## Haughton School Writing Composition Progression Map (Skills)



I am developing stamina for writing. (Write-PK4) I can read aloud my writing clearly enough to be heard by my peers and the teacher.

I can I can discuss what I have written with the teacher or other pupils. (Write-PK4)

I can re-read what I have written to check that it makes sense.

I can make up my own phrases or short sentences to express my thoughts aloud about stories or my experiences (Write-PK3) I can write a caption or short phrase using the graphemes that I already know (Write-PK3) I can say out loud what I am going to write about.

I can compose a sentence orally before writing it.

I can sequence sentences to form short narratives

I use a small written repertoire of words or symbols and use 'and' to connect key words and phrases to create simple short sentences. (Write-

PK2)

I can retell narratives in the correct sequence and can say what my writing 'says'.

I can group letters and leave spaces between them as though writing separate words.

I can construct three word sentences.



I produce some meaningful print / signs / symbols associated with my

name or familiar spoken words.

I can produce some meaningful print / signs / symbols associated with actions, images or events.

I can differentiate between letters and symbols and use writing (mark making) as a way to record communication.

I can say an appropriate word to complete a sentence when the adult pauses (e.g., 'We're going to the...zoo/park/shop/b each'). (Write-PK1)



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.



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 bunctuation. 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

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.

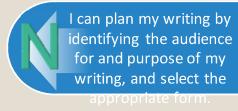
I begin to show an awareness of the audience.





I can 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.

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



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 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.

changes to grammar and vocabulary to improve consistency. I can draft and write grammatically more complex sentences.

I can propose

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.



l can draft and write by composing and rehearsing sentences orally (including

I can progressively build a varied and rich vocabulary.

I can write an increasing range of sentence structures.

I can organise paragraphs around a theme.



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

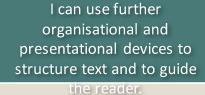
I can evaluate and edit. by assess the effectiveness of my own and others'

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



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

I can précise longer passages.

characters and atmosphere and integrating dialogue to narratives. I can understand how choices of grammar and vocabulary can change and enhance meaning.



I can note and develop initial ideas, drawing on reading and

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

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



I can describe settings, convey character and dvance the action, in