



Tankersley Writing Composition Audience, purpose and context.

By the end of EYFS a child will:	By the end of Year 1 a child will:	By the end of Year 2 a child will:	By the end of Year 4 LKS2 a child will:	By the end of Year 6 UKS2 a child will:
<ul style="list-style-type: none"> •Understand what the writing is for, its purpose, which could be to make someone feel happy, to give information, to explain something, to be able to make something. •Have some sense of who the writing is for, the audience, which could be the practitioner, a friend, Mum, Dad, brother, sister, a character in a book. •Gather ideas, thinking about what they want to write. •Draw upon a store of words and ideas. 	<ul style="list-style-type: none"> •Use a number of simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices. •Start to engage readers by using adjectives to describe. 	<ul style="list-style-type: none"> •Write for different purposes with an awareness of an increased amount of fiction and non-fiction structures. •Use new vocabulary from their reading, their discussions about it (one- to-one and as a whole class) and from their wider experiences. 	<ul style="list-style-type: none"> •Demonstrate an increasing understanding of purpose and audience by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. •Begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction). •Make deliberate ambitious word choices to add detail. •Begin to create settings, characters and plot in narratives. •Write a range of narratives and non-fiction pieces for different audiences and purposes using a consistent and appropriate structure (including genre-specific layout devices). •Write a range of narratives that are well- structured and well-paced. •Create detailed settings, characters and plot in narratives to engage the reader and to add atmosphere. 	<ul style="list-style-type: none"> •Consistently produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, organisation and layout devices for a range of audiences and purposes. •Describe settings, characters and atmosphere with carefully-chosen vocabulary to enhance mood, clarify meaning and create pace. •Regularly use dialogue to convey a character and to advance the action. •Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (including literary language, characterisation, structure, etc.). •Distinguish between the language of speech and writing and to choose the appropriate level of formality. •Select vocabulary and grammatical structures that reflect what the writing requires (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility).