

# 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"> <li>planning or saying out loud what they are going to write about,</li> <li>writing down ideas/key words, including new vocabulary</li> </ul>	<p>Consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> <li>encapsulating what they want to say, sentence by sentence</li> </ul>		<p>Develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> <li>writing narratives about personal experiences and those of others,</li> <li>writing about real events,</li> <li>writing poetry,</li> <li>writing for different purposes</li> </ul>	<p>Make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> <li>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</li> <li>proof-reading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly)</li> </ul>	<p>Make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> <li>evaluating their writing with the teacher and other pupils</li> </ul>	<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"> <li>• discussing similar writing to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>• discussing and recording ideas</li> </ul>	<p>Draft and write by:</p> <ul style="list-style-type: none"> <li>• composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</li> </ul>	<p>Draft and write by:</p> <ul style="list-style-type: none"> <li>• Organising paragraphs around a theme</li> </ul>	<p>Draft and write by:</p> <ul style="list-style-type: none"> <li>• In narratives, creating settings, characters and plot</li> <li>• In non-narrative, material, using simple organisational devices (for example headings and subheadings)</li> </ul>	<p>Evaluate and edit by:</p> <ul style="list-style-type: none"> <li>• proposing changes to grammar and vocabulary to improve consistency</li> <li>• Proof-read for spelling and punctuation errors</li> </ul>	<p>Evaluate and edit by:</p> <ul style="list-style-type: none"> <li>• assessing the effectiveness of their own writing and suggesting improvements</li> </ul>	<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"> <li>• identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for own</li> <li>• noting and developing initial ideas, drawing on reading and research where necessary</li> <li>• in writing narratives, considering how authors have</li> <li>• developed characters and settings in what pupils have read,</li> </ul>	<p>Draft and write by:</p> <ul style="list-style-type: none"> <li>• selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>• précising longer passages</li> </ul>	<p>Draft and write by:</p> <ul style="list-style-type: none"> <li>• using a wide range of devices to build cohesion within and across paragraphs</li> <li>• using further organisational and presentational devices to structure text and to guide the reader (for example, headings, bullet points, underlining)</li> </ul>	<p>Draft and write by:</p> <ul style="list-style-type: none"> <li>• in narratives, describing settings, characters and atmosphere and integrate dialogue to convey character and advance the action</li> </ul>	<p>Evaluate and edit by:</p> <ul style="list-style-type: none"> <li>• proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>• ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>• ensuring correct subject and verb agreement when using singular and plural, distinguishing between the</li> <li>• language of speech and writing and choosing the appropriate register</li> </ul>	<p>Evaluate and edit by:</p> <ul style="list-style-type: none"> <li>• assessing the effectiveness of their own and others' writing</li> </ul>	<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"><li>• Proof-read for spelling and punctuation errors</li></ul>		
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