



Progression in Composition

	Reception	Year 1 and Year 2	Year 3 and Year 4	Year 5 and Year 6				
Awareness of Audience	<p>Can state the purpose and audience of own writing. (For example: I am going to write a letter to Grandad...)</p>	<p>Use several simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices.</p> <p>Write for different purposes with an awareness of an increased amount of fiction and non-fiction structures.</p> <p>Use new vocabulary from their reading, class discussions and wider experiences.</p> <p>Read aloud what they have written with appropriate intonation to make the meaning clear.</p>	<p>Demonstrate an increasing understanding of purpose and audience through modelled examples</p> <p>Make ambitious word choices to add detail.</p> <p>Create settings, characters, and plot in narratives, adding atmosphere.</p> <p>Write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices).</p> <p>Read aloud their own writing, to a group or the whole class, using appropriate intonation, controlling the tone and volume so that the meaning is clear.</p>	<p>Produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, organisation, and layout devices for a range of audiences and purposes.</p> <p>Describe settings, characters, and atmosphere with carefully-chosen vocabulary to enhance mood, clarify meaning and create pace.</p> <p>Regularly use dialogue to advance the action.</p> <p>Read aloud their own compositions confidently using appropriate intonation, volume and movement so that meaning is clear.</p> <p>Distinguish between the language of speech and writing and to choose the appropriate level of formality.</p> <p>Select vocabulary and grammatical structures that reflect what the writing requires (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility).</p>				
Purpose	<p>Draw a variety of marks to tell a story or convey a message.</p> <p>Write own name and other things such as labels and captions.</p> <p>Experiment with familiar forms of writing, including: lists, letters and cards.</p> <p>Attempt to write short sentences in meaningful and personal contexts.</p>	<p>These should include:</p> <p><u>Writing to Entertain</u> Stories including retellings Descriptions Poetry In-character or role</p> <p><u>Writing to Inform</u> Recount Letter Instructions</p>	<p>These should include:</p> <table style="width: 100%; border: none;"> <tr> <td style="vertical-align: top;"> <p><u>Writing to Entertain</u> Stories Descriptions Poetry Characters / settings</p> <p><u>Writing to Persuade</u> Advertising Letter Speech Poster</p> </td> <td style="vertical-align: top;"> <p><u>Writing to Inform</u> Explanation Recount Letter Biography Newspaper article</p> </td> </tr> </table>	<p><u>Writing to Entertain</u> Stories Descriptions Poetry Characters / settings</p> <p><u>Writing to Persuade</u> Advertising Letter Speech Poster</p>	<p><u>Writing to Inform</u> Explanation Recount Letter Biography Newspaper article</p>	<p>These should include:</p> <table style="width: 100%; border: none;"> <tr> <td style="vertical-align: top;"> <p><u>Writing to Entertain</u> Narrative Descriptions Poetry Characters / settings</p> <p><u>Writing to Persuade</u> Advertising Letter Speech Campaign</p> </td> <td style="vertical-align: top;"> <p><u>Writing to Inform</u> Recount Biography Newspaper article</p> <p><u>Writing to Discuss</u> Balanced argument Newspaper article Review</p> </td> </tr> </table>	<p><u>Writing to Entertain</u> Narrative Descriptions Poetry Characters / settings</p> <p><u>Writing to Persuade</u> Advertising Letter Speech Campaign</p>	<p><u>Writing to Inform</u> Recount Biography Newspaper article</p> <p><u>Writing to Discuss</u> Balanced argument Newspaper article Review</p>
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Planning	<p>Can voice thoughts and attempt to write simplified oral language structures (For example: 'I wnt prk').</p> <p>Follow Pie Corbett's planning tools – story maps / mountains.</p>	<p>Say out loud what they are going to write about.</p> <p>Compose a sentence orally before writing it.</p> <p>Plan what they are going to be writing about, including writing down ideas and/or key words and new vocabulary.</p> <p>Apply Pie Corbett's planning tools – story maps / mountains.</p>	<p>Begin to use ideas from their own reading and modelled examples to plan their writing</p> <p>Compose and rehearse sentences (including dialogue) building a varied and rich vocabulary and an increasing range of sentence structures.</p>	<p>Plan writing by identifying the audience and the purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</p> <p>Consider, when planning narratives, how authors have developed characters and settings in what has been read, listened to, or seen performed.</p> <p>Note down and develop initial ideas, drawing on reading and research where necessary.</p>
Organisation	<p>Experiment with familiar forms of writing.</p> <p>Write a number of sentences without development.</p> <p>Begin to attempt punctuation when writing a sentence</p>	<p>Sequence sentences to form short narratives.</p> <p>Discuss what they have written with the teacher or other children.</p> <p>Write narratives about personal experiences and those of others (real and fictional).</p> <p>Write simple poetry.</p>	<p>Organise writing into paragraphs around a theme to add cohesion and to aid the reader.</p>	<p>Use a wide range of devices to build cohesion within and across paragraphs.</p> <p>Use organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining).</p>
Editing	<p>Read back written sentences and question if it looks right.</p>	<p>Read their writing aloud clearly enough to be heard by other children and the teacher.</p> <p>Make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other children.</p> <p>Use a dictionary to check spelling errors and make corrections.</p>	<p>Proofread and amend their own and others' writing, correcting errors in grammar, punctuation and spelling (using a dictionary) and adding nouns/ pronouns for cohesion.</p> <p>Begin to use a thesaurus to find alternative vocabulary.</p>	<p>Proofread their work to assess the effectiveness of their own and others' writing and to make necessary corrections and improvements.</p> <p>Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>Recognise how words are related by meaning as synonyms and antonyms and to use this knowledge to make improvements to their writing, through the use of a thesaurus.</p>