

## Writing Progression - Composition and Effect

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>I can select basic ideas and content usually linked to the purpose of a task, (e.g. a formulaic opening/ending for a story, a phrase or sentence of information to label a picture, simple commands to give instructions).</p> <p>I can use simple word choices that help to convey information and ideas, (e.g. story or topic related vocabulary).</p> <p>I can write sentences by re-reading what has been written to check that it makes sense. KPI</p>	<p>I think about what I am going to write by planning or saying out loud what I am going to write about. KPI</p> <p>I am developing positive attitudes towards, and stamina for, writing, by writing for different purposes. KPI</p> <p>I can make simple additions, revisions and corrections to my own writing by evaluating my writing with the teacher and other pupils. KPI</p> <p>I can make simple additions, revisions and corrections to writing by proof-reading to check for</p>	<p>I can create settings, characters and plot in narratives. KPI</p> <p>I can discuss and record ideas (e.g. I can work with a partner or small group to plan writing, contributing my own and listen to and building on others' ideas and record them in notes or pictorial form for later use).</p> <p>I can 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</p>	<p>I can evaluate and edit by assessing the effectiveness of my own and others' writing and suggest improvements.</p> <p>I can plan my writing by discussing and recording ideas so that writing is clear in purpose.</p> <p>I can plan my writing by discussing writing similar to that which I am planning to write in order to understand and learn from its structure, vocabulary and grammar (e.g. identify and I</p>	<p>I can describe settings, characters and atmosphere in narratives, and integrate dialogue to convey character and advance the action. KPI</p> <p>I can draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. KPI</p> <p>I can elaborate and use appropriate vocabulary to support detail/events, (e.g. Technical, precise/vivid language according to the writing</p>	<p>I can describe settings, characters and atmosphere in narratives, integrating dialogue to convey character and advance the action. KPI</p> <p>I can draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. KPI</p> <p>I can ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the</p>

	<p>errors in spelling, grammar and punctuation. KPI</p> <p>I can re-read to check that writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.</p> <p>I can use adventurous vocabulary appropriate to task.</p> <p>I can write about real events, sustaining sufficient features of the given form (e.g. correct choice in use of present and past tense of verbs including verbs in progressive forms).</p> <p>I can write down ideas and/or keywords, including new vocabulary.</p>	<p>Appendix 2 National Curriculum).</p> <p>I can evaluate and edit by assessing the effectiveness of my own and others' writing and suggest improvements.</p> <p>I recognise that events or ideas are developed using some appropriate vocabulary.</p> <p>I can include, generally, features of non-narrative writing.</p> <p>I can plan my writing by discussing writing similar to that which I am planning to write in order to understand and learn from its structure, vocabulary and grammar.</p>	<p>can use key organisational features of a shared text in my own words).</p> <p>I can write description or detail in both narrative and non-narrative that is expanded through an appropriate and precise range of vocabulary.</p> <p>I can discuss writing similar to that which I am planning to write, selecting the most relevant information, key vocabulary and most suitable ideas to plan my own narrative and non-narrative writing.</p> <p>I can produce writing that is clear in purpose with a viewpoint consistently maintained (for example, word</p>	<p>purpose and genre).</p> <p>I can evaluate and edit by assessing the effectiveness of my own and others' writing by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>I can note and develop initial ideas, drawing on reading and research where necessary (e.g. consider how authors develop characters and setting to help their factual and fictional writing respectively).</p> <p>I can plan my writing by identifying the audience for and purpose of the writing, selecting</p>	<p>appropriate register.</p> <p>I can evaluate and edit by assessing the effectiveness of my own and others' writing, and propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. KPI</p> <p>I can note and develop initial ideas, drawing on reading and research where necessary; capture, sift and sort ideas into a plan before writing.</p> <p>I can plan my writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models</p>
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	<p>I am developing and expressing a viewpoint through comments or actions.</p> <p>I can make simple additions, revisions and corrections to writing by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly. KPI</p>	<p>I can select appropriate tense for a task with verb forms adapted.</p> <p>I can write clearly with purpose.</p> <p>I can establish a viewpoint which may not always be consistent or maintained.</p> <p>I can expand the detail or events, and may support expansion through vocabulary (technical, vivid language).</p> <p>I can produce writing incorporating mostly relevant content to inform and interest the audience.</p> <p>I can expand the detail or events, supporting through explanation.</p>	<p>choice indicates my viewpoint on a character or an issue).</p> <p>I can produce writing with a range of additional detail and explanations included.</p> <p>I can create settings, characters and plot in narratives (e.g. narrative writing interests the reader through the development of a coherent plot, characters and settings).</p>	<p>the appropriate form and using other similar writing as models for my own. KPI</p> <p>I can use expanded noun phrases to convey complicated Information concisely.</p> <p>I can balance content, (e.g. between action and dialogue, fact and comment).</p> <p>I can demonstrate a viewpoint that is established and generally maintained.</p> <p>I can draft and write by précising longer passages.</p> <p>I can plan my writing by considering how authors have developed characters and settings in what I have read, listened</p>	<p>for my own. KPI</p> <p>I can précis longer passages.</p> <p>I can use vocabulary typical of informal speech and formal speech. KPI</p> <p>I can write narratives, considering how authors have developed characters and settings in what I have read, listened to or seen performed.</p> <p>I can note and develop initial ideas, drawing on reading and research where necessary, usually reformulating key ideas coherently.</p> <p>I can use further organisational and presentational</p>
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				<p>to or seen performed.</p> <p>I can edit sentences by either expanding or reducing for meaning and effect.</p>	<p>devices to structure text and to guide the reader: e.g. link closing to opening.</p> <p>I can work alone and with a partner to evaluate writing for overall impact and suitability for audience and purpose against agreed success criteria, identifying specific aspects for alteration (including for accuracy and for impact and style).</p> <p>.</p> <p>I can write using deliberate changes of tense for effect in narrative ensuring the consistent and correct use of tense throughout a piece of writing. KPI</p>
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