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| **Writing: composition** |
| **Rec/ELG** | **Y1** | **Y2** | **Y3** | **Y4** | **Y5** | **Y6** |
| Write **simple sentences** which can be read by themselves and others. [Part of ELG] |  | Develop **positive attitudes** towards & **stamina** for writing by writing: * narratives about personal experiences and those of others (real and fictional)
* about real events
* poetry
* for different purposes
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| **Plan writing**Say out loud what they are going to write about | **Plan writing** Plan or say out loud what they are going to write about Write idea and/or key words including new vocab. | **Plan writing**Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.Discuss and record ideas. | **Plan writing*** Identify audience and purpose, selecting appropriate form and use other similar writing as model
* Note and develop initial ideas, drawing on reading & research where necessary
* In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to & seen performed
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| **Drafting and writing**Compose a sentence orally before writing. |  | **Drafting and writing****Compose & rehearse sentences orally** (including dialogue), progressively building a varied & rich vocabulary & increasing range of sentence structures.  | **Drafting and writing**Select appropriate grammar and vocab, **understanding how such choices can change and enhance meaning** |
| Sequence **sentences** to form short narratives. | Encapsulate what they want to say, **sentence by sentence**. | Organise **paragraphs** around a theme | Use a wide range of devices to build cohesion within and across **paragraphs**.  |
|  |  |  | Précis longer paragraphs.  |
|  |  | In **narratives**, create settings, characters & plot | In **narratives**, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action |
|  |  | In **non-narrative** material, use simple organisational devices such as headings and sub-headings | Use further organisational and presentational devices to structure text and guide the reader (e.g. headings, bullet points, underlining). |
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|  | Make **additions, revision and corrections** to their own writing by:* Evaluating their writing with the teacher or other pupils
* Re-reading to check it makes sense and that verbs to indicate time are used correctly & consistently, incl verbs in the continuous form
 | **Evaluate & edit**:* Assess the effectiveness of their own and others’ writing and suggest improvements
* Propose changes to grammar & vocab to improve consistency, including the accurate use of pronouns in sentences
 | **Evaluate & edit**:* Assess the effectiveness of their own and others’ writing
* Propose changes to grammar, vocab and punctuation to enhance effects and clarify meaning
* Ensure 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
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| **Re-read** what they have written to check that it makes sense | **Proof read** to check for errors in spelling, grammar and punctuation | **Proof read** for spelling and punctuation errors. | **Proof read** for spelling and punctuation errors. |
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| **Discuss** what they have written with the teacher or other pupils.**Read aloud** their writing clearly enough to be heard by their peers and the teacher.  | **Read aloud** their writing with appropriate intonation to make the meaning clear. | **Read aloud** their writing, to a group or whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.  | **Perform** their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. |