

Writing composition progression document Y1-Y6

KS1

<u>Y1</u>	
1	Write sentences by saying out loud what they are going to write about.
2	Write sentences by composing a sentence orally before writing it.
3	Write sentences by sequencing sentences to form short narratives.
4	Write sentences by re-reading what he/she has written to check that it makes sense.
5	Discuss what he/she has written with the teacher or other pupils.
6	Read aloud his/her writing clearly enough to be heard by his/her peers and the teacher.

<u>Y2</u>	
1	Write narratives about personal experiences and those of others (real and fictional).
2	Write about real events to develop positive attitudes and stamina for writing.
3	Write poetry to develop positive attitudes and stamina for writing.
4	Write for different purposes to develop positive attitudes and stamina for writing.
5	Consider what he/she is going to write before beginning by planning or saying out loud what he/she is going to write about.
6	Consider what he/she is going to write before beginning by writing down ideas and/or key words, including new vocabulary.
7	Consider what he/she is going to write before beginning by encapsulating what he/she wants to say, sentence by sentence.
8	Make simple additions, revisions and corrections to his/her own writing by evaluating his/her writing with the teacher and other pupils.
9	Make simple additions, revisions and corrections to his/her own writing by re-reading to check that his/her writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.
10	Make simple additions, revisions and corrections to his/her own writing by proof-reading to check for errors in spelling, grammar and punctuation e.g. ends of sentences punctuated correctly.
11	Read aloud what he/she has written with appropriate intonation to make the meaning clear.

KS2

<u>Y3</u>	
1	Plan his/her writing by discussing writing similar to that which he/she is planning to write in order to understand and learn from its structure and vocabulary.
2	Plan his/her writing by discussing and recording ideas within a given structure.
3	Draft and write by composing and rehearse sentences orally, building a varied and rich vocabulary and using sentences structures from English Appendix 2.
4	Draft and write by organising writing into paragraphs as a way of grouping related material.
5	Draft and write in narratives, creating settings, characters and plots.
6	Draft and write non-narrative material, using headings and sub-headings to organise texts.
7	Evaluate and edit by assessing the effectiveness of his/her own writing.
8	Evaluate and edit by proposing changes to grammar and vocabulary linked to the use of a/an, conjunctions, adverbs and prepositions.
9	Proof-read for spelling errors and for punctuation- including full stop, apostrophe, comma, question mark, exclamation and inverted commas for speech.
10	Read his/her 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.

<u>Y4</u>	
1	Plan his/her writing by discussing writing similar to that which he/she is planning to write, in order to understand and learn from its structure, vocabulary and grammar.
2	Plan his/her writing by discussing and recording ideas.
3	Draft and write by composing and rehearsing sentences orally (including dialogue), building a varied and rich vocabulary and using sentence structures with reference to English Appendix 2.
4	Draft and write by organising paragraphs around a theme.
5	Draft and write in narratives, creating settings, characters and plot with consideration for the audience and purpose.
6	Draft and write non-narrative material, using simple organisational devices.
7	Evaluate and edit by assessing the effectiveness of his/her own and others' writing and suggesting improvements.
8	Evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences, expanded noun phrases and fronted adverbials.
9	Proof-read for spelling and punctuation errors, including the use of the apostrophe for possession, speech punctuation and the use of the comma for fronted adverbials.
10	Confidently read his/her own writing aloud, to a group or the whole class, using appropriate intonation and controlling tone and volume so that the meaning is clear.

Y5	
1	Plan his/her writing by identifying the audience for, and purpose of the writing, using other similar writing as models for his/her own.
2	Plan his/her writing by noting and developing initial ideas, drawing on reading where necessary
3	Plan his/her writing of narratives by considering how authors have developed characters and settings in what the class have read, listened to or seen performed.
4	Draft and write by selecting appropriate grammar and vocabulary, including that within English Appendix 2.
5	Draft and write narratives, describing settings, characters and atmosphere, and integrating dialogue to convey character.
6	Draft and write by précising longer passages.
7	Draft and write by using devices to build cohesion within a paragraph e.g. then, after that, this, firstly
8	Draft and write by linking ideas across paragraphs using adverbials of time e.g. later, place e.g. nearby, and number e.g. secondly, or tense choices e.g. he had seen her before.
9	Draft and write by using further organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining.
10	Evaluate and edit by assessing the effectiveness of his/her own and others' writing.
11	Evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning English Appendix 2.
12	Evaluate and edit by ensuring mostly consistent and correct use of tense throughout a piece of writing.
13	Evaluate and edit by ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing.
14	Proof-read for spelling errors linked to spelling statements for Year 5.
15	Proof-read for punctuation errors, including use of brackets, dashes or commas to indicate parenthesis. Use of commas to clarify meaning or avoid ambiguity.
16	Perform his/her own compositions, using appropriate intonation, volume and movement so that meaning is clear.

Y6

1	Plan his/her writing by identifying the audience and purpose of the writing, selecting the appropriate form and using other similar writing as models for his/her own.
2	Plan his/her writing by noting and developing initial ideas, drawing on reading and research where necessary.
3	Plan his/her writing of narratives through reasoned consideration of how authors have developed characters and settings in what the class have read, listened to or seen performed.
4	Draft and write by selecting appropriate grammar and vocabulary, including that within English Appendix 2, understanding how such choices can change and enhance meaning.
5	Draft and write narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.
6	Draft and write by accurately précising longer passages.
7	Draft and write by linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections and ellipsis.
8	Draft and write by using organisational and presentational devices to structure text and to guide the reader e.g. headings, sub-headings, columns, bullets or tables.
9	Evaluate and edit by assessing the effectiveness of his/her own and others' writing with reasoning.
10	Evaluate and edit by proposing reasoned changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning with reference to English Appendix 2.
11	Evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing.
12	Evaluate and edit by ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.
13	Proof-read for spelling errors linked to spelling statements for Year 6.
14	Proof-read for punctuation errors, including use of semi-colons, colons, dashes, punctuation of bullet points in lists, and use of hyphens.
15	Confidently perform his/her own compositions, using appropriate intonation, volume, and movement so that meaning is clear