

**English Writing End points Aspect: Composition**

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|  | **Autumn** | **Spring** | **Summer** |
| **Reception** | * Write own name from memory.
* Hear and write the initial sounds of words when labelling pictures.
 | * Begin to orally rehearse what to write before writing and retain the sentence in their head, re reading as they write.
* Write a simple caption or sentence using phase 2 sounds.
* Begin to include finger spaces in their writing.
 | * Write a simple sentence which can be read by themselves and others, which also includes finger spaces.
* Include some irregular common words within writing with are spelt accurately.
* Include features such as capital letters and full stops.
* Write their own full name.
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| **Year 1** | * Say a sentence out loud before writing it down. (Hold a sentence)
 | * Plan writing by saying what they are going to write about. (build a sentence)
* Read writing aloud so it can be heard by others and check for sense. ('Oops, I forgot to put a capital letter after that full stop.'; 'I used my sounds to help me spell that long word.’)
* Discuss writing with adults and peers.
 | * Begin to write in different forms and using simple text type features. (Instructions, narratives, recounts, poems, information texts)
* Sequence sentences to form short narratives.

(Beginning/middle/ end sentences link and build on from each other- The cat walked down the road. It was bright orange and fluffy. It wanted to get home.) * Use sequence sentences in chronological order to recount an event /experience. (Basic adverbials for when-First, Then, Next, After that)
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| **Year 2** | * Develop stamina for writing (in order to write at greater length) by writing for different purposes.

(Real and fictional/own and other’s experiences - including simple narratives, poems based on models, and recounts) | * Plan and discuss the content of writing. (Jotting down ideas, story mapping, planning the structure, key words and ideas, oral rehearsal of what they want to say, sentence by sentence, make simple notes from non-fiction texts)
* Evaluate writing independently, with peers and with the teacher by making simple additions and corrections (use editing pen). (Re-reading to check for sense; verbs used correctly E.g. Pupil writes ‘I sitted under the tree and eated my lunch’ becomes ‘sat and ate’)
* Read writing aloud with appropriate intonation to make the meaning clear.
* Write, from memory, simple dictated sentences.
 | * Use specific text type features to write for a range of audiences and purposes. (To entertain, to inform)
* Proof-read to check for errors in spelling, grammar and punctuation.

(Will spot most of their own spelling and errors quickly. e.g. ‘This should be an exclamation because she’s shouting for help’ ‘I forgot to double the p of stop when adding –ing’) * Make changes by editing work, sometimes independently or following feedback from peers and sometimes in discussion with an adult, to improve the effect and impact of my writing.
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| **Year 3** | * Write a non-narrative using simple organisational devices such as headings and subheadings.
* In narrative writing, develop resolutions and endings.
* Proofread writing and make editing improvements by proposing changes to grammar and vocabulary to improve consistency. (The accurate use of pronouns in sentences/ tenses)
 | * Read, analyse and discuss different models of writing, taking account of purpose, audience, structure, vocabulary and grammar.
* Plan writing by discussing and recording ideas. (timeline, story maps, flowchart, spider diagram, jottings)
* Write a narrative with a clear structure, setting, characters and plot.
* Suggest improvement to writing through assessing the writing with partners/small peer groups and through self-assessment.
* Using appropriate intonation, tone and volume, read writing aloud to a group or whole class.
 | * Use specific text type features to write for a range of audiences and purposes. (To entertain, to inform) and begin to write to persuade.
* Identify structure, grammatical features and use of vocabulary for effect in texts.
* Compose sentences using a wider range of structures linked to the grammar objectives. (e.g. tenses – including present perfect/subordinate clauses/ coordinating conjunctions.
* Begin to organise paragraphs around a theme. (Supported by planning then moving to independence)
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| **Year 4** | * Read and analyse narratives, non-fiction and poetry in order to plan own versions. (identify and discuss purpose, audience, structure, vocabulary and grammatical features)
* Write from memory simple dictated sentences that include words and punctuation taught.
* Write a narrative with a clear structure, setting, characters and plot and organised into clear sequences with more than a basic beginning, middle and end.
* Proofread to check for errors in spelling, grammar and punctuation and evaluate own and others’ writing with partners/small groups.
 | * Use paragraphs to organise writing in fiction and non-fiction texts, along with other organisational devices. (Headings, subheadings, labels, captions, text boxes, diagrams, lists)
* Develop settings and characterisation using vocabulary to create emphasis, humour, atmosphere and suspense.
* Include key vocabulary and grammar choices that link to the style of writing. (e.g.: Scientific words/ historical words/ words that fit with the context, e.g. science fiction)
* Improvise and compose dialogue, demonstrating an understanding of standard and non-standard English.
* Improve writing following evaluation by redrafting chunks of text (adding an editing ‘flap’ where required).
 | * Use specific text type features to write for a range of audiences and purposes. (To entertain, to inform, to persuade)
* Begin to open paragraphs with topic sentences and organise them around a theme. (Boxing up method independently; five-part story volcano; chunking their writing into paragraphs- they then use this to ensure they have accurate paragraphs and how to demarcate them).
* Endings are developed and close the narrative appropriately relating to the beginning or a change in a character.
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| **Year 5** | * Writing is organised into paragraphs to show different information or events and uses organisational and presentational devices, *e.g.* underlining, bullet points, headings. (TIP TOP – Time, Place, Topic, Person Speaking) (paragraphs can be extended or developed- main point, topic, event, idea with an explanation or additional detail)
* Link ideas within paragraphs. (connecting adverbs and adverbials for time (when); place (where); how (as/with)
 | * Develop ideas and characters through action, description and dialogue, drawing upon writing models from their reading. (Correct and effective use of speech, “Well done, you can use speech marks correctly!” exclaimed the teacher proudly. Description of action through well-chosen adjectives, verbs and adverbs).
* Add well-chosen detail to interest the reader. (Expanded noun phrases-‘the small playground with the horizontal climbing wall…; the north coast beaches with the best surf…; a tiny kitten with its eyes barely open…’)
* Proofread and assess the effectiveness of own and others’ writing in relation to audience and purpose, suggesting changes to grammar, vocabulary and punctuation.
* Improve writing following evaluation by redrafting sections of text or creating a second draft where appropriate.
 | * Writing shows aim for a range of audiences and purposes including to inform, entertain, or persuade and demonstrates the appropriate features, language and structures. Begin to write for the purpose ‘to discuss’.
* Settings are used to not only create atmosphere, but also to indicate a change. Models from their reading are often used or integrated into writing.
* Manage shifts in time and place effectively and guide the reader through my text.
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| **Year 6** | * Use a thesaurus to develop word understanding and build a bank of antonyms and synonyms.
* Use paragraphs correctly so that each one has a clear topic, and has a signal of change in time, place or event. (TIP TOP)
* Adapt the grammar and vocabulary used in writing to suit the audience and purpose. (choose the appropriate form and register/ structure/ layout)
* Add detail to writing by using expanded noun phrases to add precision, detail and qualification.

  | * Create atmosphere and describe settings - use antonyms and synonyms to enhance the description.
* Blend action, dialogue, and description within sentences and paragraphs to convey character and advance the action. (use of inverted commas, mostly correct)
* Use examples of where authors have broken conventions to achieve specific effects and use similar techniques in own writing – e.g. *repeated use of ‘and’ to convey tedium, one word sentence.*
* Make conscious choices about techniques to engage the reader including appropriate tone and style e.g. *rhetorical questions, direct address to the reader.*
* Use **active** and **passive** voice to achieve intended effects e.g. *formal reports, explanations and mystery narrative.*
* Second drafts show evaluative and reflective thinking which is evidenced by thoughtful and effective changes made to create effects and to impact on the reader.
 | * Writing shows aim for a range of audiences and purposes including to inform, entertain, persuade or discuss and demonstrates the appropriate features, language and structures.
* Writing is evaluated as a matter of course and proof reading ensures a high level of accuracy.
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