

Subject: Writing Composition – Contexts, Planning, Drafting, Editing and Performing Progression Plan

EYFS						
Contexts for Writing	To develop their own narratives and explanations by connecting ideas or events.					
Planning Writing	To develop their own narratives and explanations by connecting ideas or events.					
Drafting writing	To write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.					
Performing Writing	To express themselves effectively, showing awareness of listeners' needs.					
	Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Contexts for Writing	To start to write about personal experiences and those of others (real and fictional)	To write narratives about personal experiences and those of others (real and fictional). To write about real events. To write poetry. To write for different purposes.	To discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.		To identify 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, to consider how authors have developed characters and settings in what pupils have read, listened to or seen performed.	
Planning Writing	To develop their own narratives and explanations by connecting ideas or events.	To say out loud what they are going to write about. To compose a sentence orally before writing it.	To plan or say out loud what they are going to write about. To plan what they are going to write about, including writing down ideas and/or key words and new vocabulary. To use story maps and mountains and 'boxing up' text to plan ideas.	To discuss and record ideas. To compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structure. To use story maps and mountains and 'boxing up' text to plan ideas. To start to group ideas	To note and develop initial ideas, drawing on reading and research where necessary. To use story maps and mountains and 'boxing up' text to plan ideas.	

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				for writing in paragraphs.	
Drafting Writing	To sequence sentences to form short narratives. To re-read what they have written to check that it makes sense	To write down ideas and/or key words, including new vocabulary. To encapsulate what they want to say, sentence by sentence.	To organise paragraphs around a theme. In narratives, creating settings, characters and plot. In non-narrative material, using simple organisational devices (headings & subheadings).		To select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action. To précis longer passages. To use a wide range of devices to build cohesion within and across paragraphs. To use further organisational and presentational devices to structure text and to guide the reader.
Editing Writing	To discuss what they have written with the teacher or other pupils.	To evaluate their writing with the teacher and other pupils. To reread to check that their writing makes sense and that verbs are used correctly and consistently, including verbs in the continuous form. To proofread to check for errors in spelling, grammar and punctuation e.g. to check that the ends of sentences are punctuated correctly.	To assess the effectiveness of their own and others' writing and suggest improvements. To propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. To proofread for spelling and punctuation errors.		To assess the effectiveness of their own and others' writing. To propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. To ensure the consistent and correct use of tense throughout a piece of writing. To ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register. To proofread for spelling and punctuation errors.
Performing Writing	To read their writing aloud clearly enough to be heard by their peers and the teacher.	To read aloud what they have written with appropriate intonation to make the meaning clear.	To 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.		To perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.



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