a wide range of sentence structures to add interest. • Adverbials • Conjunctions • Use brackets for incidentals • Use dashes to emphasise additional information • Use colons to add further detail in a new clause • Use semi – colons to join related clauses.

	LKS2	LKS2
Punctuation and Grammar	<p><i>Writing to inform (Explanation, Recount, Letter, Biography, Newspaper article, instructions)</i></p> <ul style="list-style-type: none"> • <i>Subheadings to label content</i> • <i>Paragraphs used to group related ideas</i> • <i>Use subordinating conjunctions to join clauses, including as openers</i> • <i>Use expanded noun phrases to inform</i> • <i>Use commas to separate adjectives in a list</i> • <i>Use relative clauses to add further detail</i> • <i>Begin to use present perfect tense to place events in time.</i> • <i>Use capital letters</i> • <i>Use commas to mark fronted adverbials and subordinate clauses</i> • <i>Use inverted commas for direct speech</i> • <i>Use bullet points to list items.</i> 	<p><i>Writing to inform (Report, Explanation, Recount, Letter, Biography, Newspaper article, instructions)</i></p> <ul style="list-style-type: none"> • <i>Headings / Subheadings</i> • <i>Use of technical vocabulary</i> • <i>Paragraphs used to group related ideas</i> • <i>Use subordinating conjunctions in varied positions</i> • <i>Use expanded noun phrases to inform</i> • <i>Use relative clauses to add further detail.</i> • <i>Begin to use passive voice to remain formal and detached</i> • <i>Begin to use colons to link related clauses.</i> • <i>Use brackets or dashes to explain technical vocabulary and to mark relative clauses.</i> • <i>Use semi – colons to punctuate complex lists,</i> • <i>Use colons to introduce lists or sections</i> • <i>Secure use of commas to mark clauses, including subordinating clauses</i> • <i>Begin to use colons and semi – colons to mark clauses.</i>

Writing to persuade (Advertising, letter, speech, poster)

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- *Use of 2nd person*
- *Facts and statistics*
- *Adjectives for positive description*
- *Imperative verbs to convey urgency*
- *Rhetorical questions to engage the reader*
- *Noun phrases to add detail and description*
- *Relative clauses to provide additional enticement*
- *Capital letters for proper nouns*
- *Use commas to mark relative clauses, fronted adverbials and subordinate clauses.*

Writing to persuade (Advertising, letter, speech, poster, campaign)

- Use of 2nd person
- Personal pronouns
- Hyperbole
- Imperative and modal verbs to convey urgency
- Facts and statistics
- Adverbials to convey sense of certainty
- Short sentences for emphasis
- Use of the subjunctive form for formal structure.
- Colons and semi-colons to list features, attractions or arguments
- Brackets or dashes for parenthesis, including for emphasis
- Use semi-colons for structure repetition

Writing to discuss (Balanced argument, newspaper article, a review)

- Appropriate use of cohesive devices
- Use of subjunctive form where needed
- Use of paragraphs
- Maintain formal / impersonal tone
- Modal verbs to convey degrees of probability
- Relative clauses to provide supporting detail
- Adverbials to provide cohesion across the text
- Expanded noun phrases to describe in detail
- Passive voice to maintain impersonal tone
- Brackets or dashes for parenthesis, including for emphasis
- Use semi-colons for to mark related clauses
- Use commas to mark relative clauses
- Use colons and semi-colons to punctuate complex lists

<i>Year 3 Explanation Checklist</i>	<i>Key Stage 2 Biography Checklist</i>	<i>Key Stage 2 Play Script Checklist</i>
<ul style="list-style-type: none"> • <i>Technical Vocabulary</i> • <i>Subordinating conjunctions as well as casual conjunctions (so, because, when)</i> • <i>Paragraphs to group related ideas</i> • <i>present tense</i> • <i>Start each page with a question</i> • <i>Sub headings</i> • <i>Labelled diagrams or pictures</i> • <i>A contents page</i> • <i>A glossary</i> 	<ul style="list-style-type: none"> • <i>Opening statement introduces the subject, and explains why he/she is known</i> • <i>Significant events are ordered chronologically</i> • <i>Closing statement explains how this person will be remembered, and sometimes gives the writers opinion</i> • <i>Use of rhetorical questioning</i> • <i>Refers to named individuals</i> • <i>Contains dates linked to specific events</i> • <i>Written in the past tense</i> • <i>Can include direct and indirect speech and quotes from other sources</i> • <i>Written in 3rd person</i> • <i>Includes time adverbials to link ideas</i> • <i>Use subordinating conjunctions to join clauses,</i> • <i>Use commas to mark fronted adverbials and to mark subordinate clauses</i> 	<ul style="list-style-type: none"> • <i>Set the scene</i> • <i>List the characters at the beginning</i> • <i>Introduced and described the scene</i> • <i>Characters' names are written on the left</i> • <i>Characters' names have a colon after them</i> • <i>A new line for every new speaker</i> • <i>Stage directions are in brackets ()</i> • <i>Stage directions are written in the present tense</i> • <i>Stage directions for how the actor must speak</i> • <i>Stage directions for how the actors must move</i> • <i>Every time the setting changes (changes place or time), start a new scene</i> • <i>Set out the dialogue as direct speech without speech marks</i> • <i>Include interesting and dramatic events.</i>

	Statutory Requirements	Notes and guidance	Sequence
Year R	<p>30-50 months:</p> <ul style="list-style-type: none"> • Sometimes gives meaning to marks as they draw and paint • Ascribes meanings to marks that they see in different places 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 and 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 and captions • Attempts to write short sentences in meaningful contexts 	<p>Handwriting, mark marking and emergent writing opportunities are given on a daily basis. Correct pattern formation is taught and encouraged both formally and during child-initiated times. Children are encouraged to use various tools and implements for mark making but high quality handwriting pens are used during a teacher led activity.</p>	<p>Static patterns:</p> <ul style="list-style-type: none"> - Circles - Vertical and horizontal lines - Crosses - Stars - Dots - Spirals <p>Patterns that move across the page from left to right:</p> <ul style="list-style-type: none"> - Jellies - Upside down jellies - Zigzags - Waves - Castles - Garlands - Rough seas
Year 1	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Sit correctly at a table, holding a pencil comfortably and correctly • Begin to form lower case letters in the correct direction, starting and finishing in the right place • Form capital letters • Form digits 0 – 9 • Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and begin to practice these 	<p>Handwriting requires frequent and discrete, direct teaching. Pupils should be able to form letters correctly and confidently. The size of the writing implement (pencil, pen) should not be too large for a young pupils hand. Whatever is being used should allow the pupil to hold it easily and correctly so that bad habits are avoided. Lefthanded pupils should receive specific teaching to meet their needs.</p>	<ul style="list-style-type: none"> • Ladder letters – l, j, i, t, u, y • One armed robot letters – b, h, k (looped), m, n, p, r • Curly caterpillar letters – c, a, d, e, g, o, q, f, s • Zig zag letters – (k - straight) v, w, x, z • Descenders – g, j, p, q, y

Year 2	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Form lower case letters of the correct size relative to one another • Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left un-joined • Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters • Using spacing between words that reflects the size of the letters 	<p>Pupils should revise and practise correct letter formation frequently. They should be taught to write with a joined style as soon as they can form letters securely with the correct orientation.</p>	<ul style="list-style-type: none"> • Diagonal joins to letters without ascenders e.g. ai, ar, un • Horizontal joins to letters without ascenders e.g. ou, vi, wi • Diagonal joins to letters with ascenders e.g. ab, ul, it • Horizontal joins to letters with ascenders e.g. ol, wh, ot
Year 3 and Year 4	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another are best left un-joined • Increase the legibility, consistency and quality of their handwriting (for example by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch) 	<p>Pupils should be using joined handwriting throughout their independent writing. Handwriting should continue to be taught, with the aim of increasing the fluency with which pupils are able to write down what they want to say. This, in turn will support their composition and spelling.</p>	<p>Focus on increasing quality: Looking at issues involving spacing, parallel lines and keeping lines equidistant.</p> <ul style="list-style-type: none"> • Diagonal joins to letters without ascenders e.g. ai, ar, un • Horizontal joins to letters without ascenders e.g. ou, vi, wi • Diagonal joins to letters with ascenders e.g. ab, ul, it • Horizontal joins to letters with ascenders e.g. ol, wh, ot.
Year 5 and Year 6	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Write legibly, fluently and with increasing speed by: • Choosing which shape of letter to use when given choices and deciding whether or not to join specific letters • Choosing the writing implement that is best suited for a task 	<p>Pupils should continue to practice handwriting and be encouraged to increase the speed of it, so that problems with forming letters do not get in the way of writing down what they want to say. They should be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes or a final handwritten version. They should also be taught to use an un-joined style, for example for labelling a diagram or data, writing an email address, or for algebra and capital letters, for example, for filling in a form.</p>	<p>In UKS2 teachers should look for specific aspects of handwriting that need further modelling and practising and teach discreet sessions to address these issues.</p>