

Progression in Composition and Effect

	Vocabulary/ Language Choice	Awareness of Audience and Purpose	Viewpoint	Developing character, setting and atmosphere
EYFS	<p>*Uses vocabulary and forms of speech that are increasingly influenced by their experience of books</p> <p>*Uses language appropriate to the task when writing in an adult led activity and sometimes uses this in child led activities</p>			
Year 1	<p>*Mostly uses words and phrases appropriate to task and topic</p> <p>*Mostly uses simple adjectives in labels, captions and sentences</p>	<p>Discuss what they have written with the teacher or other pupils – Can they describe something they are pleased with or something they have done well?</p>		<p>Uses simple adjectives to describe places and people e.g. <i>The house was <u>dark</u>.</i></p>
Year 2	<p>*Adjectives are used appropriately without repeating meaning e.g. <i>the old aged chair</i></p> <p>*Usually uses noun phrases for description and specification. (the blue butterfly)</p>	<p>*Shows awareness of purpose of writing through choice of content which is relevant to task</p> <p>*Limited awareness of the reader</p>	<p>Writer is becoming more aware of viewpoint and indicates this through simple statements, e.g. <i>It is wrong to cut down the forests. We need to take care of our planet..</i></p>	<p>Usually makes adventurous word choices to add detail and describe people and places</p>
Year 3	<p>*Some use of adverbs to add detail/description /explanation to events</p> <p>* Some detail expanded through careful choice of vocabulary</p>	<p>Writing features are usually appropriate to the task</p>		<p>* Characterisation is conveyed through description where appropriate</p> <p>*Characterisation is sometimes conveyed through dialogue i.e. deliberately used speech to tell the reader more about how the character is feeling or why s/he reacted in a certain way</p>
Year 4	<p>Building a rich and varied vocabulary and sometimes uses words effectively and deliberately to create a desired effect, e.g. <i>expanded noun phrases, adverbial phrases</i> appropriate verb choice, precise nouns etc. (although style may not be consistent)</p>		<p>Viewpoint is conveyed through description, behaviour and dialogue</p>	<p>*Conveys characterisation through dialogue and makes appropriate verb choices e.g. <i>whispered, bellowed</i></p> <p>* Characterisation is conveyed through description, behaviour and dialogue where appropriate e.g. <i>Lisa stormed through the hall and screached, "Time is up!"</i></p> <p>*In narrative creates settings characters and plot.</p>
Year 5	<p>Demonstrates they can use new vocabulary (drawn from sources such as class discussions/lessons and their own reading) appropriately and effectively.</p>	<p>Growing awareness of reader needs and is usually able to select content to inform and engage the reader</p>	<p>Viewpoint is considered but not always maintained through opinion, attitude and position</p>	<p>In narratives, describes atmosphere</p>
Year 6	<p>Selecting appropriate vocabulary, understanding how such choices can change and enhance meaning</p>	<p>Writing shows the child was able to identify the audience for and purpose of the writing and to select the appropriate form/genre</p>	<p>Viewpoint/Characterisation is established and usually maintained. Contrasting attitudes and opinions may be presented. Some use of expert commentary may be used to suggest credibility</p>	<p>In narratives, describes settings, characters and atmosphere and integrates dialogue to convey character and advance the action (demonstrates ability to balance different elements)</p>