

Progression in Writing Composition

Year	Planning	Drafting	Structure	Range and devices	Edit and proof-read	Evaluate own writing	Oral presentation of writing
1		<p>Write sentences by saying out loud what they are going to write about.</p> <p>Write sentences by composing a sentence orally before writing it</p>	<p>Write sentences by sequencing sentences to form short narratives</p>		<p>Write sentences by re-reading what they have written to check that it makes sense</p>	<p>Discuss what they have written with the teacher or other pupils</p>	<p>Read aloud their writing clearly enough to be heard by their peers and teacher</p>
2	<p>Consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> planning or saying out loud what they are going to write about, writing down ideas/key words, including new vocabulary 	<p>Consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> encapsulating what they want to say, sentence by sentence 		<p>Develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> writing narratives about personal experiences and those of others, writing about real events, writing poetry, writing for different purposes 	<p>Make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> re-reading to check that their writing makes sense and that verbs to indicate time are used 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) 	<p>Make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> evaluating their writing with the teacher and other pupils 	<p>Read aloud what they have written with appropriate intonation to make the meaning clear</p>

3/4	<p>Plan their writing by:</p> <ul style="list-style-type: none"> discussing similar writing to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas 	<p>Draft and write by:</p> <ul style="list-style-type: none"> composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures 	<p>Draft and write by:</p> <ul style="list-style-type: none"> Organising paragraphs around a theme 	<p>Draft and write by:</p> <ul style="list-style-type: none"> In narratives, creating settings, characters and plot In non-narrative, material, using simple organisational devices (for example headings and subheadings) 	<p>Evaluate and edit by:</p> <ul style="list-style-type: none"> proposing changes to grammar and vocabulary to improve consistency Proof-read for spelling and punctuation errors 	<p>Evaluate and edit by:</p> <ul style="list-style-type: none"> assessing the effectiveness of their own writing and suggesting improvements 	<p>Read aloud their own writing, to a group or whole class, using appropriate intonation and controlling the tone and volume so that meaning is clear</p>
5/6	<p>Plan writing by:</p> <ul style="list-style-type: none"> identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for own 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, 	<p>Draft and write by:</p> <ul style="list-style-type: none"> selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning precising longer passages 	<p>Draft and write by:</p> <ul style="list-style-type: none"> 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) 	<p>Draft and write by:</p> <ul style="list-style-type: none"> in narratives, describing settings, characters and atmosphere and integrate dialogue to convey character and advance the action 	<p>Evaluate and edit by:</p> <ul style="list-style-type: none"> 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 	<p>Evaluate and edit by:</p> <ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing 	<p>Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear</p>

	listened to or seen performed				<ul style="list-style-type: none">• Proof-read for spelling and punctuation errors		
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