



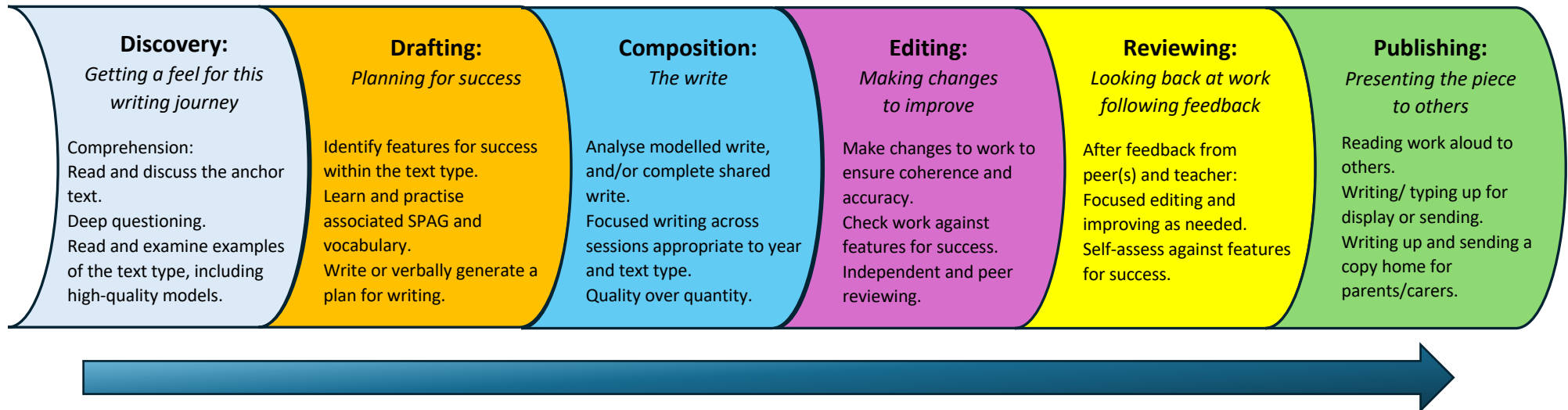
Theale C of E Primary School  
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## Writing Composition: The Writing Journey and Progression

### 1. The writing journey

Our writing journey at Theale C of E Primary School is adapted from the Education Endowment Foundation recommendations in the 2021 document 'Improving Literacy in Key Stage 2', online at <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2>

Each writing journey arises from our reading spine and is broken into 6 steps. This culminates in a presentable piece of work for each text type.  
The number of lessons or time spent on each step varies according to year group and text type.





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## 2. Writing progression: composition

*Pupils should be taught to...*

	Foundation Stage	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Discovery</b>	<ul style="list-style-type: none"> <li>▪ Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>▪ Anticipate, where appropriate, key events in stories.</li> <li>▪ Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems, and during role-play.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Participate in discussion about what is read to them, taking turns and listening to what others say.</li> <li>▪ Explain clearly their understanding of what is read to them.</li> <li>▪ Discuss word meanings, and link new meanings to those already known.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Participate in discussion about what is read to them and texts they can read for themselves, taking turns and listening to what others say.</li> <li>▪ Explain their understanding of material, both those they listen to and those that they read for themselves.</li> <li>▪ Discuss and clarify the meaning of words, linking new meanings to known vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Identify the audience and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</li> <li>▪ In writing narratives, consider how authors have developed characters and settings in what they have read, listened to or seen performed.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Identify the audience and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</li> <li>▪ In writing narratives, consider how authors have developed characters and settings in what they have read, listened to or seen performed.</li> </ul>
<b>Drafting</b>	<ul style="list-style-type: none"> <li>▪ Orally rehearse stories and parts of stories.</li> <li>▪ Write for different purposes.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Say out loud what they are going to write about.</li> <li>▪ Compose sentences orally before writing.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Consider what they are going to write before beginning by: <i>Planning or saying out loud what they are going to write about.</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ Plan writing by: <i>Discussing and recording ideas for writing.</i></li> <li><i>Composing and rehearsing sentences orally (including</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ Plan writing by: <i>Discussing and recording ideas for writing.</i></li> <li><i>Composing and rehearsing sentences orally</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ Plan writing by: <i>Noting and developing initial ideas, drawing on reading and research where necessary.</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ Plan writing by: <i>Noting and developing initial ideas, drawing on reading and research where necessary.</i></li> </ul>



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			<p><i>Writing down ideas and/or key words, including new vocabulary.</i></p> <p><i>Encapsulating what they want to say, sentence by sentence.</i></p>	<p><i>dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</i></p>	<p><i>(including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</i></p>		
<b>Composition</b>	<ul style="list-style-type: none"> <li>Write their name.</li> <li>Use finger spaces.</li> <li>Write sentences using a capital letter and full stop.</li> <li>Write more than one sentence and begin to use capital letters and full stops.</li> <li>Extend sentences with 'and'.</li> </ul>	<ul style="list-style-type: none"> <li>Sequence sentences to form short narratives.</li> </ul>	<ul style="list-style-type: none"> <li>Develop positive attitudes towards and stamina for writing by: <i>Writing narratives about personal experiences and those of others (real and fictional).</i></li> <li><i>Writing about real events.</i></li> <li><i>Writing poetry.</i></li> <li><i>Writing for different purposes.</i></li> </ul>	<ul style="list-style-type: none"> <li>Organise paragraphs around a theme.</li> <li>In narratives, create settings, characters and plot.</li> <li>In non-narrative material, use simple organisational devices (such as headings and subheadings).</li> </ul>	<ul style="list-style-type: none"> <li>Organise paragraphs around a theme.</li> <li>In narratives, create settings, characters and plot.</li> <li>In non-narrative material, use simple organisational devices (such as headings and subheadings).</li> </ul>	<ul style="list-style-type: none"> <li>Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</li> <li>In narratives, describing settings, characters and atmosphere, and integrating dialogue to convey character and advance the action.</li> <li>Précis longer passages.</li> <li>Use a wide range of devices to build cohesion within and across paragraphs.</li> <li>Use further organisational and presentational devices to structure</li> </ul>	<ul style="list-style-type: none"> <li>Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</li> <li>In narratives, describing settings, characters and atmosphere, and integrating dialogue to convey character and advance the action.</li> <li>Précis longer passages.</li> <li>Use a wide range of devices to build cohesion within and across paragraphs.</li> <li>Use further organisational and presentational devices to</li> </ul>



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						text and guide the reader.	structure text and guide the reader.
<b>Editing</b>	<ul style="list-style-type: none"> <li>Re-read what they have written to check it makes sense.</li> </ul>	<ul style="list-style-type: none"> <li>Re-read what they have written to check it makes sense.</li> <li>Discuss what they have written with the teacher or peers.</li> </ul>	<ul style="list-style-type: none"> <li>Make simple additions, revisions and corrections to their own writing by: <i>Re-reading to check their writing makes sense and that verbs to indicate time are used correctly, including in the continuous form.</i></li> </ul>	<ul style="list-style-type: none"> <li>Evaluate and edit by: <i>Assessing the effectiveness of their own and others' writing and suggesting improvements.</i></li> </ul>	<ul style="list-style-type: none"> <li>Evaluate and edit by: <i>Assessing the effectiveness of their own and others' writing and suggesting improvements.</i></li> </ul>	<ul style="list-style-type: none"> <li>Evaluate and edit by: <i>Assessing the effectiveness of their own and others' writing.</i></li> </ul>	<ul style="list-style-type: none"> <li>Evaluate and edit by: <i>Assessing the effectiveness of their own and others' writing.</i></li> </ul>
<b>Reviewing</b>			<ul style="list-style-type: none"> <li><i>Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns.</i></li> <li><i>Proof-reading to check for errors in SPAG.</i></li> <li><i>Evaluating their writing with peers and teachers.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns.</i></li> <li><i>Proof-read for errors in SPAG.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns.</i></li> <li><i>Proof-read for errors in SPAG.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</i></li> <li><i>Ensuring the consistent and correct use of tense throughout a piece.</i></li> <li><i>Ensuring correct subject-verb agreement when using singular and plural, distinguishing between the language of speech and writing, and choosing the appropriate register.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</i></li> <li><i>Ensuring the consistent and correct use of tense throughout a piece.</i></li> <li><i>Ensuring correct subject-verb agreement when using singular and plural, distinguishing between the language of speech and writing, and choosing the appropriate register.</i></li> </ul>



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						<i>Proof-reading for errors in SPAG.</i>	<i>Proof-reading for errors in SPAG.</i>
<b>Publishing</b>	<ul style="list-style-type: none"> <li>Write simple phrases and sentences that can be read by others.</li> </ul>	<ul style="list-style-type: none"> <li>Read aloud their writing clearly enough to be heard by their peers and teacher.</li> </ul>	<ul style="list-style-type: none"> <li>Read aloud what they have written with appropriate intonation to make meaning clear.</li> </ul>	<ul style="list-style-type: none"> <li>Read aloud their own writing to a group of the whole class, using appropriate intonation and controlling tone and volume so meaning is clear.</li> </ul>	<ul style="list-style-type: none"> <li>Read aloud their own writing to a group of the whole class, using appropriate intonation and controlling tone and volume so meaning is clear.</li> </ul>	<ul style="list-style-type: none"> <li>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</li> </ul>	<ul style="list-style-type: none"> <li>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</li> </ul>