

MIDDLETON PARISH CHURCH SCHOOL

Progression Map: English – writing composition

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Plan	A NC: planning	A NC: planning or	A NC: discussing	A NC: discussing	A NC: selecting	A NC: identifying the
their	or saying out	saying out loud what	writing similar to that	writing similar to that	appropriate grammar	audience for and
writing	loud what they	they are going to	which they are	which they are	and vocabulary,	purpose of the
by	are going to	write about	planning to write in	planning to write in	understanding how	writing, selecting the
	write about		order to understand	order to understand	such choices can	appropriate form and
		B NC: writing down	and learn from its	and learn from its	change and enhance	using other similar
	B NC: writing	ideas and/or key	structure, vocabulary	structure, vocabulary	meaning	writing as models for
	down ideas	words, including new	and grammar	and grammar		their own
	and/or key	vocabulary			B NC: in narratives,	
	words, including		B NC: discussing and	B NC: discussing and	describing settings,	B NC:noting and
	new vocabulary	C NC: encapsulating	recording ideas	recording ideas	characters and	developing initial
		what they want to			atmosphere and	ideas, drawing on
	C NC:	say, sentence by			integrating dialogue	reading and research
	encapsulating	sentence			to convey character	where necessary
	what they want				and advance the	
	to say, sentence				action	C NC: in writing
	by sentence					narratives,
					C NC: précising longer	considering how
					passages	authors have
					D NC using a wide	developed characters
					D NC: using a wide range of devices to	and settings in what
					build cohesion within	pupils have read, listened to or seen
					and across paragraphs	performed
					anu across paragraphs	performed
					E NC: using further	
					organisational and	
					presentational devices	
					to structure text and	
					to guide the reader	
					[for example,	
					headings, bullet	
					points, underlining]	

Draft their writing by	A NC: composing a sentence orally before writing it B NC: sequencing sentences to form short narratives	A NC: writing narratives about personal experiences and those of others (real and fictional) B NC: writing about real events C NC: writing poetry D NC: writing for different purposes	A NC: composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures B NC: organising paragraphs around a theme C NC: in narratives, creating settings, characters and plot D NC: in non-narrative material, using simple organisational devices [for example, headings and sub- headings]	A NC: composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures B NC: organising paragraphs around a theme C NC: in narratives, creating settings, characters and plot D NC: in non-narrative material, using simple organisational devices [for example, headings and sub- headings]	A NC: selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning B NC: in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action C NC: précising longer passages D NC: using a wide range of devices to build cohesion within and across paragraphs E NC: using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]	A NC: selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning B NC: in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action C NC: précising longer passages D NC: using a wide range of devices to build cohesion within and across paragraphs E NC: using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
Evaluate and edit by	A NC: re-reading what they have written to check that it makes sense	A NC: evaluating their writing with the teacher and other pupils	A NC: assessing the effectiveness of their own and others' writing and suggesting improvements	A NC: assessing the effectiveness of their own and others' writing and suggesting improvements	A NC: assessing the effectiveness of their own and others' writing B NC: proposing changes to	A NC: assessing the effectiveness of their own and others' writing B NC: proposing changes to

B NC: discuss	B NC: rereading to	B NC: proposing	B NC: proposing	vocabulary, grammar	vocabulary, grammar
what they have	check that their	changes to grammar	changes to grammar	and punctuation to	and punctuation to
written with the	writing makes sense	and vocabulary to	and vocabulary to	enhance effects and	enhance effects and
teacher or other	and that verbs to	improve consistency,	improve consistency,	clarify meaning	clarify meaning
pupils	indicate time are	including the accurate	including the accurate		
	used correctly and	use of pronouns in	use of pronouns in	C NC: ensuring the	C NC: ensuring the
C NC: read their	consistently,	sentences	sentences	consistent and correct	consistent and correct
writing aloud,	including verbs in the			use of tense	use of tense
clearly enough	continuous form	C NC: proofread for	C NC: proofread for	throughout a piece of	throughout a piece of
to be heard by		spelling and	spelling and	writing	writing
their peers and	C NC: proofreading to	punctuation errors	punctuation errors		
the teacher	check for errors in			D: NC ensuring correct	D NC: ensuring correct
	spelling, grammar	D NC: read their own	D NC: read their own	subject and verb	subject and verb
	and punctuation (for	writing aloud to a	writing aloud to a	agreement when	agreement when
	example, ends of	group or the whole	group or the whole	using singular and	using singular and
	sentences	class, using	class, using	plural, distinguishing	plural, distinguishing
	punctuated correctly)	appropriate	appropriate	between the language	between the language
		intonation and	intonation and	of speech and writing	of speech and writing
	D NC: read aloud	controlling the tone	controlling the tone	and choosing the	and choosing the
	what they have	and volume so that	and volume so that	appropriate register	appropriate register
	written with	the meaning is clear	the meaning is clear		
	appropriate			E: NC proofread for	E NC: proofread for
	intonation to make			spelling and	spelling and
	the meaning clear			punctuation errors	punctuation errors
	U U				
				F: NC perform their	F NC: perform their
				own compositions,	own compositions,
				using appropriate	using appropriate
				intonation, volume,	intonation, volume,
				and movement so	and movement so
				that meaning is clear	that meaning is clear
		1	1		