

## WRITING: COMPOSITION

**Intent:** The National Curriculum programme of study for writing at Key Stage 2 has 2 main dimensions: • Transcription (spelling and handwriting); • Composition (articulating ideas and structuring them in speech and writing). It is vital that pupils are competent in both of these areas, along with possessing the ability to plan, revise and evaluate their own work.

Reception and ELG	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Write <b>simple sentences</b> which can be read by themselves and others.  (Part of ELG)		Develop <b>positive attitudes towards &amp; stamina</b> for writing by: <ul style="list-style-type: none"> <li>• narratives about personal experiences and those of others (real &amp; fictional)</li> <li>• about real events</li> <li>• poetry</li> <li>• For different purposes</li> </ul>				
	<b>Plan writing</b> Say out loud what they are going to write about.	<b>Plan writing</b> Plan or say out loud what they are going to write about.  Write idea and/or key words including new vocabulary.	<b>Plan writing</b> 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.		<b>Plan writing</b> <ul style="list-style-type: none"> <li>• Identify audience and purpose, selecting appropriate form and use other similar writing as a model</li> <li>• Note and develop initial ideas, drawing on reading &amp; research where necessary</li> <li>• In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to &amp; seen performed.</li> </ul>	
	<b>Drafting and writing</b> Compose sentences orally before writing.		<b>Drafting and writing</b> <b>Compose and rehearse sentences orally</b> (including dialogue), progressively building a varied & rich vocabulary & rehearsing range of sentence structures.		<b>Drafting and writing</b> Select appropriate grammar and vocab., <b>understanding how such choices can change and enhance meaning.</b>	
	Sequence <b>sentences</b> to form short narratives,	Encapsulate what they want to say, <b>sentence by sentence.</b>	Organise <b>paragraphs</b> around a theme.		Use a wide range of devices to build cohesion within and across <b>paragraphs.</b>	
					Précis longer paragraphs.	
			In <b>narratives</b> , create settings and characters.		In <b>narratives</b> , describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action.	

			In <b>non-narrative</b> 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).
	<p>Make <b>additions, revision and corrections</b> to their own writing by: Evaluating their writing with the teacher or other pupils</p> <p>Re-reading to check it makes sense and that verbs to indicate time are used correctly &amp; consistently, incl verbs in the continuous form</p>	<p><b>Evaluate &amp; edit:</b></p> <ul style="list-style-type: none"> <li>Assess the effectiveness of their own and others' writing and suggest improvements</li> <li>Propose changes in grammar &amp; vocab to improve consistence, including the accurate use of pronouns in sentence</li> </ul>	<p><b>Evaluate &amp; edit:</b></p> <ul style="list-style-type: none"> <li>Assess the effectiveness of their own and others' writing and suggest improvements</li> <li>Propose changes in grammar, vocab &amp; punctuation to enhance effects and clarify meaning</li> <li>Ensure the consistent and correct use of tense throughout a piece of writing</li> <li>Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing appropriate register.</li> </ul>	
<b>Re-read</b> what they have written to check that it makes sense.	<b>Proof read</b> to check for errors in spelling, grammar and punctuation.	<b>Proof read</b> for spelling and punctuation errors.	<b>Proof read</b> for spelling and punctuation errors.	
<b>Discuss</b> what they have written with the teacher and other pupils.	<b>Read aloud</b> their writing with appropriate intonation to make the meaning clear.	<b>Read aloud</b> their writing to a group or whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.	<b>Perform</b> their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.	