

**Writing: composition**

Rec/ELG	Y1	Y2	Y3	Y4	Y5	Y6
		Develop <b>positive attitudes</b> towards & <b>stamina</b> for writing by writing: <ul style="list-style-type: none"> <li>- narratives about personal experiences and those of others (real and fictional)</li> <li>- about real events</li> <li>- poetry</li> <li>- for different purposes</li> </ul>				
Write <b>simple sentences</b> which can be read by themselves and others. [Part of ELG]	<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 vocab.	<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 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 a sentence orally before writing.		<b>Drafting and writing</b> <b>Compose &amp; rehearse sentences orally</b> (including dialogue), progressively building a varied & rich vocabulary & increasing 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> .	
			In <b>narratives</b> , create settings, characters & plot		Précis longer paragraphs. 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).	
		Make <b>additions, revision and corrections</b> to their own writing by: <ul style="list-style-type: none"> <li>- Evaluating their writing with the teacher or other pupils</li> <li>- Re-reading to check it makes sense and that verbs to indicate time are used correctly &amp; consistently, incl verbs in the continuous form</li> </ul>	<b>Evaluate &amp; edit:</b> <ul style="list-style-type: none"> <li>- Assess the effectiveness of their own and others' writing and suggest improvements</li> <li>- Propose changes to grammar &amp; vocab to improve consistency, including the accurate use of pronouns in sentences</li> </ul>		<b>Evaluate &amp; edit:</b> <ul style="list-style-type: none"> <li>- Assess the effectiveness of their own and others' writing</li> <li>- Propose changes to grammar, vocab and 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 the 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 or other pupils.  <b>Read aloud</b> their writing clearly enough to be heard by their peers and the teacher.	<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.	

