

# Whole School Progression in Writing Composition



**Developed by the WLCT literacy hub for Wednesbury schools.**

Content was drawn from new curriculum (some elements have been adjusted to create more challenge).

**Updated March 14**

# EYFS

This is a progression across Nursery & Reception. Some pupils will be capable of moving onto Year 1 expectations.

**Bold = Development matters or New Curriculum**

Composition	S & L	Text Structure
<p>Children have a range of opportunities to write for different purposes about things that interest them.</p> <p>Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</p> <p><b>Writes own name and other things such as labels, captions.</b></p> <p><b>Attempts to write short sentences in meaningful contexts.</b></p> <p>Write and draw simple instructions for everyday classroom use.</p> <p>To use and retell rhymes, traditional and pattern stories as models for their own writing</p> <p>Pupils should be taught to write sentences by:</p> <ul style="list-style-type: none"> <li>▪ saying out loud what they are going to write about</li> <li>▪ composing a sentence orally before writing it</li> <li>▪ sequencing sentences to form short narratives</li> <li>▪ re-reading what they have written to check that it makes sense</li> </ul> <p>Include simple story language <i>Eg Once upon a time, First / Then / Next, But, So, Finally,.....happily ever after</i></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>▪ discuss what they have written with the teacher or other pupils</li> <li>▪ read aloud their writing, clearly enough to be heard by their peers and the teacher.</li> </ul>	<p>See ELG</p>	<p>Orally combining a series of <b>sentences</b> to convey meaning.</p> <p>Moving into recording meaningful text.</p>
<p><b>Notes and guidance</b></p> <p><b>Pupils should understand, through demonstration (shared/guided writing), the skills and processes essential to writing: that is, thinking aloud as they collect ideas, drafting, and re-reading to check their meaning is clear.</b></p> <p><b>Drama and role-play can contribute to the quality of pupils' writing by providing opportunities for pupils to develop and order their ideas through playing roles and improvising scenes in various settings.</b></p>		

**Year 1** This is a progression across Year 1. Some pupils will be capable of moving onto Year 2 expectations. *EYFS expectations should be consolidated.*

Composition	S & L	Text structure
<p><b>Pupils should continue to write sentences by:</b></p> <ul style="list-style-type: none"> <li>• orally rehearsing what they are going to write</li> <li>• sequencing sentences to form short narratives</li> <li>• re-reading what they have written to check that it makes sense</li> </ul> <p><b>Pupils should continue to:</b>  <b>discuss what they have written with the teacher or other pupils</b>  <b>read aloud their writing, clearly enough to be heard by their peers and the teacher.</b></p> <p><b>Pupils should be taught to:</b>  <b>develop positive attitudes towards writing by:</b></p> <ul style="list-style-type: none"> <li>• <b>writing narratives about personal experiences and those of others (real and fictional)</b>, describe characters (character profiles) and settings.</li> <li>• <b>writing about real events</b> (simple recounts e.g linked to topics and interest)</li> <li>• <b>writing poetry</b> (compose own poetic sentences using repetitive patterns, carefully selected sentences and imagery)</li> <li>• <b>writing for different purposes</b></li> <li>• chronological, non-chronological texts, recounts, instructions, fact files using simple structures.</li> </ul> <p><b>consider what they are going to write before beginning by:</b></p> <ul style="list-style-type: none"> <li>• <b>planning and orally rehearsing what they are going to write</b></li> <li>• <b>writing down ideas and/or key words, including new vocabulary</b></li> <li>• <b>encapsulating what they want to say, sentence by sentence</b></li> </ul> <ul style="list-style-type: none"> <li>• Pupils should be taught to use descriptive language such as alliteration, similes using as, adjectives.</li> <li>• Include more developed story language eg One day, The next morning, Suddenly, Unfortunately, fortunately.</li> <li>• Include use of who, e.g. Once upon a time there was a little old woman who lived in a forest.</li> <li>• Use openers such as: While, when and where.</li> <li>• Use repetition for rhythm and for description.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>▪ listen and respond appropriately to adults and their peers</li> <li>▪ ask relevant questions to extend their understanding and knowledge</li> <li>▪ use relevant strategies to build their vocabulary</li> <li>▪ give and explain answers, thoughts and opinions</li> <li>▪ give descriptions, explanations and narratives for different purposes, including for expressing feelings</li> <li>▪ maintain attention and participate actively in conversations.</li> <li>▪ use spoken language to develop understanding through imagining and exploring ideas</li> <li>▪ speak audibly and fluently, beginning to use expression</li> <li>▪ participate in discussions, presentations, performances, role play</li> <li>▪ gain and maintain the interest of the listener(s)</li> </ul>	<p>Write in a range of styles and formats.</p> <p>Sequencing sentences to form a range of text types.</p> <p>Logically sequence sentences.</p> <p>Form sentence in the correct <b>tense.</b></p>

To use and retell poems, traditional and pattern stories as models for their own writing (by substituting words or elaborating on the text).  
To make class/group books.

**Notes and guidance**

**At the beginning of year 1, not all pupils will have the spelling and handwriting skills they need to write down everything that they can compose out loud.**

**Pupils should understand, through demonstration, the skills and processes essential to writing: that is, thinking aloud as they collect ideas, drafting, and re-reading to check their meaning is clear.**

**Drama and role-play can contribute to the quality of pupils' writing by providing opportunities for pupils to develop and order their ideas through playing roles and improvising scenes in various settings.**

**Pupils will draw on and use new vocabulary from their reading, their discussions about it (one-to-one and as a whole class) and from their wider experiences.**

**Reading and listening to whole books, not simply extracts, helps pupils to increase their vocabulary and grammatical knowledge, including their knowledge of the vocabulary and grammar of Standard English. These activities also help them to understand how different types of writing, including narratives, are structured.**

**Pupils should understand, through demonstration (shared/guided writing), the skills and processes essential to writing: that is, thinking aloud as they collect ideas, drafting, and re-reading to check their meaning is clear.**

## Year 2 This is a progression across Year 2. Some pupils will be capable of moving onto Year 3 expectations.

*Yr 1 expectations should be consolidated.*

Composition	S & L	Text Structure
<p>Pupils should:</p> <p>To make simple notes from non-fiction texts e.g. key words and phrases, page references, headings, to use in subsequent writing.</p> <p><b>To become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales and use these to support their writing.</b></p> <p><b>Continue to build up a repertoire of poems learnt by heart, reciting some with appropriate intonation to make the meaning clear and use these to support their writing.</b></p> <p><b>To develop positive attitudes and stamina towards writing by:</b></p> <ul style="list-style-type: none"> <li>• <b>writing narratives about personal experiences and those of others</b> (real and fictional, to write sustained stories using their knowledge of story elements: narrative, settings, characterisation, demarcated dialogue and the language of story). Alternative endings, introduce a new character, use a basic story plot and create their own version.</li> <li>• <b>writing about real events</b> recounts e.g diaries, simple newspaper reports (linked to topics and interest).</li> <li>• <b>writing poetry</b> (compose own poems using initial jottings and words and carefully selected sentences and imagery. Use structures from poems (e.g. riddles, tongue twisters, humorous, well known and those with familiar settings, onomatopoeia) as a basis, by extending or substituting elements for inventing their own lines &amp; verses.</li> <li>• <b>writing for different purposes</b>                      chronological, non-chronological texts                      recounts,                      instructions                      fact files using simple structures                      simple flow charts or diagrams that explain a process</li> <li>• to create alphabetically ordered texts (e.g. simple glossary, index, dictionaries relating to special interest words).</li> </ul> <p>To use a range of organisational devices (bullet points, headings/sub-headings, numbering, diagrams, captions, hyperlinks).</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>▪ listen and respond appropriately to adults and their peers</li> <li>▪ ask relevant questions to extend their understanding and knowledge</li> <li>▪ use relevant strategies to build their vocabulary</li> <li>▪ give and explain answers, thoughts and opinions in detail</li> <li>▪ give descriptions, explanations and narratives for different purposes, including for expressing feelings</li> <li>▪ maintain attention and participate actively in conversations and discussions.</li> <li>▪ use spoken language to develop understanding through imagining and exploring ideas</li> <li>▪ speak audibly and fluently with an increasing command of Standard English and use appropriate intonation.</li> <li>▪ participate in discussions, presentations, performances, role play</li> <li>▪ gain and maintain the interest of the listener(s)</li> </ul>	<p>Write in a range of styles and formats.</p> <p>The consistent use of <b>present tense</b> versus <b>past tense</b> throughout texts.</p> <p>Introduction to the use of future tense.</p> <p>Use of the <b>progressive</b> form of <b>verbs</b> in the <b>present</b> and <b>past tense</b> to mark actions in progress (e.g. <i>she is drumming, he was shouting</i>)</p> <p>Headings and sub-headings to aid presentation.</p> <p>Introduction to paragraphs as a way to group related material.</p>

**Consider what they are going to write before beginning by:**

- **planning or saying out loud what they are going to write about**
- **writing down ideas and/or key words, including new vocabulary**
- **encapsulating what they want to say, sentence by sentence**

To begin to organise paragraphs.

Pupils should be taught to use descriptive language such as alliteration, similes using like, two adjectives to describe the noun, adverbs for description eg snow fell gently.

- Include more developed story language eg In a land far away, One cold but bright morning, Later that day, To his amazement, As soon as, Luckily.
- Drawing from oral retelling drop in relative clause: who eg Sam, who was lost, sat down and cried.
- Use a variety of sentence openers
- List of three for description eg He wore old shoes, a dark cloak and a red hat.

**Make simple additions, revisions and corrections to their own writing by:**

- **evaluating their writing with the teacher and other pupils**
- **re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form**

**Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]**

- **read aloud (to the group or whole class) what they have written with appropriate intonation to make the meaning clear.**

To use and retell poems, traditional and pattern stories as models for their own writing (by substituting words or elaborating on the text).

To begin to present a point of view in writing.

**Notes and guidance**

**Reading and listening to whole books, not simply extracts, helps pupils to increase their vocabulary and grammatical knowledge, including their knowledge of the vocabulary and grammar of Standard English. These activities also help them to understand how different types of writing, including narratives, are structured. All these can be drawn on for their writing.**

**Pupils should have opportunities to write for a range of real purposes and audiences as part of their work across the curriculum.**

**Pupils should understand, through being shown these, the skills and processes essential to writing: that is, thinking aloud as they collect ideas, drafting, and re-reading to check their meaning is clear.**

**Drama and role-play can contribute to the quality of pupils' writing by providing opportunities for pupils to develop and order their ideas through playing roles and improvising scenes in various settings.**

**Pupils might draw on and use new vocabulary from their reading, their discussions about it (one-to-one and as a whole class) and from their wider experiences.**

**Pupils should understand, through demonstration (shared/guided writing), the skills and processes essential to writing: that is, thinking aloud as they collect ideas, drafting, and re-reading to check their meaning is clear.**

**Year 3** This is a progression across Year 3. Some pupils will be capable of moving onto Year 4 expectations. *Yr 2 expectations should be consolidated.*

*Schools to discuss and allocate coverage across Yr 3 & 4 to ensure that all genres are covered but not repeated unnecessarily.*

Composition	S & L	Text Structure
<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>▪ <b>plan their writing by:</b> <ul style="list-style-type: none"> <li>• increasing their familiarity with a wide range of books, retelling some of these orally. e.g. During years 3 and 4 the following should be included: fairy stories, myths and legends, mystery and adventure, stories with familiar settings, stories with related themes, stories by the same author, historical, imagined world (sci-fi, fantasy), stories with issues/dilemmas, stories from other cultures.</li> <li>• preparing poems and play scripts to read aloud and to perform showing understanding through intonation, tone, volume and action. e.g. During years 3 and 4 the following should be included: humorous, senses, shape, observational, oral and performance, common themes, classic and modern for different culture and times, couplets, haikus, cinquains.</li> <li>• <b>discussing writing, similar to that which they are planning, in order to understand and learn from its structure, vocabulary and grammar</b></li> <li>• <b>discussing and recording ideas</b></li> </ul> </li> </ul> <p>Empathise with characters and debate moral dilemmas portrayed in texts.</p> <p>Identify features that writers use to provoke readers' reactions.</p> <p>Pupils should continue to use descriptive language such as alliteration, similes using like, two adjectives to describe the noun, adverbs for description eg snow fell gently.</p> <ul style="list-style-type: none"> <li>• Include more developed story language eg In a land far away, One cold but bright morning, Later that day, To his amazement, As soon as, Luckily.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>▪ listen and respond appropriately to adults and their peers</li> <li>▪ ask relevant questions to extend their understanding and knowledge</li> <li>▪ use relevant strategies to build their vocabulary</li> <li>▪ give and explain answers, thoughts and opinions using relevant detail</li> <li>▪ give descriptions, explanations and narratives for different purposes, including for expressing feelings</li> <li>▪ maintain attention and participate actively in collaborative conversations, staying on topic and responding to topics.</li> <li>▪ use spoken language to develop understanding through speculating, imagining and exploring ideas</li> <li>▪ speak audibly and fluently with an increasing command of</li> </ul>	<p>Write in a range of styles and formats.</p> <p>Consistent use of headings and sub-headings to aid presentation.</p> <p>Consistent use of paragraphs as a way to group related material.</p> <p>Use of the <b>perfect</b> form of <b>verbs</b> to mark relationships of time and cause (e.g. <i>He has gone out to play</i> contrasted with <i>He went out to play</i>).</p>



- Drawing from oral retelling drop in relative clause: who, which, whose eg Sam, who was lost, sat down and cried. The boy, whose name is George, thinks he is very brave. The Fire of London, which started in Pudding Lane, spread quickly.
- Use a variety of sentence openers including –ing, -ly, -ed and adverbial phrases (fronted adverbials) eg A few days ago, In a strange way, At the back of the room...
- Sentence of three for description eg The cottage was almost invisible, hiding under a thick layer of snow and glistening in the sunlight. Rainbow dragons are covered with many different coloured scales, have enormous red eyes and swim on the surface of the water
- Paragraphs to organise ideas into each story part.

To learn the conventions of different types of writing eg the greetings in letters, a diary written in the first person, use of presentational devices such as headings and numbering in instructions.

Write for different audiences:

- Instructions (rules, recipes, directions)
- Explanations (Life Cycles, how something works)
- Non-chronological (leaflets, information texts)
- Recount (newspaper report/diaries, police report)
- Persuasive (adverts, letters, leaflets)
- To create alphabetically ordered texts (eg glossary, index and dictionaries)

Make notes from a variety of sources then expand for use in subsequent writing.

Include subject specific, technical and descriptive vocabulary appropriate to the purpose of text type.

- **draft and write by:**
  - **composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)**
  - **organising paragraphs around a theme**
  - **in narratives, creating settings, characters and plot**
  - **in non-narrative material, using simple organisational devices [for example, headings and sub-headings]**
- **evaluate and edit by:**

Standard English and use appropriate intonation.

- participate in discussions, presentations, performances, role play, improvisations.
- gain and maintain and monitor the interest of the listener(s)
- consider different viewpoints

<ul style="list-style-type: none"><li>• <b>assessing the effectiveness of their own and others' writing and suggesting improvements</b></li><li>• <b>proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</b></li><li>▪ <b>proof-read for spelling and punctuation errors</b></li> <li>▪ <b>read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</b></li></ul> <p>To present a point of view in writing.</p>		
<p><b>Notes and guidance</b></p> <p><b>Pupils should understand, through demonstration (shared/guided writing), the skills and processes essential to writing: that is, thinking aloud as they collect ideas, drafting, and re-reading to check their meaning is clear.</b></p> <p>Pupils should continue to have opportunities to write for a range of real purposes and audiences as part of their work across the curriculum. These purposes and audiences should underpin the decisions about the form the writing should take, such as a narrative, an explanation or a description.</p> <p>Pupils should understand, through being shown these, the skills and processes that are essential for writing: that is, thinking aloud to explore and collect ideas, drafting, and re-reading to check their meaning is clear, including doing so as the writing develops. Pupils should be taught to monitor whether their own writing makes sense in the same way that they monitor their reading, checking at different levels.</p>		

**Year 4** This is a progression across Year 4. Some pupils will be capable of moving onto Year 5 expectations.

*Yr 3 expectations should be consolidated.*

*Schools to discuss and allocate coverage across Yr 3 & 4 to ensure that all genres are covered but not repeated unnecessarily.*

Composition	S & L	Text Structure
<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>▪ <b>plan their writing by:</b> <ul style="list-style-type: none"> <li>• increasing their familiarity with a wide range of books, retelling some of these orally. e.g. Year 3 and Year 4 coverage - fairy stories, myths and legends, mystery and adventure, stories with familiar settings, stories with related themes, stories by the same author, historical, imagined world (sci-fi, fantasy), stories with issues/dilemmas, stories from other cultures.</li> <li>• preparing poems and play scripts to read aloud and to perform showing understanding through intonation, tone, volume and action. e.g. Year 3 and Year 4 coverage – humorous, senses, shape, observational, oral and performance, common themes, classic and modern for different culture and times, couplets, haikus, cinquain.</li> </ul> </li> </ul> <p>Pupils should continue to use descriptive language such as alliteration, similes using like, two adjectives to describe the noun, adverbs for description eg snow fell gently.</p> <ul style="list-style-type: none"> <li>• Drawing from oral retelling drop in relative clause: who, which, whose eg Sam, who was lost, sat down and cried. The boy, whose name is George, thinks he is very brave. The Fire of London, which started in Pudding Lane, spread quickly.</li> <li>• Use a variety of sentence openers including –ing, -ly, -ed and adverbial phrases (fronted adverbials) eg A few days ago, In a strange way, At the back of the room...</li> <li>• Extend openers to include: expanded –ing clauses eg Grinning menacingly, Laura slipped the Curlywurlly into her rucksack, similies eg Like a wailing cat, the ambulance screamed down the road.</li> <li>• Sentence of three for action eg Maxine rushed down the corridor, burst</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>▪ listen and respond appropriately to adults and their peers</li> <li>▪ ask relevant questions to extend their understanding and knowledge</li> <li>▪ use relevant strategies to build their vocabulary</li> <li>▪ articulate and explain answers, thoughts and opinions using relevant detail</li> <li>▪ give structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li> <li>▪ maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to topics.</li> <li>▪ use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> <li>▪ speak audibly and fluently with an increasing command of Standard English and use appropriate intonation.</li> <li>▪ participate in discussions,</li> </ul>	<p>Write in a range of styles and formats.</p> <p>Consistently use paragraphs to organise ideas around a theme</p> <p>Appropriate choice of <b>pronoun</b> or <b>noun</b> across <b>sentences</b></p> <p>Devices to build <b>cohesion</b> within a paragraph (e.g. <i>then, after that, this, firstly</i>)</p> <p>Introduce linking ideas across paragraphs using <b>adverbials</b> of time (e.g. <i>later</i>), place (e.g. <i>nearby</i>) and number (e.g. <i>secondly</i>)</p> <p>Introduce structural layout devices such as, bullet points, underlining etc.</p>

through the door and screamed at the top of her voice.

- Vary sentence length: long sentences to enhance description or information and short sentences to move events on quickly.
- Use paragraphs in narrative writing to organise writing (change in place or jump in time),
- **discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar**
- **discussing and recording ideas**

To learn the conventions of different types of writing eg the greetings in letters, a diary written in the first person, use of presentational devices such as headings and numbering in instructions.

Write for different audiences:

- Instructions (rules, recipes, directions)
- Explanations (Life Cycles, how something works)
- Non-chronological (leaflets, information texts)
- Recount (newspaper report/diaries, police report)
- Persuasive (adverts, letters, leaflets)

To make notes from a variety of sources then expand for use in subsequent writing.

Include subject specific, technical and descriptive vocabulary appropriate to the purpose of text type.

- **draft and write by:**
  - **composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)**
  - Use settings and characterization to engage readers interest.
  - Summarise and shape material and ideas from different sources to write convincing and informative non-narrative texts.
  - Show imagination through the language used to create emphasis, humour, atmosphere or suspense.
  - Use structure and presentation of writing to contribute to meaning.
  - **organising paragraphs around a theme**

presentations, persuasive presentations, performances, role play, improvisations and

- gain and maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints

<ul style="list-style-type: none"> <li>• in narratives, creating settings, characters and plot</li> <li>• in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</li> <li>▪ evaluate and edit by: <ul style="list-style-type: none"> <li>• assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>• proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> </ul> </li> <li>▪ proof-read for spelling and punctuation errors</li> <li>▪ read aloud their own writing, 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>To present a point of view across a range of genres.</p> <p>To make notes from a variety of sources then expand for use in subsequent writing.</p>		
<p><b>Notes and guidance</b></p> <p><b>Pupils should understand, through demonstration (shared/guided writing), the skills and processes essential to writing: that is, thinking aloud as they collect ideas, drafting, and re-reading to check their meaning is clear.</b></p> <p>Pupils should continue to have opportunities to write for a range of real purposes and audiences as part of their work across the curriculum. These purposes and audiences should underpin the decisions about the form the writing should take, such as a narrative, an explanation or a description.</p> <p>Pupils should understand, through being shown these, the skills and processes that are essential for writing: that is, thinking aloud to explore and collect ideas, drafting, and re-reading to check their meaning is clear, including doing so as the writing develops. Pupils should be taught to monitor whether their own writing makes sense in the same way that they monitor their reading, checking at different levels.</p>		

# Year 5

This is a progression across Year 5. Some pupils will be capable of moving onto Year 6 expectations.

*Yr 4 expectations should be consolidated.*

*Schools to discuss and allocate coverage across Yr 5 & 6 to ensure that all genres are covered but not repeated unnecessarily.*

Composition	S & L	Text Structure
<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>▪ <b>plan their writing by:</b> <ul style="list-style-type: none"> <li>• increasing their familiarity with a wide range of books, retelling some of these orally. e.g. Year 5 and Year 6 coverage - traditional stories, myths and legends, fables modern fiction (by significant children’s writers), classical fiction including Shakespeare and books from other cultures and traditions and adaptations from classics on film/TV. Range of narrative (mystery, sci-fi, fantasy, historical, humour , time slips and adventure).</li> <li>• Comparing work by significant children’s authors and poets: work by the same author and different authors treatment of the same theme.</li> <li>• preparing poems and play scripts to read aloud and to perform showing understanding through intonation, tone, volume and action. e.g. Year 5 and Year 6 coverage – concrete, narrative poetry (classic and modern), poems from other cultures and traditions, choral and performance, kennings, limericks, riddles, cinquains, tanka, free verse and nonsense verse, as well as poems written in other forms (as adverts, letter, diary entry conversation).</li> <li>• Increase familiarity a wide range of non-fiction and reference books or textbooks</li> <li>• <b>identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</b></li> <li>• <b>noting and developing initial ideas, drawing on reading and research where necessary</b></li> </ul> </li> </ul> <p>Pupils should continue to use descriptive language such as alliteration, similes</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>▪ listen and respond appropriately to adults and their peers</li> <li>▪ ask relevant questions to extend their understanding and knowledge</li> <li>▪ use relevant strategies to build their vocabulary</li> <li>▪ articulate and justify answers, arguments and opinions</li> <li>▪ give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li> <li>▪ maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> <li>▪ use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> <li>▪ speak audibly and fluently with an increasing command of Standard English</li> <li>▪ participate in</li> </ul>	<p>Write in a range of styles and formats.</p> <p>Consolidate the use of devices to build <b>cohesion</b> within a paragraph (e.g. <i>then, after that, this, firstly</i>).</p> <p>Consistently link ideas across paragraphs using <b>adverbials</b> of time (e.g. <i>later</i>), place (e.g. <i>nearby</i>) and number (e.g. <i>secondly</i>)</p> <p>Where appropriate consistently use layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text</p>

using like, two adjectives to describe the noun, adverbs for description eg snow fell gently.

- Drawing from oral retelling drop in relative clause: who, which, whose eg Sam, who was lost, sat down and cried. The boy, whose name is George, thinks he is very brave. The Fire of London, which started in Pudding Lane, spread quickly.
- Use a variety of sentence openers including –ing, -ly, -ed and adverbial phrases (fronted adverbials) eg A few days ago, In a strange way, At the back of the room... , elaboration of adverbial phrase openers eg. Throughout the night, the wind howled like an injured creature.
- Extend openers to include: expanded –ing clauses eg Grinning menacingly, Laura slipped the Curlywurlly into her rucksack, expanded –ed clauses eg Terrified by the dragon, Seema fell to her knees, similies eg Like a wailing cat, the ambulance screamed down the road.
- Sentence of three for action eg Maxine rushed down the corridor, burst through the door and screamed at the top of her voice.
- Create effect by consciously varying sentence length.
- Move sentence chunks (how, when, where) around for different effects eg The siren echoed loudly...through the lonely streets... at midnight.
- Pupils should be taught to use descriptive language such as Metaphor, personification, empty words eg someone, somewhere was out to get him.
- Use of rhetorical questions.

- To make appropriate notes for different purposes and use simple abbreviations in note taking.
- **in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed**

▪ **draft and write by:**

- **selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning**
- **in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action** (eg vary the pace and develop viewpoints through the use of direct and reported speech).
- **précising longer passages**
- **using a wide range of devices to build cohesion within and across**

discussions, presentations, performances, role play, improvisations and debates

- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication.

## paragraphs

- **using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]**

Pupils should continue to use descriptive language such as alliteration, similes using like, two adjectives to describe the noun, adverbs for description eg snow fell gently.

- Drawing from oral retelling drop in relative clause: who, which, whose eg Sam, who was lost, sat down and cried. The boy, whose name is George, thinks he is very brave. The Fire of London, which started in Pudding Lane, spread quickly.
- Use a variety of sentence openers including –ing, -ly, -ed and adverbial phrases (fronted adverbials) eg A few days ago, In a strange way, At the back of the room... , elaboration of adverbial phrase openers eg Throughout the night, the wind howled like an injured creature.
- Extend openers to include: expanded –ing clauses eg Grinning menacingly, Laura slipped the Curlywurlly into her rucksack, expanded –ed clauses eg Terrified by the dragon, Seema fell to her knees, similies eg Like a wailing cat, the ambulance screamed down the road.
- Sentence of three for action eg Maxine rushed down the corridor, burst through the door and screamed at the top of her voice.
- Create effect by consciously varying sentence length.
- Move sentence chunks (how, when, where) around for different effects eg The siren echoed loudly...through the lonely streets... at midnight.
- Pupils should be taught to use descriptive language such as Metaphor, personification, empty words eg someone, somewhere was out to get him.
- Use of rhetorical questions.
- Use paragraphs in narrative to organise writing (change of time, place and action)  
Link ideas within and across paragraphs by referring back and using a full range of conjunctions.

Write for different audiences using the appropriate voice (formal/informal):

- Instructions (rules, recipes, directions)
- Explanations (excuses, processes & systems – Water Cycle, how something works)
- Non-chronological (leaflets, information texts)



<ul style="list-style-type: none"> <li>• Recount (newspaper report/diaries, sports report, police report, events)</li> <li>• Journalistic styles (interviews, features on people, fashion and sport, letters to editor, any articles that are not recounts, reviews)</li> <li>• Persuasive (adverts, letters, leaflets, point of view, complaints, objections)</li> <li>• Discursive (reports, evaluate different points of view eg pros and cons of a course of action, moral issue)</li> <li>• Auto-biographies &amp; biographies</li> </ul> <ul style="list-style-type: none"> <li>▪ <b>evaluate and edit by:</b> <ul style="list-style-type: none"> <li>• <b>assessing the effectiveness of their own and others' writing</b></li> <li>• <b>proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</b></li> <li>• <b>ensuring the consistent and correct use of tense throughout a piece of writing</b></li> <li>• <b>ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</b></li> </ul> </li> <li>▪ <b>proof-read for spelling and punctuation error.</b></li> </ul>		
<p><b>Notes and guidance</b></p> <p><b>Pupils should understand, through being shown, the skills and processes essential for writing: that is, thinking aloud to generate ideas, drafting, and re-reading to check that the meaning is clear.</b></p> <p>Pupils should understand, through being shown these, the skills and processes that are essential for writing: that is, thinking aloud to explore and collect ideas, drafting, and re-reading to check their meaning is clear, including doing so as the writing develops. Pupils should be taught to monitor whether their own writing makes sense in the same way that they monitor their reading, checking at different levels.</p>		

# Year 6

This is a progression across Year 6. Some pupils will be capable of moving onto Year 7 expectations.

*Yr 5 expectations should be consolidated.*

*Schools to discuss and allocate coverage across Yr 5 & 6 to ensure that all genres are covered but not repeated unnecessarily.*

Composition	S & L	Text Structure
<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>▪ <b>plan their writing by:</b> <ul style="list-style-type: none"> <li>• increasing their familiarity with a wide range of books, retelling some of these orally. e.g. Year 5 and Year 6 coverage - traditional stories, myths and legends, fables modern fiction (by significant children’s writers), classical fiction including Shakespeare and books from other cultures and traditions and adaptations from classics on film/TV. Range of narrative (mystery, sci-fi, fantasy, historical, humour and adventure, time slip).</li> <li>• Comparing work by significant children’s authors and poets: work by the same author and different authors treatment of the same theme.</li> <li>• preparing poems and play scripts to read aloud and to perform showing understanding through intonation, tone, volume and action. e.g. Year 5 and Year 6 coverage – concrete, narrative poetry (classic and modern), poems from other cultures and traditions, choral and performance, kennings, limericks, riddles, cinquains, tanka, free verse and nonsense verse, as well as poems written in other forms (as adverts, letter, diary entry conversation).</li> <li>• Increase familiarity a wide range of non-fiction and reference books or textbooks</li> <li>• <b>identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</b></li> <li>• <b>noting and developing initial ideas, drawing on reading and research where necessary</b></li> </ul> </li> <li>• To make appropriate notes for different purposes and use simple abbreviations in note taking.</li> <li>• <b>in writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed</b></li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>▪ listen and respond appropriately to adults and their peers</li> <li>▪ ask relevant questions to extend their understanding and knowledge</li> <li>▪ use relevant strategies to build their vocabulary</li> <li>▪ articulate and justify answers, arguments and opinions</li> <li>▪ give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li> <li>▪ maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> <li>▪ use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> <li>▪ speak audibly and fluently with an increasing command of Standard English</li> <li>▪ participate in discussions, presentations, performances, role play, improvisations and</li> </ul>	<p>Write in a range of styles and formats.</p> <p>Use a wide range of devices to build cohesion within and across paragraphs (e.g. repetition of a <b>word</b> or phrase), grammatical connections (e.g. the use of <b>adverbials</b> such as <i>on the other hand, in contrast, or as a con</i></p>

- **draft and write by:**
  - **selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning**
  - **in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action** (eg vary the pace and develop viewpoints through the use of direct and reported speech).
  - **précising longer passages**
  - **using a wide range of devices to build cohesion within and across paragraphs**
  - **using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]**

Pupils should continue to use descriptive language such as alliteration, similes using like, two adjectives to describe the noun, adverbs for description eg snow fell gently.

- Drawing from oral retelling drop in relative clause: who, which, whose eg Sam, who was lost, sat down and cried. The boy, whose name is George, thinks he is very brave. The Fire of London, which started in Pudding Lane, spread quickly.
- Use a variety of sentence openers including –ing, -ly, -ed and adverbial phrases (fronted adverbials) eg A few days ago, In a strange way, At the back of the room... , elaboration of adverbial phrase openers eg. Throughout the night, the wind howled like an injured creature.
- Extend openers to include: expanded –ing clauses eg Grinning menacingly, Laura slipped the Curlywurl into her rucksack, expanded –ed clauses eg Terrified by the dragon, Seema fell to her knees, similies eg Like a wailing cat, the ambulance screamed down the road.
- Sentence of three for action eg Maxine rushed down the corridor, burst through the door and screamed at the top of her voice.
- Create effect by consciously varying sentence length.
- Move sentence chunks (how, when, where) around for different effects eg The siren echoed loudly...through the lonely streets... at midnight.
- Pupils should consciously use descriptive language such as similies, metaphor, alliteration, personification, empty words eg someone, somewhere was out to get him, rhetorical questions to create effect.
- Include active and passive verbs to create effect and affect presentation of information. Eg Active: Paula accidently dropped the glass. Passive: The

- debates
- gain, maintain and monitor the interest of the listener(s)
  - consider and evaluate different viewpoints, attending to and building on the contributions of others
  - select and use appropriate registers for effective communication.

glass was dropped accidentally by Paula. Or dependent on purpose eg  
Active (recount): Anne heated the water. Passive (science investigation):  
The water was heated.

- Link ideas within and across paragraphs by referring back and using a full range of conjunctions.

Write for different audiences using the appropriate voice (formal/informal):

- Instructions (rules, recipes, directions)
- Explanations (excuses, processes & systems – Water Cycle, how something works)
- Non-chronological (leaflets, information texts)
- Recount (newspaper report/diaries, sports report, police report, events)
- Journalistic styles (interviews, features on people, fashion and sport, letters to editor, any articles that are not recounts, reviews)
- Persuasive (adverts, letters, leaflets, point of view, complaints, objections)
- Discursive (reports, evaluate different points of view eg pros and cons of a course of action, moral issue)
- Auto-biographies & biographies

▪ **evaluate and edit by:**

- **assessing the effectiveness of their own and others' writing**
- **proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning**
- **ensuring the consistent and correct use of tense throughout a piece of writing**
- **ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register**

▪ **proof-read for spelling and punctuation error.**

**Notes and guidance**

**Pupils should understand, through being shown, the skills and processes essential for writing: that is, thinking aloud to generate ideas, drafting, and re-reading to check that the meaning is clear.**

Pupils should understand, through being shown these, the skills and processes that are essential for writing: that is, thinking aloud to explore and collect ideas, drafting, and re-reading to check their meaning is clear, including doing so as the writing develops. Pupils should be taught to monitor whether their own writing makes sense in the same way that they monitor their reading, checking at different levels.

