

Hagley Primary School – English Writing Composition Progress Grid



Year Group	NC Objectives	
Year 1	Contexts for Writing	
	Planning Writing	<ul style="list-style-type: none"> Saying out loud what they are going to write about. Composing a sentence orally before writing it.
	Drafting Writing	<ul style="list-style-type: none"> Leaving spaces between words. Sequencing sentences to form short narratives. Re-reading what they have written to check that it makes sense.
	Editing Writing	<ul style="list-style-type: none"> Discuss what they have written with the teacher or other pupils.
	Performing Writing	<ul style="list-style-type: none"> Read their writing aloud clearly enough to be heard by their peers and the teacher.
	Vocabulary	<ul style="list-style-type: none"> Joining words and joining clauses using 'and'.
Year 2	Contexts for Writing	<ul style="list-style-type: none"> Writing narratives about personal experiences and those of others (real and fictional). Writing about real events. Writing poetry. Writing for different purposes.
	Planning Writing	<ul style="list-style-type: none"> Planning or saying out loud what they are going to write about.
	Drafting Writing	<ul style="list-style-type: none"> Writing down ideas and/or key words, including new vocabulary. Encapsulating what they want to say, sentence by sentence.
	Editing Writing	<ul style="list-style-type: none"> Evaluating their writing with the teacher and other pupils. Rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form. Proofreading to check for errors in spelling, grammar and punctuation.
	Performing Writing	<ul style="list-style-type: none"> Read aloud what they have written with appropriate intonation to make the meaning clear.
	Vocabulary	<ul style="list-style-type: none"> Expanded noun phrases to describe and specify.
Year 3	Contexts for Writing	<ul style="list-style-type: none"> Discussing writing similar to that which they are planning to write in order to understand and learn from its structure. Write narratives, creating settings, characters and plot.
	Planning Writing	<ul style="list-style-type: none"> Discussing and recording ideas Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.
	Drafting Writing	<ul style="list-style-type: none"> Organising paragraphs around a theme. In narratives, creating settings, characters and plot. In non-narrative material, using simple organisational devices (headings & subheadings).
	Editing Writing	<ul style="list-style-type: none"> Assessing the effectiveness of their own and suggesting improvements. Proposing changes to grammar and vocabulary to improve consistency. Proofread for spelling and punctuation errors.
	Performing Writing	<ul style="list-style-type: none"> Read their own writing aloud, to a group or the whole class, using appropriate intonation so that the meaning is clear.
	Vocabulary	<ul style="list-style-type: none"> Extending the range of sentence with more than one clause by using a wider range of conjunctions, including when, if, because, although. Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. Using conjunctions, adverbs and prepositions to express time and cause (and place).

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Year 4	Contexts for Writing	<ul style="list-style-type: none"> Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. Write narratives, creating settings, characters and plot.
	Planning Writing	<ul style="list-style-type: none"> Discussing and recording ideas Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.
	Drafting Writing	<ul style="list-style-type: none"> Organising paragraphs around a theme. In narratives, creating settings, characters and plot. In non-narrative material, using simple organisational devices (headings & subheadings).
	Editing Writing	<ul style="list-style-type: none"> Assessing the effectiveness of their own and other's writing and suggesting improvements. Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. Proofread for spelling and punctuation errors.
	Performing Writing	<ul style="list-style-type: none"> 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.
	Vocabulary	<ul style="list-style-type: none"> Extending the range of sentence with more than one clause by using a wider range of conjunctions, including when, if, because, although. Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. Using conjunctions, adverbs and prepositions to express time and cause (and place).
Year 5	Contexts for Writing	<ul style="list-style-type: none"> Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.
	Planning Writing	<ul style="list-style-type: none"> Noting and developing initial ideas, drawing on reading and research where necessary.
	Drafting Writing	<ul style="list-style-type: none"> Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. In narratives, describing settings, characters and atmosphere. Précising longer passages Using a wide range of devices to build cohesion within and across paragraphs. Using further organisational and presentational devices to structure text and to guide the reader.
	Editing Writing	<ul style="list-style-type: none"> Assessing the effectiveness of their own and others' writing. Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. Ensure the consistent and correct use of tense throughout a piece of writing. Proofread for spelling and punctuation errors.
	Performing Writing	<ul style="list-style-type: none"> Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.
	Vocabulary	<ul style="list-style-type: none"> Use a thesaurus. Using expanded noun phrases to convey complicated information concisely. Using modal verbs or adverbs to indicate degrees of possibility.

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Year 6	Contexts for Writing	<ul style="list-style-type: none"> Identifying 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, considering how authors have developed characters and setting in what pupils have read, listened to or seen performed.
	Planning Writing	<ul style="list-style-type: none"> Noting and developing initial ideas, drawing on reading and research where necessary.
	Drafting Writing	<ul style="list-style-type: none"> Selecting 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. Précising longer passages Using a wide range of devices to build cohesion within and across paragraphs. Using further organisational and presentational devices to structure text and to guide the reader.
	Editing Writing	<ul style="list-style-type: none"> Assessing the effectiveness of their own and others' writing. Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register. Proofread for spelling and punctuation errors.
	Performing Writing	<ul style="list-style-type: none"> Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.
	Vocabulary	<ul style="list-style-type: none"> Use a thesaurus. Using expanded noun phrases to convey complicated information concisely. Using modal verbs or adverbs to indicate degrees of possibility.