



**English-Writing Intent:** At Aston and Cote CE Primary we are passionate about developing children who are confident, capable writers who are able to communicate their thoughts, feelings and ideas with precision, imagination, flair and skill. In order to do this, it is essential that children learn both dimensions of writing: transcription (spelling and handwriting) as well as composition (articulating ideas and structuring them in speech and writing).

**Substantive Concept/ Strand-Handwriting**

	<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>National Curriculum Objective</b>	<p>To hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases.</p> <p>To write recognisable letters, most of which are correctly formed.</p>	<p>To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency.</p> <p>To sit correctly at a table, holding a pencil comfortably and correctly.</p> <p>To form digits 0-9.</p> <p>To understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these</p>	<p>To write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</p> <p>To form lower case letters of the correct size, relative to one another.</p> <p>To use spacing between words that reflects the size of the letters.</p>	<p>To use a neat, joined handwriting style with increasing accuracy and speed.</p>	<p>To increase the legibility, consistency and quality of their handwriting [e.g 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].</p>	<p>To increase the speed of their handwriting so that problems with forming letters do not get in the way of writing down what they want to say.</p> <p>To be clear about what standard of handwriting is appropriate for a particular task, e.g. quick notes or a final handwritten version.</p>	<p>To write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> <li>-choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters;</li> <li>- choosing the writing implement that is best suited for a task.</li> </ul>
<b>Sticky Knowledge/ Retrieval</b>	<p>I can hold a pencil using a tripod grip.</p> <p>I can write recognisable letters, most of which are formed correctly.</p>	<p>I can write lower case and capital letters formed correctly.</p> <p>I can sit at a table correctly, holding my pencil correctly.</p>	<p>I can write letters of the correct size when next to each other.</p> <p>I can use the correct sized spacing between each word.</p>	<p>I can use a neat, joined handwriting style</p>	<p>I can increase the legibility of my handwriting</p>	<p>I can increase the speed of my handwriting.</p> <p>I can understand which standard of handwriting is suitable for each task</p>	<p>I can write legibly and fluently.</p> <p>I can choose the correct implement for a task</p>

# Aston and Cote Church of England School- Progression Map- English-Writing



		I can form the numbers 0-9  I know which letters belong to which handwriting 'families'					
<b>Vocabulary</b>	Hold, grip, tripod, letter, shape	Formation, form, families, direction, start point, finish point	Size, spacing	Ascender, descender, joined,	Down strokes, up strokes, equidistant, parallel		
<b>Substantive Concept/ Strand- joining letters</b>							
	<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>National Curriculum Objective</b>			To begin to use the diagonal and horizontal strokes needed to join letters.	To continue to use the diagonal and horizontal strokes that are needed to join letters and to understand which letters, when adjacent to one another, are best left unjoined.	To confidently use diagonal and horizontal joining strokes throughout their independent writing to increase fluency.	To confidently use diagonal and horizontal joining strokes throughout their independent writing in a legible, fluent and speedy way.	To recognise when to use an unjoined style (e.g. for labelling a diagram or data, writing an email address or for algebra) and capital letters (e.g. for filling in a form).
<b>Sticky Knowledge/ Retrieval</b>			I can use some diagonal and horizontal strokes to begin to join letters	I can join letters, I know which letters are best left unjoined	I can join letters with increased fluency	I can join my handwriting in a legible, fluent way.	I can recognise when not to join letters
<b>Vocabulary</b>			Diagonal, horizontal, strokes, lead in	Join, unjoined,	Fluency	Legible, fluent	
<b>Substantive Concept/ Strand- Planning, writing and editing</b>							
	<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>National Curriculum Objective</b>	To write simple phrases and sentences that can be read by others.	To say out loud what they are going to write about.  To compose a	To write narratives about personal experiences and those of others	To begin to use ideas from their own reading and modelled examples	To compose and rehearse sentences orally (including dialogue),	To plan their writing by identifying the audience for and	To note down and develop initial ideas, drawing on reading and research where

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	<p>To invent, adapt and recount narratives and stories with peers and teachers.</p>	<p>sentence orally before writing it.</p> <p>To sequence sentences to form short narratives.</p> <p>To discuss what they have written with the teacher or other pupils.</p> <p>To reread their writing to check that it makes sense and to independently begin to make changes.</p> <p>To read their writing aloud clearly enough to be heard by their peers and the teacher.</p> <p>To use adjectives to describe.</p>	<p>(real and fictional).</p> <p>To write about real events. To write simple poetry.</p> <p>To plan what they are going to write about, including writing down ideas and/or key words and new vocabulary</p> <p>To encapsulate what they want to say, sentence by sentence.</p> <p>To make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils.</p> <p>To reread to check that their writing makes sense and that the correct tense is used throughout.</p> <p>To proofread to check for errors in spelling,</p>	<p>to plan their writing.</p> <p>To proofread their own and others' work to check for errors (with increasing accuracy) and to make improvements.</p> <p>To begin to organise their writing into paragraphs around a theme.</p> <p>To compose and rehearse sentences orally (including dialogue).</p>	<p>progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p> <p>To consistently organise their writing into paragraphs around a theme to add cohesion and to aid the reader.</p> <p>To proofread consistently and amend their own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/ pronouns for cohesion</p>	<p>purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</p> <p>To consider, when planning narratives, how authors have developed characters and settings in what pupils have read, listened to or seen performed.</p> <p>To proofread work to précis longer passages by removing unnecessary repetition or irrelevant details.</p> <p>To consistently link ideas across paragraphs.</p> <p>To proofread their work to assess the effectiveness of their own and others' writing and to make necessary corrections and improvements.</p>	<p>necessary.</p> <p>To use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining).</p> <p>To use a wide range of devices to build cohesion within and across paragraphs.</p> <p>To habitually proofread for spelling and punctuation errors.</p> <p>To propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>To recognise how words are related by meaning as synonyms and antonyms and to use this knowledge to make improvements to their writing.</p>
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			grammar and punctuation (e.g. to check that the ends of sentences are punctuated correctly).				
<b>Sticky Knowledge/ Retrieval</b>	<p>I can write a sentence that someone else can read.</p> <p>I can retell narratives and invent my own with support.</p>	<p>I can say out loud what I want to write.</p> <p>I can put sentences together to make a narrative.</p> <p>I can discuss my writing with an adult.</p> <p>I can begin to independently make some changes to my writing</p> <p>I can read my writing aloud so others can hear me.</p> <p>I can use adjectives to describe.</p>	<p>I can write fictional narratives and recount my own experiences.</p> <p>I can write about real events.</p> <p>I can write simple poetry.</p> <p>I can plan what I write to write including new vocabulary.</p> <p>I can sequence sentences to make a narrative.</p> <p>I can edit my writing after talking to my teachers or friends.</p> <p>I can read my writing back to check it makes sense.</p> <p>I can check for punctuation errors, especially</p>	<p>I can use ideas from writing to help me with my own writing.</p> <p>I can proof read my own and other's work with increasing accuracy.</p> <p>I am beginning to organise my writing into paragraphs.</p> <p>I can orally rehearse a sentence, including dialogue.</p>	<p>I can orally compose sentences using a wider range of sentence structures and new vocabulary.</p> <p>I can organise my writing into paragraphs and use cohesive devices to link.</p> <p>I can proof read and edit my own and others' writing including avoiding repetition of nouns/pronouns</p>	<p>I can plan my writing by recognising the audience and purpose.</p> <p>I can think about how authors develop characters and settings and use this in my writing</p> <p>I can proof read my writing by removing unnecessary elements</p> <p>I can link ideas across paragraphs</p> <p>I can assess the effectiveness of my own and others' writing and make necessary corrections and improvements.</p>	<p>I can note down ideas drawing on research.</p> <p>I can use presentational devices to organise my writing.</p> <p>I can use a wide range of cohesive devices to organise my paragraphs.</p> <p>I proofread my own writing without prompting.</p> <p>I can change vocabulary to enhance effect and clarify meaning.</p> <p>I can use antonyms and synonyms to improve the effectiveness of my writing.</p>

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# Aston and Cote Church of England School- Progression Map- English-Writing



			that each sentence ends with a full stop.				
<b>Vocabulary</b>	Sentence,	Narrative, edit, adjectives	Proof-read	Paragraph, dialogue	Repetition, nouns, pronouns, sentence structure, cohesive devices	Audience, purpose	Enhance meaning, clarify, ambiguity
<b>Substantive concept/strand-Awareness of Audience, Purpose and Structure</b>							
	<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>National Curriculum Objective</b>	To participate in small group, class and one-to-one discussion, offering their own ideas, using recently introduced vocabulary.	<p>To use a number of simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices.</p> <p>To start to engage readers by using adjectives to describe.</p>	<p>To write for different purposes with an awareness of an increased amount of fiction and non-fiction structures.</p> <p>To use new vocabulary from their reading, their discussions about it (one- to-one and as a whole class) and from their wider experiences.</p> <p>To read aloud what they have written with appropriate intonation to make the meaning clear.</p>	<p>To demonstrate an increasing understanding of purpose and audience by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>To begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction).</p> <p>To make deliberate ambitious word</p>	<p>To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices).</p> <p>To write a range of narratives that are well-structured and well-paced.</p> <p>To create detailed settings, characters and plot in narratives to engage the reader and to add atmosphere.</p> <p>To begin to read aloud their own writing, to a group or the</p>	<p>To consistently produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, organisation and layout devices for a range of audiences and purposes.</p> <p>To describe settings, characters and atmosphere with carefully- chosen vocabulary to enhance mood, clarify meaning and create pace.</p> <p>To regularly use dialogue to convey a character and to</p>	<p>To 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 (including literary language, characterisation, structure, etc.).</p> <p>To distinguish between the language of speech and writing and to choose the appropriate level of formality.</p> <p>To select vocabulary and grammatical structures that</p>

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				choices to add detail.  To begin to create settings, characters and plot in narratives.	whole class, using appropriate intonation and to control the tone and volume so that the meaning is clear.	advance the action.  To perform their own compositions confidently using appropriate intonation, volume and movement so that meaning is clear.	reflect what the writing requires (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).
<b>Sticky knowledge/retrieval</b>	I can join in with class discussions using new vocabulary	I can use some features of text types.  I can use adjectives to describe	I can write fiction and non-fiction for different purposes.  I can use new vocabulary  I can read my writing with the correct intonation.	I can look at pieces of writing to use as a model for my own writing.  I can write in different styles.  I can use ambitious vocabulary to add details.  I am beginning to create plot, character and setting in narratives.	I can accurately use different structures in my writing.  I can write a range of narratives that are well-paced.  I can create detailed plot, narrative and setting to create interest.  I can read my own writing aloud with the correct intonation to make the meaning clear.	I can consistently use a wide range of structures in my writing.  I can describe settings, characters and plot using wide vocabulary to enhance mood and clarify meaning.  I can use dialogue to advance the action.  I can perform my own pieces using intonation, movement and volume.	I can consistently use a wide range of structures in my writing.  I can use real writing as a model for my own.  I can tell the difference between the language of speech and writing.  I can select the correct level of formality for my writing.  I can use the correct vocabulary and structures to suit the formality of the piece I'm writing.
<b>vocabulary</b>		Features, text types, adjectives	intonation	Plot, character, setting,		dialogue	Formal, formality,

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