



	<b>Composition of Writing</b>
<b>Year 1</b>	<ul style="list-style-type: none"> <li>● Write sentences by saying out loud what they're going to write about, after discussion with the teacher.</li> <li>● Write down one of the sentences that has been rehearsed.</li> <li>● Compose and write sentences independently to convey ideas.</li> <li>● Write sentences, sequencing them to form short narratives. (Real or fictional)</li> <li>● Write sentences re-reading what has been writing to check that it makes sense.</li> <li>● Discuss what has been written with the teacher or other pupils.</li> <li>● Read aloud writing clearly enough to be heard by peers and the teacher.</li> </ul>
<b>Year 2</b>	<ul style="list-style-type: none"> <li>● Write sentences that are linked thematically.</li> <li>● Write about real events, recording these simply and clearly.</li> <li>● Write poetry to develop positive attitudes and stamina for writing.</li> <li>● Write effectively and coherently for different purposes, drawing on reading to inform the vocabulary and grammar of writing.</li> <li>● Consider what they are going to write before beginning by writing down ideas, keywords and new vocabulary,</li> <li>● Consider what they are going to write before beginning by encapsulating what they want to say, sentences by sentence.</li> <li>● Make simple additions, revisions and corrections to own writing, by evaluating their writing with the teacher and other pupils.</li> <li>● Make simple additions, revisions and corrections to own writing by re-reading to check that it makes sense and that verbs in indicate time are used correctly and consistently, including verbs of the continuous form.</li> <li>● Make simple additions, revisions and corrections to own writing by proof-reading e.g. errors in SPaG, improve word phrases, independently or following a conversation with the teacher.</li> <li>● Read aloud what has been written with appropriate intonation to make the meaning clearer.</li> </ul>
<b>Year 3</b>	<ul style="list-style-type: none"> <li>● Plan writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure and vocabulary.</li> <li>● Plan writing by discussing and recording ideas within a given structure.</li> </ul>



	<ul style="list-style-type: none"> <li>● Draft and write by composing and rehearse sentences orally, building on varied and rich vocabulary and using sentence structures from English Appendix 2.</li> <li>● Draft and write by organising writing into paragraphs as a way of grouping related material.</li> <li>● Draft and write in narratives, creating settings, characters and plot.</li> <li>● Draft and write non-narrative material, using headings and subheadings to organise texts.</li> <li>● Evaluate and edit by assessing the effectiveness of writing.</li> <li>● Evaluate and edit by proposing changes to grammar and vocabulary linked to the use of a/an, conjunctions, adverbs and prepositions.</li> <li>● Proof read for spelling errors and for punctuation.</li> <li>● Read own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</li> </ul>
<p><b>Year 4</b></p>	<ul style="list-style-type: none"> <li>● Plan writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure and vocabulary.</li> <li>● Plan writing by discussing and recording ideas.</li> <li>● Draft and write by composing and rehearse sentences orally (including dialogue), building on varied and rich vocabulary and using sentence structures from English Appendix 2.</li> <li>● Draft and write by organising paragraphs around a theme.</li> <li>● Draft and write in narratives, creating settings, characters and plot with consideration for the audience and purpose.</li> <li>● Draft and write non-narrative material, using simple organisational devices.</li> <li>● Evaluate and edit by assessing the effectiveness of his/her own and others writing and suggesting improvements.</li> <li>● Evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences, expanded noun phrases and fronted adverbials.</li> <li>● Proof read for spelling and punctuation errors, including the use of the apostrophe for possession, speech punctuation and use of the comma for fronted adverbials.</li> <li>● Confidently read his/her own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</li> </ul>
<p><b>Year 5</b></p>	<ul style="list-style-type: none"> <li>● Plan writing by identifying the audience for and purpose of the writing, using other similar writing as models for his/her own.</li> <li>● Plan writing by noting and developing initial ideas, drawing on reading where necessary</li> <li>● Plan writing of narratives by considering how authors have developed characters and setting in what the class has read, listened to or seen performed. .</li> </ul>



	<ul style="list-style-type: none"> <li>● Draft and write by selecting appropriate grammar and vocabulary, including that within English Appendix 2..</li> <li>● Draft and write in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character.</li> <li>● Draft and write by precisising longer passages.</li> <li>● Draft and write by using devices to build cohesion within and across sentences and paragraphs e.g then, after that, this, firstly.</li> <li>● Draft and write by linking ideas across paragraphs using adverbials of time e.g. later, place e.g. nearby and number e.g. secondly or tense choices e.g. he had seen her before.</li> <li>● Draft and write by using further organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining.</li> <li>● Use different verb forms mostly accurately with consideration for audience purpose.</li> <li>● Evaluate and edit by assessing the effectiveness of his/her own and others writing.</li> <li>● Evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning (English Appendix 2).</li> <li>● Evaluate and edit be ensuring mostly consistent and correct use of tense throughout a piece of writing.</li> <li>● Evaluate and edit by ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing.</li> <li>● Proof-read for spelling errors linked to spelling statements for Year 5.</li> <li>● Proof-read for punctuation errors, including use of brackets, dashes or commas in indicate parenthesis; use of commas to clarify meaning or avoid ambiguity,</li> <li>● Perform his/her own compositions, using appropriate intonation, volume and movement so that the meaning is clear.</li> </ul>
<b>Year 6</b>	<ul style="list-style-type: none"> <li>● Plan writing by identifying the audience for and purpose of the writing, effectively selecting the appropriate form (e.g. the use of first person in a diary; direct address in instructions and persuasive writing).</li> <li>● Plan writing by noting and developing initial ideas, drawing on reading and research where necessary</li> <li>● Plan writing of narratives through reasoned consideration of how authors have developed characters and setting in what the class has read, listened to or seen performed.</li> <li>● Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what he/she has read as models for his/her own writing (e.g. literary language, characterisation, structure)</li> <li>● Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning (English Appendix 2).</li> </ul>



- Draft and write by precisising longer passages.
- Draft and write by linking ideas across paragraphs using a wider range of cohesive devices; repetition of a word phrase, grammatical connections and ellipsis.
- Draft and write by using further organisational and presentational devices to structure text and to guide the reader e.g. sub-headings, columns, bullets or tables.
- Evaluate and edit by assessing the effectiveness of his/her own and others writing with reasoning..
- Evaluate and edit by proposing reasoned changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning (English Appendix 2).
- Evaluate and edit be ensuring the consistent and correct use of tense throughout a piece of writing.
- Evaluate and edit by ensuring correct subject and verb agreement when using singular and plural.
- Distinguish between the language of speech and writing and choosing appropriate register.
- Proof-read for spelling errors linked to spelling statements for Year 6.
- Proof-read for punctuation errors, including use of semi-colons, colons, dashes, punctuation of bullet points in lists, use of hyphens.
- Confidently perform his/her own compositions, using appropriate intonation, volume and movement so that the meaning is clear.