

Hollyfast Primary School – Writing Composition Progression



ASPECT	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Narrative	<ul style="list-style-type: none"> Sequence sentences to form a short narrative. Begin to use a 3-part narrative structure – <ol style="list-style-type: none"> Beginning Middle Ending. Use 'story language' e.g. <i>Once upon a time</i>. 	<ul style="list-style-type: none"> Use a 3-part narrative structure – <ol style="list-style-type: none"> Beginning Middle Ending. Use descriptive language for characters and settings. 	<ul style="list-style-type: none"> Use a 5-part narrative structure – <ol style="list-style-type: none"> Opening Build-Up Dilemma Resolution Ending. Begin to use dialogue to advance the action. Use a mixture of action and description. 	<ul style="list-style-type: none"> Use a 5-part narrative structure – <ol style="list-style-type: none"> Opening Build-Up Dilemma Resolution Ending. Use dialogue to advance the action. Use the senses within description. 	<ul style="list-style-type: none"> Use a 5-part narrative structure. Begin to use non-linear narrative structures e.g. flashbacks. Use 'show not tell' to convey character. Begin to use figurative language e.g. simile and metaphor. Vary sentence length for effect. Use carefully chosen vocabulary to enhance mood, clarify meaning and create pace. 	<ul style="list-style-type: none"> Choose and use linear and non-linear narrative structures. Use figurative language e.g. simile and metaphor. Integrate dialogue to advance the action / convey character.
Non-Narrative	<ul style="list-style-type: none"> Sequence sentences to form a recount, instructions and a non-chronological report. 	<ul style="list-style-type: none"> Use given structures for writing to recount events, to inform and to instruct. Group related material into sections. Begin to use headings and sub-headings to aid presentation. 	<ul style="list-style-type: none"> Use given structures for writing to recount events, to inform, to instruct and to persuade. Begin to organise paragraphs around a theme. Use headings and sub-headings to aid presentation. 	<ul style="list-style-type: none"> Use given structures for writing to recount events, to inform, to instruct, to persuade and to explain. Organise paragraphs around a theme. Use simple organisational devices. 	<ul style="list-style-type: none"> Use an appropriate structure matched to the purpose. Use a range of organisation and presentational devices to structure text and guide the reader. 	<ul style="list-style-type: none"> Choose and use an appropriate structure matched to the purpose. Draw on own reading to inform structural choices.

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<p>Cohesion</p>	<p>=</p>	<p>=</p>	<p>=</p>	<ul style="list-style-type: none"> • Select pronouns within and across sentences to aid cohesion and avoid repetition e.g. <i>John walked to the shop. <u>He</u> forgot <u>his</u> wallet.</i> 	<ul style="list-style-type: none"> • Use cohesive devices to build cohesion within a paragraph e.g. <i>then, after that, this, firstly.</i> • Link ideas across paragraphs using adverbials of time, place and number or tense choices. • Begin to use adverbials for cohesion such as <i>however, therefore, furthermore.</i> 	<ul style="list-style-type: none"> • Link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase and ellipsis. • Use synonyms / synonymous phrases to support cohesion. • Use adverbials for cohesion e.g. <i>on the other hand, in contrast, as a consequence, moreover, despite.</i>
<p>The Writing Process</p>	<ul style="list-style-type: none"> • Say out loud what they are going to write about. • Record ideas on a given plan. • Compose a sentence orally before writing it. • Sequence sentences for a given purpose. • Re-read what they have written to check it makes sense. 	<ul style="list-style-type: none"> • Plan or say out loud what they are going to write about. • Write down ideas and key words on a given plan, including new vocabulary. • Orally rehearse sentences prior to writing. • Evaluate their writing with the teacher / other children. • Re-read their writing to check it makes sense. • Proof-read to check for errors in spelling, 	<ul style="list-style-type: none"> • Use writing similar to that which they are writing as the basis of their plan. • Discuss and record ideas on a given plan. • Compose and rehearse sentences orally before writing. • Assess the effectiveness of their own writing and suggest improvements. • Suggest and make changes to grammar and vocabulary to improve consistency. 	<ul style="list-style-type: none"> • Use writing similar to that which they are writing to learn from structure, vocabulary and grammar. • Discuss and record ideas which are clearly sequenced. • Compose and rehearse sentences orally before writing. • Assess the effectiveness of their own and others' writing and suggest improvements. • Suggest and make changes to grammar and 	<ul style="list-style-type: none"> • Use similar writing as a model for their own writing. • Choose the appropriate planning format and note initial ideas effectively. • Ensure the consistent and correct use of tense throughout a piece of writing. • Assess the effectiveness of their own and others' writing and suggest improvements to enhance effects and clarify meaning. 	<ul style="list-style-type: none"> • Choose the appropriate planning format and note initial ideas effectively. • Write effectively for a range of purposes and audiences, selecting language that shows a good awareness of the reader. • Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately. • Write for a sustained period and maintain control over form and style. • Assess the effectiveness of their own and others' writing and suggest improvements to enhance effects and clarify meaning. • Proof-read and correct spelling and punctuation errors.

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		<p>grammar and punctuation.</p> <ul style="list-style-type: none">• Proof-read to check for the correct use of verbs.	<ul style="list-style-type: none">• Proof-read and correct spelling and punctuation errors.	<p>vocabulary, including the accurate use of pronouns.</p> <ul style="list-style-type: none">• Proof-read and correct spelling and punctuation errors.	<ul style="list-style-type: none">• Proof-read and correct spelling and punctuation errors.	
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