



Pye Green Academy

Writing Composition Progression Document

Early Years to Year 6

Writing Contexts						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
- write short sentences with words with known sound-letter correspondences using a capital letter and full stop	- Sequencing sentences to form short narratives	- writing narratives about personal experiences and those of others (real and fictional) - writing about real events - writing poetry - writing for different purposes	- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar	- 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 - in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed	- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own - in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
Planning Writing						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	- saying aloud what they are going to write about - composing a sentence orally before writing it	- planning or saying out loud what they are going to write about	- discussing and recording ideas - composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures	- discussing and recording ideas - composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures	- noting and developing initial ideas, drawing on reading and research where necessary	- noting and developing initial ideas, drawing on reading and research where necessary
Drafting Writing						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	- saying aloud what they are going to write about - composing a sentence orally before writing it	- writing down ideas and/or key words including new vocabulary - encapsulating what they	- organising paragraphs around a theme - in narratives, creating settings, characters and	- organising paragraphs around a theme - in narratives, creating settings, characters and	- selecting appropriate grammar and vocabulary, understanding how such choices can change and	- selecting appropriate grammar and vocabulary, understanding how such choices can change and

		want to say, sentence by sentence	plot - in non-narrative material, using simple organisational devices [for example, headings and sub-headings]	plot - in non-narrative material, using simple organisational devices [for example, headings and sub-headings]	enhance meaning - in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action - précising longer passages - 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]	enhance meaning - in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action - précising longer passages - 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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Editing Writing

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<ul style="list-style-type: none"> - re-reading what they have written to check that it makes sense - discuss what they have written with the teacher or other pupils 	<ul style="list-style-type: none"> - evaluating their writing with the teacher and 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 - proof-reading to check for errors in spelling, grammar and punctuation 	<ul style="list-style-type: none"> - assessing the effectiveness of their own and others' writing and suggesting improvements - proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences - proof read for spelling and punctuation errors 	<ul style="list-style-type: none"> - assessing the effectiveness of their own and others' writing and suggesting improvements - proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences - proof read for spelling and punctuation errors 	<ul style="list-style-type: none"> - assessing the effectiveness of their own and others' writing - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning - 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 and punctuation errors 	<ul style="list-style-type: none"> - assessing the effectiveness of their own and others' writing - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning - 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 and punctuation errors

Performing Writing						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
- re-read what they have written to check that it makes sense	- 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	- 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 the meaning is clear	- perform their own compositions, using appropriate intonation, volume and movement so that the meaning is clear