



Bow Community Primary School



Writing Progression - Composition

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Reading aloud their writing						
	Read aloud their writing clearly enough to be heard by their peers and the teacher	Read aloud what they have written with appropriate intonation to make the meaning clear.	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.		Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.	
Drafting and Writing						
Articulate their ideas and thoughts in well-formed sentences. (C&L) Develop storylines in their pretend play (C&L) Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. (C&L)		Write narratives about personal experiences and those of others (real and fictional)	Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)		selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning	
Use talk to help		Write about real	organising		in narratives,	



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work out problems and organise thinking and activities, and to explain how things work and why they might happen. (C&L)		events	paragraphs around a theme		describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action	
Learn rhymes, poems and songs (C&L)		Write poetry	in narratives, creating settings, characters and plot		summarising longer passages	
		Write for different purposes	in non-narrative material, using simple organisational devices [for example, headings and sub-headings]		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]	



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Planning						
Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. (C&L)	Say out loud what they are going to write about to help write sentences.	Plan or say out loud what they are going to write about	Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar		identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own	
Articulate their ideas and thoughts in well-formed sentences	Compose a sentence orally before writing it	Write down ideas and/or key words, including new vocabulary	Discuss and record ideas		noting and developing initial ideas, drawing on reading and research where necessary	
		Encapsulate what they want to say, sentence by sentence			in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed	
Editing						
Re-read what they have written to check it makes sense.	Re-read what they have written to check that it makes sense	Evaluate their writing with the teacher and other pupils	assessing the effectiveness of their own and others' writing and		assessing the effectiveness of their own and others' writing	



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			suggesting improvements			
	Discuss what they have written with the teacher or 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	proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences		proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning	
		Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]	proof-read for spelling and punctuation errors		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	



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					and punctuation errors	
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