



Tanfield Lea Community Primary School Writing Composition Progression Document



English holds a unique place in our curriculum. Not only does it combine different elements, such as literature, language and linguistics, but it also gives pupils a foundation of spoken language, reading and writing that enables them to think, talk and write about their world. This foundation is essential for all that pupils will go on to learn during their formal education and throughout their lives, including in subjects beyond English.

'Ofsted 2024'



Introduction:

Writing is an integral component of the English programmes of study from the Early Years through to Key Stages 1 and 2. The programme describe two dimensions of writing (as highlighted in the Writing Framework, June 2025):

- **Transcription** (spelling and handwriting). Supporting progression documents related to transcription can be found on our website.
- **Composition** (articulating ideas and structuring them in speech and writing). This document provides information on how we teach composition across the school.

Through a structured curriculum, children will develop their vocabulary, grammar, and punctuation skills, while also building the key foundations of writing: planning, drafting, recording their ideas, revisiting, editing, and, finally, sharing and celebrating their achievements.

What we endeavour for our pupils:

We aim to create a culture in which all our children develop a love of writing. We aspire for every child to develop strong oracy and vocabulary skills, preparing them to become motivated and confident speakers who can articulate their ideas clearly.

They will learn the foundations of writing and use their ideas to create independent work that reflects their individuality. The children will become confident editors of their own and their peers' work, sharing good practices. This will empower them to enjoy writing and feel proud of their accomplishments, sharing their work with peers, wider school members, and families.

Tanfield Lea Community Primary School

Writing Composition Progression Document: **Overview Across School**



Pre-School – children are encouraged to orally join in with stories, poems and non-fiction texts. They retell stories and share their ideas to change the story. Finally, they will create their own stories using the five sequence model. Children will create story maps (using the five sequence model) as a class and independently-if ready, and they will retell their stories to their peers.

Reception – children are encouraged to orally join in with stories, poems, and non-fiction texts. They retell stories and share their ideas to change the story. Then, they will create their own stories. The children will create story maps (using the five sequence model) as a class, then independently create their stories using drawings and words. Finally, they will share their stories with the class.

Year 1/2- children are encouraged to orally join in with stories, poems, and non-fiction texts. They retell the story and share their ideas to change the story. Then, they will begin to write their own stories using the five-sequence model. The children will create story maps both as a class and independently, box up their ideas, and writing their stories. They will then share their stories with the class. Children will also use oracy and writing strategies to write letters, poems, recipes, instructions, and non-chronological reports.

Year 3/4 - children are encouraged to orally join in with stories, poems, and non-fiction texts with a growing confidence. They will retell stories and share their ideas to change stories. Then, they will write their own stories using the five-sequence model. The children will create story maps both as a class and independently, box up their ideas, write and edit their stories. They will then share their stories with the class. Children will also use oracy and writing strategies to write letters, poems, recipes, diary extracts, information texts, non-chronological reports, and newspaper articles.

Year 5/6- children are encouraged to orally join in with stories, poems, and non-fiction texts with motivation and confidence. They retell stories and share their ideas to change stories. Then, they will write their own stories using the five-sequence model. The children will create story maps both as a class and independently, box up their ideas, write and edit their stories. They will then share their stories with the class. Children will also use oracy and writing strategies to confidently write letters, information texts, non-chronological reports, poems, recipes, diary extracts, newspaper articles, biographies and autobiographies.



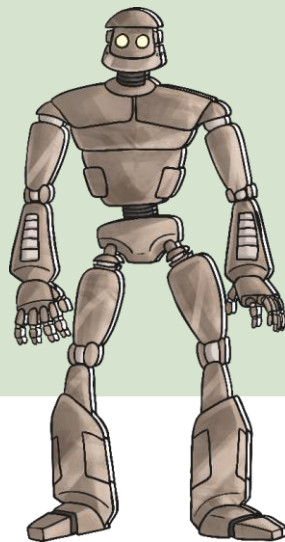
Format/ Narrative:	Characters:	Theme:	Problem:	Resolution:	Person:	Vocabulary
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Usually the story is chronological order.

What is Narrative?

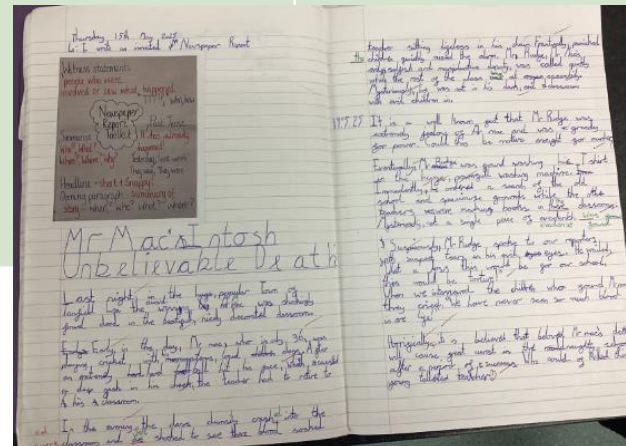
Narrative is another word for story. It isn't just TV shows and films that use images to tell stories – a still image can create a narrative too, by setting up a scenario that we recognise or one that makes us wonder what has happened or is about to happen.

There will usually be a variety of characters in a story- some good and some bad. There will usually be one or two main characters.



There will be a main theme or concept in the story, e.g. traditional tale, fantasy, legend, friendship, good vs evil, romance or a moral to be learnt.

The problem is when something happens in the story, usually involving the main character, that needs to be solved. Different characters might react to the problem in different ways.



The resolution is the way that the problem in the story is solved and how the story comes to its end. Usually, these are happy endings, although sometimes a story may have a sad ending or end with a cliff-hanger (an ending which leaves the reader wanting to know what happens next).

The story is usually written in third person from the character's point of view. Occasionally, a story may be in first person ('I', 'we' etc).

The vocabulary used in fiction texts is imaginative to make the story interesting for the reader. The author will use a range of exciting verbs and use interesting adjectives and adverbs to describe settings, characters and actions.





Types of Writing:	Purpose:	Examples:	Structure:	Language Features:
<u>Non-Chronological Reports</u>	To describe the way things are.	<ul style="list-style-type: none"> Letter Non fiction book Information Leaflet Catalogue Magazine article 	<ul style="list-style-type: none"> Opening contains a general classification A description of their chosen subject Paragraphs about different aspects of the subject Conclusion 	<ul style="list-style-type: none"> Present tense Technical vocabulary relevant to the subject Descriptive and factual language General language Third person
<u>Recount</u>	To retell events, telling what happened, a sequence of events.	<ul style="list-style-type: none"> Personal story Diary Blog Experiment Retelling events A biography or autobiography. Newspaper article 	<p>A 'scene setting' opening.</p> <ul style="list-style-type: none"> Recount of events as they occurred. In chronological order. A closing statement summing up the main points. 	<p>Past tense</p> <ul style="list-style-type: none"> First or Third person Use conjunctions Focus on specific people or events, not general topics.
<u>Explanations</u>	To explain how something works or why something occurs.	<ul style="list-style-type: none"> What causes a tsunami? What causes the seasons? How does the Moon affect the tides 	<ul style="list-style-type: none"> General statement to introduce the topic In chronological order Organised around a series of event 	<ul style="list-style-type: none"> Present tense Third person Use temporal and causal conjunctions Formal voice
<u>Persuasion</u>	To argue the case for a particular point of view, to persuade others.	<ul style="list-style-type: none"> Adverts Answers to questions Leaflets Brochures Posters 	<ul style="list-style-type: none"> Often begin with a question. • Clear presentation of the point being argued. Arguments Summary of the arguments followed by a restatement of the opening argument 	<ul style="list-style-type: none"> Present tense. Use temporal conjunctions. Exaggeration and Flattery. Catchy names and slogans
<u>Information and Procedures</u>	To instruct how something should be done through a series of sequenced steps	<ul style="list-style-type: none"> Step-by-step guides Recipes How to... Activity Instructions Science investigations 	<ul style="list-style-type: none"> Statement of what is to be achieved/needs to be done. Materials/equipment/ items needed. Sequenced steps In chronological order. Diagram or illustration 	<ul style="list-style-type: none"> Present tense Imperative and formal tone Second person Detailed factual information
<u>Discussion or Balanced Argument</u>	To present arguments and information from differing viewpoints.	<ul style="list-style-type: none"> Should school children wear a uniform? Should dogs be kept on a lead in public places? 	<ul style="list-style-type: none"> Usually starts with a question • Opening statement introducing the issue Arguments for/against Conclusion. 	<ul style="list-style-type: none"> Present tense Conjunctions Third person Impersonal voice Formal tone Technical vocabular





Baseline Assessment

-(2 weeks before)

-use this to set targets and inform the planning



Cold
Task

Planning:

- Cold task will highlight the skills needed to be taught.
- Decide on key vocabulary

Imitation: English Book

- Model text – by Y6 max is 350 words. Learnt during imitate week. Rehearsed every day but pupils do not record this in their books.
- Stories are in 5 parts / Non-Fiction Max. of 5 parts.
- Skills focus taught within this phase which are informed by the cold task
- Create a class 'Toolkit' based on the skills taught.
- No Creative Writing during this phase.

Innovation: English Book

- Show children the box up model text (5 parts). Use that box up to change parts to their theme / plan the skills to be included in each section (1 lesson).
- **Early years**-Innovate writing over several days. Children share their ideas and pick class changes (story map).
- Innovate writing over several days. This would be modelled. In KS1 it would be simpler, by KS2 children would be adding from toolkit. Each day feedback sheets would be used to build on this – time given for children to respond to this.

Independent Application (Invent):

- Boxed up but all their own ideas
- Early in the week – Generate ideas / do research + Box up
- Write over several days. This would continue to be modelled. In KS1 it would be simpler, by KS2 children would be adding from toolkit.
- Each day feedback sheets would be used to build on this.



Hot
Task

When writing stories, and where appropriate in other writing tasks, the teaching of writing skills will follow our Key Principles. Through a cold task, teachers highlight the key skills children need. These are identified on a tool kit and are reinforced throughout the topic. Stories follow a five-part model, enabling children to confidently write in sequence. Through a modelled process, children build the confidence to become independent, confident writers. They will learn to plan, draft, record their ideas, revisit, edit, and finally share and celebrate their writing achievements.



Once upon a time



***One day/
First***



Then/unfortunately



After that



Later on



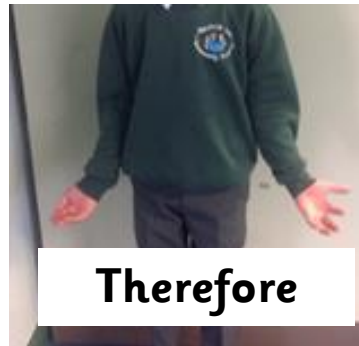
Because



***Whether or
not***



So



Therefore



Although



However/but



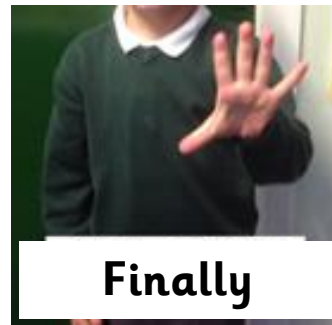
Next/fortunately



On the other hand



Also



Finally



In conclusion



The End

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Writing Composition Progression Document: Pre-School




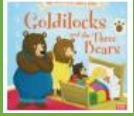
Autumn

Half term:	Autumn 1:	Autumn 1:	Autumn 2:	Autumn 2:
				
	-The Three Little Pigs -Nursery Rhymes	-Let's find out about autumn -Nursery Rhymes -Harvest poems	-Five Little Ducks -Nursery Rhymes	-Letters to Santa
	Fiction Non-fiction	Fiction	Non-fiction	Non-fiction
Text:				
Genre	Narrative Traditional tales	Information	Retell	Letter
Focus	-Story structure-five story parts Class story map -Rhyming words	- Class Display: -What is Autumn? -Rhyming words	-Story structure (five parts) Class and independent story maps - Children retelling their own story. -Rhyming words	Writing a letter to Santa

Spring

Spring 1:	Spring 1:	Spring 2:	Spring 2:
			
-The Big Pancake -Winter poems	-Stick Man and Science books (floating and sinking)	-The Very Hungry Little Caterpillar	-Life cycle texts
Fiction (TfW)	Non-fiction	Fiction	Non-fiction
Genre	Narrative Traditional tales	Information/ procedures	Instructions Information tests
Focus	-Story structure-(five parts) Class and independent story maps -Characters -Rhyming words	- Class experiment: Floating and sinking experiment (linked to science)	- Class recipes How to make a fruit salad (linked to DT)

Summer

Summer 1:	Summer 1:	Summer 2:	Summer 2:
			
-Farmer Duck (Linked to Farm trip) -Summer Poems	-Farm animals	-Goldilocks and the Three Bears	-How to grow a sunflower
Fiction	Non-fiction	Fiction (TfW)	Non-fiction
Genre	Narrative Retell Friendship Moral	Persuasion	Instructions
Focus	- Class and independent poems	Class and independent posters: Why should you visit Hall Hill Farm?	-Story structure (five parts) Class and independent story maps

-**Class instructions**
How to grow a sunflower (linked to DT)

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Writing Composition Progression Document: Reception



Half term:	Autumn 1:	Autumn 1:	Autumn 2:	Autumn 2:	Spring				Summer				
	Text:												
	-The Enormous Turnip -Nursery rhymes	-Nursery Rhymes -Harvest autumn poems	-The First Christmas story	-How to tie-dye (Christmas enterprise)	-The Gingerbread Man -Winter poems	-Shark facts	-My Brother	-Let's find out about baby animals	-You Choose -Summer poems		-The Three Billy Goat Gruff	-Newcastle Landmarks -Dinosaurs (Linked to our museum trip)	
Autumn	Fiction Non-fiction	Fiction (TfW)	Non-fiction	Fiction (TfW)	Non-fiction	Fiction (TfW)	Non-fiction	Fiction (TfW)	Non-fiction	Fiction (TfW)	Non-fiction	Non-fiction	
	Genre	Narrative Traditional tales	Information poems	Narrative Retell	Instructions	Narrative Traditional tales	Information	Narrative Traditional tale	Information tests	Narrative Adventure	Information texts	Narrative Traditional tales	Persuasion
	Focus	-Story structure-five parts Class and independent story maps (with invented ideas and drawings). -Characters	- Class display - What is Autumn? (Seasonal changes, labels, drawings etc.) -Rhyming words	-Story structure-five parts Class and independent story maps (with invented ideas and drawings). -Characters (linked to RE)	-Follow simple instructions (linked to DT)	-Story structure-five parts Class and independent story maps (with invented ideas, drawings and word writing).	Independent facts about sharks/animals (linked to SfA-How to use non-fiction books to write facts)	-Story structure-five parts Class and independent story maps (with invented ideas, drawings and word writing). -Character description	Independent facts about science- life cycles (linked to science)	-Story structure-five parts Class and independent story maps (with invented ideas, drawings and emerging sentence writing). -Setting	- Finding out facts from You Choose and writing about them.	-Story structure-five parts Class and independent story maps (with invented ideas, drawings and emerging sentence writing).	Class and independent posters: Why you should visit Newcastle (linked to geography)

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Writing Composition Progression Document: Year 1/2: Cycle B



	Half term:	Autumn 1:	Autumn 1:	Autumn 2:	Autumn 2:		Spring 1:	Spring 1:	Spring 2:	Spring 2:		Summer 1:	Summer 1:	Summer 2:	Summer 2:		
Autumn	Text:	 -Were Going on a Bear Hunt -Harvest Poems	 -How to make a puppet	 -Little Red Riding Hood and other Traditional Tales.	 -Letters	Spring	 -Pumpkin Soup	 -Great Fire of London	 -Katie Morag	 -Diaries	Summer	 -Australian Dreamtime Stories	 -Australian animal report	 - Lighthouse Keepers Lunch	 -How to stay safe at the beach. -How to go rock pooling.		
	Fiction Non-fiction	Fiction	Non-fiction	Fiction	Non-fiction		Fiction	Non-fiction	Fiction	Non-fiction		Fiction	Non-fiction	Fiction	Non-fiction	Fiction	Non-fiction
	Genre	-Tale of Quest -Poems	Instructions-how to make a puppet	Warning tale	-Letters to Santa (Y2-persuasive)		Friendship tale	Fact Tale	Adventure Tale	Recount-Trip to Coll		Morale tale	Non-chronological report	Adventure	Explanation		
	Focus in Year 1:	Story Structure	Character and setting. Descriptive writing.	Letter structure	Characters/ actions		Factual information	Characters, feelings and actions.	Feeling	-Sentence openers and adjectives		Following instructions	-Sentence openers and adjectives	Writing a report			
	Focus in Year 2:	-Sentence structure, capital letters and full stops. -Adjectives	-Sentence structure, capital letters and full stops.	-Writing for different purposes	-Story structure -Character actions -Conjunctions -Writing for different purposes		-Character feelings -Tenses -Punctuation -Conjunctions	-Character description -Expanded noun phrase --Writing for different purposes	-Story structure -Openers -Adverbs -Punctuation -Writing for different purposes								

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Writing Composition Progression Document: Year 3/4: Cycle A





Half term:	Autumn 1:	Autumn 1:	Autumn 2:	Autumn 2:	Spring 1:	Spring 1:	Spring 2:	Spring 2:	Summer 1:	Summer 1:	Summer 2:	Summer 2:	
	Text:	-The Iron Man - Ted Hughes	 -The Iron Man - Ted Hughes	-Caribbean Dozen, Anansi Stories, No dinner for Ananasi	-The Caribbean	-Tommy Armstrong Poems	-Diary Entries	 -Charlie and the Chocolate Factory - Roald Dahl	-Persuasive letter to Mr Wonker	--Stone Age Boy - Kitamura, Satoshi	-How to build a den	-Willie the Wizard Anthony Browne	-Visit Rome
Autumn	Fiction Non-fiction	Fiction	Non-fiction	Fiction	Non-fiction	Fiction	Non-fiction	Non-fiction	Fiction	Non-fiction	Fiction	Non-fiction	
	Genre	Modern Fairy Tale	Instructions for the Iron Man	Descriptive writing Poetry Moral tales	Non-Chronological report	Setting and description Poem	Recount Diary Newspaper report	Finding story	Persuasive letter Diary	Friendship	Instructions	Finding/losing story	Persuasive leaflet
	Focus in Year 3:	-Character description-writing form another perspective -Adjectives -Time adverb	-Time adverbs	-Settings/ Descriptions -Introduce speech	-Introduce paragraphs and structure	-Subordinate clauses	-Introduce speech	-Setting and characters-description	-Persuasive and formal language -Fronted subordinate clause with similies	-Adverbials of time -Introduce speech	-Conjunctions -Expanded noun phrases -Secure speech -Sentence openers	-Speech -Subordinate clauses	-Interesting sentence openers
	Focus in Year 4:	-Character description-writing form another perspective -Expanded noun phrases -Fronted adverbials	-Fronted adverbials -Prepositions	-Settings/ Descriptions -Secure speech	-Secure paragraphs and structure	-Fronted subordinate clauses with comma	-Secure speech	Setting and characters-description	-Persuasive and formal language Fronted subordinate clause with similies	-Fronted adverbials of time -Secure speech	-Subordinate clause -Expanded noun phrase -Fronted adverbials -Characterise speech	-Fronted subordinate clause with speech -Fronted adverbials	-Fronted adverbials
Spring	Fiction Non-fiction	Fiction	Non-fiction	Fiction	Non-fiction	Fiction	Non-fiction	Non-fiction	Fiction	Non-fiction	Fiction	Non-fiction	
	Genre	Modern Fairy Tale	Instructions for the Iron Man	Descriptive writing Poetry Moral tales	Non-Chronological report	Setting and description Poem	Recount Diary Newspaper report	Finding story	Persuasive letter Diary	Friendship	Instructions	Finding/losing story	Persuasive leaflet
	Focus in Year 3:	-Character description-writing form another perspective -Adjectives -Time adverb	-Time adverbs	-Settings/ Descriptions -Introduce speech	-Introduce paragraphs and structure	-Subordinate clauses	-Introduce speech	-Setting and characters-description	-Persuasive and formal language -Fronted subordinate clause with similies	-Adverbials of time -Introduce speech	-Conjunctions -Expanded noun phrases -Secure speech -Sentence openers	-Speech -Subordinate clauses	-Interesting sentence openers
	Focus in Year 4:	-Character description-writing form another perspective -Expanded noun phrases -Fronted adverbials	-Fronted adverbials -Prepositions	-Settings/ Descriptions -Secure speech	-Secure paragraphs and structure	-Fronted subordinate clauses with comma	-Secure speech	Setting and characters-description	-Persuasive and formal language Fronted subordinate clause with similies	-Fronted adverbials of time -Secure speech	-Subordinate clause -Expanded noun phrase -Fronted adverbials -Characterise speech	-Fronted subordinate clause with speech -Fronted adverbials	-Fronted adverbials
Summer	Fiction Non-fiction	Fiction	Non-fiction	Fiction	Non-fiction	Fiction	Non-fiction	Non-fiction	Fiction	Non-fiction	Fiction	Non-fiction	
	Genre	Modern Fairy Tale	Instructions for the Iron Man	Descriptive writing Poetry Moral tales	Non-Chronological report	Setting and description Poem	Recount Diary Newspaper report	Finding story	Persuasive letter Diary	Friendship	Instructions	Finding/losing story	Persuasive leaflet
	Focus in Year 3:	-Character description-writing form another perspective -Adjectives -Time adverb	-Time adverbs	-Settings/ Descriptions -Introduce speech	-Introduce paragraphs and structure	-Subordinate clauses	-Introduce speech	-Setting and characters-description	-Persuasive and formal language -Fronted subordinate clause with similies	-Adverbials of time -Introduce speech	-Conjunctions -Expanded noun phrases -Secure speech -Sentence openers	-Speech -Subordinate clauses	-Interesting sentence openers
	Focus in Year 4:	-Character description-writing form another perspective -Expanded noun phrases -Fronted adverbials	-Fronted adverbials -Prepositions	-Settings/ Descriptions -Secure speech	-Secure paragraphs and structure	-Fronted subordinate clauses with comma	-Secure speech	Setting and characters-description	-Persuasive and formal language Fronted subordinate clause with similies	-Fronted adverbials of time -Secure speech	-Subordinate clause -Expanded noun phrase -Fronted adverbials -Characterise speech	-Fronted subordinate clause with speech -Fronted adverbials	-Fronted adverbials

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Writing Composition Progression Document: Year 5/6: Cycle B



Half term:		Autumn 1:	Autumn 1:	Autumn 2:	Autumn 2:	Spring 1:	Spring 1:	Spring 2:	Spring 2:	Summer 1:	Summer 1:	Summer 2:	Summer 2:
Text:		 -Mr Stink - David Walliams	 -Greek Gods Firework Poetry	 -Letters from the Lighthouse	 -The Pig - Roald Dahl Cinquain	 -The Paradise Garden - Colin Thompson -The Nowhere Emporium - Ross Mackenzie	 -Should evacuees be accepted in the village?	 -Kensuke's Kingdom – Michael Morpurgo	 -Titanic	 -Winnie in Space – Valerie Thomas	 -Felix's Fall/Space Tourism	 -A Shakespeare Play: Romeo and Juliet (extracts)	 -William Shakespeare Biography
Autumn	Fiction Non-fiction	Fiction	Non-fiction	Fiction	Non-fiction	Fiction	Non-fiction	Fiction	Non-fiction	Fiction	Non-fiction	Fiction	Non-fiction
	Genre	Friendship	Report Poetry	Rags to Riches	Poetry	Historical Fantasy	Discussion	Finding Tale	Journalistic	Quest	Report	Play	Biography
	Focus in Year 5:	-Introduce Show not Tell. -Consolidate complex sentences and noun phrases from Y4. -Introduce synonym and antonyms. -Introduce relative clauses. -Speech with range of reporting clauses. -Introduce formality/paragraphs.		-Begins to create persuasive arguments using FAT HORSE.		-Begin to create a balanced discussion. -Develop story writing skills as evident from cold task.		-Further consolidate balanced discussion.		-Introduce active and passive		-Playscript features and content	
	Focus in Year 6:	-Consolidate Show not Tell. Develop extended noun phrases. -Secure synonym and antonyms. -Secure relative clauses and correct punctuation. -Correctly punctuated speech to move writing forward -Secure formality/paragraphs.		-Present clear, detailed persuasive arguments using full range of features.		-Create a fuller detailed balanced discussion. -Develop story writing skills as evident from cold task.		-Further consolidate balanced discussion.		-Develop active and passive -Secure end of key stage 2 writing skills.		-Secure confident use of playscripts. -Secure end of key stage 2 writing skills.	
		Spring				Summer							

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Writing Composition Progression Document: **Pre-School: Key Skills**



Writing Composition (Literacy)

I can talk about a book, it's pages, the front, back, title, author and illustrator.
I am beginning to understand the story sequence and join in retelling five parts of the story.
I am beginning to recall events that have happened in the story and talk about them using simple vocabulary and phrases.
I am beginning to demonstrate an understanding of what has been read to me by retelling stories using puppets and my own words, including some recently introduced vocabulary and some correct grammar.
I am beginning to use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, and during role-play.

Listening, Attention and Understanding (Literacy)

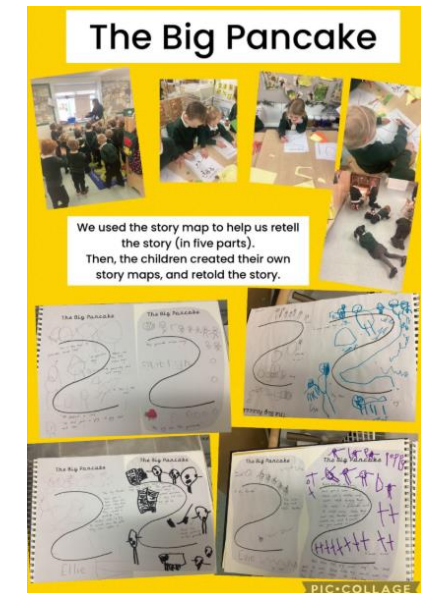
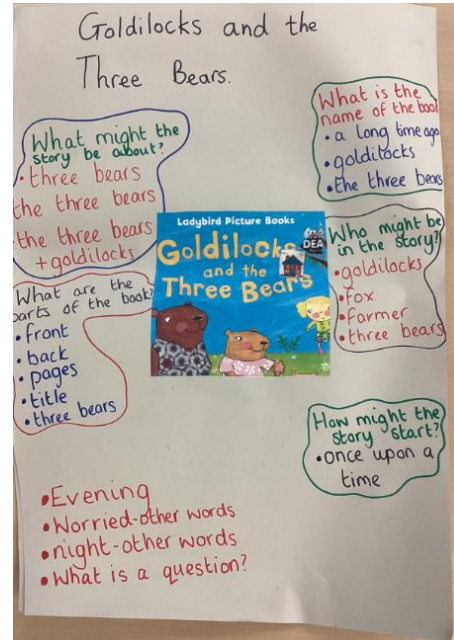
I am beginning to listen and respond to what I hear by answering questions when being read to and during whole class discussions and group interactions.
I am beginning to make comments about what I have heard and ask questions to clarify my understanding.
I am beginning to hold conversation when engaged in back-and-forth exchanges with my teacher and peers.

Speaking and Listening (Literacy-Vocabulary and Grammar):

I am beginning to participate in class, small group, and one-to-one discussions, offering my own ideas, using recently introduced vocabulary and correct grammar.
I am beginning to recall events that have happened in the story and talk about them using simple sentences.
I am beginning to offer explanations for why things might happen, making use of recently introduced vocabulary and correct grammar from stories, non-fiction, rhymes and poems when appropriate.
I am beginning to recall my own experiences and link them to events in the story using simple sentences.
I am beginning to express my ideas and feelings about my experiences using past, present and future tenses.
I confidently join in with repeated refrains.

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Writing Composition Progression Document: Pre-School



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Writing Composition Progression Document: **Reception Key Skills**



Writing Composition (Literacy)

I am beginning to write some simple phrases and sentences using my phonic knowledge that can be read by others.

I can create a story map and retell a five part story to my teacher and peers.

I can talk about a book, it's pages, the front, back, title, author, illustrator and spine, characters, events and the blurb.

I can demonstrate an understanding of what has been read to me by retelling stories and narratives using my own words, recently introduced vocabulary and correct grammar.

I can anticipate, where appropriate, key events in stories.

I am beginning to understand the story sequence (five parts) and I am beginning to talk about them.

I can use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, and during role-play.

Listening, Attention and Understanding (Literacy)

I can listen attentively and respond to what I hear with relevant answers, comments, questions and actions when being read to and during whole class discussions and group interactions.

I can make comments about what I have heard and ask questions to clarify my understanding.

I can hold conversation when engaged in back-and-forth exchanges with my teacher and peers.

Speaking and Listening (Literacy-Vocabulary and Grammar):

I can participate in small group, class and one-to-one discussions, offering my own ideas, using recently introduced vocabulary and correct grammar.

I can recall events that have happened in the story and talk about them using simple sentences.

I am beginning to offer explanations for why things might happen, making use of recently introduced vocabulary and correct grammar from stories, non-fiction, rhymes and poems when appropriate.

I can recall my own experiences and link them to events in the story using simple sentences.

I can express my ideas and feelings about my experiences using past, present and future tenses.

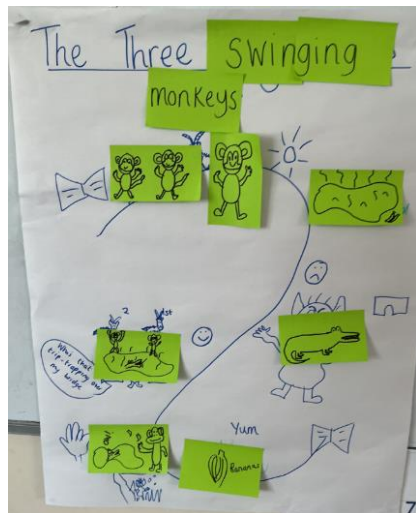
I confidently join in with repeated refrains to complete compound sentences.

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Writing Composition Progression Document: Reception



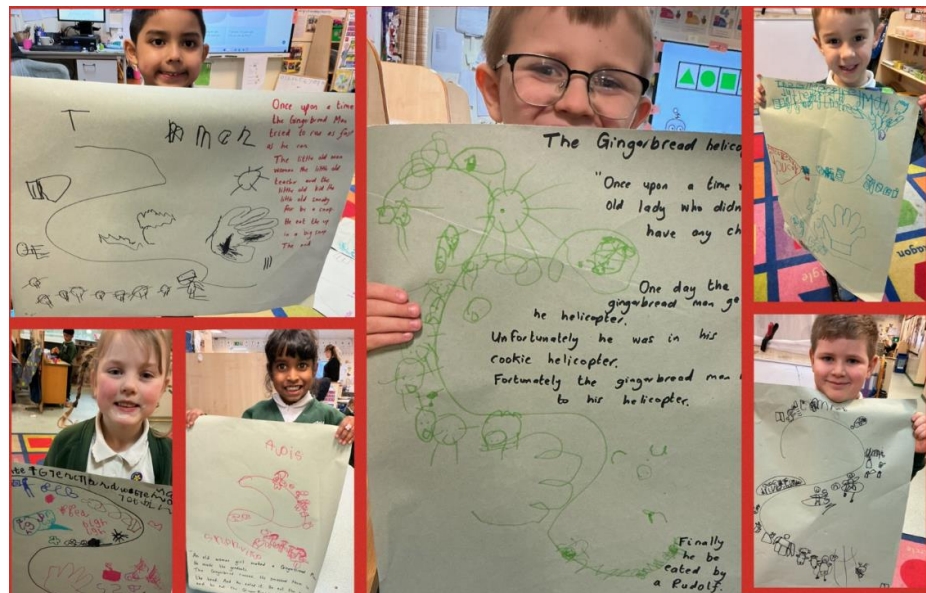
"My Brother"
By the Butterflies #tanfieldliteracy #tanfieldearlyyears



Tanfield Lea Community Primary School @Tanfie... -11/02/2025
The children in Reception are gaining more confidence when sentence writing. They are beginning to compose sentences in their heads and then use their phonics knowledge to write the words down.
#tanfieldliteracy #tanfieldearlyyears



Tanfield Lea Community Primary School @Tanfie... -21/01/2025
Strange goings on in in lower school library this week!
The Gingerbread Men are on the loose.
#tanfieldearlyyears #tanfieldenglish





Plan, Draft, Write, Revisit, Edit and Share:

- I can compose a sentence orally before writing it.
- I can write a simple sentence.
- I can discuss what I have planned and written with my teacher.
- I can plan, then write short narratives based on real and fictional experiences, sometimes in sequence.
- I am beginning to re-read what I have written to check that it makes sense and make simple changes.

Vocabulary, Grammar and Punctuation:

- I can join two sentences using 'and' on occasions.
- I am beginning to use present and past tenses, on some occasions.
- I am beginning to use capital letters to start a sentence, for names, the personal pronoun 'I', on most occasions.
- I am beginning to use a full stop to end a sentence (sometimes in the wrong place).

Tanfield Lea Community Primary School

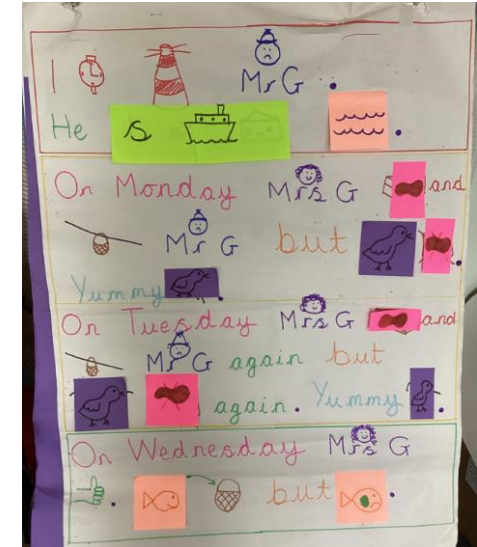
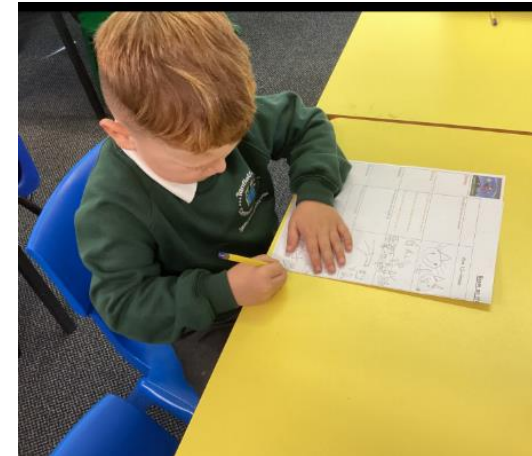
Writing Composition Progression Document: Year 1



class story this week alongside a story map, the children named it 'The pirate who lost his telescope'. The children have also enjoyed forming their own story maps and using puppets to retell familiar stories.



Room on the		Week 1/2 - Imitate
Opening	The witch had a cat and a toad.	
Build up	The witch had her cat and the dog found it.	
	The witch had her toad and the pig found it.	
Problem	The toad broke and they fell off.	
Resolution	The dog tried to eat the witch.	
	The witch was a monster and he ran away.	
Ending	The witch made a new broom and they flew away.	



LO: I can use 'I'.

I have a green bandana. I have a red hat. I have a black and gold boots. I have a gold watch. I have a gold watch.

LO: I can use 'I'.

I have a yellow hat. I have a blue shirt. I have a red skirt. I have a yellow watch. I have a red watch.

LO: I can use 'I'.

I have a yellow hat. I have a blue shirt. I have a red skirt. I have a yellow watch. I have a red watch.

Id have dressed ourselves as pirates! Here is a selection of our fantastic writing using adjectives.

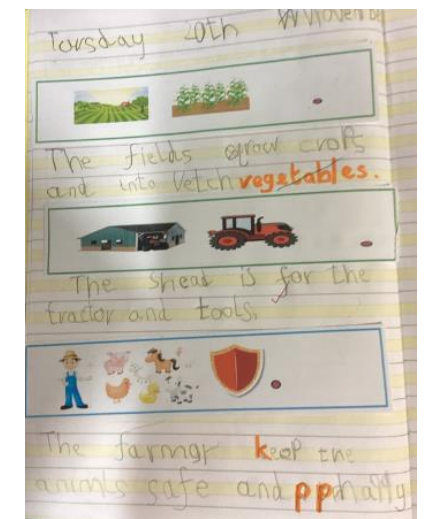
PIC-COLLAGES

A farm is Farmers and farmers wives. Farms are They have The barn. The field. The shed. Farmers. Some farms. You can.

farm building Farmers Farmers wives wood stone fields animals tractor safe drive harvest little

A F T S Y and

house





Plan, Draft, Write, Revisit, Edit and Share:

I can discuss the content of writing orally.

I can orally compose sentences, using a wider range of structures and increasing vocabulary.

I can create simple plans to support writing by recording my ideas.

I can write narratives on personal experiences and those of others, both real and fictional.

I can write for different purposes, including real events being to show positive stamina.

I am beginning to re-read my own writing to check for sense, basic errors in grammar and punctuation and meaning.

Vocabulary, Grammar and Punctuation:

I can use simple adjectives for description.

I can on most occasions use a capital letter to start a sentence, and use a full stop to end a sentence.

I can use co-ordination using or, and, or, but, on most occasions.

I am beginning to use some subordination using when, if, that, because.

I am beginning to use different forms – statements, questions, exclamations, commands.

I am beginning to use expanded noun phrases for description and specification (e.g., the man on the moon).

I can use the present tense and past tense correctly on most occasions.

I am beginning to use capital letters for names, places, days of the week and the personal pronoun 'I'.

I am beginning to use commas to separate items in a list.

I use question marks and exclamation marks correctly, on most occasions.



Plan, Draft, Write, Revisit, Edit and Share:

I can compose sentences, orally at first, using a wider range of structures and increasing vocabulary.
I beginning to write a narrative, describing settings and characters.
I am beginning to produce writing using simple organisational devices such as paragraphs, headings and sub-headings.
I can check for errors in spelling, grammar and punctuation, with help from my teacher.

Vocabulary, Grammar and Punctuation:

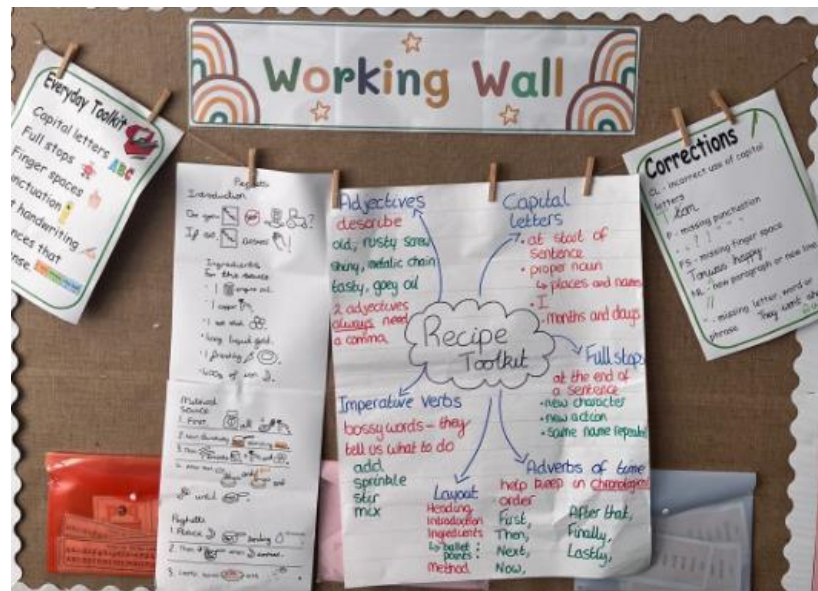
I can use a capital letter to start a sentence, for names, the personal pronoun 'I', and use a full stop to end a sentence.
I can use question and exclamation marks correctly, and on most occasions' commas for a list.
I am beginning to identify a verb, noun, adjective, conjunction and adverb.
I can use 'a' or 'an' according to if the next letter is a consonant or a vowel, e.g., an apple, a car
I am beginning to use the apostrophe for singular possession, e.g., Jake's bag, Sarah's hat.
I can use pronouns to avoid repetition, e.g., he, she, they
I can use the apostrophe for plural possession.
I can express time, place and cause by using some conjunctions, adverbs and prepositions – when, before, next, after, while, because, so.
I am beginning to use the present perfect form of verbs instead of the simple past e.g., 'He has gone out to play' rather than 'He went out to play'
I am beginning to use inverted commas to punctuate direct speech.
I can, on most occasions use a range of punctuation accurately including apostrophes and inverted commas for direct speech. . ? ! can't " "

Tanfield Lea Community Primary School

English Progression Document Year 3



Last week the children learned actions to help them remember the beginning of our new class novel. They got to grips with some tricky words and character names! Hiccup Horrendous Haddock the Third being one of them. Well done 34B!!



3K have done an amazing job of learning our model text - a recipe of how to make mechanical peghetti for Iron Man.



peghetti
Do you need a recipe to stop an electrical Exon
Sprackling car? If so the this recipe is the
answer to your fear. Ingredients
1. Set of dangerous chain. Lots of melted
liquid platinum / finely chopped heavenly
rather than heavy shot iron pegs.
method for the sauce
First, ~~then~~ accurately measure all
of your most watery ingredients.
2. Next, dramatically heat up your large
round pan over the scorching heat.
3. After that, pour in the barrel of sticky
spatula, mix in the old rusty tap and
the dangerous chain.
4. Then, drizzle on some gloopy anjooy
oil. 1. caper tap and 1. Steel ball
bearing.
Mae

peghetti
Do you need a recipe to
stop an deadly electrical Exon
Monster from eating your teeth?
Ingredients
1. 1 ball of mushi engine oil.
2. 1 old rusty tap.
3. 1 tap of rusty metal glass.
4. 1 piece of metal named peghetti.
5. 1 glass of heavenly golly dice.
6. 1 bag of iron oags.
Method
1. Boil the sauce
2. Accurately measure all the
of the ingredients.
3. Put the ingredients in the large
pan over the scorching heat.
4. After that, tip the sauce into
the water into again massive
hole.
John

34B have been using their plans and their writing toolkit to help them invent their own 'Defeating a Monster' story! They have great imaginations.





Plan, Draft, Write, Revisit, Edit and Share:

I can orally rehearse and compose a sentence or a sequence of sentences with a varied and rich vocabulary.

I can write a narrative describing settings and characters.

I can write non-narratives using appropriate organisational devices. e.g., headings and subheadings

I can write in paragraphs to organise ideas around a theme.

I can use Standard English forms for verb inflections instead of local spoken forms, e.g. 'We were' not 'We was', and 'I did' not 'I done'

I can respond to teacher prompts to correct punctuation and grammar.

Vocabulary, Grammar and Punctuation:

I can use a capital letter to start a sentence, for names, the personal pronoun 'I', and use a full stop to end a sentence.

I can identify a verb, noun, adjective, conjunction and adverb.

I can use question and exclamation marks correctly, and commas for a list.

I can use a wider range of conjunctions in an increasing range of sentence structures.

I use a range of sentences which have more than one clause.

I understand and am beginning to use fronted adverbials. In a rush, In the afternoon, Under the bridge

I can use noun phrases which are expanded by the addition of modifying adjectives, nouns and preposition phrases.

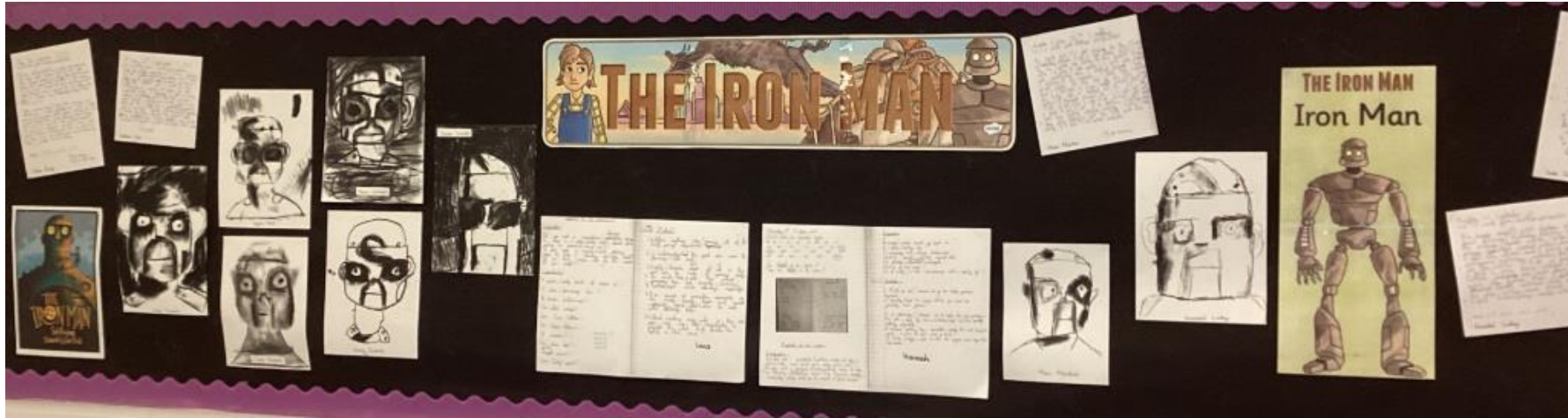
I can mostly apostrophes correctly.

I use commas after fronted adverbials on most occasions.

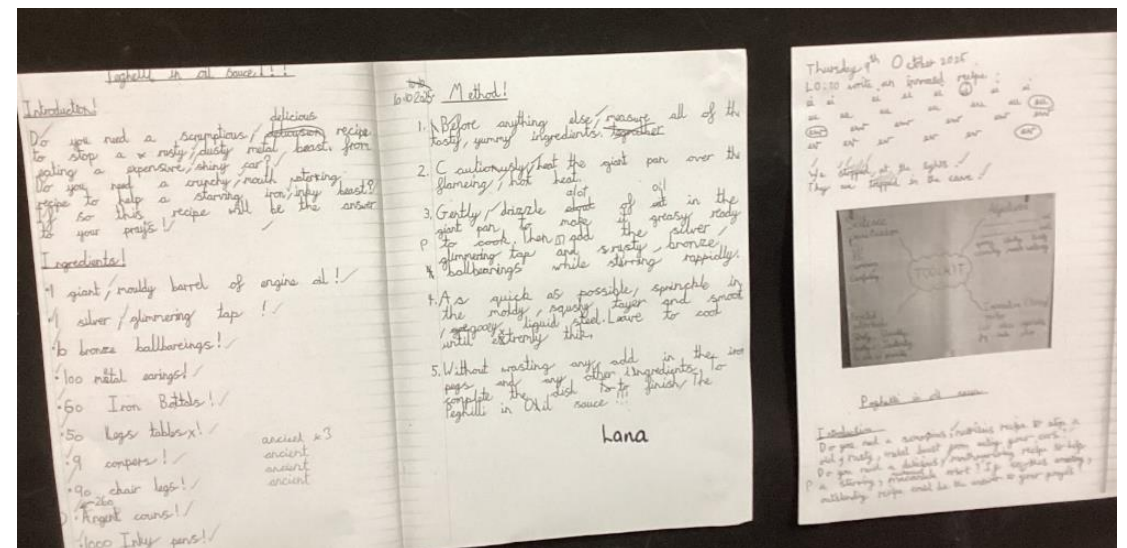
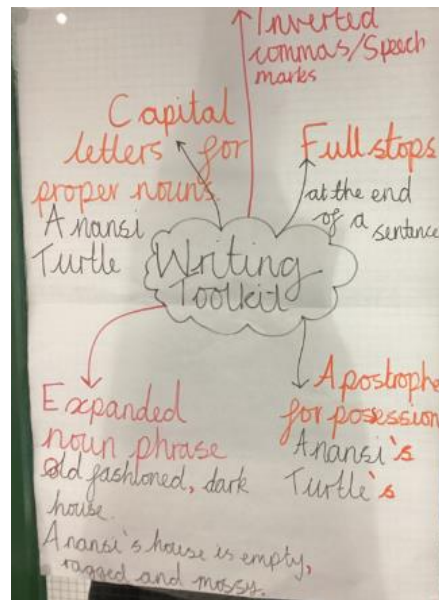
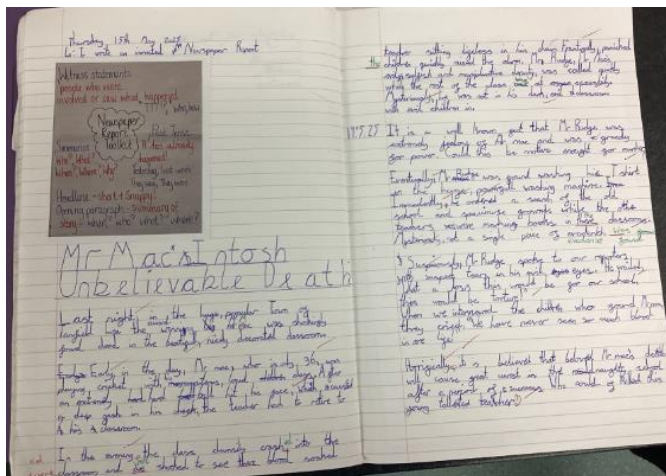
I use inverted commas and other punctuation to indicate direct speech, e.g., My friend said, "Come over to my house."

Tanfield Lea Community Primary School

Writing Composition Progression Document: Year 4



Year 4 are exploring the Three Billy Goats Gruff story and performed the first part with actions!



Tanfield Lea Community Primary School

Writing Composition Progression Document: Year 5 Key Skills



Plan, Draft, Write, Revisit, Edit and Share:

I can orally compose with growing confidence, a sequence of sentences with a varied and rich vocabulary, and discuss the audience and purpose of the writing.

I can use my own reading, what I have listened to, and modelled writing to support me when developing characters, setting and atmosphere.

I can summarise a paragraph.

I can start sentences using a variety of openers. When, although, If, Meanwhile, Furthermore, Time Connectives.

I can link ideas across paragraphs using adverbials - time (e.g., later), place (e.g., nearby), number (e.g., secondly) or tense choices (e.g. he had seen her before)

I can add well-chosen detail to interest the reader. Which/Who – The boy, who was lying on the floor, was unconscious.

I can use stylistic devices to create effects in writing. Show not tell, similes, metaphors, alliteration, Persuasive (FAT HORSE), personification

I can use the correct features and sentence structure matched to the text type we are working on.

I can develop characters through action and dialogue.

I can organise my writing into paragraphs to show different information or events and am starting to build links between paragraphs e.g., using adverbials. Later, Nearby, Secondly

I can proof read my own work for spelling and punctuation errors and edit to improve effect.

Vocabulary, Grammar and Punctuation:

I can use a capital letter to start a sentence, for names, the personal pronoun 'I', and use a full stop to end a sentence.

I can use relative clauses beginning with who, which, where, when, whose, that or with an implied relative pronoun

I can begin to use passive verbs The cake was eaten by the child. The window was broken.

I can use modal verbs and adverbs (e.g., might, must, perhaps, surely) to indicate a degree of possibility.

I can use brackets, dashes and commas to indicate parenthesis.

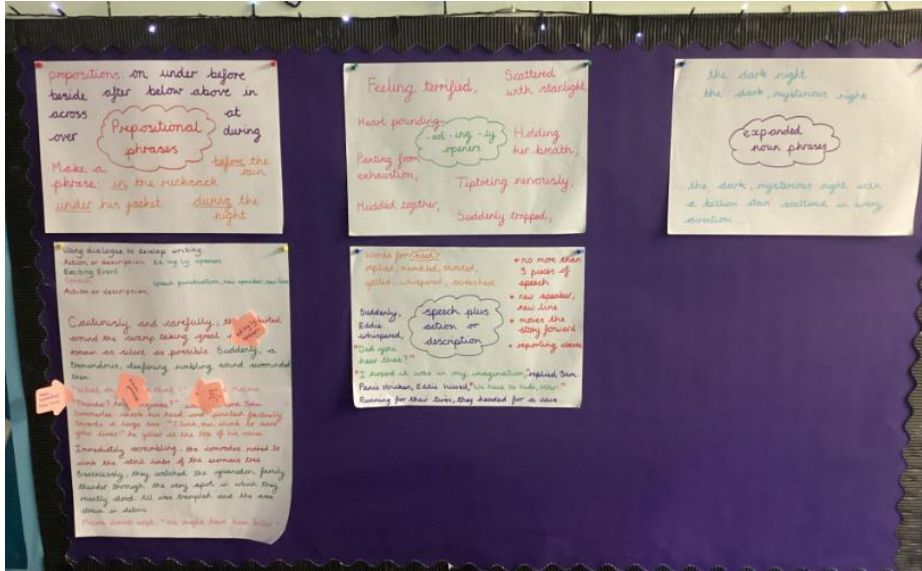
I can use commas to clarify meaning or avoid misunderstanding.

I can use brackets, dashes and commas to indicate relative clauses. The boy (who was laughing) ran to his friends. Tom glared at Jack – he owed him £500 – and shook his fist.

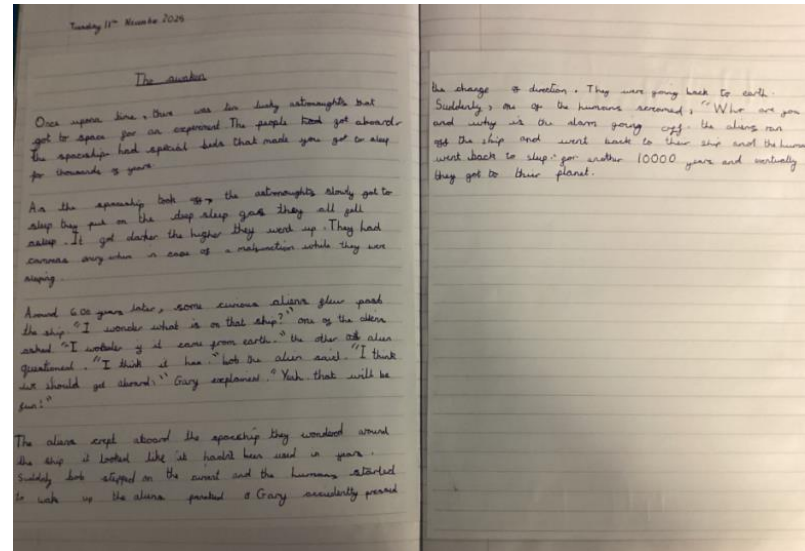
Tanfield Lea, which is near Stanley, is in County Durham.

Tanfield Lea Community Primary School

Writing Composition Progression Document: Year 5



Excellent collaborative work in 5M where we were selecting and highlighting facts to use in our reports about Poseidon.
[#tanfieldenglish](#)



Tanfield Lea Community Primary School

Writing Composition Progression Document: Year 6 Key Skills



Plan, Draft, Write, Revisit, Edit and Share:

I can orally compose a sequence of sentences with a varied and rich vocabulary.

I can write for a range of purposes and audiences and can use other similar writing as models for their own.

I can describe settings, character and atmosphere well selecting appropriate vocabulary and grammar.

I write in paragraphs which can clearly signal a change in subject, time, place or event.

I can sustain and develop ideas logically in narrative and non-narrative writing.

I can use character, dialogue and action to advance events in narrative writing.

I can ensure the correct and consistent use of tense throughout and ensure subject and verb agreement when using singular and plural.

I use the passive voice to present information with a different emphasis. The bridge was constructed over several years.

I use grammatical structures and features and choose vocabulary mostly appropriate to the audience, purpose and degree of formality to make meaning clear and create effect.

I can propose changes to vocab, grammar, punctuation and spelling to enhance effects and clarify meaning.

I can assess the effectiveness of my own and others' writing.

Vocabulary, Grammar and Punctuation:

I can use the full range of punctuation mostly correct including: “ ” ; ; ? ! ...

I understand how words are related by meaning as synonyms and antonyms.

I use a range of sentence starters to create specific effects, e.g., ed, ing, and ly.

I can use a range of devices to build cohesion, (e.g., using conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs.

I can vary sentence structure and vocab to suit formal and informal speech and writing.

I can use both the active and the passive voice.

I can use a variety of organisational and presentational devices appropriate to the text type – headings, sub-headings, columns, bullet points, tables etc.

I can use developed noun phrases to add detail to sentences. The rusty old car with a wing mirror hanging off came round the corner.

I can use the subjunctive forms in formal writing and speech such as ‘If I were’

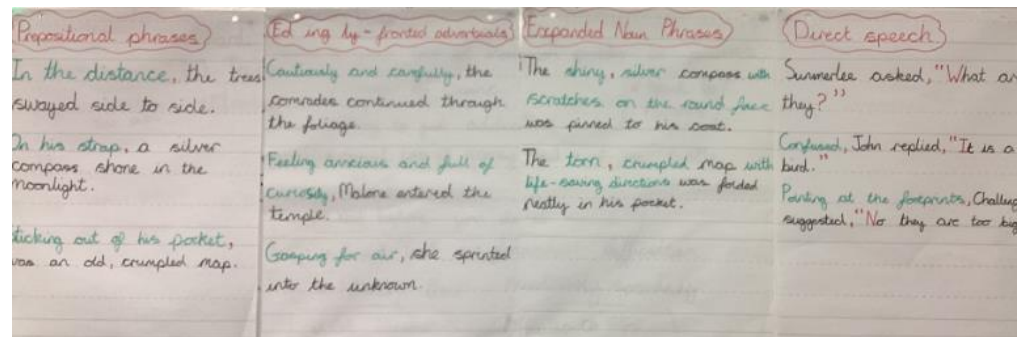
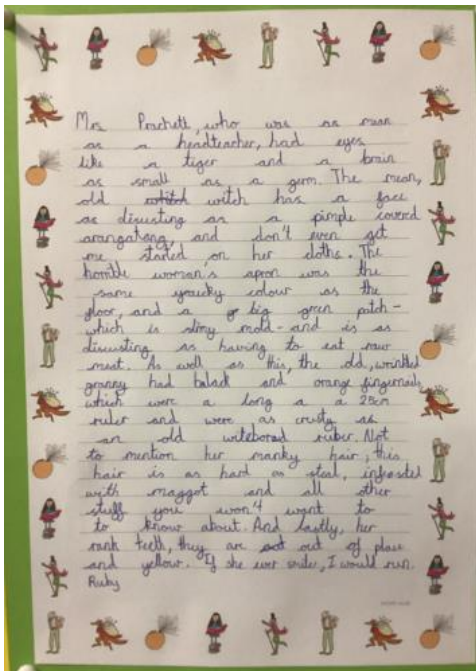
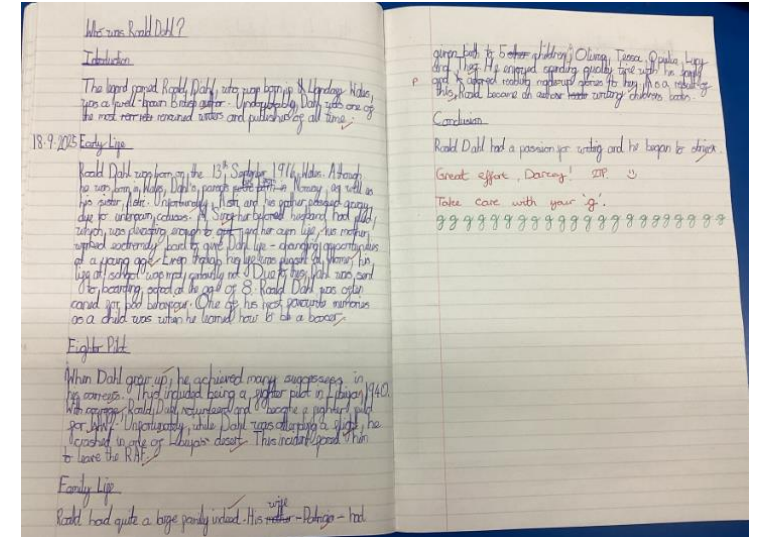
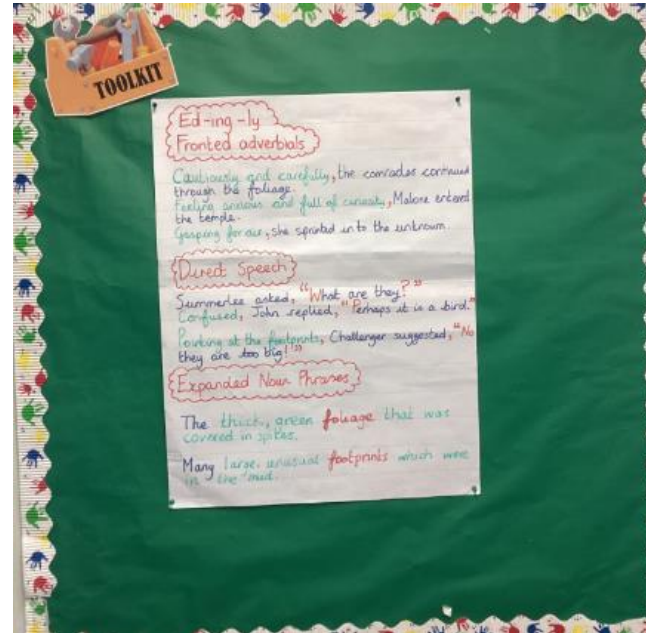
I can use the perfect form of verbs to mark relationships of time and cause. He had had his breakfast before he came to school. They had been friends since they were there.

Tanfield Lea Community Primary School

Writing Composition Progression Document: Year 6



We enjoyed performing part 2 of Ronald Dahl's biography!



Task	Who is Simon Diller
Introduction	Simon Diller was born in 1947. He was a professional footballer. He was a professional footballer. He was a professional footballer.
Paragraph 1 and 2 Early Life	Simon Diller was born in 1947. He was a professional footballer. He was a professional footballer. He was a professional footballer.
Paragraph 3 Eight Plot	Simon Diller was born in 1947. He was a professional footballer. He was a professional footballer. He was a professional footballer.
Conclusion	Simon Diller was born in 1947. He was a professional footballer. He was a professional footballer. He was a professional footballer.



Parents/Carers Guide to Supporting Children's Development with Writing at Home.

Support children with their home learning:

- Familiarise yourself with the writing policies and the methods used in school to support writing (these can be found in your child's organiser), including letter formation rhymes, etc.
 - Encourage and praise your child/ren, even when they find this tricky. Keep trying!
 - Inspire your child to become a writer by providing opportunities for them to write alongside you. This can include drawing and labelling pictures, creating short stories, or even writing letters and notes. Doing this helps them build confidence and allows them to observe, first-hand, and emulate writing skills and techniques from you.
- Encourage them to write shopping lists, recipes for dinner, create itineraries for days out, or write their own poems, stories, and newspaper articles (these could be about family, days out, or trips away).





Links to the English Statutory Curriculum:

Early Years:

[EYFS statutory framework for group and school-based providers](#)

National Curriculum in England: English programmes of study:

[National curriculum in England: English programmes of study - GOV.UK](#)

National Curriculum in England: English programmes of study: key stage 1 and 2

[English programmes of study: key stages 1 and 2](#)

National Curriculum Writing Framework:

[The writing framework](#)