

# St Benedict's Catholic Primary School Progress in Skills: English – Writing (Composition)



With Jesus, we learn,  
love and laugh

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
	Write <b>simple sentences</b> which can be read by themselves and others		Develop <b>positive attitudes</b> towards & stamina for writing by writing: - Narratives about personal experiences and those of other (real & fictional). -About real events -Poetry -For different purposes.				
		<b>Plan Writing</b>  Say out loud what they are going to write about.	<b>Plan Writing</b>  Plan or say out loud what they are going to write about.  Write idea and / or key words including new vocab.	<b>Plan Writing</b>  Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.  Discuss and record ideas.	<b>Plan Writing</b>  Identify audience and purpose, selecting appropriate form and use other similar writing as model. Note and develop initial ideas drawing on reading & research where necessary. In writing narratives, consider how authors have developed character and settings in what pupils have read, listened to and seen performed.		
		<b>Drafting &amp; Writing</b>  Compose a sentence orally before writing.		<b>Drafting &amp; Writing</b>  <b>Compose &amp; rehearse sentences orally</b> (Including dialogue), progressively building a varied and rich vocabulary & increasing range of sentence structures.	<b>Drafting &amp; Writing</b>  Select appropriate grammar & vocab, <b>understanding how such choices can change and enhance meaning.</b>		
		Sequence <b>sentences</b> to form short narratives.	Encapsulate what they want to say, <b>sentence by sentence.</b>	Organise <b>paragraphs</b> around a theme.	Use a wide range of devices to build cohesion within and across <b>paragraphs.</b>		
					Precis longer paragraphs		

			In <b>narratives</b> , create settings, characters & plot	In <b>narratives</b> , describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action.
			In <b>non-narrative</b> material, use simple organisational devices such as headings and subheadings.	Use further organisational and presentational devices to structure and guide the reader (e.g. headings, bullet points, underlining).
	Make <b>additions, revisions and corrections</b> to their own writing by: Evaluating their writing with the teacher or other pupils. Re-reading to check it makes sense and that verbs to indicate time are used correctly & consistently, inc verbs in the continuous form.	<b>Evaluate &amp; edit:</b>  Assess the effectiveness of their own and others' writing and suggest improvements. Propose changes to grammar & vocab to improve consistency, inc the accurate use of pronouns in sentences.	<b>Evaluate &amp; edit:</b>  Assess the effectiveness of their own and others' writing. Propose changes to grammar, vocab and punctuation to enhance effects and clarify meaning. Ensure the consistent and correct use of tense throughout a piece of writing. Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register,	
	<b>Re-read</b> what they have written to check that it makes eense.	<b>Roof read</b> to check for errors in spelling, grammar & punctuation	<b>Roof read</b> to check for errors in spelling, grammar & punctuation	<b>Roof read</b> to check for errors in spelling, grammar & punctuation
	<b>Discuss</b> what they have written with the teacher or other pupils.  <b>Read aloud</b> their writing clearly enough to be heard by their peers and the teacher.	<b>Read aloud</b> their writing with appropriate intonation to make the meaning clear.	<b>Read aloud</b> their writing to a group or whole class, using appropriate intonation and controlling the tone and volume so that meaning is clear.	<b>Perform</b> their own compositions using appropriate intonation, volume, and movement so that meaning is clear.