**Progression Stages: Composition**

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| **Age Related Expectation** | | **Stage No.** | **Learning Outcomes** | |
| **EYFS** | **0-26 months**  **P Scales 1-2** | **1** | * Enjoy babbling and increasingly experiment with using sounds and words to communicate for a range of purposes. * Create personal words as they begin to develop language. * Uses different types of everyday words. * Begin to talk about people and things that are not present. | |
| **22-36 months**  **P Scales 3** | **2** | * Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts. * Holds a conversation, jumping from one topic to another. * Learns new words very rapidly and is able to use them in communicating. | |
| **30-50 months**  **P Scales 4-5** | **3** | * Can retell a simple past event in correct order. * Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. * Uses vocabulary focused on objects and people that are of particular importance to them. | |
| **40-60 months**  **P Scales 6-8** | **4** | * Give meaning to marks that they make as they draw, write and paint. * Begin to break the flow of speech into words. * Continue a rhyming string. * Use some clearly identifiable letters to communicate meaning. * Attempt to write short sentences in meaningful contexts. * Write own name and other things such as labels, captions. * Uses language to imagine and recreate roles and experiences in play situations. * Links statements and sticks to a main theme. * Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. * Introduces a storyline or narrative into their play. * Attempts to write short sentences in meaningful contexts. | |
| **ELG** | **5** | * Build (compose) a sentence orally before writing it. * Write sentences by saying out loud what they are going to write about. * Write sentences which can be read by themselves and others. * Discuss what they have written with the teacher or other pupils. | |
| **Year 1** | | **6** | Genre: Narrative | * Sequence sentences to form short narratives. * Re-read what they have written to check that it makes sense. * Read aloud their writing clearly enough to be heard by their peers and the teacher. |
| **7** | * Re-read writing to check for correct use of capital letters at the start of sentence, proper nouns and the pronoun ‘I’. * Re-read writing to check for correct use of full stops and question marks to demarcate the end of sentences involving at least two sentences. * Re-read writing to check for errors in spelling high frequency words and graphemes learnt so far. |
| **8** | * Re-read writing to check for correct use of capital letters at the start of sentence, the pronoun ‘I’ and proper nouns. * Re-read writing to check for correct use of full stops, question marks and exclamation marks to demarcate the end of sentences involving at least four sentences. * Re-read writing to check for errors in spelling high frequency words and graphemes learnt so far. |
| **Year 2** | | **9** | Genres: Narrative (real and fictional); Poetry; Real Events (different purposes) | * Develop positive attitudes towards and stamina for writing. * Consider what they are going to write about before beginning. * Plan or say out loud what they are going to write about. * Write down ideas and/or key words, including new vocabulary. * Encapsulate what they want to say, sentence by sentence. * Proof-read to check for errors in spelling, grammar and punctuation. * Re-read writing to check for correct use of full-stops to demarcate the end of sentences involving at least eight sentences. * Re-read writing to check for errors in spelling high frequency words and graphemes learnt so far. |
| **10** | * Make simple additions, revisions and corrections to their writing. * Evaluate their writing with the teacher and other pupils. * Read aloud what they have written with appropriate intonation to make meaning clear. * Re-read writing to check for correct use of full-stops to demarcate the end of sentences consistently throughout a longer piece of writing involving ten or more sentences. * Re-read writing to check for errors in spelling high frequency words and graphemes learnt so far. |
| **11** | * Re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form. * Re-read writing to check for correct use of full-stops to demarcate the end of sentences almost completely accurately. * Re-read writing to check for errors in spelling high frequency words and graphemes learnt so far. |
| **Year 3** | | **12** | * Plan 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 * Discuss and record ideas. * Draft and write by composing and rehearsing sentences orally (including dialogue) * Progressively build a varied and rich vocabulary and an increasing range of sentence structures. * Organise paragraphs around a theme. * In narratives, create settings, characters and plot. * In non-narrative material, use simple organisational devices. E.g. headings and sub-headings. * Evaluate and edit by assessing the effectiveness of their own and others’ writing and suggesting improvements. * Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. * Proof-read for spelling and punctuation errors. * Read aloud their own writing, to a group or whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. | |