

Writing - Composing Strand

Pupils should learn how to:

Reception

- Begin to use the process of think, say, write, check
- Be confident and keen to write
- Write for a range of real and imagined purposes
- Compose a sentence orally before writing it
- Write a short sequence of sentences, sometimes for a real purpose and audience
- **Write simple phrases and sentences that can be read by others (ELG)**
- Use some new vocabulary in their sentences (from Appendix B – Reception)

Year 1

- Use the sentence by sentence process of think, say, write, check
- Use ideas from their reading in their writing
- Write a sequence of sentences
- **Write a sequence of sentences to form a short narrative or non-narrative text (WTS KS1) sometimes for a real purpose and audience**
- Use the key narrative and non-narrative writing skills of telling, informing, recounting and instructing (see Appendix C)
- Improve their writing style by adding new techniques to their repertoire (from Appendix A – year 1)
- Improve their writing by using some new vocabulary (from Appendix B – year 1)

Year 2

- Embed the sentence by sentence process of think, say, write, check
- **Write about personal experiences and real events (EXS KS1)**
- **Write a coherent story for an (often real) audience (EXS KS1)**
- Write non-narrative text types for a clear purpose and a specific (often real) audience
- Write a poem based on a given structure
- **Write effectively and coherently for different purposes drawing on their reading to inform the vocabulary and grammar of their writing (GD KS1)**
- Use the key narrative writing skills of telling and description (see Appendix C)
- Use the key non-narrative writing skills of informing, recounting, instructing and persuading (see Appendix C)
- Ensure that there is a clear structure to their writing
- Develop an idea over several sentences
- Use adventurous vocabulary
- Add detail to writing when it is necessary
- Make their writing lively and interesting for the reader
- Link ideas to make writing flow e.g. last time, also, after, then, soon, at last, and another thing...
- Build writing stamina through writing longer pieces

- Re-read writing for sense
- Improve their writing style by adding new techniques to their repertoire (from Appendix A – year 2)
- Improve their writing by using new vocabulary (from Appendix B – year 2)

Year 3

- Use the structures, grammar and vocabulary of written texts to help them plan and write their own for specific (often real) audiences and clear purposes
- Compose and orally rehearse sentences and lines of poetry which are increasingly rich in structure and vocabulary
- Use the key narrative writing skills of telling, description and dialogue (see Appendix C)
- Use the key non-narrative writing skills of informing, recounting, instructing, persuading and explanation (see Appendix C)
- Use ideas and content appropriate to the subject and text type
- Collect and use suitable vocabulary for a text
- **In non-narrative writing use headings and subheadings to structure the writing and support the reader (WTS KS2)**
- Experiment with layout when writing non-fiction texts
- Know the reasons to start a new paragraph
- Use paragraphs to group related material
- **Create settings using well-chosen words and phrases (WTS KS2 and EXS KS2)**
- **Create characters using well-chosen words and phrases (WTS KS2 and EXS KS2)**
- Create a coherent plot in a story
- Signal sequence, place and time to give coherence to writing
- Use language to create an effect e.g. creating a mood
- Improve their writing style by adding new techniques to their repertoire (from Appendix A – year 3)
- Improve their writing by using new vocabulary (from Appendix B – year 3)

Year 4

- Write their own texts for a specific (often real) audience and a clear purpose, based on the structures, grammar and vocabulary of texts that they have studied
- Compose and orally rehearse sentences and lines of poetry which are increasingly rich in structure and vocabulary
- Use the key narrative writing skills of telling, description, dialogue and action (see Appendix C)
- Use the key non-narrative writing skills of informing, recounting, instructing, persuading and explanation (see Appendix C)
- Develop and extend ideas in stories, non-fiction and poetry e.g. character, settings, arguments, themes
- Make the form of writing consistently clear, relevant and organised
- Write in the style of an author or poet who has been studied

- Create writing which is organised, imaginative and clear
- Communicate feelings, emotions and opinions
- Take a viewpoint in a piece of writing
- Use exciting and interesting vocabulary appropriate to the text type
- **Use paragraphs to organise ideas (WTS KS2)**
- Link ideas within a paragraph or section
- Use stanzas to structure content in poems
- Experiment with layout when writing poems
- Write a satisfying ending
- Improve their writing style by adding new techniques to their repertoire (from Appendix A – year 4)
- Improve their writing by using new vocabulary (from Appendix B – year 4)

Year 5

- Use a wide knowledge of text types, forms and styles to inform their writing
- **Plan and write for a range of clear purposes and (often real) audiences (WTS KS2)**
- Use the key narrative writing skills of telling, description, dialogue and action (see Appendix C)
- Use the key non-narrative writing skills of informing, recounting, instructing, persuading and explanation (see Appendix C)
- Borrow writers' techniques from book, screen and stage
- Write to engage the reader
- Maintain a viewpoint throughout a text
- Structure and organise writing in well linked paragraphs
- Build cohesion within a paragraph
- Ensure cohesion within and between all paragraphs in a text
- Develop paragraphs creatively using techniques such as contrast, additional detail and explanation
- Select which parts of writing need to be developed in detail
- Balance narrative writing between **telling the story**, action, description and dialogue
- Link openings to closings
- Vary the way sentences begin
- Carefully select words (including some from Appendix B – Year 5) to create effects, sustain and develop ideas and create vivid description
- **Create atmosphere (EXS KS2)**
- Use stanzas to organise ideas around a theme in poetry
- Improve their writing style by adding new techniques to their repertoire (see Appendix A – year 5)

Year 6

- **Write effectively for a range of purposes and (often real) audiences, selecting language that shows good awareness of the reader (EXS KS2)**

- **Write effectively for a range of purpose and (often real)_audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (GD KS2)**
- Use the key narrative writing skills of telling, description, dialogue and action (see Appendix C)
- Use the key non-narrative writing skills of informing, recounting, instructing, persuading and explanation (see Appendix C)
- Experiment with writers' techniques borrowed from book, screen and stage
- Show a confident and established voice throughout a piece of writing
- Ensure writing is lively interesting and thoughtful
- **Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this (GD KS2)**
- Affect the emotions of the reader at points in the text
- Vary structure to expand ideas and provide emphasis
- Use a range of layout devices to structure text e.g. headings, sub-headings, columns, bullet points and tables
- Add depth and detail to paragraphs
- Manipulate word order for effect
- Use reported speech appropriately
- **Use speech to convey and develop a character (EXS KS2)**
- **Use speech to advance action (EXS KS2)**
- **Distinguish between the language of speech and writing and choose the appropriate register (GD KS2)**
- Use a range of techniques for special effects e.g. asides, flashbacks, footnotes etc.
- Select and use stylistic devices to support the purpose and effect of writing
- Improve their writing style by adding new techniques to their repertoire (from Appendix A – year 6)
- Carefully select words (including some from Appendix B – Year 6) to create effects, sustain and develop ideas and create vivid description