**Progression in writing: composition**

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| **EYFS developmental matters: writing** | |
| 22-36 months | Distinguishes between the different marks they make. |
| 30-50 months | Sometimes gives meaning to marks as they draw and paint.  Ascribes meaning to marks that they see in different places. |
| 40-60 months | Gives meanings to the marks they make.  Begins to break the flow of speech into words.  Hears and says the initial sound in words.  Can segment the sounds in simple words and blend them together.  Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly.  Attempts to write short sentences in meaningful contexts. |
| ELG | Children use their phonics knowledge to write words in ways which match their spoken sounds.  They write simple sentences which can be read by themselves and others. |

**National curriculum guidance for Key Stage 1**

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| **Year 1**  Non-statutory guidance  \*At the beginning of year 1, not all pupils will have the spelling and handwriting skills they need to write down everything that they can compose out loud.  \*Pupils should understand, through demonstration, the skills and processes essential to writing: that is, thinking aloud as they collect ideas, drafting, and re-reading to check their meaning is clear. | | |
| Autumn term | Says a sentence out loud before writing it down. (Hold a sentence) | |
| Spring term | Plans writing by saying what they are going to write about. (Building a sentence)  Reads own writing aloud so it can be heard by others and check for sense. | |
| Summer term | Sequences sentences to form short narratives. (beginning, middle, end)  Uses sequence sentences in chronological order to recount an event / experience. (basic adverbials for when – First, Then, Next, After that) | |
| **Year 2**  Non-statutory guidance:  \* Reading and listening to whole books, rather than just extracts will help pupils increase their vocabulary and grammatical knowledge, including the knowledge of vocabulary and grammar of Standard English. It also helps them understand how different types of writing, including narratives are structured.  \* Pupils should understand, through being shown these, the skills and processes essential to writing: that is, thinking aloud as they collect ideas, drafting, and re-reading to check their meaning is clear.  \* Drama and role-play can contribute to the quality of pupils’ writing by providing opportunities for pupils to develop and order their ideas through playing roles and improvising scenes in various settings  \* Pupils might draw on and use new vocabulary from their reading, their discussions about it (one-to-one and as a whole class) and from their wider experiences. | | |
| Autumn term | | Develops stamina for writing by writing for different purposes. (Real and fictional / own and others’ experiences – including simple narratives, poems and recounts) |
| Spring term | | Plans and discusses the content of their writing. (Jotting down ideas, planning the structure, oral rehearsal of what they want to say, sentence by sentence)  Evaluates writing independently, with peers and with their teacher by making simple additions and corrections. (Re-reading is used to check for sense: verbs used correctly)  Write from memory, simple dictated sentences. |
| Summer term | | Proof reads to check for errors in spelling, grammar and punctuation.  Makes changes, sometimes independently and sometimes in discussion with an adult, to improve the effect and impact of writing. |
| **National Guidance for Key Stage 2**  **Year 3 and 4**  Non-statutory guidance:  \*Pupils should have opportunities to write for a range of real purposes and audiences as part of their work across the curriculum. These purposes and audiences should underpin the decisions about the form the writing should take such, such as a narrative, an explanation or a description.  \*Pupils should understand, through being shown these, the skills and processes that are essential for writing: that is, thinking aloud to explore and collect ideas, drafting, and re-reading to check their meaning is clear, including doing so as the writing develops.  \*Pupils should be taught to monitor whether their own writing makes sense in the same way that they monitor their reading, checking at different levels. | | |
| Year 3  Autumn Term | | To write a non-narrative using simple organisational devices such as headings and sub-headings.  In narrative writing, develop resolutions and endings. |
| Year 3  Spring Term | | To make improvements by proposing changes to grammar and vocabulary to improve consistency. (The accurate use of pronouns in sentences/tenses)  Look and discuss different models of writing, taking account of purpose and audience.  Plan writing by discussing and recording ideas. (Timeline, flowchart, spider diagram, jottings)  Write a narrative with a clear structure, setting, characters and plot.  Suggest improvements to writing though assessing the writing with peers and through own self-assessment. |
| Year 3  Summer Term  Year 4  Autumn Term | | Identify structure, grammatical features and use of vocabulary for effect in texts.  Compose sentences using a wider range of structures linked to the grammar objectives. (e.g. tenses-including present perfect/subordinate clauses/co-ordinating conjunctions)  Begin to organise paragraphs around a theme. (Supported by planning then moving to independence)  Write from memory simple dictated sentences that include words and punctuation taught.  Narrative writing is organised into clear sequences with more than a basic beginning, middle and end. |
| Year 4  Spring Term | | Write a narrative with a clear structure, setting, characters and plot.  Include key vocabulary and grammar choices that link to the style of writing. (e.g. Scientific words/historical words/words that fit with the context. e.g. science fiction) |
| Year 4  Summer Term | | Begin to open paragraphs with topic sentences and organise them around a theme. (Boxing up method independently; five-part story volcano; chunking their writing into paragraphs-they then use this to ensure they have accurate paragraphs and how to demarcate them).  Endings are developed and close the narrative appropriately relating to the beginning or a change in a character. |
| **Years 5 and 6**  Non-statutory guidance  \*Pupils should understand, through being shown, the skills and processes essential for writing: that is, thinking aloud to generate ideas, drafting, and re-reading to check that the meaning is clear. | | |
| Year 5  Autumn Term | | Writing for a range of audiences and the purpose of the writing is to inform, entertain or persuade.  Organise writing into paragraphs to show different information or events. (Paragraphs can be extended or developed-main point, topic, event, idea with an explanation or additional detail. |
| Year 5  Spring Term | | Link ideas within paragraphs. (Connecting adverbs and adverbials for time (when); place (where); how (as/with)  Develop characters through action, description and dialogue. (Correct and effective use of speech. Description of action through well-chosen adjectives, verbs and adverbs.  Add well-chosen detail to interest the reader. (Expanded noun-phrases) |
| Year 5  Summer Term | | Settings are used to not only create atmosphere, but also to indicate a change.  Models from reading are often used or integrated into writing.  Manage shifts in time and place effectively and guide the reader through the text. |
| Year 6  Autumn Term | | Use a thesaurus to develop word understanding and build a bank of antonyms and synonyms. |
| Year 6  Spring Term | | Use paragraphs correctly so that each one has a clear topic, and has a signal of change in time, place or event.  Adopt the grammar and vocabulary used in writing to suit the audience and purpose. (Choose the appropriate form and register/structure/layout)  Create atmosphere and describe settings-I use antonyms and synonyms to enhance the description.  Describe and integrate dialogue to convey character and advance the action. (Use of inverted commas, mostly correct).  Add detail to writing by using expanded noun phrases to add precision, detail and qualification). |
| Year 6  Summer Term | | Second drafts show evaluative and reflective thinking which is evidenced by thoughtful and effective changes made to create effects and to impact on the reader.  Writing is evaluated as a matter of course and proof reading ensures a high level of accuracy. |