



Laughton Junior & Infant School

Learning together, achieving together

Writing (Composition) Skills Progression 2019/2020



	Foundation Stage	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National Curriculum	Planning, Writing and Editing						
<p>KS1</p> <p><i>Pupils should be taught to: Write sentences by:</i></p> <p><i>Saying out loud what they are going to write about.</i></p> <p><i>Composing a sentence orally before writing it.</i></p> <p><i>Sequencing sentences to form short narratives.</i></p> <p><i>Re-reading what they have written to check that it makes sense.</i></p> <p><i>Discuss what they have written with the teacher or other pupils.</i></p> <p><i>Read aloud their writing clearly enough to be heard by their peers and the teacher.</i></p> <p><i>Develop positive attitudes towards and stamina for writing by: Writing narratives about personal experiences and those of others (real and fictional).</i></p> <p><i>Writing about real events.</i></p> <p><i>Writing poetry.</i></p> <p><i>Writing for different purposes.</i></p> <p><i>Consider what they are going to write before beginning by:</i></p> <p><i>Planning or saying out loud what they are going to write about.</i></p>	<p>To speak to retell a simple past event in correct order (e.g. went down slide, hurt finger).</p> <p>To use talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.</p> <p>To use talk in pretending that objects stand for something else in play, e.g. 'This box is my castle.'</p> <p>To engage in imaginative role play based on own first-hand experiences.</p> <p>To build stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'.</p> <p>To capture experiences and responses with a range of media, such as music, dance and paint and other materials or words.</p> <p>To link statements and stick to a main theme or intention.</p> <p>To use talk to organise, sequence and clarify thinking, ideas, feelings and events.</p>	<p>To say out loud what they are going to write about.</p> <p>To compose a sentence orally before writing it.</p> <p>To sequence sentences to form short narratives.</p> <p>To discuss what they have written with the teacher or other pupils.</p> <p>To reread their writing to check that it makes sense and to independently begin to make changes.</p> <p>To read their writing aloud clearly enough to be heard by their peers and the teacher.</p> <p>To use adjectives to describe.</p>	<p>To write narratives about personal experiences and those of others (real and fictional).</p> <p>To write about real events. To write simple poetry.</p> <p>To plan what they are going to write about, including writing down ideas and/or key words and new vocabulary</p> <p>To encapsulate what they want to say, sentence by sentence.</p> <p>To make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils.</p> <p>To reread to check that their writing makes sense and that the correct tense is used throughout.</p>	<p>To begin to use ideas from their own reading and modelled examples to plan their writing.</p> <p>To proofread their own and others' work to check for errors (with increasing accuracy) and to make improvements.</p> <p>To begin to organise their writing into paragraphs around a theme.</p> <p>To compose and rehearse sentences orally (including dialogue).</p>	<p>To compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p> <p>To consistently organise their writing into paragraphs around a theme to add cohesion and to aid the reader.</p> <p>To proofread consistently and amend their own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/pronouns for cohesion.</p>	<p>To plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</p> <p>To consider, when planning narratives, how authors have developed characters and settings in what pupils have read, listened to or seen performed.</p> <p>To proofread work to précis longer passages by removing unnecessary repetition or irrelevant details.</p> <p>To consistently link ideas across paragraphs.</p> <p>To proofread their work to assess the effectiveness of their own and others' writing and to make necessary corrections and improvements.</p>	<p>To note down and develop initial ideas, drawing on reading and research where necessary.</p> <p>To use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining).</p> <p>To use a wide range of devices to build cohesion within and across paragraphs.</p> <p>To habitually proofread for spelling and punctuation errors.</p> <p>To propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>To recognise how words are related by meaning as synonyms and antonyms and to use this knowledge to make improvements.</p>

<p><i>Writing down ideas and/or key words, including new vocabulary.</i></p> <p><i>Encapsulating what they want to say, sentence by sentence.</i></p> <p><i>Make simple additions, revisions and corrections to their own writing by:</i></p> <p><i>Evaluating their writing with the teacher and other pupils.</i></p> <p><i>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.</i></p> <p><i>Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly].</i></p> <p><i>Read aloud what they have written with appropriate intonation to make the meaning clear.</i></p> <p><i>Develop their understanding of the concepts set out in English Appendix 2 by:</i></p> <p><i>Leaving spaces between words.</i></p> <p><i>Joining words and joining clauses using and beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.</i></p> <p><i>Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.</i></p> <p><i>Learning the grammar for year 1 in English Appendix 2</i></p> <p><i>Use the grammatical terminology in English Appendix 2 in discussing their writing.</i></p> <p><i>Develop their understanding of the concepts set out in English Appendix 2 by:</i></p> <p><i>Learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and</i></p>	<p>To introduce a storyline or narrative into their play.</p> <p>To write own name and other things such as labels, captions.</p> <p>To attempt to write short sentences in meaningful contexts.</p> <p>To play cooperatively as part of a group to develop and act out a narrative.</p> <p>To develop their own narratives and explanations by connecting ideas or events.</p> <p>To write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p>		<p>To proofread to check for errors in spelling, grammar and punctuation (e.g. to check that the ends of sentences are punctuated correctly).</p>				
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<p><i>apostrophes for contracted forms and the possessive (singular).</i></p> <p><i>Learn how to use:</i></p> <p><i>Sentences with different forms: statement, question, exclamation, command.</i></p> <p><i>Expanded noun phrases to describe and specify [for example, the blue butterfly]</i></p> <p><i>The present and past tenses correctly and consistently including the progressive form.</i></p> <p><i>Subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</i></p> <p><i>The grammar for year 2 in English Appendix 2</i> <i>Some features of written Standard English.</i></p> <p><i>Use and understand the grammatical terminology in English Appendix 2 in discussing their writing.</i></p>							
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Awareness of Audience, Purpose and Structure

<p>KS2</p> <p><i>Pupils should be taught to:</i> <i>Plan their writing by:</i></p> <p><i>Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</i></p> <p><i>Discussing and recording ideas.</i></p> <p><i>Draft and write by:</i></p> <p><i>Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)</i></p> <p><i>Organising paragraphs around a theme.</i></p> <p><i>In narratives, creating settings, characters and plot.</i></p> <p><i>In non-narrative material, using simple organisational devices [for example, headings and sub-headings]</i></p>	<p>To use vocabulary focused on objects and people that are of particular importance to them.</p> <p>To build up vocabulary that reflects the breadth of their experiences.</p> <p>To extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</p> <p>To use language to imagine and recreate roles and experiences in play situations.</p> <p>To express themselves effectively, showing awareness of listeners' needs.</p>	<p>To use a number of simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices.</p> <p>To start to engage readers by using adjectives to describe.</p>	<p>To write for different purposes with an awareness of an increased amount of fiction and non-fiction structures.</p> <p>To use new vocabulary from their reading, their discussions about it (one- to-one and as a whole class) and from their wider experiences.</p> <p>To read aloud what they have written with appropriate intonation to make the meaning clear.</p>	<p>To demonstrate an increasing understanding of purpose and audience by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>To begin to use the structure of a wide range of text types (including the use of simple layout devices in non-fiction).</p> <p>To make deliberate ambitious word choices to add detail.</p> <p>To begin to create settings, characters and plot in narratives.</p>	<p>To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices).</p> <p>To write a range of narratives that are well-structured and well-paced.</p> <p>To create detailed settings, characters and plot in narratives to engage the reader and to add atmosphere.</p> <p>To begin to read aloud their own writing, to a group or the whole class, using appropriate intonation and to control the tone and volume so that the meaning is clear.</p>	<p>To consistently 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>To describe settings, characters and atmosphere with carefully-chosen vocabulary to enhance mood, clarify meaning and create pace.</p> <p>To regularly use dialogue to convey a character and to advance the action.</p> <p>To perform their own compositions confidently using appropriate</p>	<p>To write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (including literary language, characterisation, structure, etc.).</p> <p>To distinguish between the language of speech and writing and to choose the appropriate level of formality.</p> <p>To 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</p>
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<p><i>Evaluate and edit by: Assessing the effectiveness of their own and others' writing and suggesting improvements.</i></p> <p><i>Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</i></p> <p><i>Proof-read for spelling and punctuation errors.</i></p> <p><i>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.</i></p> <p><i>Plan their writing by: Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</i></p> <p><i>Noting and developing initial ideas, drawing on reading and research where necessary.</i></p> <p><i>In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.</i></p> <p><i>Draft and write by: Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</i></p> <p><i>In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action. précising longer passages.</i></p> <p><i>Using a wide range of devices to build cohesion within and across paragraphs.</i></p> <p><i>Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</i></p> <p><i>Evaluate and edit by: Assessing the effectiveness of their own and others' writing.</i></p>						<p>intonation, volume and movement so that meaning is clear.</p>	<p>suggest degrees of possibility).</p>
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Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.

Ensuring the consistent and correct use of tense throughout a piece of writing.

Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.

Proof-read for spelling and punctuation errors.

Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

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