

Houghton School Writing Composition Progression Map (Skills)



Y3 / 4

N I can plan my writing by discussing and recording ideas.

I can plan my writing by discussing writing similar to that which I am planning to write in order to understand and learn from its structure, grammar and vocabulary.

N

I can write about real events, recording these simply and clearly (Write-PK6)

I can write simple, coherent narratives about personal experiences and those of others (real or fictional) (Write-PK6)

I can proof-read to check for errors in spelling, grammar and punctuation.

I can read aloud what I have written with appropriate intonation to make the meaning clear.

My writing is lively and more interesting, communicating ideas and events, but may lack overall structure.

I can use some characteristic features of narrative or non-narrative text and can use key phrases to add detail or emphasis.

I can re-read to check that verbs to indicate time are used correctly and consistently. (Write-PK6)

I can make simple additions, revisions and corrections to my writing.

I can create some extended sentences linked with connectives other than 'and'.

I can write down ideas and/or key words, including new vocabulary.

I begin to show an awareness of the audience.

I can consider what I am going to write before beginning.

Y2

E I can use openings and endings at a basic level.

I can write sentences that are sequenced to form a short narrative (real or fictional) (Write-PK5)

I can write for a variety of purposes.



N I can plan my writing by identifying the audience for and purpose of my writing, and select the appropriate form.

I can read aloud my own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

I can proof-read my work for spelling and punctuation errors.

I can propose changes to grammar and vocabulary to improve consistency.

I can draft and write grammatically more complex sentences.

I can write with imagination and clarity using descriptive language.

I can choose words to add interest and demonstrate imagination, adding adjectives and adverbs to create interest.

I can organise points in a sensible order and sustain and develop my ideas in a logical way.

I can choose nouns or pronouns appropriately for clarity and cohesion and to avoid ambiguity and repetition.

I can evaluate and edit by assessing the effectiveness of my and others' writing and suggesting improvements.

I can sequence sentences and organise my writing logically.

I can plan my writing effectively.

I can use simple organisational devices such as headings and sub-headings.

I can create settings, characters and plot.

I can organise paragraphs around a theme.

N I can draft and write by composing and rehearsing sentences orally (including dialogue).

I can progressively build a varied and rich vocabulary.

I can write an increasing range of sentence structures.



D

I can ensure the consistent and correct use of tense throughout a piece of writing.

I can ensure correct subject and verb agreement when using singular and plural.

I can distinguish between the language of speech and writing and choose the appropriate register.

I can perform my own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

I can evaluate and edit by assess the effectiveness of my own and others' writing.

I can use further organisational and presentational devices to structure text and to guide the reader.

I can use a wide range of devices to build cohesion within and across paragraphs.

I can préise longer passages.

I can describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action, in narratives.
I can understand how choices of grammar and vocabulary can change and enhance meaning.

N

I can note and develop initial ideas, drawing on reading and research where necessary.

I can consider how authors have developed characters and settings, in narratives.

I can draft and write by selecting appropriate grammar and vocabulary.

