GFJS Writing Composition Progression

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drafting	Engage in extended conversations about stories, learning new vocabulary Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy Write some or all of their name Write some letters accurately	Spell words by identifying the sounds and then writing the sound with letter/s Write short sentences with words with known letter-sound correspondences using a capital letter and full stop	Write sentences by: saying out loud what they are going to write about composing a sentence orally before writing it sequencing sentences to form short narratives	Write sentences by: saying out loud what they are going to write about encapsulating what they want to say, sentence by sentence	Draft and write by: composing and rehearsing sentences orally (including dialogue) progressively building a varied and rich vocabulary and an increasing range of sentence structures organising paragraphs around a theme		Draft and write by: selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning précising longer passages using a wide range of devices to build cohesion within and across paragraphs	
Editing		Re-read what they have written to check that it makes sense	Re-reading what they have written to check that it makes sense Discuss what they have written with the teacher or other pupils	Make simple additions, revisions and corrections to their own writing by: re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form proof-reading to check for errors in spelling, grammar and punctuation [E.g. ends of sentences punctuated correctly] evaluating their writing with the teacher and other pupils	Evaluate and edit by: assessing the effectiveness of their own and others' writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences proof-read for spelling and punctuation errors		Evaluate and edit by: assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ensuring the consistent and correct use of tense throughout a piece of writing ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register proof-reading for spelling and punctuation errors	

Non-fiction			Write narratives about personal experiences and those of others (real and fictional) First person recounts	Use simple organisational devices E.g. headings and sub-headings	Use further organisational and presentational devices to structure text and to guide the reader E.g. headings, bullet points, underlining
Story Structure / Plot			Write narratives about personal experiences and those of others (real and fictional) Narrative 3rd person 3-part story E.g. opening + event/s + ending	Narrative 3rd person 5-part story: E.g. opening + 3 attempts to solve problem + ending Openings: sets scene and establishes problem Endings: character feelings Theme is clear E.g. good vs evil, resilience pays off, crime doesn't pay	Different story structures E.g. flash backs, circular stories, dual narration Different starting points E.g. start of story, climax, resolution Different starting styles E.g. speech, description, action, question to the reader Alternative endings E.g. question, looking into the future, moral explained, twist/shock Epilogues
Characterisation			Simple description of appearance E.g. human - clothes, hair, eyes. Animals - colour, size, claws, teeth etc. Personality: basic character types E.g. good, bad, kind, evil	More advanced description of appearance E.g. showing personality, mood or reaction to setting as well as general appearance. His mouth was gaping open like a tunnel. She was squinting to avoid the bright lights from the spotlights. Personality: basic character types E.g. kind, mean, jealous, helpful Description of action Speech includes direct speech + reporting clause + action Character feelings: single show me don't tell me E.g. Her heart was pounding so hard that it felt like it would explode from her body.	Backstories Traits + flaws E.g. shown through speech, action, interaction, thoughts + feelings. Speech + thoughts and feelings Speech includes direct speech + character action + others' reactions Character feelings: combined show me don't tell me. E.g. Her heart was pounding, her palms were sweaty and every breath felt like it might be her last but she knew that, no matter what, she had to remain silent. Soliloquy

Settings			Simple description of what can be seen using some senses. **Description of 2 sentences** E.g. The castle was old and falling down.	**Description using 5 Senses** **Description of 3 sentences** E.g. The cottage was almost invisible, hiding under a thick layer of snow and glistening in the sunlight. E.g. Windsor castle has been a fortress for over 900 years, is a royal home and the largest occupied castle in the world. **Description of time and place** E.g. <u>Only a few minutes had passed</u> before it happened again. <u>Beyond the field and the woods,</u> the badgers were digging a new tunnel Windsor castle is<u> situated in the county of Berkshire by the River Thames.</u> Not many objects remain from the Stone Age <u>because it was such a long time ago.</u>	**Describe settings and atmospheres** **Describe the changes in setting and atmosphere** **Describe setting and atmosphere, integrating dialogue to convey character and advance the action** **Building of tension**
Figurative Language			**Onomatopoeia**	**Onomatopoeia** **Similes** **Alliteration**	**Metaphors** **Personification** **Pathetic fallacy**