



Writing Progression Map- Composition

Focus	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Purpose		Modelled, dictated and independent writing opportunities	Develop positive attitudes towards and stamina for writing by writing: Narratives about personal experiences and those of others (real and fictional) About real events Poetry Writing to entertain and inform	Writing to entertain and inform	Writing to entertain and inform	Writing to entertain, inform, persuade and discuss	Writing to entertain, inform, persuade and discuss



<p>Planning</p>		<p>Say out loud what they will write about.</p>	<p>Plan or say out loud what they are going to write about.</p> <p>Write idea and/or key words including new vocabulary.</p>	<p>Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>Discuss and record ideas.</p>	<p>Identify audience and purpose</p> <p>Select appropriate form and use other similar writing as a model</p> <p>Note and develop initial ideas, drawing on reading and research</p> <p>In writing narratives, consider how authors have developed characters and settings in what they have read, listened to and seen performed.</p>
<p>Drafting and Writing</p>		<p>Compose a sentence orally before writing.</p> <p>Sequence sentences to form short narratives.</p>	<p>Encapsulate what they want to say, sentence by sentence.</p>	<p>Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and increasing a range of sentence structures.</p> <p>Organise paragraphs around a theme.</p> <p>In narratives, create settings, character and plot.</p> <p>In non-narrative material, use simple organisational devices such as headings and sub-headings.</p>	<p>Select appropriate grammar and vocabulary, understanding how choices can change and enhance meaning.</p> <p>Use a wide range of devices to build cohesion within and across paragraphs.</p> <p>Precis longer paragraphs.</p> <p>In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action.</p> <p>Use further organisational and presentational devices to</p>



					structure text and guide the reader.
Evaluate and edit			<p>Make additions, revision and corrections: Evaluate their writing with the teacher or others. Re-read to check it makes sense and that verbs to indicate time are used correctly and consistently including verbs in the continuous form.</p>	<p>Assess the effectiveness of their own and others' writing and suggest improvements.</p> <p>Propose changes to grammar and vocabulary to improve consistency.</p>	<p>Assess the effectiveness of their own and others' writing and suggest improvements</p> <p>Propose changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning</p> <p>Ensure the consistent and correct use of tense throughout a piece of writing</p> <p>Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</p>
Proofread		Re-read what they have written to check it makes sense	Proof read to check for errors in spelling, grammar and punctuation.	Proof read for spelling and punctuation errors.	Proof read for spelling and punctuation errors.
Reading aloud	ELG- Write simple sentences which can be	Discuss what they have written with the	Read aloud their writing with appropriate	Read aloud their writing to a group or whole class, using appropriate intonation and	Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear.



	read by themselves and others.	teacher or other pupils. Read aloud their writing clearly enough to be heard by their peers and their teacher.	intonation to make the meaning clear.	controlling the tone and volume so that the meaning is clear.	
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