**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.
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| **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.
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| **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.
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| **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.
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| **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.
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| **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.
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| **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.
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| **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.
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| **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.
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| **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.
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| **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.
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| **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.
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