Pottery Primary School Writing Progression Map

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Handwriting	Pupils should be taught to: ♣ 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 to practise these.	Pupils should be taught to: ♣ 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 unjoined ♣ write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters ♣ use spacing between words that reflects the size of the letters.	Pupils should be taught to: ♣ use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined ♣ 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 the ascenders and descenders of letters do not touch].		Pupils should be taught to 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 ♣ choosing the writing implement that is best suited for a task.	
Composition	Pupils should be taught to: ♣write sentences by: ♣ saying out loud what they are going to write about	Pupils should be taught to: ♣ develop positive attitudes towards and stamina for writing by: ♣ writing narratives about personal	Pupils should be taught to: ♣ plan their writing by: ♣ discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar ♣ discussing and recording ideas		Pupils should be taught to: ♣ plan their writing by: ♣ identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own	

♣ composing a sentence orally before writing it ♣ sequencing sentences to form short narratives ♣ re-reading what they have written to check that it makes sense ♣ discuss what they have written with the teacher or other pupils ♣ read aloud their writing clearly enough to be heard by their peers and the teacher.	experiences and those of others (real and fictional) ♣ writing about real events ♣ writing poetry ♣ writing for different purposes ♣ consider what they are going to write before beginning by: ♣ planning or saying out loud what they are going to write about ♣ writing down ideas and/or key words, including new vocabulary ♣ 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 ♣ re-reading to check that their writing makes sense and that verbs to indicate time are used	♣ draft and write by: ♣ composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) ♣ organising paragraphs around a theme ♣ in narratives, creating settings, characters and plot ♣ in non-narrative material, using simple organisational devices [for example, headings and sub-headings] ♣ evaluate and edit by: ♣ assessing the effectiveness of their own and others' writing and suggesting improvements ♣ proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences ♣ proof-read for spelling and punctuation errors ♣ read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.	♣ noting and developing initial ideas, drawing on reading and research where necessary ♣ in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed ♣ draft and write by: ♣ selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning ♣ in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action ♣ précising longer passages ♣ using a wide range of devices to build cohesion within and across paragraphs ♣ using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] ♣ evaluate and edit by: ♣ assessing the effectiveness of their own and others' writing ♣ proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ♣ ensuring the consistent and correct use of tense throughout a piece of writing ♣ ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register

		correctly and consistently, including verbs in the continuous form ♣ proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] ♣ read aloud what they have written with appropriate intonation to make the meaning clear.			♣ proof-read for spelling and punctuation errors ♣perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear
Word	Regular plural noun suffixes –s or –es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper) How the prefix un– changes the meaning	Formation of nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman] Formation of adjectives using suffixes such as –ful, –less (A fuller list of suffixes can be found on page 46 in the year 2 spelling section in English Appendix 1) Use of the suffixes –er, –est in adjectives and the use of –ly in	Formation of nouns using a range of prefixes [for example super–, anti–, auto–] Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box] Word families based on common words, showing how words are related in form and meaning [for	The grammatical difference between plural and possessive –s Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]	Converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify] Verb prefixes [for example, dis–, de–, mis–, over– and re–]	The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter] How words are related by meaning as synonyms and antonyms [for

	of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat]	Standard English to turn adjectives into adverbs	example, solve, solution, solver, dissolve, insoluble]			example, big, large, little].
Sentence	How words can combine to make sentences Joining words and joining clauses using and	Subordination (using when, if, that, because) and co-ordination (using or, and, but) Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon] How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command	Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) Fronted adverbials [for example, Later that day, I heard the bad news.)	Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]	Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)]. The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as If I were or Were they to come

						in some very formal writing and speech]
Text	Sequencing sentences to form short narratives	Correct choice and consistent use of present tense and past tense throughout writing Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]	Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]	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	Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]	Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]
Punctuation	Separation of words with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list Apostrophes to mark	Introduction to inverted commas to punctuate direct speech	Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within	Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity	Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up] Use of the colon to

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	Capital letters for names and for the personal pronoun I	where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]		inverted commas: The conductor shouted, "Sit down!"] Apostrophes to mark plural possession [for example, the girl's name, the girls' names] Use of commas after fronted adverbials		introduce a list and use of semi-colons within lists Punctuation of bullet points to list information How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover
Terminology for pupils	letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark	noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma	preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')	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