

Writing – composition

	Year 1	Year 2	Years 3-4	Years 5-6
Range, structure and devices	Sequence sentences to form short narratives	Write narratives about personal experiences and those of others, Write about real events Write poetry Write for different purposes	In narratives, create settings, characters and plot	In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action
			Organise paragraphs around a theme	Use a wide range of devices to build cohesion within and across paragraphs
			In non-narrative material, use simple organisational devices(for example headings and subheadings)	Use further organisational and presentational devices to structure text and to guide the reader (for example, headings, bullet points, underlining)
Drawing on reading			Discuss similar writing to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar	Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for own
				In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
Planning and drafting	Write sentences by composing a sentence orally before writing it Write sentences by saying out loud what they are going to write about.	Plan or say out loud what they are going to write about Encapsulate what they want to say, sentence by sentence	Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures	Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
		Write down ideas/key words, including new vocabulary	Discuss and record ideas	Note and develop initial ideas, drawing on reading and research where necessary
				Précis longer passages

Editing and proof-reading	Write sentences by re-reading what they have written to check that it makes sense	Re-read to check that writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form	Propose changes to grammar and vocabulary to improve consistency	Propose 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 Ensure 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 to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly)	Proof-read for spelling and punctuation errors	
Evaluating	Discuss what they have written with the teacher or other pupils	Evaluate their writing with the teacher and other pupils	Assess the effectiveness of their own writing and suggest improvements	Assess the effectiveness of their own and others' writing
Oral presentation of writing	Read aloud their writing clearly enough to be heard by their peers and teacher	Read aloud what they have written with appropriate intonation to make the meaning clear	Read aloud their own writing, to a group or whole class, using appropriate intonation and controlling the tone and volume so that meaning is clear	Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear