

## Writing Composition Curriculum 2014

Y1	Y2	Y3/4	Y5/6
<p>Pupils should be taught to:</p> <p><b>write sentences by:</b></p> <ul style="list-style-type: none"> <li>▪ saying out loud what they are going to write about</li> <li>▪ composing a sentence orally before writing it</li> <li>▪ sequencing sentences to form short narratives</li> <li>▪ re-reading what they have written to check that it makes sense</li> <li>▪ discuss what they have written with the teacher or other pupils</li> <li>▪ read aloud their writing clearly enough to be heard by their peers and the teacher</li> </ul>	<p>Pupils should be taught to:</p> <p><b>develop positive attitudes towards and stamina for writing by:</b></p> <ul style="list-style-type: none"> <li>▪ writing narratives about personal experiences and those of others (real and fictional)</li> <li>▪ writing about real events</li> <li>▪ writing poetry</li> <li>▪ writing for different purposes</li> <li>▪ consider what they are going to write before beginning by: <ul style="list-style-type: none"> <li>▪ planning or saying out loud what they are going to write about</li> <li>▪ writing down ideas and/or key words, including new vocabulary</li> <li>▪ encapsulating what they want to say, sentence by sentence</li> </ul> </li> <li>▪ make simple additions, revisions and corrections to their own writing by: <ul style="list-style-type: none"> <li>▪ evaluating their writing with the teacher and other pupils</li> <li>▪ re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</li> <li>▪ proof-reading to check for errors in spelling, grammar and punctuation (e.g. ends of sentences punctuated correctly)</li> <li>▪ read aloud what they have written with appropriate intonation to make the meaning clear.</li> </ul> </li> </ul>	<p>Pupils should be taught to:</p> <p><b>plan their writing by:</b></p> <ul style="list-style-type: none"> <li>▪ discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>▪ discussing and recording ideas</li> <li>▪ draft and write by: <ul style="list-style-type: none"> <li>▪ composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (See Appendix 2)</li> </ul> </li> <li>▪ organising paragraphs around a theme</li> <li>▪ in narratives, creating settings, characters and plot</li> <li>▪ in non-narrative material, using simple organisational devices such as headings and sub-headings</li> <li>▪ evaluate and edit by: <ul style="list-style-type: none"> <li>▪ assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>▪ proposing changes to grammar and vocabulary to improve consistency, e.g. the accurate use of pronouns in sentences</li> <li>▪ proof-read for spelling and punctuation errors</li> <li>▪ read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so the meaning is clear.</li> </ul> </li> </ul>	<p>Pupils should be taught to:</p> <p><b>plan their writing by:</b></p> <ul style="list-style-type: none"> <li>▪ identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>▪ noting and developing initial ideas, drawing on reading and research where necessary</li> <li>▪ in writing narratives, considering how authors have developed characters and settings in what they have read, listened to or seen performed</li> <li>▪ draft and write by: <ul style="list-style-type: none"> <li>▪ selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> </ul> </li> <li>▪ in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>▪ précising longer passages</li> <li>▪ using a wide range of devices to build cohesion within and across paragraphs</li> <li>▪ using further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining)</li> <li>▪ evaluate and edit by: <ul style="list-style-type: none"> <li>▪ assessing the effectiveness of their own and others' writing</li> <li>▪ proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>▪ ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>▪ ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> <li>▪ proof-read for spelling and punctuation errors</li> <li>▪ perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</li> </ul> </li> </ul>