



***Hoole Primary School  
Progression of skills- Writing  
composition***

| <h3 style="text-align: center;"><u>Writing composition progression</u></h3> |  |
|---|--|
| <b>EYFS</b>   | <p>Gives meaning to marks they make as they draw, write and paint.</p> <p>Some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</p> <p>Writes own name and other things such as labels, captions.</p> <p>Begin to write simple sentences in meaningful contexts.</p>   |
| <b>Year 1</b>   | <p><b>Write sentences:</b></p> <p>Say out loud what is going to be written about.</p> <p>Compose a sentence orally before writing it.</p> <p>Sequence sentences to form short narratives.</p> <p>Re-read and check sense.</p> <p>Discuss what has been written with the teacher or other pupils.</p> <p>Read writing aloud clearly enough to be heard by peers and the teacher.</p>  |
| <b>Year 2</b>   | <p><b>Develop positive attitudes towards and stamina for writing:</b></p> <p>Write narratives about personal experiences and those of others (real and fictional)</p> <p>Write about real events.</p> <p>Write poetry.</p> <p>Write for different purposes.</p> <p>Plan or say out loud what is going to be written about – sentence by sentence.</p> <p>Write down ideas, key words, new vocabulary.</p> <p><b>Make simple additions, revisions and corrections:</b></p> <p>Evaluate writing with the teacher and other pupils.</p> |

|                         |  |
|-------------------------|--|
|                         | <p>Re-read to check sense.</p> <p>Proof-read to check for errors in spelling, grammar and punctuation.</p> <p>Read aloud with intonation.</p>  |
| <b>Year 3<br/>and 4</b> | <p><b>Plan writing:</b><br/>Plan writing by discussing the structure, vocab and grammar of similar writing.<br/>Discuss and record ideas.</p> <p><b>Draft and write:</b><br/>Compose and rehearse sentences orally.<br/>Build a varied and rich vocabulary.<br/>Build an increasing range of sentence structures.<br/>In narratives, create settings, characters and plot.<br/>In non-narrative use simple organisational devices such as heading, sub-headings.</p> <p><b>Evaluate and edit:</b><br/>Assess the effectiveness of own and others' writing.<br/>Propose changes to grammar and vocabulary to improve consistency.<br/>Proof-read for spelling and punctuation errors.<br/>Read aloud own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p> |

|                         |   |
|-------------------------|---|
| <b>Year 5<br/>and 6</b> | <p><b>Plan writing:</b><br/>Identify the audience for and purpose of writing.<br/>Note and develop initial ideas, drawing on reading and research.</p> <p><b>Draft and write:</b><br/>Enhance meaning through selecting appropriate grammar and vocabulary.<br/>Describe settings, characters and atmosphere.<br/>Integrate dialogue to convey character and advance the action.<br/>Use a wide range of devices to build cohesion.<br/>Use organisational and presentational devices.</p> <p><b>Evaluate and edit:</b><br/>Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.<br/>Use consistent and correct tense Subject and verb agreement when using singular and plurals.<br/>Distinguish between the language of speech and writing.<br/>Choose the appropriate register Proof-read for spelling and punctuation errors.</p> |
|-------------------------|---|