

Composition - Progression Overview

See below the Progression overview for the Development matters statements for EYFS and the National Curriculum statements for KS1.						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
F0	Identifies the picture and where something might be in the picture.	Identifies the picture and where something might be in the picture.	Makes marks on a page	Makes marks on a page	Distinguishes between the different marks I make.	Distinguishes between the different marks I make.
F1	Can say how they made the marks.	Can say how they made the marks.	Tells an adult about what they have drawn or painted.	Audio storytelling. Tells an adult simple facts about a story, e.g., a character or key event.	Says an appropriate word to complete a sentence that is said aloud, e.g., 'We're going to the ... zoo/park/ shop/beach'.	Says a clause to complete a sentence that is said aloud, e.g., 'When we went to the beach today ... I played in the sand'.
F2	<p>I can tell an adult what I have drawn or painted.</p> <p>I can give meaning to my marks as I write.</p> <p>I can create a representation of people, events and objects.</p>	<p>I can write some recognisable letters to communicate meaning.</p> <p>I can write initial sounds.</p> <p>I can begin to write CVC words using phase 2 sounds.</p>	<p>I can write simple words using known graphemes.</p> <p>I can use a sound mat to help me.</p> <p>I can begin to write simple captions.</p> <p>I can begin to spell some Rainbow words.</p>	<p>I can write simple words using known graphemes.</p> <p>I can use a sound mat to help me.</p> <p>I can begin to write phrases and short sentences with support.</p> <p>I can begin to spell some Rainbow words.</p>	<p>I can write phrases and short sentences with support.</p> <p>I can begin to spell some Rainbow words.</p> <p>I can begin to punctuate sentences with a capital and full stop.</p>	<p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by representing sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p>

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Year 1	<p>Begin to write dictated sentences.</p> <p>Re-read what they have written to check that it makes sense.</p> <p>Discuss what they have written with the teacher or other pupils.</p>	<p>Say out loud what they are going to write about.</p> <p>Compose a sentence orally before writing it.</p> <p>Re-read what they have written to check that it makes sense.</p> <p>Discuss what they have written with the teacher or other pupils.</p>	<p>Say out loud what they are going to write about.</p> <p>Compose a sentence orally before writing it.</p> <p>Sequencing sentences to form short narratives.</p> <p>Re-read what they have written to check that it makes sense.</p> <p>Discuss what they have written with the teacher or other pupils.</p> <p>Read aloud their writing clearly enough to be heard by their peers and the teacher.</p>	<p>Say out loud what they are going to write about.</p> <p>Compose a sentence orally before writing it.</p> <p>Sequencing sentences to form short narratives.</p> <p>Re-read what they have written to check that it makes sense.</p> <p>Discuss what they have written with the teacher or other pupils.</p> <p>Read aloud their writing clearly enough to be heard by their peers and the teacher.</p>	<p>Say out loud what they are going to write about.</p> <p>Compose a sentence orally before writing it.</p> <p>Sequencing sentences to form short narratives.</p> <p>Re-read what they have written to check that it makes sense.</p> <p>Discuss what they have written with the teacher or other pupils.</p> <p>Read aloud their writing clearly enough to be heard by their peers and the teacher.</p>	<p>Say out loud what they are going to write about.</p> <p>Compose a sentence orally before writing it.</p> <p>Sequencing sentences to form short narratives.</p> <p>Re-read what they have written to check that it makes sense.</p> <p>Discuss what they have written with the teacher or other pupils.</p> <p>Read aloud their writing clearly enough to be heard by their peers and the teacher.</p>

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 2	<p>Develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> - writing narratives about personal experiences and those of others (real and fictional) <p>Learn to write sentences by composing individual sentences orally and then writing them down.</p> <p>Consider what they are going to write before they begin by planning and discussing ideas.</p> <p>To encapsulate what they want to say sentence by sentence.</p> <p>Begin to be able to make simple revisions, additions and corrections by evaluating their own work with support from adults and peers.</p> <p>Begin to read aloud what they have written with appropriate intonation to make the meaning clear.</p>	<p>Develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> - writing narratives about personal experiences and those of others (real and fictional) - writing about real events <p>Learn to write sentences by composing individual sentences orally and then writing them down.</p> <p>Consider what they are going to write before they begin by planning and discussing ideas.</p> <p>Pupils should create banks of vocabulary and ideas/key words.</p> <p>To encapsulate what they want to say sentence by sentence.</p> <p>To be able to make simple revisions, additions and corrections by evaluating their own work with support from adults and peers.</p> <p>Read aloud what they have written with appropriate intonation to make the meaning clear.</p>	<p>Develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> - writing narratives about personal experiences and those of others (real and fictional) - writing about real events - writing poetry <p>Learn to write sentences by composing individual sentences orally and then writing them down.</p> <p>Consider what they are going to write before they begin by planning and discussing ideas.</p> <p>Pupils should create banks of vocabulary and ideas/key words.</p> <p>To encapsulate what they want to say sentence by sentence.</p> <p>To be able to make simple revisions, additions and corrections by evaluating their own work with support from adults and peers.</p> <p>Begin to be able to make alterations after re-reading their own work.</p>	<p>Develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> - writing narratives about personal experiences and those of others (real and fictional) - writing about real events - writing poetry - writing for different purposes <p>Learn to write sentences by composing individual sentences orally and then writing them down.</p> <p>Consider what they are going to write before they begin by planning and discussing ideas.</p> <p>Pupils should create banks of vocabulary and ideas/key words.</p> <p>To encapsulate what they want to say sentence by sentence.</p> <p>To be able to make simple revisions, additions and corrections by evaluating their own work with support from adults and peers.</p>	<p>Develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> - writing narratives about personal experiences and those of others (real and fictional) - writing about real events - writing poetry - writing for different purposes <p>Learn to write sentences by composing individual sentences orally and then writing them down.</p> <p>Consider what they are going to write before they begin by planning and discussing ideas.</p> <p>Pupils should create banks of vocabulary and ideas/key words.</p> <p>To encapsulate what they want to say sentence by sentence.</p> <p>To be able to make simple revisions, additions and corrections by evaluating their own work with support from adults and peers.</p>	<p>Develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> - writing narratives about personal experiences and those of others (real and fictional) - writing about real events - writing poetry - writing for different purposes <p>Learn to write sentences by composing individual sentences orally and then writing them down.</p> <p>Consider what they are going to write before they begin by planning and discussing ideas.</p> <p>Pupils should create banks of vocabulary and ideas/key words.</p> <p>To encapsulate what they want to say sentence by sentence.</p> <p>To be able to make simple revisions, additions and corrections by evaluating their own work with support from adults and peers.</p>

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			<p>Read aloud what they have written with appropriate intonation to make the meaning clear.</p>	<p>Begin to Proof read work for spelling, grammar and punctuation errors.</p> <p>Be able to make alterations after re-reading their own work.</p> <p>Read aloud what they have written with appropriate intonation to make the meaning clear.</p>	<p>Begin to Proof read work for spelling, grammar and punctuation errors.</p> <p>Be able to make alterations after re-reading their own work.</p> <p>Read aloud what they have written with appropriate intonation to make the meaning clear.</p>	<p>Begin to Proof read work for spelling, grammar and punctuation errors.</p> <p>Be able to make alterations after re-reading their own work.</p> <p>Read aloud what they have written with appropriate intonation to make the meaning clear.</p>
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<u>Development Matters statements including ELG for EYFS and National Curriculum for KS1</u>
<u>Nursery</u>
Literacy <ul style="list-style-type: none">• Add some marks to their drawings, which they give meaning to. For example: "That says mummy."• Make marks on their picture to stand for their name.• Engage in extended conversations about stories, learning new vocabulary.• Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.• Write some or all of their name
<u>Reception</u>
Communication and Language <ul style="list-style-type: none">• Articulate their ideas and thoughts in well-formed sentences.• Describe events in some detail.• Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. Literacy <ul style="list-style-type: none">• Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.• Re-read what they have written to check that it makes sense.
<u>Year 1</u>
Pupils should be taught to: <ul style="list-style-type: none">• write sentences by:<ul style="list-style-type: none">- saying out loud what they are going to write about- composing a sentence orally before writing it- sequencing sentences to form short narratives- re-reading what they have written to check that it makes sense• discuss what they have written with the teacher or other pupils• read aloud their writing clearly enough to be heard by their peers and the teacher.
<u>Year 2</u>
Pupils should be taught to: <ul style="list-style-type: none">• develop positive attitudes towards and stamina for writing by:<ul style="list-style-type: none">- writing narratives about personal experiences and those of others (real and fictional)- writing about real events- writing poetry- writing for different purposes• consider what they are going to write before beginning by:<ul style="list-style-type: none">- planning or saying out loud what they are going to write about

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- writing down ideas and/or key words, including new vocabulary
- encapsulating what they want to say, sentence by sentence
- make simple additions, revisions and corrections to their own writing by:
 - evaluating their writing with the teacher and other pupils
 - 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
 - proof-reading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly]
- read aloud what they have written with appropriate intonation to make the meaning clear

National Curriculum https://assets.publishing.service.gov.uk/media/5a7de93840f0b62305b7f8ee/PRIMARY_national_curriculum_-_English_220714.pdf