Composition

		Y1	Y2	Y3	Y4	Y5	Y6
Composition	**Write sentences by:**	- Saying out loud what they are going to write about					
		- Composing a sentence orally before writing it					
		- Sequencing sentences to form short narratives					
		- Re-reading what they have written to check that it makes sense					
		Discuss what they have written with the teacher or other pupils					
		Read aloud their writing clearly enough to be heard by their peers and the teacher.					
	Develop positive attitudes towards and stamina for writing by:		Writing narratives about personal experiences and those of others (real and fictional)				
			Writing about real events				
			Writing poetry				
			Writing for different purposes				
	Consider what they are going to write before beginning by:		Planning or saying out loud what they are going to write about				
			Writing down ideas and/or key words, including new vocabulary				
			Encapsulating what they want to say, sentence by sentence				
			Read aloud what they have written with appropriate intonation to make the meaning clear.				
	Plan their writing by:			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	Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
				Discussing and recording ideas	Discussing and recording ideas	Noting and developing initial ideas, drawing on reading and research where necessary	Noting and developing initial ideas, drawing on reading and research where necessary
						In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed	In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed

		Y1	Y2	Y3	Y4	Y5	Y6
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 Appendix 2)	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	Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
				Organising paragraphs around a theme	Organising paragraphs around a theme	In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action	In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
				In narratives, creating settings, characters and plot	In narratives, creating settings, characters and plot	- Précising longer passages	- Précising longer passages
				In non-narrative material, using simple organisational devices [for example, headings and sub-headings]	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 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]	Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
Evaluate and edit by:				Assessing the effectiveness of their own and others' writing and suggesting improvements	Assessing the effectiveness of their own and others' writing and suggesting improvements	Assessing the effectiveness of their own and others' writing	Assessing the effectiveness of their own and others' writing
				Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences	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	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 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	- 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	Proof-read for spelling and punctuation errors	Proof-read for spelling and punctuation errors	Proof-read for spelling and punctuation errors
				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 meaning is clear.	Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.