

# Hagley Primary School - English Writing Composition Progress Grid



Year Group	EYFS Framework and National Curriculum Objectives	
EYFS	Contexts for Writing	<ul style="list-style-type: none"> <li>Opportunities for children to write sentences when they have sufficient knowledge of letter-sound correspondences.</li> </ul>
	Planning Writing	<ul style="list-style-type: none"> <li>Saying out loud repeatedly what they are going to write about.</li> </ul>
	Drafting Writing	<ul style="list-style-type: none"> <li>Write simple phrases and sentences that can be read by others.</li> <li>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</li> </ul>
	Editing Writing	<ul style="list-style-type: none"> <li>Re-read what they have written to check that it makes sense.</li> </ul>
	Performing Writing	<ul style="list-style-type: none"> <li>Read aloud what they have written.</li> </ul>
	Vocabulary	<ul style="list-style-type: none"> <li>Use words with known sound-letter correspondences.</li> </ul>
Year 1	Contexts for Writing	<ul style="list-style-type: none"> <li>Opportunities for developing the skills and processes essential to writing; that is, thinking aloud as they collect ideas, drafting, and re-reading to check their meaning is clear.</li> </ul>
	Planning Writing	<ul style="list-style-type: none"> <li>Saying out loud what they are going to write about.</li> <li>Composing a sentence orally before writing it.</li> </ul>
	Drafting Writing	<ul style="list-style-type: none"> <li>Leaving spaces between words.</li> <li>Sequencing sentences to form short narratives.</li> <li>Re-reading what they have written to check that it makes sense.</li> </ul>
	Editing Writing	<ul style="list-style-type: none"> <li>Discuss what they have written with the teacher or other pupils.</li> </ul>
	Performing Writing	<ul style="list-style-type: none"> <li>Read their writing aloud clearly enough to be heard by their peers and the teacher.</li> </ul>
	Vocabulary	<ul style="list-style-type: none"> <li>Joining words and joining clauses using 'and'.</li> </ul>
Year 2	Contexts for Writing	<ul style="list-style-type: none"> <li>Writing narratives about personal experiences and those of others (real and fictional).</li> <li>Writing about real events.</li> <li>Writing poetry.</li> <li>Writing for different purposes.</li> </ul>
	Planning Writing	<ul style="list-style-type: none"> <li>Planning or saying out loud what they are going to write about.</li> </ul>
	Drafting Writing	<ul style="list-style-type: none"> <li>Writing down ideas and/or key words, including new vocabulary.</li> <li>Encapsulating what they want to say, sentence by sentence.</li> </ul>
	Editing Writing	<ul style="list-style-type: none"> <li>Evaluating their writing with the teacher and other pupils.</li> <li>Rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.</li> <li>Proofreading to check for errors in spelling, grammar and punctuation.</li> </ul>
	Performing Writing	<ul style="list-style-type: none"> <li>Read aloud what they have written with appropriate intonation to make the meaning clear.</li> </ul>
	Vocabulary	<ul style="list-style-type: none"> <li>Expanded noun phrases to describe and specify.</li> </ul>

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Year 3	Contexts for Writing	<ul style="list-style-type: none"> <li>Discussing writing similar to that which they are planning to write in order to understand and learn from its structure.</li> <li>Write narratives, creating settings, characters and plot.</li> </ul>
	Planning Writing	<ul style="list-style-type: none"> <li>Discussing and recording ideas</li> <li>Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</li> </ul>
	Drafting Writing	<ul style="list-style-type: none"> <li>Organising paragraphs around a theme.</li> <li>In narratives, creating settings, characters and plot.</li> <li>In non-narrative material, using simple organisational devices (headings &amp; subheadings).</li> </ul>
	Editing Writing	<ul style="list-style-type: none"> <li>Assessing the effectiveness of their own and suggesting improvements.</li> <li>Proposing changes to grammar and vocabulary to improve consistency.</li> <li>Proofread for spelling and punctuation errors.</li> </ul>
	Performing Writing	<ul style="list-style-type: none"> <li>Read their own writing aloud, to a group or the whole class, using appropriate intonation so that the meaning is clear.</li> </ul>
	Vocabulary	<ul style="list-style-type: none"> <li>Extending the range of sentence with more than one clause by using a wider range of conjunctions, including when, if, because, although.</li> <li>Choosing nouns or pronouns appropriately for clarify and cohesion and to avoid repetition.</li> <li>Using conjunctions, adverbs and prepositions to express time and cause (and place).</li> </ul>
Year 4	Contexts for Writing	<ul style="list-style-type: none"> <li>Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</li> <li>Write narratives, creating settings, characters and plot.</li> </ul>
	Planning Writing	<ul style="list-style-type: none"> <li>Discussing and recording ideas</li> <li>Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</li> </ul>
	Drafting Writing	<ul style="list-style-type: none"> <li>Organising paragraphs around a theme.</li> <li>In narratives, creating settings, characters and plot.</li> <li>In non-narrative material, using simple organisational devices (headings &amp; subheadings).</li> </ul>
	Editing Writing	<ul style="list-style-type: none"> <li>Assessing the effectiveness of their own and other's writing and suggesting improvements.</li> <li>Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</li> <li>Proofread for spelling and punctuation errors.</li> </ul>
	Performing Writing	<ul style="list-style-type: none"> <li>Read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</li> </ul>
	Vocabulary	<ul style="list-style-type: none"> <li>Extending the range of sentence with more than one clause by using a wider range of conjunctions, including when, if, because, although.</li> <li>Choosing nouns or pronouns appropriately for clarify and cohesion and to avoid repetition.</li> <li>Using conjunctions, adverbs and prepositions to express time and cause (and place).</li> </ul>

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Year 5	Contexts for Writing	<ul style="list-style-type: none"> <li>Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</li> </ul>
	Planning Writing	<ul style="list-style-type: none"> <li>Noting and developing initial ideas, drawing on reading and research where necessary.</li> </ul>
	Drafting Writing	<ul style="list-style-type: none"> <li>Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</li> <li>In narratives, describing settings, characters and atmosphere.</li> <li>Précising longer passages</li> <li>Using a wide range of devices to build cohesion within and across paragraphs.</li> <li>Using further organisational and presentational devices to structure text and to guide the reader.</li> </ul>
	Editing Writing	<ul style="list-style-type: none"> <li>Assessing the effectiveness of their own and others' writing.</li> <li>Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</li> <li>Ensure the consistent and correct use of tense throughout a piece of writing.</li> <li>Proofread for spelling and punctuation errors.</li> </ul>
	Performing Writing	<ul style="list-style-type: none"> <li>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</li> </ul>
	Vocabulary	<ul style="list-style-type: none"> <li>Use a thesaurus.</li> <li>Using expanded noun phrases to convey complicated information concisely.</li> <li>Using modal verbs or adverbs to indicate degrees of possibility.</li> </ul>
Year 6	Contexts for Writing	<ul style="list-style-type: none"> <li>Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</li> <li>In writing narratives, considering how authors have developed characters and setting in what pupils have read, listened to or seen performed.</li> </ul>
	Planning Writing	<ul style="list-style-type: none"> <li>Noting and developing initial ideas, drawing on reading and research where necessary.</li> </ul>
	Drafting Writing	<ul style="list-style-type: none"> <li>Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</li> <li>In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.</li> <li>Précising longer passages</li> <li>Using a wide range of devices to build cohesion within and across paragraphs.</li> <li>Using further organisational and presentational devices to structure text and to guide the reader.</li> </ul>
	Editing Writing	<ul style="list-style-type: none"> <li>Assessing the effectiveness of their own and others' writing.</li> <li>Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</li> <li>Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.</li> <li>Proofread for spelling and punctuation errors.</li> </ul>
	Performing Writing	<ul style="list-style-type: none"> <li>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</li> </ul>

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## Vocabulary

- Use a thesaurus.
- Using expanded noun phrases to convey complicated information concisely.
- Using modal verbs or adverbs to indicate degrees of possibility.