



KS2 Writing Composition Progression

		By the end of KS1 Pupils should be taught to...	Years 3 and 4 Pupils should be taught to...	Years 5 and 6 Pupils should be taught to...																																																																																																					
Composition	Genres	<p>...develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> writing narratives about personal experiences & those of others (real and fictional) writing about real events writing poetry writing for different purposes 	<p>KS2 - No specific writing genres mentioned but objectives refer to narrative and non-narrative. Current genres taught in <u>English</u> - this is on-going and subject to change. See long term plan for more detail.</p> <table border="1"> <thead> <tr> <th colspan="2"></th> <th>Year 3</th> <th>Year 4</th> <th>Year 5</th> <th>Year 6</th> </tr> </thead> <tbody> <tr> <td rowspan="6">Writing to entertain</td> <td>Historical</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Science Fiction</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Traditional Tales</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Adventure</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Suspense/horror/mystery</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Poems</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td colspan="6" style="text-align: center;">Non- fiction</td> </tr> <tr> <td rowspan="5">Writing to inform</td> <td>Recount – including diary and journal</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Instruction</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Explanation</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Non-chronological report</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Biography</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td rowspan="4">Writing to persuade</td> <td>Letter</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Holiday Brochure/advert</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Speech</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Social media post</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td rowspan="2">Writing to discuss</td> <td>Newspaper</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Argument</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>			Year 3	Year 4	Year 5	Year 6	Writing to entertain	Historical					Science Fiction					Traditional Tales					Adventure					Suspense/horror/mystery					Poems					Non- fiction						Writing to inform	Recount – including diary and journal					Instruction					Explanation					Non-chronological report					Biography					Writing to persuade	Letter					Holiday Brochure/advert					Speech					Social media post					Writing to discuss	Newspaper					Argument					
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	Planning	<p>consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> planning or saying out loud what they are going to write about encapsulating what they want to say, sentence by sentence 	<p>...plan their writing by:</p> <ul style="list-style-type: none"> discussing writing similar to what they are planning to write in order to understand & learn from its structure, vocabulary & grammar 	<p>...plan their writing by:</p> <ul style="list-style-type: none"> identifying the audience for and purpose of the writing, selecting the appropriate form & using 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/ seen performed 																																																																																																					

	<ul style="list-style-type: none"> writing down ideas and/or key words, including new vocabulary 	<ul style="list-style-type: none"> discussing and recording ideas 	<ul style="list-style-type: none"> noting and developing initial ideas, drawing on reading and research where necessary
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		By the end of KS1 Pupils should be taught to...	Years 3 and 4 Pupils should be taught to...	Years 5 and 6 Pupils should be taught to...
Composition	Vocabulary and sentence structure	<ul style="list-style-type: none"> writing down ideas and/or key words, including new vocabulary 	draft and write by: <ul style="list-style-type: none"> composing & rehearsing sentences orally (including dialogue), progressively building a varied & rich vocabulary & an increasing range of sentence structures. 	draft and write by: <ul style="list-style-type: none"> selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
	Paragraphs and Cohesion	Year 1: <ul style="list-style-type: none"> Sequencing sentences to form short narratives Year 2: <ul style="list-style-type: none"> encapsulating what they want to say, sentence by sentence 	<ul style="list-style-type: none"> organising paragraphs around a theme In Year 3: <ul style="list-style-type: none"> Introduction to paragraphs as a way to group related material In Year 4: <ul style="list-style-type: none"> Use of paragraphs to organise ideas around a theme 	using a wide range of devices to build cohesion within and across paragraphs Year 5: <ul style="list-style-type: none"> Devices to build cohesion within a paragraph Linking ideas across paragraphs using adverbials of time, place and number or tense choices Year 6: <ul style="list-style-type: none"> Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (e.g, the use of adverbials) and ellipsis Layout devices (e.g. subheadings)
	Organisation	<ul style="list-style-type: none"> develop positive attitudes towards and stamina for writing by writing for a range of different purposes. 	<ul style="list-style-type: none"> in non-narrative material, using simple organisational devices (for example, headings and sub-headings) Year 3: <ul style="list-style-type: none"> Headings and sub -headings to aid presentation 	<ul style="list-style-type: none"> using further organisational and presentational devices to structure text and to guide the reader (for example, headings, bullet points, underlining) in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action

Respect

Responsibility

Reflection

Resilience

	Narratives	<ul style="list-style-type: none"> develop positive attitudes towards and stamina for writing by writing narratives about personal experiences and those of others (real and fictional) 	<ul style="list-style-type: none"> in narratives, creating settings, characters and plot discussing and recording ideas 	<ul style="list-style-type: none"> noting and developing initial ideas, drawing on reading and research where necessary
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		By the end of KS1 Pupils should be taught to...	Years 3 and 4 Pupils should be taught to...	Years 5 and 6 Pupils should be taught to...
Composition- editing	Evaluating and proposing changes	<p>...make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils</p> <ul style="list-style-type: none"> Sequencing sentences to form short narratives. 	<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 	<ul style="list-style-type: none"> assessing the effectiveness of their own & others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.
	Checking and proof-reading.	<ul style="list-style-type: none"> 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 [for example, ends of sentences punctuated correctly] 	<ul style="list-style-type: none"> ensuring the consistent and correct use of tense throughout a piece of writing proof-read for spelling and punctuation errors 	<ul style="list-style-type: none"> 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

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Composition- performing/ reading aloud			Editing using the process of: Revise: E1sp= Look back through your spellings E1= There are spelling, punctuation or missed out/repeated words in what children have written. E2= Rewrite Children need to work on their sentence E3- Reimagine Children need to add more about that moment in their writing. See marking guide PowerPoint for more details.	
	Reading aloud/ performing	<ul style="list-style-type: none"> read aloud what they have written with appropriate intonation to make the meaning clear. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> perform their own compositions, using appropriate intonation, volume, & movement so that meaning is clear

Using the Write Stuff, all objectives will be covered. The Writing Rainbow will help support children in their writing process.

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