



Morton Trentside Primary School

Composition, Cohesion and Effect Progression

Strand	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Planning	Writes sentences by saying out loud what they are going to write about	Considers what they are going to write before beginning by planning or saying out loud what they are going to write about.				
	Composes sentences orally, using a variety of grammatical structures.	Considers what they are going to write before beginning by encapsulating what they want to say, sentence by sentence.	Drafts and writes by composing and rehearsing sentences orally (including dialogue), progressively building a rich and varied vocabulary and an increasing range of sentence structures (see English Appendix 2)		Plans their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using similar writing as models for their own.	
	Independently chooses what to write about.					
	Orally rehearses, plans and develops own imaginative ideas e.g. magical wishes	Considers what they are going to write before beginning by writing down ideas and/or key words, including new vocabulary.	Plans their writing by discussing and recording ideas		Plans their writing by noting and developing initial ideas , drawing on reading and research where necessary.	
			Plans their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar			
	When planning narrative writing, decides where stories are set, includes good and bad characters and uses ideas from reading for some incidents and events.	Plans and writes own stories with a logical sequence of events , using complete sentences grouped together to tell the different parts of the story	Plans and writes stories based on own experience using a clear structure (opening, dilemma/ conflict/ problem, resolution, ending), and ending texts effectively		Plans their writing of narratives by considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.	
	Begins to plan and then writes complete stories with a simple structure: beginning - middle - end <i>Keystone Y1 EXS - A robot story</i>	Plans and writes narratives based on models provided, developing structure beyond simple beginning, middle and end.				
	Conveys information and ideas in simple non-narrative forms such as simple lists for planning or reminding.	Assembles information on a subject and uses texts read as a template for writing, using language appropriate to the text type. <i>Kim piece D</i>	Makes notes from several sources of information and turns these into sentences, grouping information, often moving from general to more specific detail.	Organises or categorises information based on notes from several sources	Drafts and writes by précising longer passages	
	Assembles information on a subject e.g. food, pets					Maintains a clear focus when selecting content; plans quickly and effectively
	<i>Pupils should understand, through demonstration, the skills and processes essential to writing, e.g. thinking aloud as they collect ideas</i>	<i>Pupils should have opportunities to develop and order their ideas through use of drama, playing roles and improvising scenes in various settings</i>				

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Drafting and Writing – Understanding purpose and audience - Narrative	Writes sentences by composing a sentence orally before writing it; transcribes these, a key phrase at a time, maintaining the sense most of the time. Writes stories by sequencing sentences to form short narratives Uses time words to aid sequencing and organise events, e.g. first, then, next, finally etc.(to be formally introduced as time adverbs through grammar work in year 3)			Sequences events clearly to show how one event leads to another using appropriate grammatical structures and vocabulary.		
	Re-tells/imitates familiar stories and recounts events; includes main events in sequence, focusing on who is in the event, where events take place and what happens in each event	Develops positive attitudes to and stamina for writing by imitating/ adapting or writing familiar stories/about familiar characters including events in sequence, some dialogue and formal story language and relevant details that sustain the reader/listener's interest. Kim piece B, C & E Develops positive attitudes to and stamina for writing by writing stories often based on personal experiences or about real events using typical settings, characters and events Kim piece C The pupil can write simple, coherent narratives about personal experiences and those of others (real or fictional) Kim piece A,B, D & F	Writes in a range of genres/forms, taking account of different audiences and purposes.	Writes in a range of genres/forms, taking account of different audiences and purposes.	Writes in a range of genres/forms, taking account of different audiences and purposes.	Writes in a range of genres/forms, taking account of different audiences and purposes.
						The pupil can write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of first person in a diary; direct address in instructions and persuasive writing). * Morgan piece E, Leigh piece F
			Drafts and writes by organising paragraphs around a theme		Drafts and writes by using a wide range of devices to build cohesion within and across paragraphs	

					Morgan piece A, Leigh A and E, Frankie A & B, Keystone Y5 EXS continuation of a story and GDS suspense story	
			Writes an opening paragraph and further paragraphs for each stage of the story ensuring that sequence is clear and making decisions about how the plot will develop Keystone Y4 GDS alternative version of a story	Uses paragraphs shift to indicate a change in setting, character, time rather than simply reflecting stages in planning	Uses devices to build cohesion within a paragraph [for example, then, after that, this, firstly] e.g. adverbials: shortly, afterwards, eventually, finally; pronouns: Friday had arrived at last. It had been a long time coming. Keystone Y5 EXS continuation of a story and GDS suspense story & short description	Uses paragraphs purposefully and creatively to clearly structure main ideas across the text. Morgan piece D Makes links within and some links across paragraphs using a wider range of cohesive devices
	Includes story language and sentence patterns e.g. one day, suddenly, in the end, there was once... Keystone Y1 GDS - alternative version of a story Continues and uses a repeating pattern. Keystone Y1 EXS a robot story	Establishes basic purpose of a text (e.g. main features of story), uses some features of the given form maintaining consistency in purpose and tense	Pupils should continue to have opportunities to write for a range of real audiences and purposes as part of their work across the curriculum. These purposes and audiences should underpin the decisions about the form the writing should take, such as a narrative, an explanation or a description.		Experiments with form in narrative writing e.g. flashbacks; concurrent events, alternative perspectives Varies openings and endings in narrative e.g. opening with dialogue or action; closing on a cliff hanger	Shows flexibility in the use of narrative e.g. ability to experiment with story opening - starting in the midst of circumstances or with snatches of dialogue or with narrator's synopsis Writes well structured openings with appropriate ending
	Lists words and phrases to describe details of first hand experiences using senses.	Selects appropriate words and phrases to describe details of first hand experiences and can justify choices. Kim piece C		Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]		The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out - discover; ask for - request; go in - enter] Morgan piece D, Leigh A & E, Frankie Piece D
					Drafts and writes by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning	
						The pupil can select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately
	Makes some choices of appropriate vocabulary.				Uses vocabulary choice, word order, sentence length, sentence complexity and punctuation for effect Controls the length, pacing and detail in their writing; varies pace through the use of different sentence lengths, moving between dialogue and reported speech or verb strings e.g. He dashed to the waiting limo, wrenched the door open and leapt into the driver's seat. Keystone Y5 EXS - Stone Age story	Makes precise vocabulary, sentence length, and sentence complexity and punctuation choices. Leigh A & E

			Begins to use figurative language including similes	Include descriptive detail and make writing more vivid using specific nouns, adjectives, expanded noun phrases and figurative language including both simile and metaphor e.g. 'The tropical forest with its dense canopy...', '...eyes of fire...	Use expressive and figurative language Keystone Y5 EXS - A short description Make use of structures that do not reflect spoken language e.g. 'It had been a strange day and it was about to get stranger'; 'brazenly, without a care in the world...'	Creates vivid imagery through expressive and figurative language consistent with mood/atmosphere and develop these images throughout a narrative/poem e.g. a recurring motif
	Acts out stories and portrays characters and their motives In narrative writing, decides where stories are set, includes good and bad characters and uses ideas from reading for some incidents and events.	Explores characters' feelings and situations in stories, using role play and oral rehearsal	Uses some detail in the description of setting or characters' feelings or motives	Includes character descriptions designed to provoke a particular feeling in the reader e.g. sympathy or dislike Keystone Y4 GDS -an alternative fairy tale	Develops some aspects of and characterisation through what characters say and do	The pupil can integrate dialogue in narratives to convey character advance the action
		Begins to include some dialogue in fiction writing (no expectation of speech punctuation) Kim B, Ali piece A	Uses dialogue to reveal detail about character/move the narrative forward	Develops mood and atmosphere using a range of vocabulary, including figurative language, and dialogue between characters	Maintains appropriate balance between dialogue and narrative	Interweaves elements of dialogue, action, description appropriately Morgan and Frankie piece D
			Drafts and writes by creating settings, characters and plot in narrative		Drafts and writes by describing setting, characters and atmosphere, and integrating dialogue to convey character and advance the action.	
						The pupil can, in narratives, describe setting, character and atmosphere. Frankie piece E, Leigh A & E

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Drafting and Writing – Understanding purpose and audience - Non-Narrative				Includes details expressed in ways that engage the reader e.g. 'Girls with flowing scarves danced to the...' 'Underfoot, the forest floor is teeming with life.'	Engages reader and sustains interest in narrative writing Makes consistent use of style, appropriate to form, subject or audience to maintain interest in narrative writing Sustains and develops ideas in	Maintains interest for the reader through varied devices, structures and features, e.g. direct appeal to audience, character development, advancing action effectively
		Suggests viewpoint with brief comments or questions on actions or situations in narrative writing	Attempts to adopt a viewpoint (NB fiction and non-fiction)	Uses techniques to get the reader on side i.e. address them to engage or influence	Considers and evaluate different viewpoints (own and others, biased and balanced)	

			Imitates authorial techniques gathered from reading narrative.	Imitates authorial techniques gathered from the reading of age appropriate narrative texts Keystone Y4 GDS -alternative fairly tale		
	Continues and uses an repeating pattern in poetry writing	Develops positive attitudes towards and stamina for writing poetry				
		Chooses words carefully for effect in poetry, e.g. uses alliteration		Includes details expressed in ways that engage the reader	Uses expressive and figurative language	Creates vivid imagery through expressive and figurative language consistent with mood/atmosphere and develop these images throughout a narrative/poem e.g. a recurring motif
		Writes poems following a modelled style	Writes poems using the features of poetic forms studied taking account of different audiences and purposes	Writes poems imitating poetic structures studied taking account of different audiences and purposes	Experiments with writing poetry using different forms taking account of different audiences and purposes	Makes appropriate use of structure in poetry, according to chosen form e.g. rhythmic patterns in sonnets or ballads, syllable patterns in haiku taking account of different audiences and purposes
		Develops positive attitudes towards and stamina for writing by writing for different purposes and about real events	Writes in a range of genres/forms, taking account of different audiences and purposes.	Writes in a range of genres/forms, taking account of different audiences and purposes.	Writes in a range of genres/forms, taking account of different audiences and purposes.	Writes in a range of genres/forms, taking account of different audiences and purposes.
		Establishes basic purpose of a text (e.g. persuasive letter, report), uses some features of the given form maintaining consistency in purpose and tense The pupil can write about real events, recording these simply and clearly.	Drafts and writes by using simple organisational devices in non-narrative material [for example, headings and sub-headings] Keystone Y3 EXS & GDS - non-chronological report, Y3 GDS news report, Y4 EXS biography, instructions, newspaper report and explanation, Y4 GDS non-chronological report & newspaper report		Drafts and writes by using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points underlining]	
	Writes simple non-fiction text types linked to topics of interest/ study or to personal experience e.g. recount or explanation, using the language of texts read as models for own writing Keystone Y1 self description	Writes simple information texts incorporating labelled pictures and diagrams Ali piece C	Groups information, often moving from general to more specific detail, to examples or elaborations Begins to use paragraphs to group related materials	Uses paragraphs to organise ideas around a theme Keystone Y4 GDS non-chronoligical report and newspaper report	Constructs appropriate introductions and conclusions in non-fiction e.g. opening with a rhetorical questions; closing with a moral or reflective comment	Write well-structured introductions with appropriate conclusions Uses paragraphs purposefully to clearly structure main ideas across the text

	Begins to make some choices of appropriate vocabulary (e.g. defensive, wooden castle as opposed to haunted, spooky castle) Uses simple features correctly e.g. greeting in a letter, numbers in a list... Keystone Y1 EXS - letter of thanks		Includes the use of organisational devices to aid conciseness such as numbered lists or headings, based on notes from several sources.		Makes consistent use of style, appropriate to form, subject or audience to maintain interest Engages reader and sustains interest in non-fiction writing Keystone Y5 EXS - biography of a historical figure and explanation of rainforests Ensures that ideas or materials and their development are generally logical, but the overall direction of the writing may not always be clearly signalled. Uses the features of the chosen form independently and confidently in a range of conventional text types e.g. graphic devices such as charts and diagrams, straightforward instructions	Maintains interest for the reader through varied devices, structures and features e.g layout Makes appropriate choices of presentational features to organise information and aid understanding when presenting information/ ideas on paper or when using ICT (e.g. bulleted lists, headings/ subheadings/ diagrams, graphs, cations)
		Suggests viewpoint with brief comments or questions on actions or situations Ali piece D	Attempts to adopt a viewpoint (NB fiction and non-fiction) Imitates authorial techniques gathered from reading Selects and uses formal and informal styles and vocabulary appropriate to the purpose/reader Keystone year 3 EXS & GDS, non-chronological reports and newspaper reports	Uses techniques to get the reader on side i.e. address then to engage, influence or persuade Keystone Y4 GDS – a formal letter Imitates authorial techniques gathered from the reading age appropriate non-fiction texts	Considers and evaluates different viewpoints (own and others, biased and balanced)	Develops points of view and authorial voice e.g. asides to reader, bias/blanaces viewpoints in discursive texts Moves between standard and nonstandard forms of English appropriately Chooses register (formal/informal, personal/impersonal) appropriately and for effect Frankie Piece F, Morgan piece E, Leigh piece B &D

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Proof reading and editing		Makes simple additions, revisions and corrections to their own writing by proof-reading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly).	Proof-reads for spelling and punctuation errors		Proof-reads for spelling and punctuation errors	
			Evaluates and edits by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences		Evaluates and edits by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.	
	Discusses what they have written with the teacher or other pupils	Makes simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils	Evaluates and edits by assessing the effectiveness of their own and other's writing and suggesting improvements		Evaluates and edits by assessing the effectiveness of their own and other's writing	

			Shows awareness of the reader in own proof reading and editing.	Evaluates and edits writing by proposing changes to grammar and vocabulary for greater accuracy.	Evaluates and edits own and others' writing for vocabulary, punctuation, grammar and spelling and for audience and purpose, with guidance	Evaluates and edits own and others' writing against specific criteria for audience and purpose
	Writes sentences by re-reading what they have written to check that it makes sense and attempts to edit for sense.	Makes simple additions, revisions and corrections to their own writing by rereading to check their writing makes sense and that verbs to indicate time are used correctly and consistently (including verbs in the progressive forms)	<i>Pupils should be taught to monitor whether their own writing makes sense in the same way that they monitor their reading, checking at different levels</i>	Evaluates and edits by ensuring the consistent and correct use of tense throughout a piece of writing		
				Evaluates and edits by ensuring the correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.		
				<i>By the end of year 6, pupils should be able to reflect their understanding of the audience for, and purpose of their writing by selecting appropriate vocabulary and grammar. They should consciously control sentence structure in their writing and understand why sentences are constructed as they are.</i>		

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Presenting	Reads aloud their writing clearly enough to be heard by their peers and the teacher	Reads aloud what they have written with appropriate intonation to make the meaning clear.	Reads aloud own writing, to a group or the whole class, using appropriate intonation and controlling the volume so that the meaning is clear		Performs own compositions, using appropriate intonation, volume and movement so that meaning is clear.	