

Progression in writing - composition

We use Developmental Matters as Non-statutory curriculum guidance for the Early Years Foundation Stage.

3- and 4-year olds will be learning to:

Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.
Write some or all of their name.
Write some letters accurately.

Children in reception will be learning to:

Form lower-case and capital letters correctly.
Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.
Re-read what they have written to check that it makes sense.

The EYFS profile is a statutory assessment of children's attainment. At the end of the Early Years Foundation Stage children should be able to:

Write recognisable letters, most of which are correctly formed.
Spell words by identifying sounds in them and representing the sounds with a letter or letters.
Write simple phrases and sentences that can be read by others.

The national curriculum for writing aims to ensure that all pupils year 1 – 6 are taught to:

Write down ideas fluently dependent on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words. Effective composition involves articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Writing also depends on fluent, legible and, eventually, speedy handwriting

We use our current topic to develop writing alongside a structured approach to handwriting and spelling using the RWI scheme and Schofield and Sims for grammar

Pupils should be taught to:	Early Years		Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
	Class One		Class Two			Class Three		
	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Audience and purpose	Recognise that marks can have different purposes.	Use writing to support their play	Write for a range of purposes.	Write for a range of purposes with increasing stamina and positivity.	Use simple organisational devices in non-narrative writing.	Use a range of organisational devices effectively to structure non-narrative writing.	Explore a range of organisational and presentational devices to structure texts that are appropriate for the audience and purpose of their writing, using similar writing as models for their own.	Use a range of organisational and presentational devices effectively, adapting their text to suit the audience and purpose, selecting the appropriate form and using similar writing as models for their own
planning	Talk about their pictures and give meaning to the marks they are making as they are drawing, writing or painting	Use talking to support the writing process, saying words, captions and sentences aloud before writing.	Say aloud what they are going to write about, making simple pictorial or written records where appropriate	Write down or say aloud what they want to write about before beginning, including ideas and new vocabulary.	Plan, discuss and record ideas in notes on a planning sheet, using similar writing to learn from its structure and vocabulary	Plan, discuss and record increasingly detailed notes on a range of given planning formats, using similar writing to support structure, vocabulary and grammar	Choose the most appropriate planning format, and note and develop initial ideas effectively.	Make detailed notes on an appropriate planning format, drawing on reading and research where necessary
sentences	Begin to use mark making to communicate thoughts.	Break the flow of speech into words to write simple phrases and sentences	Orally rehearse and write short phrases and sentences.	Explain, one sentence at a time, what they want to write	Orally rehearse and write sentences, making some choices about	Orally compose and write sentences, including dialogue, using	Select increasingly appropriate vocabulary and sentence	Select appropriate sentence structures, grammar and

		that can be read by others.			vocabulary and sentence structure.	increasingly varied and rich vocabulary and sentence structures.	structures for the type of writing.	vocabulary to change and enhance meaning.
Drafting paragraphs	Begin to use mark making to communicate thoughts.	Use writing to communicate thoughts, ideas, experiences and events	Write a sentence or sequence of sentences for a given purpose, including short narratives	Write longer sequences of sentences for a range of types of writing, including fiction, non-fiction and poetry, using some age-appropriate conventions	Begin to group related ideas into paragraphs.	Organise sentences with the same theme into paragraphs.	Use a wide range of devices to build cohesion within paragraphs	Link ideas within and across paragraphs using a wider range of cohesive devices.
narrative	Begin to use letters and shapes to communicate meaning.	Put words in order to write simple phrases or sentences.	Sequence sentences to form short texts using some sequencing words or formulaic phrases, including those to indicate the start or end of a text.	Write narratives about their own experiences, real events and those of fictional characters.	Create settings, characters and plots in narratives, using inverted commas to punctuate direct speech	Describe settings and characters in detail and create well-developed plots, using inverted commas and other punctuation to indicate direct speech.	Recognise how authors have developed characters and settings, describe their own settings and use dialogue to convey character and advance the action.	Consider how authors have developed characters and settings in what children have read, listened to or seen performed. Describe settings, characters, plot and atmosphere using well-chosen vocabulary, integrating dialogue effectively.

<p>Evaluating and editing</p>	<p>Begin to talk about what their mark making represents.</p>	<p>Talk about their writing with the teacher.</p> <p>Begin to read back what they have written to check it makes sense.</p>	<p>Reread what they have written to check it makes sense then discuss their writing with the teacher or other pupils.</p>	<p>Reread what they have written to check it makes sense, including that verbs are written correctly and consistently, then evaluate their writing with the teacher and other pupils, making simple additions, revisions and corrections. Proof-read to check for errors in spelling, grammar and vocabulary.</p>	<p>Assess the effectiveness of their own and others' writing, noticing some ways to improve the grammar, vocabulary or conventions of the type of writing. Proof-read for spelling and punctuation errors.</p>	<p>Assess the effectiveness of their own and others' writing, suggesting and making changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. Proof-read for spelling and punctuation errors.</p>	<p>Assess the effectiveness of their own and others' writing, proposing and making changes to enhance the spelling, grammar, vocabulary and punctuation, including the correct and consistent use of tense throughout a piece of writing. Proof-read for spelling and punctuation errors.</p>	<p>Assess the effectiveness of their own and others' writing, proposing and making changes to spelling, grammar, vocabulary and punctuation to enhance effects and clarify meaning, including the correct subject and verb agreement and choosing the appropriate register. Proof-read for spelling and punctuation errors.</p>
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