English Programmes of Study - WRITING COMPOSITION

Year 1 Programme of Study	Year 2 Programme of Study	Years 3 & 4 Programme of Study	Years 5 & 6 Programme of Study
Pupils should be taught to: ▪ write sentences by: o saying out loud what they are going to write about o composing a sentence orally before writing it o sequencing sentences to form short narratives o re-reading what they have written to check that it makes sense	Pupils should be taught to: ▪ develop positive attitudes towards and stamina for writing by: o writing narratives about personal experiences and those of others (real and fictional) o writing about real events o writing poetry o writing for different purposes	Pupils should be taught to: ▪ plan their writing by: o discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar o discussing and recording ideas	Pupils should be taught to: ▪ plan their writing by: o identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own o noting and developing initial ideas, drawing on reading and research where necessary o in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
▪ discuss what they have written with the teacher or other pupils	▪ consider what they are going to write before beginning by: o planning or saying out loud what they are going to write about o writing down ideas and/or key words, including new vocabulary o encapsulating what they want to say, sentence by sentence	▪ draft and write by: o composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) o organising paragraphs around a theme o in narratives, creating settings, characters and plot o in non-narrative material, using simple organisational devices [for example, headings and sub-headings]	▪ draft and write by: o selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning o in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action o précising longer passages o using a wide range of devices to build cohesion within and across paragraphs o using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
	▪ make simple additions, revisions and corrections to their own writing by: o evaluating their writing with the teacher and other pupils o 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	▪ evaluate and edit by: o assessing the effectiveness of their own and others' writing and suggesting improvements o proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences	▪ evaluate and edit by: o assessing the effectiveness of their own and others' writing o proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning o ensuring the consistent and correct use of tense throughout a piece of writing o ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
	o proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]	▪ proof-read for spelling and punctuation errors	▪ proof-read for spelling and punctuation errors
▪ read aloud their writing clearly enough to be heard by their peers and the teacher.	▪ read aloud what they have written with appropriate intonation to make the meaning clear.	▪ read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.	• perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.