



# Bramhope Primary School

## English- Writing Road Map



### 3. Composition

#### Reception:

- To develop their own narratives and explanations by connecting ideas or events.
- To express themselves effectively, showing awareness of listeners' needs.
- To write own name (forming all letters correctly)
- Can write labels and captions using phonics e.g. label the parts of a plant or car.
- To attempt to write short sentences in meaningful contexts.
- To write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.
- Attempt writing for different purposes using features of different forms e.g. lists, stories, instructions.
- Can show an understanding of the elements of stories in my writing e.g characters, sequence of events, openings, endings, settings, problems and solutions.
- **Use key features of narrative in their own writing.**
- **Produce a string of sentences / completed story which they can read back and can be read (phonetically plausible) by others**

#### Year 1:

- Orally plan and rehearse ideas.
- Sequence ideas and events in narrative.
- Use familiar plots for structuring the opening, middle and end of their stories.
- Orally compose every sentence before writing.
- Re-read every sentence to check it makes sense.
- Compose and sequence their own sentences to write short narratives.
- Compose and sequence their own sentences to write short non-fiction texts, e.g. *recounts, information texts, instructions.*
- Use formulaic phrases to open and close texts.
- Discuss their writing with adults and peers.
- **Sequence ideas and events in non-fiction.**
- **Write in different forms with simple text type features e.g. *instructions, narratives, recounts, poems, information texts.***

#### Year 2:

- Plan and discuss what to write about e.g. *story mapping, collecting new vocabulary, key words and ideas.*
- Orally rehearse each sentence prior to writing.
- Develop a positive attitude to writing.
- Develop stamina for writing in order to write at length.
- Write about real and fictional events.
- Write simple poems based on models.
- Make simple notes from non-fiction texts, e.g. highlighting and noting key words.
- Use specific text type features to write for a range of audiences and purposes e.g. *to instruct, inform, entertain, explain, discuss, persuade.*
- Edit and improve own writing in relation to audience and purpose.
- Evaluate their writing with adults and peers.
- Proofread to check for errors in spelling, grammar and punctuation.
- Proofread to check for correct form of verbs within sentences, e.g. correcting *he walking to the shop to he*

*walked to the shop.*

- Read aloud their writing with intonation to make the meaning clear.

### Year 3:

- Read and analyse narrative, non-fiction and poetry in order to plan and write their own versions.
- Identify and discuss the purpose, audience, structure, vocabulary and grammar of narrative, non-fiction and poetry.
- Discuss and record ideas for planning using a range of formats, e.g. *chunking a plot, story maps, flow charts, boxing up.*
- Create and develop settings for narrative.
- Create and develop characters for narrative.
- Create and develop plots based on a model.
- Generate and select from vocabulary banks e.g. *noun phrases, powerful verbs, technical language, synonyms for said* appropriate to text type.
- Use different sentence structures (see VGP).
- Group related material into paragraphs.
- Use headings and sub headings to organise information.
- Proofread to check for errors in spelling, grammar and punctuation in own and others' writing.
- Discuss and propose changes with partners and in small groups.
- Improve writing in the light of evaluation.  
Use appropriate intonation, tone and volume to present their writing to a group or class.
- **Improvise, create and write dialogue.**  
**Maintain a consistent approach to paragraphing.**

### Year 4:

- Read and analyse narrative, non-fiction and poetry in order to plan their own versions.
- Identify and discuss the purpose, audience, structure, vocabulary and grammar of narrative, non-fiction and poetry.
- Discuss and record ideas for planning e.g. *story mountain, text map, non-fiction bridge, story board, boxing-up text types to create a plan.*
- Plan and write an opening paragraph which combines setting and character/s.
- Improvise and compose dialogue, demonstrating their understanding of Standard and non-Standard English.
- Generate and select from vocabulary banks e.g. *adverbial phrases, technical language, persuasive phrases, alliteration.*
- Use different sentence structures (see VGP).
- Use paragraphs to organise writing in fiction and nonfiction texts.
- Use organisational devices in non-fiction writing, e.g. *captions, text boxes, diagram, lists.*
- Link ideas across paragraphs using fronted adverbials for when and where e.g. *Several hours later..., Back at home...*
- Proofread to check for errors in spelling, grammar and punctuation.
- Discuss and propose changes to own and others' writing with partners/small groups.
- Improve writing in light of evaluation.  
Use appropriate intonation, tone and volume to present their writing to a range of audiences.
- **Develop settings and characterisation using vocabulary to create emphasis, humour, atmosphere, suspense.**
- **Use paragraphs to organise writing in fiction and nonfiction, maintaining this across a range of pieces.**
- **To secure use of fronted adverbials across a range of genres.**

### Year 5:

- Identify the audience and purpose.
- Select the appropriate language and structures.
- Use similar writing models.
- Note and develop ideas.

- Draw on reading and research.
- Think how authors develop characters and settings (in books, films and performances).
- Select appropriate structure, vocabulary and grammar.
- Use different sentence structures with increasing control (see VGP).
- Use devices to build cohesion (see VGP).
- Use organisation and presentational devices e.g. underlining, bullet points, headings.
- Assess the effectiveness of own and others' writing in relation to audience and purpose.
- Suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning.
- Ensure consistent and correct use of tense throughout a piece of writing.
- Ensure consistent subject and verb agreement.
- Proofread for spelling and punctuation errors.
- Use appropriate intonation and volume.
- Add movement.
- Ensure meaning is clear.

## Year 6:

- Identify audience and purpose, choose appropriate text-form and type for all writing. Select the appropriate structure, vocabulary and grammar.
- Draw on similar writing models, reading and research. Compare how authors develop characters and settings (in books, films and performances).
- Use a range of planning approaches e.g. storyboard, story mountain, discussion group, post-it notes, ICT story planning.
- Select appropriate vocabulary and language effects, appropriate to task, audience and purpose, for precision and impact.
- Use active and passive voice to achieve intended effects e.g. formal reports, explanations and mystery narrative.
- Select appropriate register for formal and informal purposes, e.g. a speech for a debate (formal), dialogue within narrative (formal or informal), text message to a friend (informal).
- Blend action, dialogue and description within sentences and paragraphs to convey character and advance the action e.g. Tom stomped into the room, flung down his grubby, school bag and announced, through gritted teeth, "It's not fair!"
- Evaluate, select and use a range of organisation and presentational devices to structure text for different purposes and audiences e.g. headings, sub-headings, columns, bullet points, tables.
- Find examples of where authors have broken conventions to achieve specific effects and use similar techniques in own writing – e.g. repeated use of 'and' to convey tedium, one word sentence.
- Reflect upon the effectiveness of writing in relation to audience and purpose, suggesting and making changes to enhance effects and clarify meaning.
- Proofread for grammatical, spelling and punctuation errors. Précis longer passages.
- Use appropriate and effective intonation and volume. Add gesture and movement to enhance meaning. Encourage and take account of audience engagement.
- **Consciously control the use of different sentence structures for effect.**
- **Deviate narrative from linear or chronological sequence e.g. flashbacks, simultaneous actions, time-shifts.**
- **Combine text-types to create hybrid texts e.g. persuasive speech.**
- **Make conscious choices about techniques to engage the reader including appropriate tone and style e.g. rhetorical questions, direct address to the reader.**
- **Use active and passive voice to show a shift in levels of formality.**