**Composition in Writing across all year groups**

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| **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Planning**  Orally plan and rehearse ideas.  Sequence ideas and events in narrative.  Sequence ideas and events in non-fiction.  Use familiar plots for structuring the opening, middle and end of their stories.  **Drafting and Writing**  Orally compose every **sentence** before writing.  Re-read every **sentence** to check it makes sense.  Compose and sequence their own sentences to write short narratives.  Compose and sequence their own sentences to write short non-fiction texts, e.g. *recounts, information texts, instructions.*  Use formulaic phrases to open and close texts.  Write in different forms with simple text type features e.g. *instructions, narratives, recounts, poems, information texts.*  **Evaluating and Editing**  Discuss their writing with adults and peers.  **Performing**  Read aloud their writing audibly to adults and peers. | As previous and: **Planning**  Plan and discuss what to write about e.g. *story mapping, collecting new vocabulary, key words and ideas.*  **Drafting and Writing**  Orally rehearse each sentence prior to writing.  Develop a positive attitude to writing.  Develop stamina for writing in order to write at length.  Write about real and fictional events.  Write simple poems based on models.  Make simple notes from non-fiction texts, e.g. highlighting and noting key words.  Use specific text type features to write for a range of audiences and purposes e.g. *to instruct, inform, entertain, explain, discuss, persuade.*  **Evaluating and Editing**  Edit and improve own writing in relation to audience and purpose.  Evaluate their writing with adults and peers.  Proofread to check for errors in spelling, grammar and punctuation.  Proofread to check for correct form of verbs within sentences, e.g. correcting *he walking to the shop* to *he walked to the shop.*  **Performing**  Read aloud their writing with intonation to make the meaning clear. | As previous and:  **Planning**  Read and analyse narrative, non-fiction and poetry in order to plan and write their own versions.  Identify and discuss the purpose, audience, structure, vocabulary and grammar of narrative, non-fiction and poetry.  Discuss and record ideas for planning using a range of formats, e.g. *chunking a plot, story maps, flow charts, boxing up.*  **Drafting and writing**  Create and develop settings for narrative.  Create and develop characters for narrative.  Improvise, create and write dialogue.  Create and develop plots based on a model.  Generate and select from vocabulary banks e.g*. noun phrases, powerful verbs, technical language, synonyms for said* appropriate to text type.  Use different sentence structures (see VGP). Group related material into paragraphs.  Use headings and sub headings to organise information.  **Evaluating and Editing**  Proofread to check for errors in spelling, grammar and punctuation in own and others’ writing.  Discuss and propose changes with partners and in small groups.  Improve writing in the light of evaluation.  **Performing**  Use appropriate intonation, tone and volume to present their writing to a group or class. | As previous and:  **Planning**  Read and analyse narrative, non-fiction and poetry in order to plan their own versions.  Identify and discuss the purpose, audience, structure, vocabulary and grammar of narrative, non-fiction and poetry.  Discuss and record ideas for planning e.g. *story mountain, text map, non-fiction bridge, story board, boxing-up text types to create a plan.*  **Drafting and Writing**  Develop settings and characterisation using vocabulary to create emphasis, humour, atmosphere, suspense.  Plan and write an opening paragraph which combines setting and character/s.  Improvise and compose dialogue, demonstrating their understanding of Standard and nonStandard English.  Generate and select from vocabulary banks e.g*.* ***adverbial*** *phrases, technical language, persuasive phrases, alliteration*.  Use different sentence structures (see VGP).  Use paragraphs to organise writing in fiction and non-fiction texts.  Use organisational devices in non-fiction writing,  e.g. *captions, text boxes, diagram, lists.*  Link ideas across paragraphs using fronted **adverbials** for when and where e.g. *Several hours later…, Back at home…*  **Evaluating and Editing**  Proofread to check for errors in spelling, grammar and punctuation.Discuss and propose changes to own and others’ writing with partners/small groups.  Improve writing in light of evaluation.  **Performing**  Use appropriate intonation, tone and volume to present their writing to a range of audiences. | As previous and:  **Planning**  Identify the audience and purpose.  Select the appropriate language and structures.  Use similar writing models.  Note and develop ideas.  Draw on reading and research.  Think how authors develop characters and settings (in books, films and performances).  **Drafting and Writing**  Select *appropriate* structure,vocabulary and grammar.  Blend action, dialogue and description within and across paragraphs.  Use different sentence structures with increasing control (see VGP).  Use devices to build cohesion (see VGP).  Use organisation and presentational devices  e.g. *underlining, bullet points, headings.*  **Evaluating and Editing**  Assess the effectiveness of own and others’ writing in relation to audience and purpose.  Suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning.  Ensure consistent and correct use of tense throughout a piece of writing.  Ensure consistent subject and verb agreement.  Proofread for spelling and punctuation errors.  **Performing**  Use appropriate intonation and volume.  Add movement.  Ensure meaning is clear. | As previous and:  **Planning**  Identify audience and purpose.  Choose appropriate text-form and type for all writing.  Select the appropriate structure, vocabulary and grammar.  Draw on similar writing models, reading and research.  Compare how authors develop characters and settings (in books, films and performances). Use a range of planning approaches e.g. *storyboard, story mountain, discussion group*, *post-it notes, ICT story planning.*  **Drafting and Writing**  Select appropriate vocabulary and language effects, appropriate to task, audience and purpose, for precision and impact.  Select appropriate register for formal and informal purposes, e.g. a speech for a debate (formal), dialogue within narrative (formal or informal), text message to a friend (informal).  Blend action, dialogue and description within sentences and paragraphs to convey character and advance the action e.g. *Tom stomped into the room, flung down his grubby, school bag and announced, through gritted teeth, “It’s not fair!"*  Consciously control the use of different sentence structures for effect.  Use a wide range of devices to build cohesion within and across paragraphs.  Deviate narrative from linear or chronological sequence e.g. *flashbacks, simultaneous actions, time-shifts.*  Combine text-types to create hybrid texts e.g. *persuasive speech.*Evaluate, select and use a range of organisation and presentational devices to structure text for different purposes and audiences e.g. *headings, sub-headings, columns, bullet points, tables.*  Find examples of where authors have broken conventions to achieve specific effects and use similar techniques in own writing – e.g.  *repeated use of ‘and’ to convey tedium, one word sentence.*  Make conscious choices about techniques to engage the reader including appropriate tone and style e.g. *rhetorical questions, direct address to the reader.*  Use **active** and **passive** voice to achieve intended effects e.g. *formal reports, explanations and mystery narrative.*  Précis longer passages.  **Evaluating and Editing**  Reflect upon the effectiveness of writing in relation to audience and purpose, suggesting and making changes to enhance effects and clarify meaning.  Proofread for grammatical, spelling and punctuation errors.  **Performing**  Use appropriate and effective intonation and volume.  Add gesture and movement to enhance meaning.  Encourage and take account of audience engagement. |