



English - Writing Composition

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Give meaning to marks in drawing and writing.	Say what they are going to write about	Write narratives about personal experiences and those of others (real and fictional)	Plan writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure and vocabulary	Plan writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar	Plan writing by identifying the audience for and purpose of the writing, using other similar writing as models for their own	Plan writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
Write own name, labels and captions.	Write sentences by composing a sentence orally before writing it	Write about real events to develop positive attitudes and stamina for writing	Plan writing by discussing and recording ideas within a given structure	Plan writing by discussing and recording ideas	Plan writing by noting and developing initial ideas, drawing on reading where necessary	Plan writing by noting and developing initial ideas, drawing on reading and research where necessary
Write phonetically plausible words and sentences which can be read by themselves and others.	Write sentences by sequencing sentences to form short narratives	Write poetry to develop positive attitudes and stamina for writing	Draft and write by composing and rehearse sentences orally, building a varied and rich vocabulary and using sentences structures from English Appendix 2	Draft and write by composing and rehearsing sentences orally (including dialogue), building a varied and rich vocabulary and using sentence structures (English Appendix 2)	Plan writing of narratives by considering how authors have developed characters and settings in what the class have read, listened to or seen performed	Plan writing of narratives through reasoned consideration of how authors have developed characters and settings in what the class have read, listened to or seen performed
	Write sentences by re-reading what they have written to check that it makes	Write for different purposes to develop positive attitudes and stamina for	Draft and write by organising writing into paragraphs as a way of grouping related	Draft and write by organising paragraphs around a theme	Draft and write by selecting appropriate grammar and vocabulary, including	Draft and write by selecting appropriate grammar and vocabulary, including



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	sense	writing	material		that within English Appendix 2	that within English Appendix 2, understanding how such choices can change and enhance meaning
	Discuss what they have written with the teacher or other pupils	Consider what they are going to write before beginning by planning or saying out loud what they are going to write about	Draft and write in narratives, creating settings, characters and plot	Draft and write in narratives, creating settings, characters and plot with consideration for the audience and purpose	Draft and write narratives, describing settings, characters and atmosphere and integrating dialogue to convey character	Draft and write narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
	Read aloud own writing clearly enough to be heard by their peers and the teacher	Consider what they are going to write before beginning by writing down ideas and/or key words, including new vocabulary	Draft and write non-narrative material, using headings and sub-headings to organise texts	Draft and write non-narrative material, using simple organisational devices	Draft and write by précising longer passages	Draft and write by accurately précising longer passages
		Consider what they are going to write before beginning by encapsulating what they want to say, sentence by sentence	Evaluate and edit by assessing the effectiveness of their own writing	Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements	Draft and write by using devices to build cohesion within a paragraph e.g. then, after that, this, firstly	Draft and write by linking ideas across paragraphs using a wider range of cohesive devices; repetition of a word or phrase, grammatical connections and ellipsis
		Make simple additions, revisions	Evaluate and edit by proposing changes to	Evaluate and edit by proposing changes	Draft and write by linking ideas across	Draft and write by using organisational



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		and corrections to own own writing by evaluating their writing with the teacher and other pupils	grammar and vocabulary linked to the use of a/an, conjunctions, adverbs and prepositions	to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences, expanded noun phrases and fronted adverbials	paragraphs using adverbials of time e.g. later, place e.g. nearby and number e.g. secondly or tense choices e.g. he had seen her before	and presentational devices to structure text and to guide the reader e.g. headings, sub-headings, columns, bullets or tables
		Make simple additions, revisions and corrections to own writing by 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-read for spelling errors and for punctuation- including full stop, apostrophe, comma, question mark, exclamation and inverted commas for speech	Proof-read for spelling and punctuation errors, including the use of the apostrophe for possession, speech punctuation and use of the comma for fronted adverbials	Draft and write by using further organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining	Evaluate and edit by assessing the effectiveness of their own and others' writing with reasoning
		Make simple additions, revisions and corrections to their own writing by proof-reading to check for errors in	Read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so	Confidently read own writing aloud, to a group or the whole class, using appropriate intonation and	Evaluate and edit by assessing the effectiveness of their own and others' writing	Evaluate and edit by proposing reasoned changes to vocabulary, grammar and punctuation to enhance effects and clarify



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		spelling, grammar and punctuation e.g. ends of sentences punctuated correctly	that the meaning is clear	controlling the tone and volume so that the meaning is clear		meaning English Appendix 2
		read aloud what they have written with appropriate intonation to make the meaning clear			Evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning English Appendix 2	Evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing
					Evaluate and edit by ensuring mostly consistent and correct use of tense throughout a piece of writing	Evaluate and edit by ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
					Evaluate and edit by ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing	Proof-read for spelling errors linked to spelling statements for year 6



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					Proof-read for spelling errors linked to spelling statements for year 5	Proof-read for punctuation errors, including use of semi-colons, colons, dashes, punctuation of bullet points in lists, use of hyphens
					Proof-read for punctuation errors, including use of brackets, dashes or commas to indicate parenthesis; use of commas to clarify meaning or avoid ambiguity	Confidently perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear
					Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear	