

Coney Hill Primary Progression of Handwriting

Reception

Write recognisable letters, most of which are correctly formed

Uses a pencil and holds it effectively, using the tripod grip in almost all cases

Shows preference for a dominant hand

Develop the foundations of a handwriting style that is fast, accurate and efficient

Year 1

Sit at a table and hold a pencil comfortably and correctly

Form most lower case letters correctly, 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

Year 2

Form lower case letters of the correct size, relative to one another in their writing

Use the diagonal and horizontal strokes needed to join letters

Understand which letters adjacent to one another are best left unjoined

Write capital letters and digits of the correct size and orientation in relation to each other and to lower case letters

Use spacing between words that reflects the size of the letters

Year 3

Increasingly use the diagonal and horizontal strokes that are needed to join letters and begin to understand which letters, when adjacent to one another, are best left unjoined

Increase the legibility, consistency and quality of their handwriting by beginning to ensure that the down strokes of letters are parallel and equidistant;

Increase the legibility, consistency and quality of their handwriting by beginning to ensure that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.



Year 4

Use the diagonal and horizontal strokes 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 by consistently ensuring that the down strokes of letters are parallel and equidistant

Increase the legibility, consistency and quality of their handwriting by consistently ensuring that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.

Year 5

Write increasingly legibly, fluently and with increasing speed through developing choices of which the shape of a letter to use when given choices and deciding whether or not to join specific letters.

Writing increasingly legibly, fluently and with increasing speed by choosing the writing implement that is best suited for the task

Year 6

Write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.

Write legibly, fluently and with increasing speed by choosing the writing implement that is best suited for the task.

Coney Hill Primary Progression of Composition

Reception

- Say a clause to complete a sentence.
- Make up own phrases/short sentences to express his/her thoughts aloud about stories and experiences
- Write a caption or short phrase using the graphemes he/she already knows



Year 1

- Write sentences by saying out loud what they're going to write about, after discussion with the teacher.
- Write down one of the sentences that has been rehearsed.
- Compose and write sentences independently to convey ideas.
- Write sentences, sequencing them to form short narratives. (Real or fictional)
- Write sentences re-reading what has been writing to check that it makes sense.
- Discuss what has been written with the teacher or other pupils.
- Read aloud writing clearly enough to be heard by peers and the teacher.

Year 2

- Consider what they are going to write before beginning by planning or saying out loud what they are going to write.
- Consider what they are going to write by writing down ideas, key words and new vocabulary.
- Consider what they are going to write by encapsulating what they want to say, sentence by sentence.
- Make simple additions, revisions and corrections to their own writing, by evaluating their writing with the teacher and other pupils.
- Make simple additions, revisions and corrections to own writing by re-reading to check that it makes sense and that verbs in indicate time are used correctly and consistently, including verbs in the continuous form.
- Make simple additions, revisions and corrections to own writing by proof-reading to check for spelling, punctuation and grammar errors.
- Read aloud what has been written with appropriate intonation to make the meaning clearer.

Year 3

- Plan writing by discussing writing similar in order to understand and learn from the structure and vocabulary.
- Plan writing by discussing and recording ideas within a given structure.
- Draft and write by: composing and rehearsing sentences orally, building a rich and varied vocabulary and using sentence structures from English Appendix 2, organising writing into paragraphs as a way of grouping related material, in narratives to create settings, characters and plot, and in non-fiction material to use headings and subheadings to organise text.
- Evaluate and edit by assessing the effectiveness of writing and the use of conjunctions, adverbs, prepositions and a/an.
- Proof-read for spelling errors and punctuation, including commas, exclamation marks and question marks.
- Read own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Year 4

- Plan writing by discussing writing similar in order to understand and learn from the structure, vocabulary and grammar.
- Plan writing by discussing and recording ideas.
- Draft write by: composing and rehearsing sentences orally (including dialogue), building a rich and varied vocabulary and using sentence structures from English Appendix 2, use paragraphs to organise ideas, in narratives to create settings, characters and plot with consideration for the audience and purpose, non-narrative material using simple organisational devices.
- Evaluate and edit by assessing the effectiveness of their own and others' writing and suggest improvements to the consistency, proposing changes to grammar, use of pronouns, expanded noun phrases, fronted adverbials and vocabulary
- Proof-read for spelling, punctuation and grammatical errors, including possessive apostrophes, speech punctuation and fronted adverbials
- Confidently read their own writing aloud, to a group or whole class, using appropriate intonation and controlling the tone and volume so that meaning is clear

Year 5

- Plan writing by identifying the audience, using other similar writing as models for their own, and by noting and developing initial ideas, drawing upon reading
- Plan writing of narratives by considering how authors have developed characters and setting in what the class has read, listened to or seen performed.
- Draft and write by selecting appropriate grammar and vocabulary, including that within English Appendix 2.
- Draft and write in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character.
- Draft and write by précising longer passages.
- Draft and write by using devices to build cohesion within and across sentences and paragraphs, linking ideas using adverbials of time.
- Draft and write by using further organisational and presentational devices to structure text and guide the reader e.g. headings, bullet points, underlining
- Use different verb forms mostly accurately with consideration for audience purpose.
- Evaluate and edit by assessing the effectiveness of his/her own and others writing, proposing changes to use of tense, vocabulary, grammar and punctuation to enhance effects and clarify meaning (English Appendix 2).
- Evaluate and edit by ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing.
- Proof-read for Year 5 related spelling and punctuation errors, including use of brackets, dashes or commas to indicate parenthesis; use of commas to clarify meaning or avoid ambiguity,
- Perform his/her own compositions, using appropriate intonation, volume and movement so that the meaning is clear.

Year 6

- Plan writing by identifying the audience and purpose of the writing, effectively selecting the appropriate form (e.g. the use of first person in a diary; direct address in instructions and persuasive writing).
- Plan writing by noting and developing initial ideas, drawing on reading and research where necessary
- Plan writing of narratives through reasoned consideration of how authors have developed characters and setting in what the class has read, listened to or seen performed.
- Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what he/she has read as models for his/her own writing (e.g. literary language, characterisation, structure)
- Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning (English Appendix 2).
- Draft and write by précising longer passages.
- Draft and write by linking ideas across paragraphs using a wider range of cohesive devices; repetition of a word phrase, grammatical connections and ellipsis.
- Draft and write by using further organisational and presentational devices to structure text and to guide the reader e.g. sub-headings, columns, bullets or tables.
- Evaluate and edit by assessing the effectiveness of his/her own and others writing with reasoning, and proposing reasoned changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning (English Appendix 2).
- Evaluate and edit by ensuring the consistent and correct use of tense, and ensuring correct subject and verb agreement when using singular and plural.
- Distinguish between the language of speech and writing and choosing appropriate register.
- Proof-read for Year 6 related spelling errors, punctuation errors, including semi-colons, colons, dashes, bullet points and hyphens.
- Confidently perform his/her own compositions, using appropriate intonation, volume and movement so that the meaning is clear.

Coney Hill Primary

Progression of Punctuation and Grammar

Reception

- Write words by identifying phonemes and representing these with graphemes
- Write simple phrases and sentences
- Write a short caption, phrase or sentence about a story or experience
- Introduce capital letters and full stops
- Knowledge of upper case and lower case
- Finger spaces between words

Year 1

- Plural noun suffixes (s and es)
- Adding suffixes to verbs with no change to the root word
- Adding a prefix to verbs and adjectives and how this changes the meaning
- ing, ed, er, un
- Understand how words combine to make sentences
- Use 'and' to join clauses
- Sequence sentences to form short narratives
- Separate words with finger spaces
- Some use of capital letters, full stops, question marks, exclamation marks, and capital letter for personal pronoun I and names

Year 2

- Formation of nouns using suffixes and by compounding.
- Formation of adjectives using suffixes
- Use of the suffixes er and est in adjectives and the use of ly to turn adjectives into adverbs.
- Formation of suffixes s, es
- Ed, ing, ful, less, ment
- Subordination (when, if, that, because) and coordination (or, and, but)
- Expanded noun phrases for description and specification
- How the grammatical patterns in a sentence indicate function as a statement, question, exclamation or command
- Correct past and present tense (ed and irregular), progressive forms in the present and past tense to mark actions in progress
- Use of capital letters, full stops, question marks, exclamation marks, commas in a list, apostrophes to show possession in nouns

Year 3

- Formation of nouns using a range of prefixes and suffixes (super, anti, auto)
- Use of forms- a, an
- Word families based on common words, showing how words are related in form and meaning
- Express time, place and cause using:
- conjunctions – when, before, after, while, so
- Adverbs – then, next, soon, therefore
- Prepositions – before, after, during, because of
- Introduction to paragraphs to group material
- Headings and subheadings to aid preposition
- Use of present perfect form of verbs instead of simple past tense
- Introduction of inverted commas to punctuate speech

Year 4

Grammatical difference between plural and possessive 's'
Standard forms for verb inflections instead of local spoken forms -
We were/we was I did/ I done
Noun Phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases.
Fronted Adverbials – later that day, I heard the bad news
Use of paragraphs to organise ideas around a theme
Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.
Use on inverted commas and other punctuation to indicate direct speech.
Apostrophes to mark plural possession
Use of commas after fronted adverbials.

Year 5

- Converting nouns or adjectives into verbs using suffixes – ate, ise, ify
- Verb Prefixes – dis, de, mis, over, re
- Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun
- Indicating degrees of possibility using adverbs or modal verbs e.g. perhaps, surely, might, should, will, must
- Devices to build cohesion within a paragraph - *Then, after that, this, firstly.*
- Linking ideas across paragraphs using adverbials of time, place and number or tenses choice.
- Brackets, dashes or commas to indicate parenthesis.
- Use commas to clarify meaning or avoid ambiguity.

Year 6

- The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing.
- How words are related by meaning as synonyms and antonyms
- Punctuation of bullet points to list information
- Use of passive to affect the presentation of information in a sentence.
- The difference between structures typical of informal speech and structures appropriate for formal speech and writing.
- Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections e.g. adverbials and ellipsis.
- Layout devices Headings, subheadings, columns, bullets or tables to structure text.
- Use of the semi- colon, colon and dash to mark the boundary between.
- Use of the colon to introduce a list and use of semicolons within lists.
- How hyphens can be used to avoid ambiguity.

Terminology

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Capital letter, full stop, finger space, upper case, lower case, word, sentence	Letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark, prefix, suffix	Noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, verb, adverb, tense, past, present, apostrophe, comma	Preposition, conjunction, word family, clause, subordinate clause, direct speech, consonant letter, vowel letter, inverted commas	Determiner, pronoun, possessive pronoun, adverbial	Modal verb, relative pronoun, relative clause, parenthesis, bracket, dash cohesion, ambiguity	Subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points