

Whole school English progression: composition

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
PLANNING						
Use talk to organise, sequence and clarify thinking, ideas, feelings and events	Say out loud what they are going to write about	Plan or say out loud what they are going to write about	<p>Discuss their ideas for their writing with others</p> <p>Record ideas for their writing in a given structure</p>	<p>Adapt and build on others' ideas to support their own plans for writing</p> <p>Use an appropriate planning format for the text type to record ideas for their writing</p>	Plan writing by noting and developing their initial ideas, drawing on research where necessary	Plan and then develop their initial ideas by drawing on both research and their wider reading
Use language to imagine and recreate roles and experiences in play situations	Verbally suggest ideas and key words they will use in their writing	Write down ideas and/or key words, including new vocabulary, to support their writing	Discuss writing that is similar to what they are planning to write and begin to understand and learn from its structure and vocabulary	<p>Identify the structure, vocabulary and grammar of texts that are similar to the text they will be writing</p> <p>Use the features identified to support their planning of the text they will be writing</p>	<p>Plan their writing by identifying the purpose of the text type they are writing</p> <p>When planning, select the appropriate features of the text type</p> <p>To support their planning of writing narratives, begin to identify how authors develop characters and settings</p>	<p>Use other similar writing as models for their own</p> <p>Plan their writing by identifying the appropriate audience for the writing</p> <p>When planning to write narratives, consider how authors have developed characters and settings in what they have read, listened to or seen performed</p>

Drafting						
<p>Give meanings to marks they make as they draw, write and paint.</p> <p>Attempt to write short sentences in meaningful contexts</p>	<p>Compose a sentence orally before writing it</p>	<p>Encapsulate what they want to say, sentence by sentence</p>	<p>Draft and write by composing and rehearsing sentences orally (including dialogue), building a varied and rich vocabulary and using some sentence structures from English Appendix 2</p>	<p>Draft and write by composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an using an increasing range of sentence structures from English Appendix 2</p>	<p>Draft and write by selecting appropriate grammar and vocabulary for the text type.</p> <p>Write for a range of purposes and audiences</p>	<p>Draft and write by selecting appropriate grammar and vocabulary, and understanding how such choices can change and enhance meaning within the text type</p> <p>Write for a range of purposes and audiences, demonstrating selection and use of appropriate forms</p>
			<p>Begin to use paragraphs as a way to group related material</p>	<p>Use paragraphs to organise ideas around a theme: setting, character, time, action</p>	<p>Use paragraphs to mark changes of time, scene, action or person rather than simply reflecting stages in planning</p> <p>Use a range of devices (eg. adverbials and pronouns) to build cohesion within a paragraph</p>	<p>Use paragraphs purposefully and creatively to give clear structure and coherence to the writing. Paragraphs are used to develop and expand some ideas, descriptions, themes and events in depth.</p> <p>Use a wide range of devices to build cohesion (eg. conjunctions, adverbials of time and place, pronouns,</p>

						synonyms) within and across paragraphs
					To summarise the main point made in a paragraph and identify where repetition of ideas occur	Summarise the main points made in a series of paragraphs

Narrative writing

Develop own narratives by connecting ideas or events Introduce a storyline or narrative into their play	Sequence sentences to form short narratives	Write simple narratives about personal experiences and those of others (real and fictional); write simple poems Begin to use simple narrative features: beginning, middle and end; chronological order	Draft and write narratives that describe settings and characters, and that show the main features of a story structure: beginning, middle and clearly developed resolution	Draft and write narratives that have a clear beginning, middle and ending, with the creation of more detailed settings and characters, along with a coherent plot and a developed ending.	Draft and write narratives that have a well developed story structure Develop characters by using direct or recorded speech to convey character and advance the action	Draft and write narratives that contain elements of descriptions of settings, characters and atmosphere, dialogue and action that are used appropriately and interwoven coherently Uses a wider range of narrative techniques to engage the reader, eg. use of flashback and time shift
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Non-narrative writing

Develop own explanations by connecting events	Begin to show some features of non-narrative text types	Start to write for different purposes	Simple overall structure of the chosen non-	Demonstrate appropriate use of the structure of the	Show consistently effective use of the structure of the	Show a controlled use of structure across the whole
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	as demonstrated through teacher modelling, eg. list, caption, simple instruction	including writing about real events	narrative text type is usually used appropriately.	chosen non-narrative text.	chosen non-narrative text type.	piece of writing, maintaining and emphasising the context and the purpose of the writing
		Begin to develop some of the characteristic features of non-narrative writing	Use simple organisational devices such as headings and subheadings to support presentation.	Include an introduction, ordered sections and a brief conclusion, as well as other organisational devices.	Use further organisational and presentational devices to structure text, indicating main and supporting points with ideas linked across paragraphs Use a widening range of layout conventions and presentational devices to guide the reader (for example, headings, bullet points, underlining)	Ideas are mostly organised into appropriately organised sections or paragraphs which contribute to the overall effectiveness of the text Uses a range of organisational and presentational devices, including the use of columns, bullet points and tables to guide the reader Viewpoint is well controlled and convincing

EVALUATION AND EDITING

Evaluation

Write simple sentences which can be read by	Read aloud their writing clearly enough to be heard by their	Evaluate their writing with the teacher and other pupils by saying one	Evaluate their own and others' writing and makes suggestions for	Evaluate the effectiveness of their own and others' writing and	Begin to assess the effectiveness of their own and	Assess the effectiveness of their own and others' writing and
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themselves and others.	teacher and their peers. Discuss what they have written with the teacher or other pupils	thing they like and one thing that could be improved on	simple vocabulary, grammar and spelling improvements	suggest improvements to content	others' writing and suggest improvements	the impact it has on the reader, and suggest improvements
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Proof reading

	Re-read what they have written to check that it makes sense and that capital letters are accurately used at the beginning of sentences and full stops at the end	Proof-read to check for simple errors in spelling, grammar and punctuation. [eg. ends of sentences punctuated correctly – full stops, question marks, exclamation marks; commas in a list]	Proof-read for spelling and punctuation errors (relating to those taught) with increasing accuracy. [eg. capital letters for proper nouns; commas in a list and awareness of use of commas to mark phrases and clauses; use of possessive apostrophe with plural nouns; inverted commas in direct speech]	Independently proof read for spelling and punctuation errors (relating to those taught). [eg. use of commas after fronted adverbials; apostrophes to show both contraction and possession; correct use of appropriate punctuation in direct speech]	Independently proof read for spelling and punctuation errors (relating to those taught). [eg. use of commas accurately to separate phrases and clauses within sentences.; hyphens; colons to introduce lists; use of semicolons, colons, dashes to mark boundaries between independent clauses with some accuracy; punctuation for parenthesis]	Independently proof reads for spelling and punctuation errors (relating to those taught) [eg. consistent and accurate use of a range of punctuation, including: commas to clarify meaning and avoid ambiguity accurate use of semicolons, dashes and colons, used appropriately according to the formality of the text]
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Editing

	<p>Make simple changes to their writing when suggested by the teacher</p>	<p>Re-read through their writing to check it makes sense and that verbs are used correctly and consistently</p> <p>Make simple additions, revisions and corrections to their writing – sentence level</p>	<p>Make some simple improvements for content (ie. improvements to grammar and vocabulary) either within their own writing or that of others.</p> <p>Can re-write a paragraph/part of a paragraph that shows improvements</p>	<p>Amend their own work, checking for accuracy of grammar and vocabulary to improve consistency [accurate use of pronouns in sentences; identifies repetitive language; identifies verb/subject disagreement or inconsistencies of verb tenses]</p> <p>Can re-write a paragraph that shows improvements, additions and revisions</p>	<p>When editing, ensure the consistent use of tense throughout a piece of writing</p> <p>When editing, ensure correct subject and verb agreement when using singular and plural and distinguishes between the language of speech and writing</p> <p>Can re-write a section that shows improvements</p>	<p>When editing, ensure the consistent and correct use of tense throughout a piece of writing</p> <p>When editing, makes appropriate changes to vocabulary, grammar and punctuation, [including use of tense, subject/verb agreement and register] to enhance effects and clarify meaning.</p> <p>Can re-write a section that shows improvements, additions and revisions</p>
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PERFORMANCE

<p>Tell and perform simple stories</p> <p>Express themselves effectively, showing awareness of listeners' needs</p>	<p>Read their writing aloud clearly enough to be heard by their peers and the teacher</p>	<p>Read aloud what they have written with appropriate intonation to make the meaning clear</p>	<p>Read aloud their own writing, to a group or the whole class</p>	<p>Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>	<p>Perform their own compositions, using appropriate volume and movement.</p>	<p>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p>
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