



***Hoole Primary School
Progression of skills- Writing
composition***

Writing composition progression

EYFS	Gives meaning to marks they make as they draw, write and paint. Some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. Writes own name and other things such as labels, captions. Begin to write simple sentences in meaningful contexts.
Year 1	Write sentences: Say out loud what is going to be written about. Compose a sentence orally before writing it. Sequence sentences to form short narratives. Re-read and check sense. Discuss what has been written with the teacher or other pupils. Read writing aloud clearly enough to be heard by peers and the teacher.
Year 2	Develop positive attitudes towards and stamina for writing: Write narratives about personal experiences and those of others (real and fictional) Write about real events. Write poetry. Write for different purposes. Plan or say out loud what is going to be written about – sentence by sentence. Write down ideas, key words, new vocabulary. Make simple additions, revisions and corrections: Evaluate writing with the teacher and other pupils.

	<p>Re-read to check sense. Proof-read to check for errors in spelling, grammar and punctuation. Read aloud with intonation.</p>
Year 3 and 4	<p>Plan writing: Plan writing by discussing the structure, vocab and grammar of similar writing. Discuss and record ideas.</p> <p>Draft and write: Compose and rehearse sentences orally. Build a varied and rich vocabulary. Build an increasing range of sentence structures. In narratives, create settings, characters and plot. In non-narrative use simple organisational devices such as heading, sub-headings.</p> <p>Evaluate and edit: Assess the effectiveness of own and others' writing. Propose changes to grammar and vocabulary to improve consistency. Proof-read for spelling and punctuation errors. Read aloud own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>

**Year 5
and 6**

Plan writing:

Identify the audience for and purpose of writing.

Note and develop initial ideas, drawing on reading and research.

Draft and write:

Enhance meaning through selecting appropriate grammar and vocabulary.

Describe settings, characters and atmosphere.

Integrate dialogue to convey character and advance the action.

Use a wide range of devices to build cohesion.

Use organisational and presentational devices.

Evaluate and edit:

Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.

Use consistent and correct tense Subject and verb agreement when using singular and plurals.

Distinguish between the language of speech and writing.

Choose the appropriate register Proof-read for spelling and punctuation errors.