

Writing - Composition and Effect

The Federation of Nettlestone & Newchurch

Writing - Composition and Effect					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • I can select basic ideas and content usually linked to the purpose of a task, (e.g. a formulaic opening/ending for a story, a phrase or sentence of information to label a picture, simple commands to give instructions). • I can use simple word choices that help to convey information and ideas, (e.g. story or topic related vocabulary). • I can write sentences by re-reading what has been written to check that it makes sense. KPI 	<ul style="list-style-type: none"> • I think about what I am going to write by planning or saying out loud what I am going to write about. KPI • I am developing positive attitudes towards, and stamina for, writing, by writing for different purposes. KPI • I can make simple additions, revisions and corrections to my own writing by evaluating my writing with the teacher and other pupils. KPI • I can make simple additions, revisions and corrections to writing by proof-reading to check for errors in spelling, grammar and punctuation. KPI • I can re-read to check that writing makes sense and that verbs to indicate time are used correctly and 	<ul style="list-style-type: none"> • I can create settings, characters and plot in narratives. KPI • I can discuss and record ideas (e.g. I can work with a partner or small group to plan writing, contributing my own and listen to and building on others' ideas and record them in notes or pictorial form for later use). • I can draft and write by composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2 National Curriculum). • I can evaluate and edit by assessing the effectiveness of my own and others' writing and suggest improvements. 	<ul style="list-style-type: none"> • I can evaluate and edit by assessing the effectiveness of my own and others' writing and suggest improvements. • I can plan my writing by discussing and recording ideas so that writing is clear in purpose. • 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, vocabulary and grammar (e.g. identify and use key organisational features of a shared text in my own words). • I can write description or detail in both narrative and non-narrative that is expanded through an appropriate and precise range of vocabulary. • I can discuss writing similar to that which I am planning to write, selecting the most 	<ul style="list-style-type: none"> • I can describe settings, characters and atmosphere in narratives, and integrate dialogue to convey character and advance the action. KPI • I can draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. KPI • I can elaborate and use appropriate vocabulary to support detail/events, (e.g. technical, precise/vivid language according to the writing purpose and genre). • I can evaluate and edit by assessing the effectiveness of my own and others' writing by proposing changes to vocabulary, grammar and 	<ul style="list-style-type: none"> • I can describe settings, characters and atmosphere in narratives, integrating dialogue to convey character and advance the action. KPI • I can draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. KPI • I can ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register. • I can evaluate and edit by assessing the effectiveness of my own and others' writing, and propose changes to

	<p>consistently, including verbs in the continuous form.</p> <ul style="list-style-type: none"> • I can use adventurous vocabulary appropriate to task. • I can write about real events, sustaining sufficient features of the given form (e.g. correct choice in use of present and past tense of verbs including verbs in progressive forms). • I can write down ideas and/or key words, including new vocabulary. • I am developing and expressing a viewpoint through comments or actions. • I can make simple additions, revisions and corrections to writing by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly. KPI 	<ul style="list-style-type: none"> • I recognise that events or ideas are developed using some appropriate vocabulary. • I can include, generally, features of non-narrative writing. • 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, vocabulary and grammar. • I can select appropriate tense for a task with verb forms adapted. • I can write clearly with purpose. • I can establish a viewpoint which may not always be consistent or maintained. • I can expand the detail or events, and may support expansion through vocabulary (technical, vivid language). • I can produce writing incorporating mostly relevant content to inform and interest the audience. 	<p>relevant information, key vocabulary and most suitable ideas to plan my own narrative and non-narrative writing.</p> <ul style="list-style-type: none"> • I can produce writing that is clear in purpose with a viewpoint consistently maintained (for example, word choice indicates my viewpoint on a character or an issue). • I can produce writing with a range of additional detail and explanations included. • I can create settings, characters and plot in narratives (e.g. narrative writing interests the reader through the development of a coherent plot, characters and settings). 	<p>punctuation to enhance effects and clarify meaning.</p> <ul style="list-style-type: none"> • I can note and develop initial ideas, drawing on reading and research where necessary (e.g. consider how authors develop characters and setting to help their factual and fictional writing respectively). • I can plan my writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for my own. KPI • I can use expanded noun phrases to convey complicated information concisely. • I can balance content, (e.g. between action and dialogue, fact and comment). • I can demonstrate a viewpoint that is established and generally maintained. • I can draft and write by précising longer passages. 	<p>vocabulary, grammar and punctuation to enhance effects and clarify meaning. KPI</p> <ul style="list-style-type: none"> • I can note and develop initial ideas, drawing on reading and research where necessary; capture, sift and sort ideas into a plan before writing. • I can plan my writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for my own. KPI • I can précis longer passages. • I can use vocabulary typical of informal speech and formal speech. KPI • I can write narratives, considering how authors have developed characters and settings in what I have read, listened to or seen performed. • I can note and develop initial ideas, drawing on reading and research where necessary,
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		<ul style="list-style-type: none">• I can expand the detail or events, supporting through explanation.		<ul style="list-style-type: none">• I can plan my writing by considering how authors have developed characters and settings in what I have read, listened to or seen performed.• I can edit sentences by either expanding or reducing for meaning and effect.	<p>usually reformulating key ideas coherently.</p> <ul style="list-style-type: none">• I can use further organisational and presentational devices to structure text and to guide the reader: e.g. link closing to opening.• I can work alone and with a partner to evaluate writing for overall impact and suitability for audience and purpose against agreed success criteria, identifying specific aspects for alteration (including for accuracy and for impact and style).• I can write using deliberate changes of tense for effect in narrative ensuring the consistent and correct use of tense throughout a piece of writing. KPI
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