



# Tankersley Writing Composition

## Planning, revising and editing own writing.

By the end of EYFS a child can:	By the end of Year 1 a child can:	By the end of Year 2 a child can:	By the end of Year 4 LKS2 a child can:	By the end of Year 6 UKS2 a child can:
<p><b>Plan writing</b> Say out loud what they are going to write about.</p>	<p><b>Plan writing</b> Say out loud what they are going to write about.</p>	<p><b>Plan writing</b> Plan or say out loud what they are going to write about. Write idea and/or key words including new vocab.</p>	<p><b>Plan writing</b> Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. Discuss and record ideas.</p>	<p><b>Plan writing</b> Identify audience and purpose, selecting appropriate form and use other similar writing as a model. Note and develop initial ideas, drawing on reading and research where necessary. In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to and seen performed.</p>
<p><b>Drafting &amp; writing</b> Compose a sentence orally before writing.</p>	<p><b>Drafting &amp; writing</b> Compose a sentence orally before writing.  Sequence sentences to form short narratives.</p>	<p><b>Drafting &amp; writing</b> Encapsulate what they want to say, sentence by sentence.</p>	<p><b>Drafting &amp; writing</b> Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and increasing range of sentence structures. Organise paragraphs around a theme. Précis longer paragraphs. In narratives, create settings, characters and plot. In non-narrative material, use simple organisational devices such as headings and subheadings.</p>	<p><b>Drafting &amp; writing</b> Select appropriate grammar and vocab, understanding how such choices can change and enhance meaning. Use a wide range of devices to build cohesion within and across paragraphs. Précis longer paragraphs. In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action. Use further organisational and presentational devices to structure text and guide the reader (e.g. headings, bullet points, underlining).</p>
<p><b>Evaluate and edit</b> Re-read what they have written to check that it makes sense.</p>	<p><b>Evaluate and edit</b> Re-read what they have written to check that it makes sense.</p>	<p><b>Evaluate and edit</b> Make additions, revision and corrections to their own writing by: Evaluating their own writing with the teacher or other pupils. Rereading to check it makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form. Re-read 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. Proofreading 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.</p>	<p><b>Evaluate and edit</b> Assess the effectiveness of their own and others' writing and suggest improvements. Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.  Proof read to check for errors in spelling, grammar and punctuation.  Read aloud their writing, to a group or whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>	<p><b>Evaluate and edit</b> Assess the effectiveness of their own and others' writing and suggest improvements. Propose changes to grammar, vocab and punctuation to enhance effects and clarify meaning. Ensure the consistent and correct use of tense throughout a piece of writing. Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register. Proof read to check for errors in spelling, grammar and punctuation. Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear</p>