



Writing Progression at St Mary's Catholic Primary

Composition

	Purpose	Plan	Draft	Edit	Sharing writing
EYFS	<ul style="list-style-type: none"> - writes own name and other things such as labels, captions - attempts to write short sentences in meaningful contexts 				
Y1	<ul style="list-style-type: none"> - sequencing sentences to form short narratives 	<ul style="list-style-type: none"> - saying out loud what they are going to write about - composing a sentence orally before writing it 	<ul style="list-style-type: none"> - combine words to make sentences 	<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"> - read aloud their writing clearly enough to be heard by peers and the teacher
Y2	<ul style="list-style-type: none"> - writing narratives about personal experiences and those of others (real and fictional) - writing about real events - writing poetry - writing for different purposes 	<ul style="list-style-type: none"> - planning or saying out loud what they are going to write about - writing down ideas and/or key words, including new vocabulary 	<ul style="list-style-type: none"> - encapsulating what they want to say, sentence by sentence 	<ul style="list-style-type: none"> - evaluating their writing with the teacher and other pupils - re-reading to check that their writing makes sense - proof-reading to check for errors in spelling, grammar and punctuation 	<ul style="list-style-type: none"> - read aloud what they have written with appropriate intonation to make the meaning clear
Y3	<ul style="list-style-type: none"> - write for a range of real purposes and audiences which should underpin the form the 	<ul style="list-style-type: none"> - discussing and recording ideas 	<ul style="list-style-type: none"> - composing and rehearsing sentences orally (including dialogue), 	<ul style="list-style-type: none"> - assessing the effectiveness of their own and others' 	<ul style="list-style-type: none"> - read aloud their own writing, to a group or the whole class, using appropriate intonation

	writing should take such as narrative, explanation or description	- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar	- begin to organise paragraphs around a theme - in narratives, creating settings, characters and plot - in non-narrative material, using simple organisational devices	writing and suggesting improvements - proposing changes to grammar and vocabulary to improve consistency, - proof-read for spelling and punctuation errors	and controlling the tone and volume so that the meaning is clear
Y4	- write for a range of real purposes and audiences which should underpin the form the writing should take such as narrative, explanation or description	- discussing and recording ideas - discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar	- composing and rehearsing sentences orally (including dialogue) - organising paragraphs around a theme - in narratives, creating settings, characters and plot - in non-narrative material, using simple organisational devices (headings, subheadings)	- assessing the effectiveness of their own and others' writing and suggesting improvements - proposing changes to grammar and vocabulary to improve consistency - 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
Y5	- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own	- 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 narratives, describing settings, characters and atmosphere and beginning to integrate dialogue to convey character and advance the action - précising longer passages	- assessing the effectiveness of their own and others' writing - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning - proof-read for spelling and punctuation errors	- perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear

Y6	<ul style="list-style-type: none"> - identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own 	<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action - précising longer passages - using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] 	<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 - proof-read for spelling and punctuation errors 	<ul style="list-style-type: none"> - perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear