**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 devicese.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. |