

Progression in Writing – Composition

| | Planning | Drafting/ Writing/Editing |
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| Nursery | | |
| Reception | | |
| Year 1 | <ul style="list-style-type: none"> Orally plan and rehearse ideas. Sequence ideas and events in narrative. Use familiar plots for structuring the opening, middle and end of their stories. | <ul style="list-style-type: none"> Orally compose every sentence before writing including compound sentences using the joining words 'and', 'but' and 'or'. Re-read every sentence to check it makes sense. Orally compose and sequence their own sentences, including some which use joining words, to write short narratives. Compose and sequence their own sentences to write short non-fiction texts, |
| Year 2 | <ul style="list-style-type: none"> Discuss and plan what to write about e.g. story mapping, innovating on a known story, drawing on vocabulary and ideas from reading | <ul style="list-style-type: none"> Orally rehearse each sentence prior to writing Use specific text type features to write for a range of audiences and purposes Edit and improve own writing in relation to audience and purpose. Proofread to check for errors in spelling, grammar and punctuation. Proofread to check for correct form of verbs within sentences |
| Year 3 | <ul style="list-style-type: none"> Identify purpose and audience for writing. Discuss the vocabulary, grammar and structural organisation needed, e.g. opening, build-up, problem, resolution, ending; adjectives and noun phrases to describe settings and characters; a range of simple and compound sentences; occasional use of complex sentences using conjunctions; some dialogue Discuss and record ideas for planning. | <ul style="list-style-type: none"> Create and develop settings for narrative, e.g. precise nouns, adjectives, noun phrases, details relating to the five senses. During and after composition, independently, edit and improve own writing by using different sentence structures Group related material into paragraphs. Use headings and sub headings to organise information. Proofread to check for errors in spelling, grammar and punctuation |

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| Year 4 | <ul style="list-style-type: none"> • Read and analyse narrative, non-fiction and poetry in order to plan their own versions. • Identify and discuss the purpose, audience, structure, vocabulary and grammar of narrative, non-fiction and poetry. • Discuss and record ideas for planning | <ul style="list-style-type: none"> • Develop settings and characterisation using vocabulary to create emphasis, humour, atmosphere, suspense. • Plan and write an opening paragraph which combines setting and character/s. • Improvise and compose dialogue, demonstrating their understanding of Standard and non-Standard English. • Use different sentence structures • Use paragraphs to organise writing in fiction and nonfiction texts. • Link ideas across paragraphs using fronted adverbials for when and where • Proofread to check for errors in spelling, grammar and punctuation. |
| Year 5 | <ul style="list-style-type: none"> • Identify the audience and purpose for a piece of writing and consider this carefully when selecting the language and structures to use • Use similar writing models. • Draw on reading and research. Note and develop ideas. | <ul style="list-style-type: none"> • Blend action, dialogue and description within and across paragraphs. • During and after composition, independently, edit and improve own writing by using different sentence structures • Assess the effectiveness of own and others' writing in relation to audience and purpose. Suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning. • Proofread for spelling and punctuation errors |
| Year 6 | <ul style="list-style-type: none"> • Identify audience and purpose. Choose appropriate text-form and type for all writing. • Select the appropriate structure, vocabulary and grammar. • Draw on similar writing models, reading and research. | <ul style="list-style-type: none"> • Select appropriate vocabulary and language effects, appropriate to task audience and purpose, for precision and impact • Select appropriate register for formal and informal purposes • Blend action, dialogue and description within sentences and paragraphs to convey character and advance the action • Consciously control the use of different sentence structures for effect • Use a wide range of devices to build cohesion within and across paragraphs. • Reflect upon the effectiveness of writing in relation to audience and purpose, suggesting and making changes to enhance effects and clarify meaning. • Proofread for grammatical, spelling and punctuation errors. |