**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 sentence
* Write a short sequence of sentences, sometimes for a real purpose and audience
* Use new vocabulary in their writing (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